

APPENDICES

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APPENDIX A



NORTH WEST PROVINCE

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To: Mr Neethling
The Principal
Wagpos High School

From: Mr I.S. Molale
Director: Co-ordination

Date: 10 April 2002

Subject: **REQUEST TO ALLOW MRS ANUSHA LUCEN, A DOCTORATE STUDENT TO CONDUCT A FIELD OF STUDY AT YOUR SCHOOL**

The above-matter has reference.

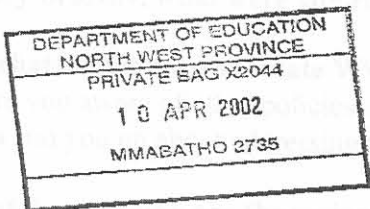
You are kindly requested to allow the said student to do a field survey at your school. Upon the completion of the study, we will be in the position of sharing the findings of the research with you.

Your usual co-operation would be highly appreciated

Yours sincerely


DIRECTOR: CO-ORDINATION

cc Mr J. Thage: District Manager



Re a Some Dikolong • Re a dira mo dikolong • Ons werk in ons skole • We are working in our schools
• Re a sebetse dikolong • Siyasebenz' ezikoleni • Ha bina eswikolweni • Re a shuma zwikoloni
• Siya sebenta etikoleni • Siyasebenz' ezikolweni • Siya berenga ezikolweni



APPENDIX B

INTERVIEW SCHEDULE 1A
POLICY DESIGNER

This interview schedule was specifically designed for purposes of interviewing the United Kingdom consultant who was commissioned to formulate the Whole School Evaluation policy.

- 1. Could you explain your role in the development of the government's policy on Whole School Evaluation?**
 - How did you come to be involved?
 - What was your Brief from the Department of Education with regard to the Whole School Evaluation policy?
 - How did you go about implementing your Brief?
 - What timeframe did the Department of Education give you for preparation of the policy document?
 - What did you experience as the major constraints, if any?
- 2. To what extent and by what mechanisms did stakeholder consultations take place?**
 - In your view, who were the key stakeholders to the Whole School Evaluation policy
 - How were the stakeholders involved?
 - From which stakeholders would you have welcomed greater input?
- 3. What do you understand to have been the main goals of the policy? (Looking at the policy broadly, what were you responding to?)**
- 4. To what extent did you relate WSE policy to other evaluation related policies?**
 - Were you aware of other policies with similar evaluation goals?
 - How did you go about addressing this?
- 5. What do you think are the major challenges facing implementation of the policy?**
 - Capacity to implement i.e., insufficient suitably qualified examiners?
 - Lack of training of principals to conduct self-evaluation?
 - Scepticism of teachers with regard to evaluation?
 - Role of unions?
 - Weak relationship to other policies?
- 6. What do you think will be the effects of WSE on teacher development?**
 - Influence with regard to types of in-service courses
 - District development programmes
 - Provincial development programmes

APPENDIX C

INTERVIEW SCHEDULE IIA
POLICYMAKERS AND IMPLEMENTERS

The purpose of this schedule is to elicit the understandings of individual National Department of Education officials on the Whole School Evaluation (WSE) policy and to establish how these understandings and competing policy influences shape the implementation of Whole School Evaluation in the school context.

IIA: The National Department of Education Officials

1. What is your understanding of WSE?
2. That is, what was WSE (in your view) responding to?
3. Could you explain your role in the development of this policy?
4. The WSE policy states that WSE is to bring about school effectiveness. What do you understand by *school effectiveness*?
5. What in your opinion are the main goals of this policy on WSE?
6. The Department has a number of policies related to “evaluation”;
 - Do you see any similar points or issues between “Whole school Evaluation” and “Systemic Evaluation”?
 - Do you see any similar points or issues between “Whole school Evaluation” and the “Development Appraisal” policy (DAS)?
7. What do you see as the policy differences between WSE, Systemic Evaluation and the Development Appraisal policy?
8. What do you see as the major limitations or constraints with regard to the implementation of Whole School Evaluation?
9. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?
10. Do you think that Whole School Evaluation will have any influence on teacher development in schools? Comment briefly.

APPENDIX D

INTERVIEW SCHEDULE IIB
POLICYMAKERS AND IMPLEMENTERS

The purpose of this schedule is to elicit the understandings of officials from the various unions i.e., South African Democratic Teachers Union (SADTU), NAPTOSA, and SAOU on the Whole School Evaluation (WSE) policy and to establish how these understandings and competing policy influences shape the implementation of Whole School Evaluation in the school context.

IIB: Union Officials

1. What is your understanding of WSE?
2. That is, what was WSE (in your view) responding to?
3. Could you explain your role with regard to:
 - the development of the Whole School Evaluation policy?
 - the implementation of the Whole School Evaluation policy?
4. The WSE policy states that WSE is to bring about school effectiveness. What do you understand by “*school effectiveness*”?
5. What in your opinion are the main goals of this policy on WSE?
6. The Department has a number of policies related to “evaluation”;
 - Do you see any similar points or issues between “Whole school Evaluation” and “Systemic Evaluation”?
 - Do you see any similar points or issues between “Whole school Evaluation” and the “Development Appraisal” policy (DAS)?
7. What do you see as the policy differences between WSE, Systemic Evaluation and the Development Appraisal policy?
8. What do you see as the major limitations or constraints with regard to the implementation of Whole school Evaluation?
9. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?
10. Do you think that Whole School Evaluation will have any influence on teacher development in schools? Comment briefly.

