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Instructional leadership: Principals' roles in supporting continuous professional teacher development

Abstract

Principals play an integral role in enhancing the skills and professional development of their teaching staff when they provide constructive feedback to enhance the reflexive capabilities of teachers as determined by teacher education policy (MRTEQ, 2015) and can be the driving force behind their pursuit to provide quality education, as stipulated in Goal 4 of the UNESCO's Sustainable Development Goals (UNESCO, 2015). This article explores the roles of school principals as instructional leaders in supporting continuous professional teachers' development (CPTD). The study followed a qualitative research approach, using case studies which involved two schools in the Metropole Central Education District in the Western Cape. Semi-structured interviews were conducted with three teachers from each school. The finding suggests that CPTD plays a significant role in identifying the necessary gaps in pedagogical content knowledge (PCK) and how to manage a class to mitigate disruptive behaviour successfully. The data further highlights how the two principals prioritise CPTD at their schools by being directly or indirectly involved in the CPTD sessions of the staff. The data indicated that teachers want to develop professionally and expect principals to provide them with the freedom to evaluate their performance and identify where they need to grow. To serve the needs of the teachers and continually capacitate teachers, principals and the leadership (SMT) identified appropriate CPTD programmes that will improve teaching and learning, boost intellectual confidence, and eventually enhance learner achievement.

Keywords: Leadership; instructional leadership; continuous professional teacher development; classroom management, pedagogical content knowledge

1. Introduction

Continuous professional teacher development (CPTD) has been mandatory for all teachers (SACE Act no 31, 2000; NQF Act no 67, 2008; Adu, Buko & Adu, 2023). This regulation aims to promote the continuous professional growth of teachers, including principals, deputy principals, and heads of departments (SMTs), to address the challenges of teaching in the 21st century effectively.

Adu, Duku and Adu (2023), to stay current with the latest technology, pedagogical knowledge, and curriculum changes, teachers must participate in CPTD to improve their knowledge and skills to ensure teachers can remain effective in their field and adapt to the evolving educational environment. Being up to date enables teachers to meet the diverse needs of their learners better and enhance the teaching and learning experience. Moreover, teachers' CPTD is crucial for ensuring effective teaching and learning in the classroom, particularly because the calibre of teachers directly impacts learners' education (Adu, Duku & Adu, 2023).

To achieve educational outcomes, principals and school management are responsible for providing committed leadership and professional support to encourage teachers to participate in CPTD (Ngema & Lekhetho, 2022). Therefore, principals should understand the importance of establishing a positive, supportive environment that encourages teachers to excel.

The concerns around the state of education in South Africa result from the continuous high dropout rate and unsatisfactory National Senior Certificate (NSC) results. Ineffective instructional leadership by principals and their struggles to effectively lead and manage curriculum delivery contribute to the obstacles that hinder learners from achieving satisfactory outcomes. Therefore, active participation in CPTD is important for teachers to remain knowledgeable about the latest educational trends and developments. In addition, support and monitoring are also recognised as important processes and strategies for enhancing CPTD (Akinyemi & Nkonki, 2021).

The Department of Basic Education (DBE) introduced the National Policy Framework for Teacher Education and Development in South Africa (DBE, 2006), which asserts that teachers must register with SACE to be able to teach. Once teachers are registered, teachers must earn professional development points through participation in developmental programmes (DBE, 2006). Although CPTD is regarded as necessary, there were notable constraints in the implementation of CPTD. Research shows that teachers perceived the implementation of CPTD as forced rather than a professional growth opportunity (Johns & Sosibo, 2019). It has also been noted that there is a lack of consistent monitoring of CPTD progress by principals (Bernadine, 2019). As a result, teacher engagement toward implementing CPTD was largely negative, and many teachers considered this strategy ineffective (Johns & Sosibo, 2019). Principals know their teachers' subject content and pedagogical needs; consequently, the responsibility to promote CPTD lies with the principal and its SMT members (Brown & Matthew, 2016).

