

ORIGINAL ARTICLE

The Study of Practices and Procedures Used in the Implementation of School-Based CPD Programs in some Selected Secondary Schools of East Wollega Zone

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Abstract

This study investigated the practices and procedures of school-based professional development in East Wollega Secondary schools. It employed a descriptive survey study which takes the form of a mixed approach (Qualitative and Quantitative data analysis) through interview and questionnaire. Moreover, data were also gathered from school continuous professional development documents. The respondents of the study were secondary school directors, school continuous professional development coordinators, department heads and teachers. The findings of the study indicated that the practices of continuous professional development at secondary school with the new framework have been started in 2012 with the government initiatives. Today school based continuous professional development practices are carried out in secondary schools as school and individual continuous professional development levels. However, there were no robust continuous professional development practices in secondary schools because there was no conducive environment created for school teachers.

Key words: practices, procedures, implementers, school-based continuous professional development

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INTRODUCTION

Professional development, in a broader sense, refers to the development in a person's professional role. Specifically, "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically" (Glatthorn, 1995 :41). The only form of 'professional development' available to teachers for years was 'staff development' or 'in-service training' usually consisting of workshops or short term courses that would offer teachers new information on particular aspect of their work (Cochran-Smith and Lytle, 2001). This was often the only type of training teachers would receive and was usually unrelated to the teachers' work. The professional development of teachers has very recently been considered a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been so dramatic that many have referred to it as a 'new image' of teachers learning, a 'new model' of teacher education, a 'revolution' in education and even a 'new paradigm' of professional development (Cochran-Smith, 2001).

This new perspective of professional development is based on **constructivism** rather than on a '**Transformation oriented model**'. This means traditional approaches of teachers' professional development in which information on methods is passed on to teachers for them to implement. Such lecture-style teaching has proved unpopular with teachers, who tend to prefer more active and practical styles of learning (Edmonds and Lee, 2002). He described how such top-down delivery could reinforce the idea of the teacher as a technician, uncritically implementing externally imposed policies. This transformation oriented model focuses on

training that means it focuses on skills, with expert delivery, conferences, workshops and little practical focus, top-down delivery model of CPD of teachers. Such lecture-style teaching appeared to be unclaimed with American foreign languages teachers, who choose more active and practical styles of learning (Edmonds and Lee, 2002).

As a consequence, teachers are treated as active learners who are engaged in the concrete tasks of teaching, assessment, observation and reflection (Daddis, 2001; Darling-Hammond, and McLaughlin, 1991; King and Newmann, 2000). It is perceived as a long-term process as it acknowledges the fact that teachers learn over time. As a result, a series of related learning experiences (rather than one-off presentation) is seen to be the most effective as it allows teachers to relate prior knowledge to new experiences. Regular follow up support regarded as an "indispensable catalyst of the change process" (Schifter, Russell and Bostable, 1999: 30). Teachers and the quality of their teaching are now widely recognized as the most critical of many important factors that combine to create overall quality of education (Leu, 2004). This issue is important because providing the programs and conditions that create better teachers has become a high priority in most countries that are rapidly expanding their systems of education to meet the education goals (Leu, 2004).

Professional development cannot succeed without strong content. The content of the professional development that is associated with high-performing schools is always focused and serves a well-planned long-term strategy. To be effective, professional development should be based on curricular and instructional strategies that have a high probability of affecting student learning and, just as important, students' ability to

learn (Joyce and Showers, 2002). In addition, professional development should (1) deepen teachers' knowledge of the subjects being taught; (2) sharpen teaching skills in the classroom; (3) keep up with developments in the individual fields, and in education generally; (4) generate and contribute new knowledge to the profession; and (5) increase the ability to monitor students' work, in order to provide constructive feedback to students and appropriately redirect teaching (The National Commission on Mathematics and Science Teaching for the 21st Century, 2000).

The teacher professional development program in the Ethiopian context is a national intervention program run by the Ministry of Education (MOE) with the intent of enhancing the quality and effectiveness of teacher education through in-service teacher training, and continuous professional development (continuous professional development). The target outcome for continuous professional development priority area was pedagogical skill, improving teachers' subject matter knowledge and teachers' communication skill and interaction at classroom level seem to have vital importance in learning improvement and teachers' practices (MOE, 2009). Oromia Regional Education Bureau also made an effort to implement continuous professional development in Ormia since 2007. The regional Education Bureau , Zonal Education Department, Woreda Education Offices and schools are determined and exerting much efforts for the success of the program. Relentless efforts being made to avail the required inputs, follow up and supervisory supports are introduced, though there was loose coordination among the stakeholders and the implementation of the continuous professional development program is far from being fully realize (OREB, 2009).

Statement of the problem

A school-based continuous professional development practice is a new phenomenon in Ethiopian secondary schools (MOE, 2005), and national research findings on continuous professional development are scarce. Besides this, there is a complaint that the practices and procedures used in schools vary from place to place. It is true that if there are inconsistencies in the procedures and practices used, it might affect the overall effect of the programs on student learning. Hence, the study herein is designed to answer the following research questions:

1. What practices and procedures are used by secondary schools in the implementation of school-based continuous professional development?
2. To what extent the education stakeholders perform their roles as per the national continuous professional development framework in the implementation of school-based continuous professional development?
3. What external support secondary schools get from Woreda Education in the implementation of school – based continuous professional development?

