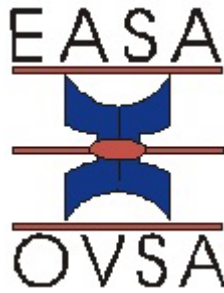


Call for papers: Special issue



Official publication of the Education
Association of South Africa
<http://www.sajournalofeducation.co.za>

Continuing professional development (CPD) for school leaders and teachers

South African Journal of Education
Volume 46(4), November 2026

Guest editors: Raj Mestry and Pierre du Plessis

Globally, a profound trend for employees has emerged in most educational institutions. In a South African context, Section 5(b) of the South African Council for Educators (SACE) Act No. 31 of 2000 (Republic of South Africa [RSA], 2000) prescribes that professional development is mandatory in terms of promoting, developing and maintaining the image of the profession and managing a system for promoting the professional development of educators (CPTD Management System). The aspect of continuing professional development (CPD) is further amplified in the Quality Management System (QMS) as stipulated in the Collective Agreement Number 2 of 2020 (Education Labour Relations Council, 2020).

Education authorities place considerable emphasis on the professional development of school leaders and teachers with the view to improve educational standards and learner performance. CPD is fundamental for all educators (principals, deputy principals, departmental heads and teachers) to stay current, improve practices, and enhance student outcomes, leading to a more effective and dynamic educational environment. CPD enables educators to reflect on their leadership, management and/or teaching practices, identify areas for improvement, and develop a personal growth mindset. It is thus imperative for educators to continuously update their knowledge and skills, keep abreast of educational trends, improve leadership and teaching practices, address diverse teacher and learner needs better, and ultimately enhance learning outcomes of learners by providing school management teams (SMTs) with tools to effectively engage and support teachers and their learners in the classroom. Essentially, it empowers SMTs and teachers to be more effective and adaptable in their roles, leading to more positive learning experiences for all. Other key benefits of professional development for educators include helping them identify and address specific challenges that they face and allowing them to find solutions and improve their practice. It also creates a space for educators to share ideas, best practices, and experiences with peers, fostering a collaborative learning environment.

This special edition is aimed at critically reimagining local and international perspectives of CPD in the 21st century where technological advancement, diversity and socio-economic status of communities are emphasised. Scholars are invited to examine and critically evaluate the importance of CPD for school leaders and teachers. Scholars in the field of human resource development or in any other related fields are invited to submit papers that exhibit a critical examination of CPD and that probe the contextualised understanding of what works, how it works and for whom it works, and whether it can enable educators to make positive changes in their professional practice.

Deadline for Submissions

Proposals for manuscripts should be emailed to the guest editors, Prof. Raj Mestry – rajm@uj.ac.za, or Prof. Pierre du Plessis – pierredp@uj.ac.za.

Proposals should include:

- a) the proposed manuscript title
- b) a brief abstract of 300 words
- c) authors' names, ORCID IDs, email addresses and affiliation.

Abstracts (preferably, of an empirical perspective) should be submitted by no later than 31 January 2026. Prospective authors will be informed of the outcome of the evaluation of the manuscript proposals soon thereafter. Complete manuscripts should be submitted to Estelle Botha (estelle.botha@up.ac.za) on or before 28 February 2026. All submitted manuscripts will undergo double-blind peer review, and authors will be informed of the outcome of the review within 8 to 12 weeks after submission of the manuscripts. We intend to complete the editing of the special issue by 30 November 2026.

References

Education Labour Relations Council 2020. *Collective agreement number 2 of 2020: Quality management system (QMS) for school based educators*. Centurion, South Africa: Author. Available at <https://elrc.org.za/docs/no-2-of-2020-quality-management-system-qms-for-school-based-educators/>. Accessed 31 August 2025.

Republic of South Africa 2000. Act No. 31, 2000 SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT. *Government Gazette*, 422(21431):1–22, August 2. Available at https://media.lawlibrary.org.za/media/legislation/278668/source_file/f09b862afd580821/south-african-council-for-educators-act-2000.pdf. Accessed 31 August 2025.