Against this background, this study, therefore, aims to explore the roles of principals in supporting the professional development of teachers to ensure successful teaching and learning through the following question: What are the roles of principals as instructional leaders in supporting CPTD?

2. Literature review

2.1 The significance of continuous professional development

The quality of teachers in any country determines the educational system's standard, so teachers must always have access to professional growth opportunities (Ajani, 2020). Teachers' CPTD is globally recognised as important for managing the changes in education and raising the standard of instruction (Xaso, *et al.*, 2017). To enhance effective teaching and learning in the modern day, teachers must regularly be supported with CPTD activities

(Xaso *et al.*, 2017). Teachers' entry-level knowledge is insufficient to support their teaching obligations; therefore, according to Ajani (2020) and Xaso *et al.* (2017), involvement in different professional development activities will enhance their accrued knowledge and equip them with various teaching techniques. The significance of teacher training is that it includes a broad spectrum of responsibilities: nurturing learners' potential, serving as role models, and fostering self-assurance and creativity among learners. Consequently, improving their teaching skills will lead to positive changes and enhance learner achievements (Shah, *et al.*, 2015).

2.2 The role of principals acting as instructional leaders in bolstering CPTD

CPTD offerings may vary across different schools, but certain commonalities have been noted in research globally. One of these traits is acknowledging the school principal as the instructional leader, which is crucial in advancing CPTD and increasing teaching skills (Arendse, 2023). This notion aligns with the findings of Bredeson and Johansson (2000), who claim that the principal significantly impacts the professional development of the quality of teachers. Additionally, the findings emphasise that educators who participate in CPTD have improved their ability to manage classrooms, prepare lessons, and know their PCK. As instructional leaders, principals must provide teachers with support and growth opportunities based on their unique pedagogical needs.

The National Education, Evaluation, and Development Unit (DBE, 2018) asserts that well-designed CPTD programmes within schools create well-organised professional learning opportunities that improve learning outcomes. Studies conducted in Australia assert that teaching and learning must be acknowledged as a continuous process of practice inquiry and should be acknowledged for having a strong collaborative and collegial spirit (Xaso *et al.*, 2017). However, if teachers receive training in subjects that do not align with their pedagogical needs, this becomes a fruitless exercise. Hence, to address teachers' CPTD requirements, DBE adopts various approaches to establish teachers' needs for professional development. The Integrated Quality Management System (IQMS), one of these approaches, was implemented to strengthen teachers' capabilities, evaluate and appreciate their work, and provide support and growth opportunities (Ngema & Lekheto, 2019).

The IQMS was replaced with the Quality Management System (QMS) for school-based teachers as outlined in Collective Agreement Number 2 of 2020 and endorsed by both the employer and employee parties at the Education Labour Relations Council (ELRC). The central purpose of the approach remains the same, and the principal, as an instructional leader, oversees this process, utilising its potential to measure the school's effectiveness and review the strengths and weaknesses of teachers. This function assists in implementing appropriate developmental programmes.

2.3 Classroom management skills

It is globally recognised that ensuring an uninterrupted teaching and learning environment is an important component for allowing students to reach their full academic potential (Özen & Yıldırım, 2020). Therefore, according to Bozkuş (2021), excellent classroom management is a critical ability for educators to create an environment conducive to effective teaching and learning. Bozkuş (2021) further elaborates that classroom management involves various aspects to promote effective teaching and learning experiences, including subject matter