Objectives of the study

General objective

The main aim of this study was to investigate the practices and procedures used in the implementation of school-based continuous professional development in the selected secondary schools.

Specific objectives

The study had the following specific objectives:

1. Investigating whether the practices and procedures in school based continuous professional development are in line with the national continuous professional development framework.
2. Evaluating the extent to which the education stakeholders are performing

their designated roles in the implementation of the continuous professional development strategies.

3. To assess the extent Woreda Education offices provide professional support for secondary schools in the implementation of continuous professional development.

Significance of the study

The overall intention of this study was to investigate the practices and procedures used in the school-based continuous professional development of the selected secondary schools of East Wollega Zone. To this effect, this study has the following key educational contributions:

- a. It is hoped that the MOE shall benefit from the findings of the study since it opens rooms to understand more on the nature and mode of professional development program in the context of secondary schools.
- b. Schools can benefit from it and take remedial actions.
- c. It will give direction for policy makers or education leaders to integrate the preeminent professional development frameworks in the process based continuous professional development program.
- d. It might help as a supporting document for future research.

MATERIALS AND METHODS

Research Design

Mixed-methods research makes use of the pragmatic method and system of philosophy. Mixed-methods research, employing a combination of quantitative and qualitative approaches, has gained popularity because research methodology continues to evolve and develop, and a mixed method is another step forward, utilizing the strength of both quantitative and qualitative research methods (Creswell,

2009). As a methodology, mixed methods (MM) provide a means to facilitate and explain several complex phenomena across various disciplines (Creswell 2009). A mixed-methods strategy is defined as research in which the researcher collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approach and methods in a single study or program of inquiry (Tashakkori and Creswell, 2007).

The mixed-methods strategy appears to be the most appropriate methodology for this study, given the purposes of the research, the research questions and the conditions in which this study took place. Researchers have found that mixed-methods research is often the best way to address the complex research questions in which we currently interested (Plano & Clark, 2005). Therefore, the study of the continuous professional development practices in east wollega zone secondary schools employed various research techniques and data collection methods in order to move as close as possible to the core of the problem. We employed a mixed-methods approach to collect and analyzed data, integrate the findings, and draw inferences by using both qualitative and quantitative modes in this single study. A descriptive survey study method was also used based on the problem and the nature of the expected data to be collected.

For this study, both purposive and random sampling procedures were employed to select sample schools and respondents. In East Wollega Zone, there were 14 preparatory secondary schools with different characteristics and size. For this research the selection of sample respondents for interview was made by purposive sampling and random sampling method to select respondents to fill questionnaire. Five preparatory secondary schools were selected as a sample with

sufficient characteristics to fit the requirements of the research design. Accordingly, Sire, Anno, Arjo, Gida Ayana and Diga secondary schools were selected randomly. Questionnaires were distributed to secondary school teachers and department heads that hold a teaching position in the school. To triangulate data from different sources, we gathered data from school continuous professional development documents and conducted interview with head teachers and school continuous professional development coordinators.

Instruments

Questionnaire

The survey questionnaire was primarily meant to provide baseline data on what is prevailed at the secondary schools in terms of continuous professional development practices and what opinions teaching staff had on the subject. Both the close and open-ended questions were used to tap perceptions and views of the five secondary school teachers and head of departments from natural science and social science. The questionnaire was developed by the researchers and checked for reliability and validity in Secondary schools of Nekemte town.

Interview

Most of the data from the participants were collected through interview guide. This was because it was believed that relevant data concerning school based continuous professional development practices would be obtained. The interview was held with individual respondents to let the participant feel free to speak their practices experiences and their opinion about continuous professional development. This part presents the analysis of interview and Documentary data from Sire, Anno, Arjo, Diga and Gida Ayana secondary schools in line with research questions. The current practices of continuous professional

development in these schools were analyzed in relation to the evolved national continuous professional development framework using evidence collected through documentary review and interviews. The information taken from interviewees and documents were analyzed together.

Document Analysis

One of the most important instruments used to collect research data for this study was the analysis of documents that mostly focused on national CPD frameworks, school CPD plan and report, individual teachers' yearly CPD plan, teachers' portfolios, CPD modules prepared by Ministry of Education for novice / beginner teachers. It was believed that such documents give firsthand information on the suggested contents, procedures and overall goal of school based continuous professional development.

Procedures of Data Analysis

Following Patton, we undertook another thematic reorganization of the themes raised by respondents of the five secondary schools. This was possible through closer meaning analysis and working back and forth between the data and classification system to verify meaningfulness (Patton, 1990). Through this process of analysis, it was possible to discover and identify more meaningful information from the data, grouping together those categories that had converging themes (Miles & Huberman, 1984). Further categorizations of the themes were analyzed under two contexts, practice and procedures and commitment of school directors, continuous professional development coordinators and teachers, and Woreda education office that teachers have faced in school based continuous professional development program. Under **(1) procedures and practices-** contents of continuous professional development, need

analysis for continuous professional development, Time and load

(2) **Commitment of educators:** discharging role and responsibility by head teachers, continuous professional development coordinators and teachers and Woreda education office. Once the themes were clustered and finalized, the results of the studies were presented according to these categories in the above mentioned sections i.e procedure and practices.