APPENDIX E

**INTERVIEW SCHEDULE IIC
POLICYMAKERS AND IMPLEMENTERS**

The purpose of this schedule is to elicit the understandings of the North West Department of Education Provincial co-ordinator on the Whole School Evaluation (WSE) policy and to establish how these understandings and competing policy influences shape the implementation of Whole School Evaluation in the school context.

IIC: Provincial co-ordinator

Before the evaluation process

1. What is your understanding of WSE?
2. That is, what was WSE (in your view) responding to?
3. Could you explain your role with regard to:
 - the development of the Whole School Evaluation policy?
 - the implementation of the Whole School Evaluation policy?
4. The WSE policy states that WSE is to bring about school effectiveness. What do you understand by “*school effectiveness*”?
5. What in your opinion are the main goals of this policy on WSE?
6. The Department has a number of policies related to “evaluation”;
 - Do you see any similar points or issues between “Whole school Evaluation” and “Systemic Evaluation”?
 - Do you see any similar points or issues between “Whole school Evaluation” and the “Development Appraisal” policy (DAS)?
7. What do you see as the policy differences between WSE, Systemic Evaluation and the Development Appraisal policy?
8. What do you see as the major limitations or constraints with regard to the implementation of Whole school Evaluation?
9. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?
10. Has training been provided for implementation of the policy? (Yes/No)
 - For whom was training provided?
 - By whom, duration of training; when was training held and where?
11. What are your expectations of the WSE process?
 - Expectations with regard to school improvement

- Development of districts
- Provincial & national plans

APPENDIX F

INTERVIEW SCHEDULE III
POLICYMAKERS AND IMPLEMENTERS

The purpose of this schedule is to elicit the understandings of the North West Department of Education External Evaluation team members on the Whole School Evaluation (WSE) policy and to establish how these understandings and competing policy influences shape the implementation of Whole School Evaluation in the school context.

III: External Evaluation Team

Before the evaluation process

1. What is your understanding of WSE?
2. What is your role in WSE (in your own words)?
3. Could you explain your role's responsibilities:
 - the development of the Whole School Evaluation policy
 - the implementation of the Whole School Evaluation policy
4. The WSE is the main strategy of WSE – what are other strategies? What is mandated by the government?
5. What are the main challenges of this policy in WSE?
6. The literature is full of policy or policy implementation evaluation:
 - The difference in the parts or issue between "Whole School Evaluation" and "Policy Implementation".
 - The difference in the parts or issue between "Whole School Evaluation" and the "Policy Implementation Appraisal".
7. What do you see as the policy difference between WSE – implementation and the Programme of Assessment policy?
8. What do you see as the biggest challenge of the implementation of WSE in the implementation of Whole School Evaluation?
9. What do you see as the major practical and/or administrative challenges in implementing or at Whole School Evaluation?
10. How has the WSE provided for implementation of the policy (WSE)?
 - How has been was trained people (WSE)?
 - By whom, duration of training, when was training conducted?
11. What are your expectations of the WSE process?
 - Expectations with regard to Whole School Evaluation

APPENDIX F

**INTERVIEW SCHEDULE IID
POLICYMAKERS AND IMPLEMENTERS**

The purpose of this schedule is to elicit the understandings of the North West Department of Education External Evaluation team members on the Whole School Evaluation (WSE) policy and to establish how these understandings and competing policy influences shape the implementation of Whole School Evaluation in the school context.

IID: External Evaluation Team

Before the evaluation process

1. What is your understanding of WSE?
2. That is, what was WSE (in your view) responding to?
3. Could you explain your role with regard to:
 - the development of the Whole School Evaluation policy?
 - the implementation of the Whole School Evaluation policy?
4. The WSE policy states that WSE is to bring about school effectiveness. What do you understand by “*school effectiveness*”?
5. What in your opinion are the main goals of this policy on WSE?
6. The Department has a number of policies related to “evaluation”;
 - Do you see any similar points or issues between “Whole school Evaluation” and “Systemic Evaluation”?
 - Do you see any similar points or issues between “Whole school Evaluation” and the “Development Appraisal” policy (DAS)?
7. What do you see as the policy differences between WSE, Systemic Evaluation and the Development Appraisal policy?
8. What do you see as the major limitations or constraints with regard to the implementation of Whole school Evaluation?
9. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?
10. Has training been provided for implementation of the policy? (Yes/No)
 - For whom was training provided?
 - By whom, duration of training; when was training held and where?
11. What are your expectations of the WSE process?
 - Expectations with regard to school improvement

- Development of districts
- Provincial & national plans

APPENDIX C

FREE WRITING SCHEDULE IIIA: DISTRICT OFFICIALS

Before commencing with the focused group district official interviews, I will request district officials to write down their responses to specific questions on the free writing schedule.

QUESTIONS:

1. What is your understanding of Whole School Evaluation?
2. What is Whole School Evaluation, in your view, responding to?
3. What is your opinion as to the main goals of this policy?
4. What do you see as the major limitations or constraints with regard to the implementation of Whole School Evaluation?
5. What do you see as the major weaknesses or opportunities for the successful implementation of Whole School Evaluation?