delivery, lesson time, preparation, encouraging learner participation, and drafting classroom rules. Like this, Ignatescu, *et al.* (2021) claim that classroom management is a complex process with a few interrelated components. These components include the challenging task of guiding learners behaviour in the classroom while assisting them in meeting their academic goals (Ignatescu *et al.*, 2021; Bozkuş, 2021; Stough, *et al.*, 2015). According to Berger, Girardet, Vaudroz, and Crahay (2018), teachers' approaches to managing classroom dynamics differ greatly. Like this, international researchers such as Berger, *et al.* (2018) found that teachers' approaches to managing classroom dynamics significantly impact learners' cognitive and behavioural participation. Effective classroom management, therefore, involves more than just noise reduction. A study conducted by global researchers Özen and Yıldırım (2020) found that three primary sources contribute to the disruption of the learning environment, namely student-related matters, environmental-related factors and teacher-related issues. As a result, these influences should be considered when teachers manage their classrooms and implement specific management skills and expertise (Bozkuş, 2021) to maintain order in the classroom, utilise available resources, and ensure active learner involvement. Active learner participation is rare without good classroom management, which results in fruitless classroom learning experiences, given the importance of classroom management for teachers, including classroom management training in all programmes that prepare future teachers (Stough *et al.*, 2015). Therefore, it is essential for the principal as an instructional leader to support teachers' professional development in their classroom management skills to enable effective classroom management.

2.4 Pedagogical content knowledge within a South African context

Nkambule and Amsterdam (2018) highlighted that teachers in South Africa have experienced a significant influx of educational reform. For 15 years, the DBE implemented four separate curriculum evaluations from 1997 to 2012. These encompassed the inception of Curriculum 2005 (C2005) in 1997, followed by the introduction of the Revised National Curriculum Statements (RNCS) in 2002, the subsequent National Curriculum Statements (NCS) in 2011, and finally, the establishment of the Curriculum Assessment Policy Statements (CAPS) in 2012. Keeping up with curriculum requirements and changes in the educational landscape is important, considering the curriculum changes that are continually being made. As a result, principals as instructional leaders are responsible for arranging a wide range of professional development and learning opportunities to achieve the school's needs and the learners' educational objectives (Bredeson & Johansson, 2000).

Teaching requires teachers to draw on knowledge from various fields to support learning successfully. Teaching is more than just conveying information. According to Park and Chen (2012), teachers need to develop a special body of knowledge outside their field of study to cater to a wide range of learners' interests, understandings, talents, and backgrounds. This specialised knowledge equips teachers to translate subject content into effective teaching strategies to meet the particular learning needs of each learner. The idea of pedagogical content knowledge (PCK), first proposed by Shulman (1986), is at the heart of this body of knowledge. This knowledge involves an understanding of how particular topics, problems, or subjects are presented, revised, and planned to suit learners' various learning styles and abilities. It also entails understanding how to communicate these ideas clearly for educational purposes (Park & Chen, 2012). As mandated by educational authorities, the role of overseeing curriculum changes is the responsibility of the principals, who operate as internal change agents, as highlighted by Govindasamy and Mestry (2022).

3. Theoretical framework

The theoretical foundation for this study draws on Michael Fullan's model (2002) who argues that instructional leadership is necessary. He acknowledges that it is not a quick fix for all a school's significant challenges (Arendse 2023). To raise the standard of instruction in schools, Fullan's framework (2002) recommends five essential elements: moral purpose, understanding the process of change, relationship building, knowledge creation and coherence-making.

3.1 Moral purpose

Moral purpose can be described as having the desire to positively contribute to change in the educational environment by closing the performance gap between high- and low-performing schools and between high- and low-achieving learners. Therefore, Fullan (2002) assert that a culture of change principal would clearly state the importance of learner education and monitoring learner achievement. Change starts with improving the classroom environment (Fullan, 2008). It also includes the principal's commitment to ensure that all teachers receive professional development opportunities to attain this result.

3.2 Understanding the process of change

Fullan (2002) states that it is important for leaders to understand the change process. Without the understanding, moral purpose becomes moral martyrdom. He maintains that innovative ideas differ from proficiency in the change process. It can be argued that those who are devoted to their own beliefs are not always effective change agents because change agents include cultivating commitment among those who may not share their enthusiasm for the concepts.