The data gathered through the questionnaires were analyzed quantitatively using descriptive statistics. We asked school directors and continuous professional development coordinators to describe types of continuous professional development activities that they had participated in during the course of their careers. The points raised by the

respondents during interviews were compared to documents produced by the school and individual teacher like school continuous professional development plan, individual action plan and continuous professional development report produced by a variety of teachers and school directors.

RESULTS AND DISCUSSION

The intention of this study was to investigate the practices and procedures used in the implementation of school based continuous professional development. It investigated whether the program is practiced as stated in national continuous professional development framework and to find out its implication for the betterment of students learning.

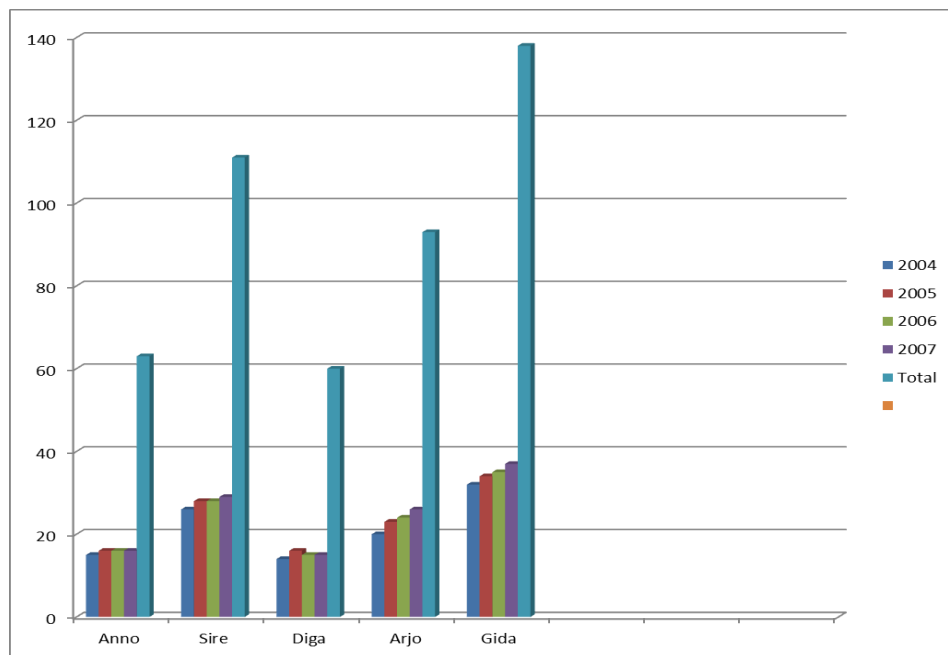


Figure 1: Number teachers participated in school based continuous professional development from 2012-2016 (2004-2007EC)

In Figure 1 above, it is indicated that 63 (100 %), 111 (100 %), 60 (100 %), 93 (100 %) and 138 (100%) teachers and department heads took part in the school-based continuous professional development in Anno, Sire, Diga , Arjo and Gida schools respectively. It is possible to observe that all (100%) teachers in the selected secondary schools participated in continuous professional development from 2004 -2007 academic years. From this, one could learn that continuous professional development was a compulsory requirement for those who teach in all East Wollega zone secondary schools. As the national framework of continuous professional development indicates,

engaging in continuous professional development is the civic and professional duty of all teachers.

Roles of school directors, continuous professional development coordinators and teachers in school based continuous professional development

Respondents were asked to indicate the extent to which they agree with the role statements related the role of school directors, continuous professional development coordinators and teachers’ role in the implementation of School- based continuous professional development programs listed in the table below.

Table 1. Roles of school directors, continuous professional development coordinators and school teachers

	Frequency	Percentage
Create CPD management strategy within the school		
Strongly Agree	5	7
Agree	7	9
Disagree	30	40
Strongly Disagree	33	44
Ensure that CPD analysis carried out each year		
Strongly Agree	31	41
Agree	29	39
Disagree	10	13
Strongly disagree	5	7
Ensure that school and individual teachers produce annual CPD plan		
Strongly Agree	40	53
Agree	25	33
Disagree	6	8
Strongly disagree	4	5.3
Conduct regular monitoring and evaluation of CPD activities		
Strongly Agree	5	7
Agree	3	4
Disagree	37	49

Strongly disagree	30	40
Ensure that all teachers participate in 60 hrs CPD activities & induction		
Strongly Agree	27	36
Agree	32	43
Disagree	7	9
Strongly disagree	9	12
Ensure that all teachers effectively implement CPD plans		
Strongly Agree	12	16
Agree	3	4
Disagree	40	53
Strongly disagree	20	27
Ensure that all teachers and the school review their practices		
Strongly Agree	8	11
Agree	7	9
Disagree	27	36
Strongly disagree	30	40