APPENDIX G

FREE WRITING SCHEDULE IIIA: DISTRICT OFFICIALS

Before commencing with the focussed group district official interviews I will request district officials to write down their responses to specific questions on the free writing schedule.

QUESTIONS:

1. What is your understanding of Whole School Evaluation?
2. What was Whole School Evaluation, in your view, responding to?
3. What in your opinion are the main goals of this policy?
4. What do you see as the major limitations or constraints with regard to the implementation of Whole School Evaluation?
5. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?
6. The Department has a number of policies which are linked to the implementation of Whole School Evaluation, namely: "Developmental Approach" and "Developmental Approach" policy (DAP).
7. What do you see as the policy differences between WSE, DAP, Feedback and the Developmental Approach policy?
8. What do you see as the major limitations or constraints with regard to the implementation of Whole School Evaluation?
9. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?
10. Have you received training so as to provide support to the schools in the implementation process? (Yes/No)
 - If yes, by whom and for how long?
 - When and where was the training?
 - Comment on the nature of the training received.

APPENDIX H

**INTERVIEW SCHEDULE IIE
POLICYMAKERS AND IMPLEMENTERS**

The purpose of this schedule is to elicit the understandings of the North West Department of Education District Officials on the Whole School Evaluation (WSE) policy and to establish how these understandings and competing policy influences shape the implementation of Whole School Evaluation in the school context. Focus group interviews will be conducted with district officials.

IIE: District Officials

Before the evaluation process

1. What is your understanding of WSE?
2. That is, what was WSE (in your view) responding to?
3. Could you explain your role with regard to:
 - the development of the Whole School Evaluation policy?
 - the implementation of the Whole School Evaluation policy?
4. The WSE policy states that WSE is to bring about school effectiveness. What do you understand by “*school effectiveness*”?
5. What in your opinion are the main goals of this policy on WSE?
6. The Department has a number of policies related to “evaluation”;
 - Do you see any similar points or issues between “Whole school Evaluation” and “Systemic Evaluation”?
 - Do you see any similar points or issues between “Whole school Evaluation” and the “Development Appraisal” policy (DAS)?
7. What do you see as the policy differences between WSE, Systemic Evaluation and the Development Appraisal policy?
8. What do you see as the major limitations or constraints with regard to the implementation of Whole school Evaluation?
9. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?
10. Have you received training so as to provide support for the Whole School Evaluation implementation process? (Yes/No)
 - If yes, by whom and for how long?
 - When and where was the training?
 - Comment on the nature of the training received.

11. Have you already provided training to schools? (Yes/No) Briefly describe the nature of this training?

12. What are your expectations of the WSE process?

- Expectations with regard to school improvement
- Development of districts
- Provincial & national plans

HF: Principal of Case Study School

Before the evaluation process

1. What is your understanding of WSE?
2. That is, what do you think of your view regarding it?
3. Could you explain your views in regard to:
 - the development of the Whole School Evaluation policy?
 - the implementation of the Whole School Evaluation policy?
4. The WSE policy states that WSE is to bring about school improvement. What do you understand by the term "school improvement"?
5. What is your opinion on the main goal of school improvement?
6. The Department has a number of policies related to curriculum:
 - the five year and circular points of view, "National Curriculum Framework" and "Systemic Evaluation"
 - District level curriculum framework, "Whole school evaluation" and the "Developmental appraisal policy of 1997"
7. What do you see as the policy or interface between Whole School Evaluation and the Development Appraisal policy?
8. What do you see as the major challenges or constraints that need to be taken into account to the implementation of Whole school Evaluation?
9. What do you see as the major responsibilities of schools to ensure the successful implementation of Whole School Evaluation?
10. Have you received training so as to provide support for the Whole School Evaluation implementation process? (Yes/No)
 - If yes, by whom and for how long?
 - When and where was the training?
 - Comment on the nature of the training received.

APPENDIX I

**INTERVIEW SCHEDULE IIF
POLICYMAKERS AND IMPLEMENTERS**

The purpose of this schedule is to elicit the understandings of the Principal/Deputy Principal from the case study school on the Whole School Evaluation (WSE) policy and to establish how these understandings and competing policy influences shape the implementation of Whole School Evaluation in the school context.

IIF: Principal of Case Study School

Before the evaluation process

1. What is your understanding of WSE?
2. That is, what was WSE (in your view) responding to?
3. Could you explain your role with regard to:
 - the development of the Whole School Evaluation policy?
 - the implementation of the Whole School Evaluation policy?
4. The WSE policy states that WSE is to bring about school effectiveness. What do you understand by “*school effectiveness*”?
5. What in your opinion are the main goals of this policy on WSE?
6. The Department has a number of policies related to “evaluation”;
 - Do you see any similar points or issues between “Whole school Evaluation” and “Systemic Evaluation”?
 - Do you see any similar points or issues between “Whole school Evaluation” and the “Development Appraisal” policy (DAS)?
7. What do you see as the policy differences between WSE, Systemic Evaluation and the Development Appraisal policy?
8. What do you see as the major limitations or constraints with regard to the implementation of Whole school Evaluation?
9. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?
10. Have you received training so as to provide support for the Whole School Evaluation implementation process? (Yes/No)
 - If yes, by whom and for how long?
 - When and where was the training?
 - Comment on the nature of the training received.