3.3 Relationship building

Fullan (2002) posits that relationships get better because of successful change. Therefore, leaders must be skilled in establishing relationships with diverse people and groups, especially those unlike themselves. Promoting CPTD is one method a principal can use to build good relationships. There will not be a basis for raising the standard of teaching and learning and bridging the achievement gap if teachers do not change (Fullan 2002, as cited in Arendse 2023).

3.4 Knowledge creation

Effective leadership is based on the latest research on knowledge creation and knowledge sharing. Professional development is crucial for leaders who want to promote teaching and learning. To achieve the school's moral purpose knowledge creation permits leaders to ascertain, share and advance educational practices to achieve the school's moral purpose. Therefore, leaders should promote sharing and obtaining information (Fullan, 2002).

3.5 Coherence making

Fullan (2002) posits that principals who are unprepared to lead in a culture of change make the error of looking outside the organisation for innovations, and they take on an excessive number of undertakings. On the other hand, leaders who are prepared to cultivate a culture of change prioritise the education of learners and seek input from relevant parties to enhance the school's vision.

The principal acting as a leader in a culture of change will have a sense of success when he/she takes individual responsibility for these elements. Although Fullan (2002) provides five

characteristics of leading within a culture of change, he does isolate instructional leadership as an indispensable approach a school leader should embrace to fully support the CPTD in the 21st century.

4. Methodology

The core of qualitative research is the inductive investigation of meanings and perceptions within a specific environment (Mohajan, 2018). The main objective of qualitative researchers is to understand the meaning or knowledge that people hold to interpret their experiences in the context of their environment (Yazan, 2015). Thus, a qualitative approach was adopted to understand how teachers perceive the role of the principal as an instructional leader in promoting CPTD by employing a case study research design. Additionally, the interpretive paradigm that guided the qualitative study allowed the researchers to delve into the participants' experiences to decode their perceptions (Thanh & Thanh, 2015). Instead of the traditional emphasis on simple "what" questions, which fall short of capturing the depth of insight needed, this approach aims to discover "how" and "why" participants perceive their realities.

This study interviewed six participants, with everyone serving as a representative case. The study's participants were chosen using a purposive sampling technique. Each participant in this study had to meet the main criteria of having at least three years of teaching experience. Subsequently, the researchers invited three teachers from each school to volunteer for the study. The study explores cases of two schools in the Metropole Northern District in the Western Cape to explore how the principals support the teachers in their CPTD.

South African public schools are organised into five distinct quintiles. Quintile one represents the schools with the lowest economic privilege, while quintile five denotes the more affluent schools. In this study, the researchers identified and chose one school from quintile one and another from quintile five. The choice of these sites assumed that instructional leadership would differ between a financially struggling school and a financially secure one. The data gathered from these distinct cases underwent both individual and cross-unit analysis. This process was undertaken based on the data gathered to derive findings and formulate conclusions.

A semi-structured interview, as described by Lambert and Lambert (2012), uses a predetermined set of interview questions while allowing for the freedom to ask follow-up questions to clarify or elaborate on answers in greater detail. Additionally, individual interviews are frequently used in qualitative research because researchers strongly desire to delve into complex phenomena, document people's experiences, comprehend their meaning-making processes, and learn about their perceptions (Kennedy, *et al.*, 2022). Therefore, the researchers used semi-structured interviews to gather data for this paper, allowing them to analyse and explore the participants' perceptions and experiences of the principal's role as an instructional leader in supporting their CPTD.

5. Trustworthiness and ethical considerations

According to Connelly (2016), trustworthiness or rigour in a study refers to how much one may trust the data, interpretation, and methodologies used to maintain the study's quality. With careful consideration of the researchers' objectivity and potential bias, the study's major focal points were credibility, transferability, dependability, confirmability, and validity to ensure the trustworthiness of this study. An information session was planned, and participants received

an information sheet from the researchers. This sheet included information about the study's nature, the measures in place to ensure anonymity, the voluntary nature of participation and that they could withdraw participation at any time. This introductory talk with the participants was to build a relationship and make the participants feel comfortable before conducting the interviews.