In Item 1 of Table 1 above, respondents were asked their agreement with the statement ‘creating continuous professional development management strategy within the school’. Accordingly, 84% of them indicated that they disagree with it. This indicates that attention is not given to the management of professional development in schools. In Item 2, they were asked to what extent they agree or disagree with the role to ‘Ensure that continuous professional development analysis is carried out each year’. From the analysis made, 80% of the respondents agreed with the statement. It means that the school directors and continuous professional development coordinators engage in ensuring that continuous professional development analysis carried out each year. Regarding Item 3, the respondents were asked their agreement with the statement ‘Ensure that school and individual teachers produce annual continuous professional development plan’. The findings indicated that 88% of them agreed with the

statement. Item 4 sought information on whether they ‘Conduct regular monitoring and evaluation of continuous professional development activities’ or not. Accordingly, 88% of the respondents did not show agreement with the statement. It is therefore possible to see that school directors and continuous professional development coordinators do not engage in the regular monitoring and evaluation of school based continuous professional development activities. In Item 5, 79% of the respondents indicated that the coordinators, department heads and school directors ensure that all teachers participate in 60 hours continuous professional development activities & induction. When it comes to Item 6 and Item 7, 80% and 76% of the respondents respectively indicated that school directors, department heads and continuous professional development coordinators do not engage in ensuring that all teachers effectively implement continuous professional development plans, and do not engage in

ensuring that all teachers and the school review their practices.

In conclusion, from Table 1 above, one could see that the school directors, department heads, continuous professional development coordinators and teachers play their roles in ensuring that continuous professional development analysis is carried out each year. They also engage in ensuring that schools and individual teachers produce annual continuous professional development plans. They also ensure that teachers participate in the 60 hours continuous professional development activity. It is good that they perform some of their roles as indicated in the national continuous professional development framework. Yet, there are various crucial roles which they do not play as coordinators and heads. For example, it is indicated that as heads and coordinators, they do not play any role in creating continuous professional development management strategy within the school; they do not engage in the regular monitoring and evaluation of school based continuous professional development activities; they do not engage in ensuring that all teachers effectively implement continuous professional development plans, and they do not engage in ensuring that all teachers and the schools review their

practices. Hence, it seems that there is a big gap in the actual practices in the implementation of school based continuous professional development.

The content of professional development

Professional development cannot succeed without strong content. The content of the professional development that is associated with high-performing schools is always focused and serves a well-planned long-term strategy. To be effective, professional development should be based on curricular and instructional strategies that have a high probability of affecting student learning and, just as important, students' ability to learn (Joyce and Showers, 2002). In addition, professional development should (1) deepen teachers' knowledge of the subjects being taught; (2) sharpen teaching skills in the classroom; (3) keep up with developments in the individual fields, and in education generally; (4) generate and contribute new knowledge to the profession; and (5) increase the ability to monitor students' work, in order to provide constructive feedback to students and appropriately redirect teaching (The National Commission on Mathematics and Science Teaching for the 21st Century, 2000).

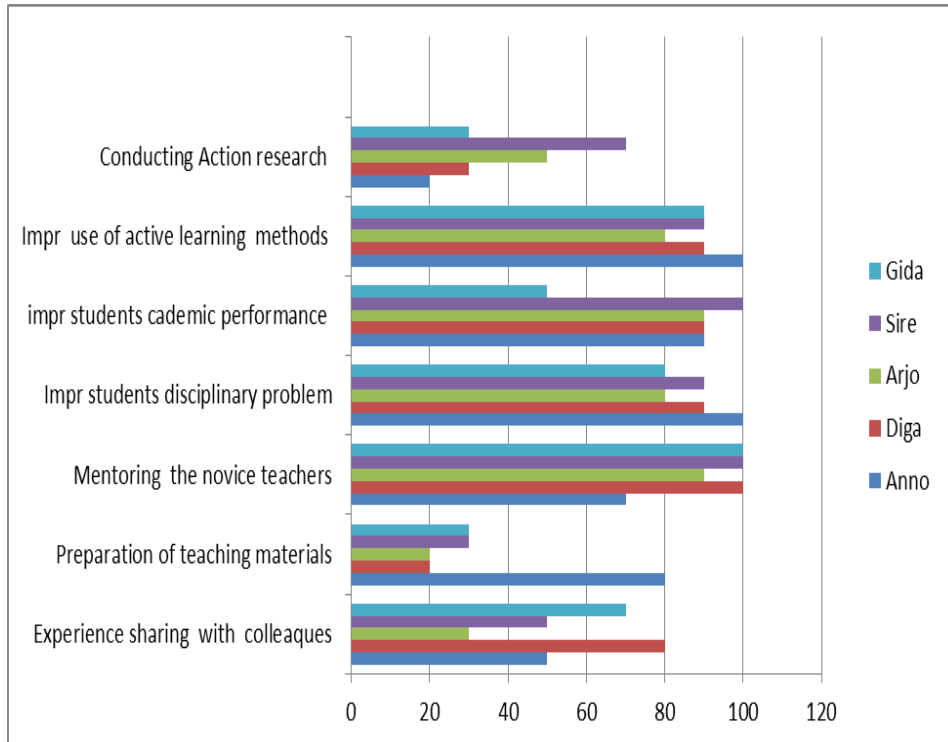


Figure 2. Major continuous professional development contents practiced by secondary schoolteachers