Before the self-evaluation

11. What preparations are you involved in at school level for self-evaluation?

- Training sessions for staff & governing body (by whom, when, duration)
- Has the evaluation co-ordinator been selected? (if yes, how was this done)
- Planning for data collection, data analysis & reporting
- Drafting of a schedule for self-evaluation/external evaluation to be done?

12. Have you received any external support in preparation for implementation of self-evaluation?

- From the governing body; district office; national office; cluster schools
- Nature of this support

13. What are your expectations of the self-evaluation process? (elicit this response 4 weeks before and then 2 days before the self-evaluation).

NOTE: During the self-evaluation period the principal will provide brief reviews of the day's happenings. Two teachers at the school as well as the evaluation co-ordinator will keep researcher-constructed dairies. I will also keep a diary.

After the self-evaluation

14. Discuss what actually happened during the self-evaluation phase.

- Principal conducted classroom observations
- Teachers presented specially prepared lessons
- The evaluation co-ordinator played an active role
- Response rate of parent questionnaire
- Teaching and learning was disrupted during this time

15. What are the effects of what happened during the self-evaluation phase?

- Teachers began to prepare more seriously for the external evaluation
- Some teachers became demotivated
- Parent body became aware of the evaluation and pledged their support for the process
- Learner reactions to the self-evaluation

Before external evaluation

16. What preparations are you involved in at school level for the implementation of the external evaluation?

- Training sessions for staff & governing body (by whom, when, duration)
- Drawing up of a schedule for external evaluation/school development planning/implementation of school development plans etc?

17. Have you received any external support in preparation for implementation of external evaluation?

- From the governing body; district office; national office; cluster schools
- Nature of this support

18. What are your expectations of the external evaluation process? (elicit this response 1 week before and then 2 days before the external evaluation).

After the external evaluation

19. Discuss what actually happened during the implementation of the external evaluation.

- report on the pre-evaluation visit
- What events during the inspection week surfaced in staff room discussions?
- What was the principal's account of the evaluation day-by-day?

20. What are the effects of what happened during the external evaluation?

- What was said in relation to each of the nine focus areas being evaluated at the oral report stage at the end of the week?
- How did you and your staff feel during the week following the evaluation? (more relaxed; stressed waiting to receive the formal report; despondent after the oral report).
- What issues were raised concerning the nine focus areas evaluated by the formal report?
- What are your views and your staff's views on the issues raised by the external evaluators? (disappointment; overall satisfaction; need for improvement)
- What are the views of the chair of the governing body on the external evaluator's report? (disappointment; overall satisfaction; need for improvement)
- What happens to the school development plan? (school planning team established; district provides support; school governing body is involved; no planning takes place)

APPENDIX J

TEACHER FREE WRITING SCHEDULE IIIB

Before commencing with the focussed group teacher interviews I will request teachers to write down their responses to specific questions on the free writing schedule.

QUESTIONS:

1. What is your understanding of Whole School Evaluation?
2. What was Whole School Evaluation, in your view, responding to?
3. What in your opinion are the main goals of this policy?
4. What do you see as the major limitations or constraints with regard to the implementation of Whole School Evaluation?
5. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?
6. The WSE policy states that WSE is a broad approach to the development of a school's understanding of its own effectiveness. When in your opinion are the main goals of this policy are achieved?
7. The Department has a number of policies related to "evaluation".
 - * Do you see any similarities or differences between "Whole School Evaluation" and "Self-Evaluation"?
 - * Do you see any similarities or differences between "Whole School Evaluation" and the "Departmental Appraisal" policy (DASA)?
8. What do you see as the policy differences between "Self-Evaluation" and the Departmental Appraisal policy?
9. What do you see as the major limitations or opportunities for the successful implementation of Whole School Evaluation?
10. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?
11. Have you received training for the implementation of self-evaluation?
 - * If yes, by whom & on how long?
 - * When & where was the training?
 - * Comment on the nature of the training received.
12. How have you reacted to the process?

APPENDIX K

**INTERVIEW SCHEDULE IIG
POLICY IMPLEMENTERS**

The purpose of this schedule is to elicit the understandings of the teachers from the case study school on the Whole School Evaluation (WSE) policy and to establish how these understandings and competing policy influences shape the implementation of Whole School Evaluation in the school context. I will conduct focus group interviews with 4/5 teachers in a group as well as individual interviews with selected teachers.

IIG: Teachers in the Case Study School

Before the evaluation process

1. What is your understanding of WSE?
2. That is, what was WSE (in your view) responding to?
3. What do you see to be your role?
4. The WSE policy states that WSE is to bring about school effectiveness. What do you understand by “school effectiveness”?
5. What in your opinion are the main goals of this policy on WSE?
6. The Department has a number of policies related to “evaluation”;
 - Do you see any similar points or issues between “Whole school Evaluation” and “Systemic Evaluation”?
 - Do you see any similar points or issues between “Whole school Evaluation” and the “Development Appraisal” policy (DAS)?
7. What do you see as the policy differences between WSE, Systemic Evaluation and the Development Appraisal policy?
8. What do you see as the major limitations or constraints with regard to the implementation of Whole school Evaluation?
9. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?

Before the self-evaluation

10. Have you received training for the implementation of self-evaluation? (Yes/No)
 - If yes, by whom & for how long?
 - When & where was the training?
 - Comment on the nature of the training received.
11. How have you prepared for the process?

- Subject department preparations
 - Cluster schools
12. Have you received any external support in preparation for the implementation of self-evaluation?