The researchers obtained ethical clearance from their affiliated institution and the Western Cape Education Department (WCED). Additionally, the researchers provided consent forms to the principals and teachers, highlighting the importance of maintaining participants' anonymity, voluntary participation, and the confidentiality of their identities.

6. Findings and discussions

In this section, the researchers presented the findings and discussions on the emerging themes based on the semi-structured interviews. The themes that emerged were 1) the importance of CPTD; 2) instructional leadership in supporting PCK and 3) support offered by the principal through CPTD for effective classroom management.

6.1 The importance of continuous professional teacher development

Ajani (2019) maintains that the continuous professional development of teachers is indispensable to improving the quality of teaching and learning within the classroom. These sentiments confirm the broad but inclusive definition of Brown and Matthew (2016), who define CPTD as a sustained, conscientious and methodical approach to maintaining or improving learners' academic success by continuously improving both the teacher and the school's principal.

The question on the importance of CPTD was posed to the participants - their overall perception of the level of importance of CPTD was consistent with the definition of Brown *et al.* (2016) by highlighting that not only is it important it continuously develop, but also that they are willing to develop as a teacher or a leader in order to teach and lead within a culture of change. Teacher B commented that:

You cannot be a teacher, a deputy an HoD... on the SMT and do not know what is happening.

Teacher C said that:

I think professional development is very necessary. We are teachers and lifelong learners...as you know, we constantly need to adapt, and we need to change because the learners of five years ago are not the same learners that we are teaching now.

These quotes show how important CPTD is for teachers and leaders to stay abreast with the ever-changing educational arena by improving content knowledge and curriculum updates. Teacher C's response suggests that lifelong learning is built into the fabric of teachers and leaders and helps them to grow within the education sector, showing a direct correlation with the study of Sha *et al.* (2015), who indicated that the skills of teachers such as planning and preparation, management of classrooms, PCK will improve because of a range of CPTD offered to the teachers at the school. Teacher A of School 1 had a slightly different view but maintained the importance of CPTD. Teacher A is at retirement age and insists that CPTD is necessary but for novice teachers more than anything. This teacher responded by saying:

with the experience that I have, I want to be in the classroom and educate. I want to use this and hand over what I have...I had to go through a lot of developmental programmes myself through the years.

Although it is evident that the teacher feels that teaching is more important than CPTD, the teacher acknowledges the importance of CPTD. This quote suggests that because the teacher is on the brink of retirement, professional development will not be beneficial because of the experienced that he has gained throughout his years of teaching.

Based on the data, teachers believe that CPTD significantly contributes to the upskilling of teachers and leaders at school. The participants were also cognisant that the learners and curriculum change over time; therefore, CPTD must occur. Only one participant felt that he does not need to develop professionally anymore because he is close to retirement but insisted that novice teachers should continuously develop to grow their careers and better their understanding of the education sector. However, CPTD has the potential for relationship building between the principal and their staff.

6.2 Instructional leadership in supporting pedagogical content knowledge

Park and Chen (2012) introduce PCK as an integration of the teaching and learning process by noting that teachers need much more than just content knowledge but rather develop a body of knowledge that will enable them to relay the content knowledge effectively and efficiently to maintain or improve the academic success of learners – these are, according to Park and Chen (2012) appropriate teaching strategies that compliment the needs of the learners.