Here teachers were asked to describe any types of continuous professional development that they participated in during the course of their careers. These were compared to the annual plan or continuous professional development module and continuous professional development report documents produced by teachers. The two groups of respondents (teachers and department heads) from five secondary schools were asked to rank the major activities of continuous professional development that has been practiced by school teachers. As shown in figure 2, mentoring of novice teachers, improving the use of active learning methods, improving students' disciplinary problem, improving students' academic

performances of learners' particularly female students, experience sharing with colleagues within a school were provided as the major continuous professional development activities observed in the selected secondary schools. The first continuous professional development activity, mentoring novice teachers was reflected by 84.3%, the second and the third and fourth reflected by 82.5 %, 80 % and 77 % respectively. When the analyses of content of continuous professional development practiced within these secondary schools were made, each secondary school had their own professional development interest areas (contents) as indicated below:

Table 2: Practices of continuous professional development

Activities	Schools in which they are practiced				
	Gida. A	Arjo Awuraja	Anno	Diga	Sire
Mentoring the novice teachers	X	X	X	X	X
Improving the use of active learning approach	X			X	
Improving students disciplinary problems	X		X	X	X
improving students' academic performance		X	X		X

From the above data, one can observe that there is lower level of participation in subject-related continuous professional development, average level of participation in pedagogy and higher levels of participation in generic continuous professional development. This study indicates that majority of teachers were not effectively taking part in subject-based continuous professional development in all sample secondary schools. Mentoring the novice teachers, improving the use of active learning strategies, improving students disciplinary problem were the most widely practiced continuous professional development content in all secondary schools of East wollega zone. From the interviews and document analysis, we also found that continuous professional development in schools takes many forms. The data gathered from sample school documents and KIs indicate that, the major school continuous professional development contents were mentoring (induction for novice teachers), improving female students academic performance, improving the use of active

learning strategies, improving students disciplinary problems and students drop out, conducting action research and improving academic achievement of learners. These continuous professional development contents were reappeared in school continuous professional development module during different years particularly in individual teacher continuous professional development. Moreover, contents like observation of colleagues classroom, improving students reading skills, module and worksheet preparation for learners were observed in some years of secondary school continuous professional development. As stated by school directors and continuous professional development coordinators, continuous professional development contents like experience sharing with other school teachers, in-school training, attending conferences, shadowing a teacher, professional readings, reading journals articles, reference materials, visiting schools and best practices which are very important to deepens teachers'

subject matter knowledge ,and sharpens classroom skills were forgotten .

These findings were compared with the national school based continuous professional development framework and international continuous professional development practices, the major school continuous professional development contents indicated in national continuous professional development framework are curriculum meetings, demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, shadowing a teacher, action research, professional reading and research, reading journals, articles, reference materials, visiting schools and teachers to see examples of good practice. The continuous professional development contents being practiced by East Wollega

secondary schools were seen against that of the national framework and international school based continuous professional development, they neither fulfill the national framework nor international standards because most of the continuous professional development contents focused more on students issues and school problems than teachers subject matter knowledge and pedagogical skills. Continuous professional development contents like experience sharing with other school teachers, in-school training, attending conferences, shadowing an experienced teacher, professional readings, reading journals, articles, reference materials, visiting schools and best practices which are very important to deepens teachers' subject matter knowledge ,and Sharpens classroom skills were forgotten.

Professional Support from Woreda Education

Table 3: The support given to schools from Woreda Education experts

Item	Responses										Me an	SD
	Very high		High		Medium		Low		Very low			
	F	%	F	%	F	%	F	%	F	%		
The efforts made by Woreda education office experts to prepare local CPD plans	11	14	11	13.7	11	13.7	26	32.5	21	26.2	2.2	13.8
The efforts made by Woreda education office experts of evaluating CPD activities	14	18	13	16.2	11	13.7	16	20	26	32.5	2.4	1.4
The efforts made by Woreda education office experts to allocate budget for CPD actions	8	10	9	11.2	8	10	24	30	31	38.7	2.2	1.34
The efforts made by Woreda education office experts to arrange training regarding CPD actions	10	13	9	11.2	24	30	20	25	17	21.5	2.1	1.27
The efforts made by Woreda education office experts to give feedback on the activities of CPD	13	16	7	8.7	11	13.7	36	45	13	16.2	2.4	1.24
Average mean											2.3	0.13

Table 3 deals with the performance level of Woreda education office experts in accordance with the listed roles and responsibilities set by the MOE in the implementation of continuous professional development. Therefore, the table presents the items with regard to the degree of support from Woreda education office experts in the process of continuous professional development activities. Regarding item 1 of table 3, teacher respondents were asked to give their opinion on the extent to which the efforts

of Woreda education office experts prepare local continuous professional development plans. Accordingly, small number 11(13.75%), 11(13.75%), and 11(13.75%) of teachers reacted that the effort of Woreda education office is very high, high, and medium respectively. On the other hand, the majority of teachers 26(32.5%), 21 (26.25%) replied that the effort of Woreda education office experts is low and very low respectively.

