

# PERCEIVED IMPACT OF PROFESSIONAL DEVELOPMENT ON TEACHERS’ IMPLEMENTATION OF THE POLICY ON SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT IN SCHOOLS: IMPLICATION FOR RESEARCH IN ENGINEERING CAREER

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## ABSTRACT

*Research evidence across the globe especially in South Africa, have shown the failure of effective implementation of the policy of Screening, Identification, Assessment and Support (SIAS) in inclusive schools. These literature points to the fact that principals and teachers who chief implementers of the SIAS policy lack adequate knowledge and training on the implementation of the policy. This ugly situation, therefore, necessitated this research on the perceived impact of professional development on teachers’ implementation of the policy on screening, identification, assessment and support in schools. The researchers adopted a Participatory Action Research design with the selection of three schools of Motheo District. Data for the study were collected using focus group discussion schedule with teachers and School Based Support Team (SBST) coordinators, as well as group discussions with district officials, including the Learning Support Advisor (LSA) from the District Based Support Team (DBST), the Subject Advisor (SA) and the Circuit Manager (CM). Data were analysed thematically. It was found that exposing teachers to professional development programs enhances their effective implementation of the policy of screening, identification, assessment and support in schools. This finding has implications for research in Engineering career in that when SIAS policy is properly implemented by teachers, students’ chances of picking interest in Engineering career will increase greatly. It was thus, recommended that regular professional development programs should be organized for the teachers to enable them to acquire the required skills for the implementation of SIAS.*

**KEYWORDS:** *Implementation, Policy on screening, identification, assessment and support Professional development*

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