- Governing body; district office; national office; cluster schools

After the self-evaluation

13. What actually happened during the “self-evaluation process”?
- Principal conducted classroom observations
 - Teachers presented specially prepared lessons
 - The evaluation co-ordinator played an active role
 - Response rate of parent questionnaire
 - Teaching and learning was disrupted during this time
14. What were the challenges & successes experienced during and after the self-evaluation?
- Teachers began to prepare more seriously for the external evaluation
 - Some teachers became demotivated
 - Parent body became aware of the evaluation and pledged their support for the process
 - Learner reactions to the self-evaluation

Before the external evaluation

15. How are you preparing for the external evaluation?
16. How do you feel about the evaluation?

After the external evaluation

17. What actually happened during the external evaluation?
- report on the pre-evaluation visit
 - What events during the inspection week surfaced in staff room discussions?
 - What was the principal’s account of the evaluation to teachers on a day-by-day basis?
 - Your account of the evaluation day-by-day.
18. What are the effects of what happened during the external evaluation process?
- What was said with regard to each of the nine focus areas at the oral report stage at the end of the week?
 - How did you and the staff feel during the week following the evaluation? (more relaxed; stressed waiting to receive the formal report; despondent after the oral report).
 - What issues were raised on the nine focus areas by the formal report?
 - What are your views and that of the staff on the issues raised by the external evaluators? (disappointment; overall satisfaction; need for improvement)

- What are the views of the chair of the governing body on the external evaluator's report? (disappointment; overall satisfaction; need for improvement)
- What happens to the school development plan? (school planning team established; district provides support; school governing body is involved; no planning takes place)

The purpose of this schedule is to elicit the understandings of the school governing body from the case study school on the Whole School Evaluation (WSE) policy and to establish how their understandings and existing policy influences shape the implementation of Whole School Evaluation in the school context.

III: School Governing Body at the Case Study School

Before the start of the process:

1. How do you understand the WSE?
2. What is your view on the school's understanding of?
3. What do you see to be important?
4. The WSE is a policy that WSE is a policy that school development. What is understood by school development?
5. What do you see to be the main goal of the policy on WSE?
6. The Department of Education has a School Development Unit (SDU) and:
 - * Do you see any similarities and/or differences between the SDU and the 'System Evaluator'?
 - * Do you see any similarities and/or differences between the SDU and the 'School Development Officer' (SDO)?
7. What do you see to be the main goal of the WSE policy on school development and school development policy?
8. What do you see to be the main goal of the WSE policy on school development and school development policy?
9. What do you see to be the main goal of the WSE policy on school development and school development policy?

Before the start of the process:

10. What do you see to be the main goal of the WSE policy on school development and school development policy?
 - * How do you see to be the main goal of the WSE policy on school development and school development policy?
 - * What do you see to be the main goal of the WSE policy on school development and school development policy?
 - * Can you see to be the main goal of the WSE policy on school development and school development policy?
11. What do you see to be the main goal of the WSE policy on school development and school development policy?

APPENDIX L

**INTERVIEW SCHEDULE IIG
POLICY IMPLEMENTERS**

The purpose of this schedule is to elicit the understandings of the school governing body from the case study school on the Whole School Evaluation (WSE) policy and to establish how these understandings and competing policy influences shape the implementation of Whole School Evaluation in the school context.

IIIH: School Governing Body at the Case Study School

Before the evaluation process

1. What is your understanding of WSE?
2. That is, what was WSE (in your view) responding to?
3. What do you see to be your role?
4. The WSE policy states that WSE is to bring about school effectiveness. What do you understand by “*school effectiveness*”?
5. What in your opinion are the main goals of this policy on WSE?
6. The Department has a number of policies related to “evaluation”;
 - Do you see any similar points or issues between “Whole school Evaluation” and “Systemic Evaluation”?
 - Do you see any similar points or issues between “Whole school Evaluation” and the “Development Appraisal” policy (DAS)?
7. What do you see as the policy differences between WSE, Systemic Evaluation and the Development Appraisal policy?
8. What do you see as the major limitations or constraints with regard to the implementation of Whole school Evaluation?
9. What do you see as the major possibilities or opportunities for the successful implementation of Whole School Evaluation?

Before the self-evaluation

10. Have you received training for the implementation of self-evaluation? (Yes/No)
 - If yes, by whom & for how long?
 - When & where was the training?
 - Comment on the nature of the training received.
11. What are your expectations of the self-evaluation process?

After the self-evaluation

12. What actually happened during the “self-evaluation process”?
13. What were the challenges experienced during and after the self-evaluation?
14. What were the successes experienced during and after the self-evaluation?