The mean score of the item is 2.26 which is low. From the data results, it can be learned that Woreda education office has given less attention and insufficiently preparing local continuous professional development plans. In item 2 of table 3, the respondents were asked to rate the extent to which the effort of Woreda education office experts evaluating continuous professional development activities. Accordingly, small number 14(17.5%), and 13(16.25%) of the teachers rated the effort of Woreda education office experts to evaluate continuous professional development activities is very high, and high respectively. On the other hand, the majority of teachers 11(13.75%), 16(20%), and 26 (32.5%) replied that the effort of Woreda education office experts to monitor and evaluate the continuous professional development activities is medium, low and very low respectively. The mean value of the item is 2.46 which is low. From the data, it can be said that the Woreda education office experts were not properly monitor and evaluating the continuous professional development activities at Secondary Schools of East Wollega Zone.

In item 3 of the same table, various responses were asked the extent to which the efforts of Woreda education office experts to allocate budget for continuous professional development actions. According to the MOE (2009), the continuous professional development guideline of the education office, the Woreda Education experts engage in allocating the school budget and following up its accomplishments. Therefore, insignificant number i.e. 8 (10%), 9 (11.25%), and 8 (10%) of respondents responded that the effort of Woreda education office to allocate budget is very high, high and medium respectively. On the contrary, the majority 24(30%), and 31 (38.75%) of teachers replied that the effort of Woreda education office experts is low

and very low respectively. The mean score of this item response is 2.23 is low. From this result, it can be learned that Woreda education office has given less attention to allocate budget for CPD program. In item 4 of Table 3, the respondents were asked to rate the extent to which the efforts of Woreda education office experts arrange training on continuous professional development actions. Accordingly, 10 (12.5%), and 9 (11.25%) of teachers replied that the efforts made by Woreda education in arranging training is very high, and high respectively. However, the majority i.e. 24 (30%), 20 (25%), and 17 (21.25%) of teachers responded that the effort is medium, low and very low respectively. The mean score of this item is 2.18 which are in the range of low level. This indicates that Woreda education office has given less attention to prepare training on the actions of continuous professional development.

Regarding item 5 of table 3, teachers were asked to rate the efforts made by Woerda education office experts to give feedback on the activities of continuous professional development. However, 13 (16.25%), 7(8.75%), and 11(13.75%) of respondents responded that the effort of Woreda education office experts to give feedback to teachers in continuous professional development activities is very high, high, and medium respectively. On the other hand, 36 (45%), and 13 (16.25%) of teachers replied that the effort is low and very low respectively. The mean score of the item is 2.45 which low. Generally, the average mean of Table 3 is 2.3 which is low level. This implies that the efforts made by Woreda education office experts in giving feedback on the actions of continuous professional development were very low and not satisfactory.

Interview and documentary data analysis

Need Analysis for school continuous professional development

Based on the information received from stakeholders, the school committee – school directors, vice directors and continuous professional development leaders (in some schools department heads included) identify ten priority areas of the school for the continuous professional development purposes; they select three major activities that should be conceived as continuous professional development priority areas for each year. Continuous professional development need analysis at departmental level requires reviewing the skills, knowledge and behavior needs within the team, against the team’s own objectives. It will involve taking into account both the needs of individuals, but also anything that can help their department or team to work together as effectively as possible. In all sample secondary schools, the concept of group or departmental continuous professional development was not known, they did not know what is group continuous professional development mean, why group continuous professional development is important and how to practice such type of continuous professional development. There was no document (group continuous professional development plan and action report) that indicates the presence of departmental continuous professional development.

Major contents of school continuous professional development

We made an interview with school directors and continuous professional development coordinators to describe any types of continuous professional development that they had been involved in during the course of their careers, and we compared this to documents produced by the school and individual teacher like school continuous professional

development plan, individual action plan and continuous professional development report produced by a variety of teachers and school directors. From the information, we found that continuous professional development in schools takes many forms. The data gathered from sample school documents and key informants (KI) indicates that, the major school continuous professional development contents were mentoring (induction for novice teachers), *improving female students academic performance, improving the use of active learning strategies, improving students disciplinary problems and students drop out, conducting action research and improving academic achievement of learners.* Moreover, contents like observation of colleagues classroom, improving students reading skills, module and worksheet preparation for learners were observed in some years of secondary school continuous professional development program. As stated by school directors and continuous professional development coordinators, continuous professional development contents like experience sharing with other school teachers, in-school training, attending conferences, shadowing a teacher, professional readings, reading journals, articles, reference materials, visiting schools and best practices which are very important to deepens teachers’ subject matter knowledge ,and Sharpens classroom skills were forgotten. One KI from Anno secondary school elaborated that:

Yes, I do not know which activity is continuous professional development content, which activity is not continuous professional development content because I didn’t take any continuous professional development training and how to identify continuous professional

development contents for the last five years. I am doing things blindly, If our bosses who decide the CPD contents said “Ok”, I will continue with it, otherwise I select another content that suites to the interests of my bosses. It is not me, but the school director or school continuous professional development coordinator who decides the school CPD content.

Other KI from Gida Ayana secondary school also stated that “the focuses of school-based professional development in our secondary school was not focused on subject matter knowledge and pedagogical skills and contributed to the new knowledge to the profession, it focuses on school and students problems”.