Although the data indicated that the principal as an instructional leader does not directly influence the professional development of PCK, the data at School 1 does show that the principal has an indirect influence on PCK by supporting the departmental heads to arrange subject-specific developmental sessions as well as encouraging the subject advisors to arrange such sessions with the teachers and subject heads of specific departments and subjects. At School 1, the teachers highlighted that the principal, as an instructional leader, ensures that the necessary staff attends such sessions to improve the PCK to improve or maintain learners' academic performance. Teacher A stated:

I believe that the subject involvement and help is separated from the tasks of the principal itself. Our subject advisors and departmental heads ... help us a lot with development within our field. They are opening many resources for us... this is possible through the support of the principal by making it possible, while teacher C felt that "development in the subject comes from the department... I think that comes from our subject advisor because they organise roadshows... I do not really think it comes directly from the principal.

The above sentiments from the participants at both schools suggest that the PCK developmental sessions are addressed by the subject advisors and the departmental heads, where the principal indirectly supports this type of development by providing the teachers with the opportunity and time to attend these upskilling workshops.

Conversely, at School 2, the teachers had a slightly different view of their principal as an instructional leader in supporting the PCK developmental sessions. The participants at School 2 felt that their principal did not provide the time nor the opportunity for them to develop their PCK. The teachers mentioned that they sift through developmental sessions sent by the Western Cape Education Department and register to attend them. Teacher B1 stated:

CPTD is about you complying with what WCED wants... so how you transform to perform... I do not think that he is able to... or he is creating the professional developmental space by himself or even finding people to do it ... It is just if the WCED sends this, we will do it." While Teacher C1 felt that "there is no development or support in anything that has to do with the subject, teaching strategies. Methodologies, guidance... nothing... not only from the principal but from the departmental heads as well.

The above sentiments suggest that if the WCED did not provide PCK developmental sessions for the teaching staff, they would not have had the opportunity to upskill themselves within the subject departments to improve their PCK because they are of the view that the principal does not provide the necessary support when it comes to PCK developmental sessions.

Drawing from the data, it is clear that the perceptions of the teachers of School 1 generally agree that the principal as an instructional leader is not directly involved in the process of developing their PCK but does indirectly provide them with the necessary support by encouraging and ensuring that these programmes are available to the staff. Teachers at School 2, however, think that the principal, as an instructional leader, does not support the need for the PCK sessions to occur. Therefore, they rely heavily on the circulars provided by the WCED to ensure that they develop their PCK to stay abreast of new teaching methodologies.

The DBE ensures teachers are developed through the QMS process. Ngema and Lekhetso (2019) note that the DBE uses the QMS process to determine the developmental needs of the teachers but also uses the system as a lens to address the professional developmental needs of the teachers by streamlining these training sessions based on the data received through the QMS process. The management of the QMS is overseen by the principal, where the principal evaluates the results to identify the strengths and weaknesses of the teachers. Arendse (2023) identify the principal as an instructional leader as a key role player in the professional growth of his teachers. The participants at School 1 felt that the principal, as an instructional leader, managed the process to the advantage of the school and used the data collected to benefit the staff. During the data collection process, the participants still referred to QMS as IQMS. Teacher A at School 1 stated that:

In the IQMS system, we get to a point where the weaknesses are identified, and once the weaknesses are identified, the school management team can look at the needs of the teachers and then set up a subject improvement planned plan courses. This comes from the principal, so the principal is looking at the needs of the people and, where those needs are real, she can organise the training in that direction.

Teacher B said that:

With IQMS, she has a firm hand on the IQMS, and the subject heads need to report back to her every term of how it is going in the classes.

These comments imply that the principal, directly and indirectly, influences the developmental needs of the staff by using the IQMS process as a benchmark to determine how she, as an instructional leader, can further support the staff. The needs of the staff are identified, and appropriate training sessions are organised to try to address these gaps. Fullan's (2002) moral purpose suggests that the nurturing and support offered to teachers are needed to enact positive change.

6.3 Support offered by the principal through continuous professional teacher development for effective classroom management

Bozkus (2021) refers to classroom management as effectively presenting lessons, time management within the lesson, and the overall involvement of learners. Classroom management is, therefore, an aspect that needs to be groomed to ensure an effective teaching and learning environment.