Before the external evaluation

15. How are you preparing for the external evaluation?
16. How do you feel about the evaluation?

After the external evaluation

17. What actually happened during the external evaluation?
 - report on the pre-evaluation visit
 - What events during the inspection week surfaced in staff room discussions?
 - What was the principal’s account of the evaluation to you on a day-by-day basis?
 - Your account of the evaluation day-by-day.
18. What are the effects of what happened during the external evaluation process?
 - What was said with regard to each of the nine focus areas at the oral report stage at the end of the week?
 - How did you and the staff feel during the week following the evaluation? (more relaxed; stressed waiting to receive the formal report; despondent after the oral report).
 - What issues are raised on the nine focus areas by the formal report?
 - What are your views and that of the staff on the issues raised by the external evaluators? (disappointment; overall satisfaction; need for improvement)
 - What happens to the school development plan? (school planning team established; district provides support; school governing body is involved; no planning takes place)

APPENDIX M

DOCUMENT ANALYSIS SCHEDULE IV

Three documents i.e., *Whole School Evaluation, Systemic Evaluation and Development Appraisal* will be analysed for the purpose of obtaining answers to the sub question: *What are the continuities as well as contradictions between WSE and related education policies of government, and how are these tensions reflected in stakeholder understandings of WSE? In addition, I will analyse each policy document in order to establish the conception of “evaluation”.*

QUESTIONS:

1. What are the sources of the policy documents?

- What are the historical origins of each of the policy documents?

2. What are the intentions of the documents?

- What rationale does the document give for each policy? That is, what is the policy responding to?
- What are the explicit goals for the evaluation process as stated in each document?
- What are the implied goals for the evaluation process in each document?

3. How do the different policies relate to each other?

- Describe in detail noting cases where the goals are coherent or contradictory.

4. What are the conceptions of implementation?

- What are the important statements in the document?
- What is the “theory of action”?
- How is the relationship between policy formulation and implementation conceptualised?

APPENDIX N 1

“STRUCTURED TEACHER DIARIES” V

Note: The purpose of the diary is to capture stakeholder understandings and enactment of the Whole school Evaluation policy. Three teachers will keep diaries of the WSE process as it unfolds. At least one teacher will be a senior teacher and another a more junior teacher so as to obtain their individual perspectives on the implementation process of WSE. The third teacher would be a member of management. I will send a letter to the teachers to explain the structure, format, content of the diary and information about a training session as well as to thank them for their willingness and enthusiasm to participate in the research project.

TEACHER DIARY COMPOSITION AND CONSTRUCTION

The Whole School Evaluation process is to have five key phases to it i.e., preparation phase for evaluations; self-evaluation phase; external evaluation phase; school development planning phase and implementation of school development plan.

Guidelines:

- You are requested to keep a diary for each of the phases of the Whole School Evaluation process.
- You are expected to make five entries for each phase. . This may be represented diagrammatically as follows:

	Phase	No. of entries				
One	Preparation for self-evaluation/external evaluation	1	2	3	4	5
Two	Self-evaluation	1	2	3	4	5
Three	External evaluation	1	2	3	4	5
Four	School Development Planning	1	2	3	4	5
Five:	Implementation of school development plan	1	2	3	4	5

- Guiding questions for the “entries” per phase are provided below.
- It is expected that your diary entries will focus on these questions as well as on other critical incidents that may arise.
- If something critical happens then this should be written up as one entry.
- It is imperative that you report on your conversations with others, your observations and personal reflections of the processes as they unfold.

GUIDING QUESTIONS FOR “ENTRIES” PER PHASE*Phase One: Preparation for self-evaluation*

- What training has been received? (by whom; when; duration; nature of training)
- When was the staff informed about the evaluation? (who informed them; by what means)
- What are the expectations of the staff?

- Is there preparation of specific lesson plans?
- Are teachers engaging in trial lessons?
- Is there a roster to inform teachers who will be visited?
- Are teachers engaged in preparation after school & during the weekends?
- What kind of preparation is the governing body doing? (parent meetings)
- What has been the role of the district and provincial officials?
- What staff room discussions surface during this time?
- Comment on levels of stress/anxiety of all.

Phase One: Preparation for external-evaluation

- Has there been sharing of experiences after self-evaluation? (staff meetings, subject department meetings)
- What are the expectations of the staff?
- Is there preparation of specific lesson plans?
- Are teachers engaging in trial lessons?
- Are teachers engaged in preparation after school & during the weekends?
- What kind of preparation is the governing body doing? (parent meetings)
- What has been the role of the district and provincial officials as well as cluster schools?
- What staff room discussions surface during this time?
- Comment on levels of stress/anxiety of all/'positives' as well
- What preparation is the school involved in to improve the surroundings?

Phase Two: Self-evaluation

- Who conducted the evaluation?
- How many staff members were involved?
- How many classes were visited?
- Comment on the administration of the parent questionnaire (logistics, response rate).
- What staff room discussions surface during this time?
- Is the staff kept informed? (number of staff meetings)
- What is the duration of the self-evaluation process?
- Comment on levels of stress/anxiety of all/'positives' as well'
- Release of principal's report to staff, governing body, district.
- Comments that surfaced after the release of the report.
- What were the challenges and successes that were experienced during the process.

Phase Three: External evaluation

- Description of the panel of examiners (size, areas of expertise etc).
- What was the duration of the evaluation?
- How many classes were visited?
- How many teachers and learners were interviewed?
- Comment on the administration of the parent questionnaire (logistics, response rate).
- What inputs are received from the governing body and district?
- What staff room discussions surface during this time?
- Is the staff kept informed? (number of staff meetings)
- Comment on levels of stress/anxiety of all.

- Release of panel's oral report to staff, governing body, district.
- Comments that surfaced after the release of the report.
- Atmosphere in the school after the evaluation.
- What were the challenges and successes that were experienced during the process.

Phase Four: School development planning

- How long after the evaluation did planning begin?
- Who is involved in the planning?
- What kind of support is received from the district, school-governing body, cluster schools etc?
- Comments on the process as it is followed.
- Was the plan shared with other staff members?
- Was the plan submitted to the district office?
- Was an implementation plan also drawn up?
- What were the general comments on the implementation plan?