Time and load related issues

Teachers are very busy people and this should be taken into account during the planning stages of the CPD Cycle. An individual teacher may ask questions and raise concerns about the time impact of CPD. For example, when does CPD take place? Does it take place after the school day, at weekends, in my free time? Where does the time come from? Will there be a reduction in my teaching obligations/teaching load? Teachers from sample schools indicated that one of the major challenges in implementing school CPD program in their own secondary school was lack of time; they raise time as a serious issue. According to the majority of the KIs (school directors and CPD coordinators) time must be available to teachers, school directors and CPD coordinators to carry out this essential professional activities. Each school teacher must take part in planning CPD activities for a minimum of sixty hours each year and the novice teachers engage in induction program for two years. These hours should

be flexibly used to address the various CPD priorities which impact upon the work of the individual teacher or institution. Each institution decides the way in which the sixty hours are allocated, responding to national, local and institutional priorities. As reported in the finding from the interview, the participants believed that there was insufficient amount of time given to them as the key factor that affects their ability to sustain changes to their teaching practice. One KI stated that

The time thing is one of the greatest problems in implementing an individual School continuous professional development , because we have a lot of continuous professional development activities .An experienced teachers are expected to prepare and complete three modules within a year, the novice teachers also forced to complete four modules within two years which is Prepared by MOE. All these activities are time taking. Teachers who are working with us are busy, they have huge workload, they have teaching load not less than 20 periods per week, and they have also school and student issues. So they are reluctant to effectively practice continuous professional development activities in our secondary school.

Importance of CPD

The researchers made an interview with the KIs of secondary schools on what they think the importance of continuous professional development. The core question was “What is the value they get from practicing continuous professional development in their secondary school?” Informants of the study indicated that the work of continuous professional development needs identification of needs,

planning, implementation of different strategies, reporting and monitoring and evaluation. All these things need time and effort from individual teacher; teachers also engage in different continuous professional development activities during the opposite shift, free time and weekends. However, much attention was not given to school continuous professional development; even not considered as a load, has no value in the form of incentives like awarding money, academic promotion, scholarship and other incentives. All these things led to the loss of teachers moral and interest. They developed negative attitude towards the program. School directors and continuous professional development coordinators mentioned that as a result of these fact staff attitudes towards the issue was not positive. Head teachers viewed that staff was often reluctant to view continuous professional development in terms of their own personal or career development.

Commitment of directors, continuous professional development coordinators and teachers

National continuous professional development framework indicates that continuous professional development is a compulsory requirement for those who teach in all Ethiopian educational establishments (MOE, 2009). Directors, CPD coordinators and teachers have roles to perform for the effectiveness of School Based Continuous Professional Development. School based continuous professional development is not an easy task; it requires experienced and committed individuals. This is because; CPD must be seen as an investment, not as a simple training. Thus, schools need to develop not only continuous professional development policy but also its effective implementation by building strong leadership. The effectiveness of a given continuous

professional development program is not determined only by beautiful design of the program; it also requires effective leadership. The commitment of an individual teacher to their own continuous professional development is also essential.

Commitment in this study can be seen in terms of having continuous professional development framework, identifying priority area for school, department and individual continuous professional development, need analysis, assignment of resources (financial) for school continuous professional development, assignment of school continuous professional development coordinator; the intensity of implementing subject related continuous professional development, pedagogy related continuous professional development and general (school related) continuous professional development regular support and follow up from school heads and continuous professional development coordinators and other concerned bodies (WEO & ZED); having reflection sessions, timely report for the performed continuous professional development activities, evaluation of the impact of continuous professional development on teachers practices, teachers confidence, moral and attitude in implementing school continuous professional development. Preparation of continuous professional development module, completing induction program of novice teachers, providing timely feedback, regularly monitoring the effectiveness of changes collaborating with other secondary school leaders to facilitate effective responses to shared continuous professional development issues.

One KI (school continuous professional development coordinators) from Gida Ayana secondary school stated that:

If there is regular support and follow-up from school directors and educational experts, then school continuous professional development will be effective. If there is no regular support and follow-up from the concerned bodies, no amount of annual continuous professional development planning, report writing and form-filing is going to bring about effective continuous professional development. Efforts to raise the implementation of continuous professional development activities as they have experienced in the past, tend to put more and more pressure on the people at the bottom of the academic hierarchy, the ones who do most of the teaching and learning. The pressure, in our view, should be on the people at the bottom to ensure school continuous professional development.

CONCLUSION

As indicated in the school continuous professional development documents and interviews made with the school continuous professional development coordinators and school directors, all selected schools had a continuous professional development framework which was designed by the MOE and use the framework as a reference; teachers could decide on a direction for their professional learning based on the lived reality of the classroom experience; teachers determine a personal continuous professional development pathway that would be useful, relevant, and rooted in their own experiences; teachers selected their own continuous professional development focus or activities, had annual continuous professional development plans (School and

individual). However, the majority of the KIs indicated that they had no motivation, moral and confidences in practicing school based continuous professional development; development of reflective and critical practice, development of practitioner dialogue, experience sharing with other schools, cooperation with other teachers; sharing of best practice; and opportunities for promotion were not observed.

The study indicated that the evaluation of continuous professional development was usually the responsibility of continuous professional development leaders who often felt that they had limited experience of evaluation approaches. Most continuous professional development leaders in the study area felt that they were generally not equipped with the skills and tools to adequately perform the evaluation role. In most schools in the study the responsibility for continuous professional development was given to a senior member of staff; there was no regular professional support and follow-up from school directors, school continuous professional development coordinators and WEO.