With regards to the absence of support from the principal in providing adequate CPTD workshops, teachers at School 2 generally felt that disruptive behaviour within the classrooms could not be mitigated to ensure an effective teaching and learning environment because the principal does not provide the necessary support through the use of appropriate CPTD sessions for the staff. These sentiments of teachers at School 2 are in direct conflict with the work of Nasreen (2019), who insists that principals are at the centre of a conducive teaching and learning environment by providing the necessary support. Nasreen (2019) asserts that a principal, by law, must support their academic staff with a range of CPTD sessions. Within the context of this paper, they are obligated to support the staff in reducing disruptive behaviour using appropriate CPTD sessions. The participants suggest that the principal is not involved in the discipline matters of the school. According to Teacher B1:

We have a discipline committee that supports the disruptive behaviour of learners in the quad. So, if there is an issue, you go to that specific member in the quad...there is nothing else I can think of where I can say that he [the principal] is really attempting to assist us in mitigating these disruptive behaviours at school.

Teacher B1 highlighted that the school has a discipline committee that deals with issues that may arise, which suggests that the principal is absent from the discipline function and does not support the staff members that need it. Another teacher at the same school mentioned that the principal measures the teacher's discipline, and if the teacher cannot manage a disruptive class, the contract is not renewed. Teacher C1 shared that:

There are no workshops created for that, there are no people brought in to train the educator...nothing. What actually happens is by the end of the year, next year, that educator will not get a post at the school.

This quote implies that there is no support offered to the teachers by the principal in managing disruptive classes. The data does suggest that the principal provides indirect support by appointing a discipline committee. Fullan (2002) emphasises that both knowledge creation and knowledge sharing is necessary for effective leadership to occur. It is important to highlight that this information can only become knowledge if a community of practice is created through CPTD.

Regarding support from the principal as an instructional leader, the teachers at School 1 reached a consensus that the principal provides adequate classroom management support that allows maximum teaching and learning time. The general idea that surfaced during the interviews was that the principal adhered to the correct protocol when discipline issues arose. Learners were aware of the code of conduct of the school. The participants felt happy with the level of support received from the principal regarding classroom management. Teacher A at School 1 said:

We have a code of conduct guiding us clearly...learners have the code of conduct in their diaries, so they are deeply reminded of that quite a lot. If there are any transgressions...the rule shows you exactly what you should do...so we are very focused on discipline.

The sentiments of Teacher A indicate that the principal provides ample support to help staff manage classes. Therefore, it can be concluded that the principal provides strategies to teachers for dealing with disruptive behaviour using appropriate CPTD sessions. Teachers are happy at the school and with the support provided to them by the principal to mitigate disruptive behaviour and ensure effective teaching and learning takes place.

The participants' views were consistent with the work of Anja (2001) and, Ngema and Lekheto (2019), which highlighted the need and importance of CPTD to take place to complement the changing curriculum as well as the learner cohort.

7. Conclusion

Accountability for school success and increased learner achievement put more pressure on administrators and leadership teams. The success of the teacher affects this result. Therefore, principals must advocate for CPTD for themselves and their staff to create a professional learning community. The leadership in schools is charged with the role of enhancing learner performance. In this study, the participants verified the significance of leading CPTD to support teachers in meeting the demands of 21st-century learners by looking beyond the classroom and providing learners with something new and additional. Professional development was necessary to set goals for instructors and work toward reaching them to align them with the school's vision. The teachers agreed that providing staff with the freedom to evaluate their performance and identify where they needed to grow was crucial. To serve their needs and continually capacitate teachers, principals, and the leadership to identify appropriate CPTD programmes. Taking the lead will improve teaching and learning, boost intellectual confidence, and eventually enhance learner achievement (Darling-Hammond, Hyler & Gardner, 2017).

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