Phase Five: Implementation of school development plan

- How long after the release of the plan did implementation begin?
- What are the challenges being experienced? (inadequate resources, low teacher morale, lack of leadership)
- What are the successes being experienced? (restructuring at school, renewed enthusiasm among teachers, strong leadership)
- Who is involved in monitoring the implementation?
- What feedback mechanisms are in place?
- Is there a review of the plan?

APPENDIX N 2

LETTER TO TEACHERS:

Po Box 22149
Lyttelton
0140

30 January 2002

Dear Colleague

I wish to place on record my sincere thanks and appreciation to you for volunteering your kind assistance with research being undertaken into the implementation of the new government policy on Whole School Evaluation. I also wish to guarantee that the information you supply will be treated with absolute confidentiality. This information will be used for research purposes only.

The Whole School Evaluation process is to have five key phases to it i.e., preparation phase for evaluations; self-evaluation phase; external evaluation phase; school development planning phase and implementation of school development plan. I am interested in keeping a diary for a period of 10 months in order to capture critical incidents in each of the phases of implementation. In addition to you, two other colleagues at your school have also volunteered to keep diaries for the duration of this period.

A training session will be held prior to the commencement of the data collection process during which time you will be briefed on details related to the task. It is envisaged that the training will last for one day at the University of Pretoria, Groenkloof Campus. Details pertaining to the exact date and time will be confirmed at a later date and you will be notified in due course.

Enclosed are documents pertaining to the diary construction. It would be appreciated if you could peruse through these documents, noting key issues for discussion, in preparation for the forthcoming training session. The completion of the diary should not take too much time as I have endeavoured to make it both interesting and easy to complete by having designed a template for you to work on.

In conclusion may I add that your assistance in this research will not only be sincerely appreciated but will, I hope, make a contribution of some value to improving policy implementation in our schools.

Yours sincerely

A.Lucen
PhD Student

APPENDIX O
QUESTIONNAIRE

PREFACE: The purpose of this questionnaire is to collect information about the principal's and teachers' understanding of the Whole School Evaluation Policy. The information you supply will be treated with absolute confidentiality and will be used for research purposes only.

PART A

EDUCATOR INFORMATION

PLEASE FILL IN OR CROSS (X) THE APPROPRIATE OPTION

1. Designation of educator

Teacher level 1	Principal	Deputy principal	Head of Department	Other (specify)
1	2	3	4	5

2. Main teaching subject area

Maths/ Science	Technical/ Skills	Languages	Commerce	Humanities	Other (specify)
1	2	3	4	5	6

3. Age

Under 25	25-29	30-34	35-40	40-49	50-59
1	2	3	4	5	6

4. Teaching experience in years

0-5	6-10	11-15	16-20	More than 20
1	2	3	4	5

5. Gender

Male	Female
1	2

6. Formal qualifications (completed)

2 year diploma only	3 year diploma only	Degree only	Degree and diploma	More than one degree	Other (specify)
1	2	3	4	5	6

7. Type of school

Primary	Secondary	Combined
1	2	3

8. Description of the school

Urban	Rural	Not sure
1	2	3

PART B

Whole School Evaluation was to be introduced into schools in January 2001. Many educators became aware of this plan through departmental policy.

The questions below inquire about the information available to you about the Whole School Evaluation policy.

PLEASE FILL IN OR CROSS (X) THE APPROPRIATE OPTION.

1. Are you aware of the policy document on Whole School Evaluation?

Yes	No
1	2

2. Was the document made available to all educators in your school?

Yes	No
1	2

3. If yes, please state how?

Workshop	Circular	Conference	Other (specify)
1	2	3	4

4. Do you have a personal copy of the policy document on Whole School Evaluation?

Yes	No
1	2

5. How did you first become aware of the policy on Whole School Evaluation?

I read the policy document	1
I was told by the Head of Department	2
I was told by the principal	3
I was invited to a workshop	4
It was discussed at a staff meeting	5
Other (specify)	6

PART C

PART C RELATES TO THE DEPARTMENT POLICY ON WHOLE SCHOOL EVALUATION.

Part C may only be answered if your response to item B 1 is YES.

	Yes	No	Not sure
1. It is easy to understand			
2. It provides clear guidelines for implementation			
3. It allows for flexible implementation			

PART D

SOME PEOPLE ARGUE THAT WHOLE SCHOOL EVALUATION IS NOTHING MORE THAN AN INSPECTION PROCESS, WHILST OTHERS SEE IT AS AN IMPORTANT DEVELOPMENTAL TOOL TO BRING ABOUT SCHOOL EFFECTIVENESS.

How strongly do you feel about each of the following statements, which list reasons sometimes offered to explain the limitations.

PLACE A CROSS (X) IN THE APPROPRIATE BLOCK.