In general, the study showed that the efforts made by the school directors, continuous professional development coordinators in giving constructive feedback for teachers; effort to arrange experience sharing among the nearby schools, in organizing and providing in school trainings; the effort to produce annual continuous professional development plan with teachers participation, regularly monitoring the effectiveness of the changes to teaching and learning, ensuring the quality of engagement of teachers in continuous professional development activities, and efforts of continuous professional development facilitators to organize colleague evaluation on the implementation of continuous professional development

was not adequate and encouraging. Therefore, the commitment of school directors, school continuous professional development coordinator and teachers was not encouraging. The implementation of the school based continuous professional development was merely symbolic. The study conducted by Gizaw (2006) indicates that there is a doubt whether the continuous professional development program is actually practiced at school/cluster levels. He stated that there might be a gap between what has intended and what is going on in actuality of the continuous professional development practices. The national findings (MOE, 2009) also witnessed that, in order to evaluate and improve the implementation of school based continuous professional development: clear, transparent and self-controlling continuous professional development structure is poorly practices by stakeholders at various levels. Hence, our research finding is in agreement with the above mentioned findings.

The findings of the study show that the practice of continuous professional development at secondary school with the new framework has started in 2012 with the government initiatives. Today school based continuous professional development practices are carried out in secondary schools as school and individual teacher continuous professional development. From the school continuous professional development plan, teachers continuous professional development and interview made with head teachers and continuous professional development coordinators the researcher drawn out that all teachers in all sample secondary schools were engaged in school continuous professional development, all have their own continuous professional development module, action plan and professional portfolios. However, there was no robust continuous professional development practice in

secondary schools because there was no conducive environment created for school teachers. For example, no regular support and follow up from all concerned bodies, no value was given to school continuous professional development. The practices seem symbolic (only on paper), all schools and all teachers have their own continuous professional development module and action plan but the implementation was under the question mark. This study also indicate that even though all the secondary schools have their own aims, goals and objectives set by the school themselves and have established their own system of implementing continuous professional development, they all defined continuous professional development as any formal and informal activities that could improve their subject matter knowledge, pedagogical skill and personal quality. While there were similarities in terms of continuous professional development need analysis, continuous professional development practices, continuous professional development contents and structures among the five secondary schools, there were minor differences regarding the actual practices of continuous professional development.

As compared to the subject related contents, contents which could sharpen their pedagogical skill was medium and continuous professional development contents that deepen teachers subject matter knowledge such as individual study, in school trainings, networking, and experience sharing with other school teachers, shadowing an experienced teachers and peer observation were very low. Among the responsibilities expected from school directors and school continuous professional development coordinators were: preparing in school trainings or workshops, organize experience sharing with the nearby schools, arrange induction program for newly deployed teachers, evaluating and giving

feedback on continuous professional development activities of teachers. But, the analysis of this study revealed that, even though induction program for the newly deployed teachers was common practices of these secondary schools, the school directors and continuous professional development coordinators failed to meet majority of these responsibilities. Therefore, from the data it is possible to conclude that teachers were not encouraged by the school directors and continuous professional development coordinators to accomplish the school based continuous professional development activities and develop their professional skills in order to bring into the light them with modern trends in their respective subjects.

A successful implementation of continuous professional development depends directly upon the extent to which REB, ZED, WEO leaders support the program is decisive. It was identified by this study that Zonal educational department (ZED), WEO and REB experts effort to give training for teachers, monitoring and evaluating the continuous professional development activities was insufficient, while allocating resources for the action of Continuous professional development was also inadequate. Based on the major findings of the study and the conclusions drawn, the researchers recommended that in many countries, participation in continuous professional development activities results in a salary increase, the award of additional qualifications, advancement on the salary scale. In some countries regular participation in professional development training is one of the evaluation criteria that may result in the appraisal “good” or “very good” at the end of the evaluation report which has to be established regularly by the school head and is taken into account in the promotion of teachers. In other countries teachers have the right to use a certain amount of paid working time for

professional Development activities. To enhance Continuous professional development practices in Oromia regional state particularly in East Wollega secondary schools, it is essential to develop an incentive mechanism for principals, teachers, continuous professional development coordinators and mentors. Teachers’ performance of any practices of school based continuous professional development need to be allied with their career development so that teachers would not be hesitant to implement it. To this end, the MOE, Regional education Bureau, Zone education department, and Woreda education offices are advised to practically consider attempts to implement school based Continuous professional development as part of the performance of teachers’ career structure development criteria and it needs immediate actions in order to increase the participation of teachers in school Continuous professional development .

For the CPD program to be successful, REB, ZED and Woreda education offices, CRC supervisors in collaboration with other stakeholders has to organize the necessary training on Continuous professional development practices, provide regular professional support for schools , devise regular follow up mechanisms and as well as enrich their Continuous professional development performance by organizing in school trainings . Furthermore, it is recommended that there should be trained Continuous professional development coordinators at school, Woreda and Zone levels that are responsible for coordinating overall activities of Continuous professional development and provides the required support as needed.

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