	Strongly agree	agree	not sure	disagree	strongly disagree
1. Whole School Evaluation increases the workload of educators	1	2	3	4	5
2. Whole School Evaluation is an administrative burden	1	2	3	4	5
3. Whole School Evaluation is the same as an inspection	1	2	3	4	5
4. Whole School Evaluation is subjective form of evaluation	1	2	3	4	5
5. Whole School Evaluation makes use of one set of indicators for all contexts thus benefiting the more resourced schools	1	2	3	4	5
6. Principals lack expertise of and experience in conducting self-evaluation of the school	1	2	3	4	5
7. Whole School Evaluation creates anxiety and stress amongst educators	1	2	3	4	5
8. A maximum of a 4-day evaluation by external examiners is insufficient to accurately determine the effectiveness of a school.	1	2	3	4	5
9. Educators are involved in rigorous preparations only for the duration of the evaluation and not after	1	2	3	4	5

PART E

WHAT DO YOU THINK ARE THE MAIN REASONS WHY WHOLE SCHOOL EVALUATION HAS BEEN INTRODUCED IN OUR SCHOOLS?

Please write clearly.

PART F

WHAT ARE THE THREE MAIN CHALLENGES BEING EXPERIENCED IN ATTEMPTING TO IMPLEMENT WHOLE SCHOOL EVALUATION IN YOUR SCHOOL.

Please write clearly.

PART G

PLEASE READ EACH OF THE STATEMENTS BELOW AND PLACE A CROSS ON THE NUMBER OF THE RESPONSE YOU CONSIDER MOST APPROPRIATE.

Whole School Evaluation:

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. creates opportunity for feedback to educators.	1	2	3	4	5
2. creates opportunity for feedback to parents about the school's progress.	1	2	3	4	5
3. promotes the need for a school development plan.	1	2	3	4	5
4. calls for district offices to actively support schools.	1	2	3	4	5
5. has been introduced because of poor matric results.	1	2	3	4	5
6. is an attempt by the department to make dysfunctional schools effective.	1	2	3	4	5

PART H

SEVERAL PEOPLE ARGUE THAT WHOLE SCHOOL EVALUATION IS DEVELOPMENTAL RATHER THAN JUDGEMENTAL. PLACE A CROSS (X) ON THE NUMBER OF THE RESPONSE YOU CONSIDER MOST APPROPRIATE.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1..Whole school evaluation will enable the school to establish its weaknesses	1	2	3	4	5
2. The school development plan will focus on areas in which training is to take place	1	2	3	4	5
3. District and provincial offices will provide constant support.	1	2	3	4	5
4. Systemic evaluation results will compliment Whole School Evaluation	1	2	3	4	5
5.. Whole School Evaluation encourages me to intensify my preparations for teaching and learning	1	2	3	4	5

**APPENDIX P
CONTEXTUAL INFORMATION ON THE SCHOOL
OBSERVATION CHECKLIST FOR SCHOOL VISIT**

The observation checklist will be used in order to collect contextual information on the school for the purpose of compiling the school profile and providing the reader with a thick rich description of the case study school.

To be completed by the researcher/teachers in the school

PLEASE FILL IN OR PLACE A TICK IN THE APPROPRIATE COLUMN

1. Type of building

1. Building designed as school	
2. Prefab	
3. Teacher training college	
4. Other (specify)	

2. School building

1. Number of blocks	
2. Number of storeys	

3. Condition of school and furniture

	Type of structure: Specify (e.g., brick wall, tile roof, etc)	No maintenance needed	Need maintenance	Need maintenance & structural repair	Beyond repair
1. Roof					
2. Windows					
3. Doors					
4. Walls					
5. Furniture					
6. Floors					
7. Toilets					
8. Ceilings	Fitted	Not fitted			
9. Other (specify)					

4. Number of toilets for teaching/administrative staff

1. Male staff	
2. Female staff	
3. Out of order	

5. Number of toilets for learners

1. Males	
2. Females	
3. Out of order	

6. Power and energy supply

1. Wired & supplied with electricity	
2. Wired but not supplied with electricity	
3. Not wired and/or & no electricity available	
4. Generators	
5. Other (specify)	

7. Overall condition of building

Very weak (not suitable for occupation)	Weak (structure needs attention)	Needs paint & minor repairs	Good condition	Excellent, no foreseeable repairs

8. Safety

1. Building is completely fenced with security at the entrance	
2. Building is completely fenced without security at the entrance	
3. Building has been fenced but fence is damaged	
4. No fence	
5. Other (specify)	

9. Office space

	Adequate	Inadequate	None	Estimated shortfall number
1. Offices for management				
2. Offices for admin staff				

APPENDIX Q

CONTACT SUMMARY FORM

Contact type:

Visit _____

Site: _____

Phone: _____ (with whom)

Contact date: _____

Written by: _____

Today's date: _____

1. With whom did you meet?
2. What were the main issues or themes that struck you in this contact?
3. Summarize the information that you got (or failed to get) on each of the target questions you had for this contact?
4. Anything else that struck you as salient, interesting, illuminating or important in this contact?
5. What new (or remaining) target questions do you have in considering the next contact with this site?

CONCERNS OF THE RESEARCHER:

APPENDIX R

DOCUMENT SUMMARY FORM

Site: _____

Document number: _____

Date received or picked up: _____

NAME OR DESCRIPTION OF DOCUMENT:

EVENT OR CONTACT, IF ANY, WITH WHICH DOCUMENT IS ASSOCIATED:

Date:

SIGNIFICANCE OR IMPORTANCE OF DOCUMENT:

BRIEF SUMMARY OF CONTENTS:

Note: If document is central or crucial to a particular contact (e.g., a meeting agenda discussed in an interview, etc) make a copy and include with write-up. Otherwise put in document file.