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APPENDIX 1: APPLICATION FOR A PERMISSION TO CONDUCT RESEARCH



Faculty of Education/Fakulteit
Opvoedkunde
School of Educational Studies/Skool van
Opvoedkundige Studies
Department of Education Management
and Policy Studies/Departement
Onderwysbestuur en Beleidstudies

ENQ: Fanseka Gezani Samuel
Cell: 072 7864 566

Box 915
Malamulele
0982
12 July 2009

The Head of Department
Limpopo Department of Education
P/Bag 9486
POLOKWANE
0700

SIR

APPLICATION FOR A PERMISSION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS UNDER MALAMULELE EAST CIRCUIT IN VHEMBE DISTRICT

I, Fanseka Gezani Samuel, a part-time student registered for a Master's degree in Education Management Law and Policy at the University of Pretoria, hereby apply for a permission to conduct research in the following secondary schools found in the above-mentioned area: Deliwe, Dlayani, Falaza, Gembani, Ndhengeza, Yollisa.

As part of the requirements for the completion of my study, I therefore have to conduct a research, of which my supervisor is Prof Juliet Perumal. The topic of my study is: The experiences of secondary school management teams (SMT) in the implementation of Continuous Assessment (CASS) in the Malamulele East Circuit.

The critical questions that will inform this study are:

- What is the understanding of secondary school management teams of Continuous Assessment?
- What is the role of secondary school management teams in the implementation of Continuous Assessment?
- What kind of support does the Limpopo Department of Education provide to secondary school management teams in creating a better understanding in the implementation of CASS?
- What have been the successful experiences of secondary school management teams in the - implementation of CASS?
- What challenges do secondary school management teams experience in the implementation of CASS?
- What recommendations would secondary school management teams offer for the successful implementation of CASS?

My participants in this study will be secondary school principals, deputy principals and heads of department. An individual semi-structured interview will be conducted with principals, deputy principals and curriculum advisors. In addition, two sessions of semi-structured focus-group interviews with heads of departments of secondary schools will also be conducted. With the permission of the participants, all the interviews will be audio-recorded and each session will last approximately one hour and thirty minutes. The objective will be to get insight on the experiences of secondary school management teams (SMT) in the implementation of CASS.

Should you have queries regarding this application or my study, you may contact me at 072 7864 566 or alternatively my supervisor at 083 428 6355.

Yours faithfully



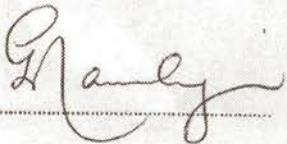
Fanseka G.S. (Applicant)

Date-----

Prof Juliet Perumal (Supervisor)

Date-----

APPENDIX 2: APPROVAL LETTER FROM DEPARTMENT OF EDUCATION

	LIMPOPO PROVINCIAL GOVERNMENT REPUBLIC OF SOUTH AFRICA	Private Bag X2250 SIBASA 0970 Tel: (015) 962 1313 962 1331 Fax (015) 962 6039 (015) 962 3674
DEPARTMENT OF EDUCATION		
Ref: 14/7/R Enq: M.S. Matibe Tel: 015 962 5716		
Mr. FANSEKA GEZANI SAMUEL P.O Box 915 MALAMULELE 0952		
APPLICATION TO CONDUCT RESEARCH IN MALAMULELE EAST CIRCUIT		
<ol style="list-style-type: none">1. The above matter has reference.2. Your application to conduct research in the Secondary schools that you have mentioned under Malamulele Circuit has been granted.3. Please take note that the permission is subject to ensuring that your interactions with SMT members do not disrupt the teaching and learning activities in the selected schools.4. Kindly inform the circuit Manager and Principal of affected schools well in advance of your visit.5. Wishing you the best in your endeavor's for academic achievements.		
 DISTRICT SENIOR MANAGER		14/08/2009 DATE
VHEMBE DISTRICT THOHYANDOU GOVERNMENT BUILDINGS; OLD PARLIAMENT; BLOCK D <i>The heartland of South Africa - Development is about people</i>		

APPENDIX 3: REQUEST TO CONDUCT STUDY



P.O. BOX 915
MALAMULELE
0982
12 June 2007

SIR/MADAM

I, Gezani Samuel Fanseka, a deputy principal at Dlamani High School hereby apply for a permission to conduct a research study at your school. I am currently completing my Master's Degree in Education Management Law and Policy at the University of Pretoria on a part time basis.

The topic of my studies is: The experiences of secondary school management teams in the implementation of Continuous Assessment. As part of my study, I would like to conduct in-depth interviews with you (as a principal of the school), deputy principal and focus-group interviews with two of heads of departments of your school.

The interviews will be conducted at your school in the afternoon or at times which would not disrupt the smooth running of the school. Should you have any further queries or questions with regard to this study, please contact me on 072 7864 566 or my supervisor on 083 428 6355.

Your understanding and cooperation in this regard will be highly appreciated.

Yours faithfully
Fanseka Gezani Samuel
Deputy Principal

APPENDIX 4a: INVITATION TO PARTICIPATE IN MY RESEARCH



ENQ: Fanseka Gezani Samuel
Cell: 072 7864 566

P.O.Box 915
Malamulele
0982
12 June 2009

The Principal / Deputy Principal/ Curriculum Advisor

SIR / MADAM

INVITATION TO PARTICIPATE IN A MASTERS DEGREE RESEARCH DISSERTATION

I, Fanseka G. S., a Master's Degree student in Education Management, Law and Policy Studies at the University of Pretoria, hereby invite you to participate in my research study. The topic of my research is: The experiences of secondary school management teams in the implementation of Continuous Assessment.

The underlying objective of this study is to provide answers to the following critical questions:

- What is the understanding of secondary school management teams (SMT) of CASS?
- What is the role of secondary school management teams in the implementation of CASS?

- What kind of support does the Limpopo Department of Education provide to the SMT in the implementation of CASS?
- What have been the successful experiences of secondary school management teams in the implementation of CASS?
- What are the challenges which secondary school teams are experiencing with regard to the implementation of CASS?
- What recommendations would secondary school management teams offer for the successful implementation of CASS?

I will conduct one session of interview which will last approximately one hour thirty minutes with you. In addition, I must inform you that with your permission, the interview will be audio-recorded. Furthermore, the information that you will provide during data collection would be confidential and that in no way your identity would be revealed, instead a pseudonym will be used. Your participation in this study is voluntary and as such you will be free to opt out at any given time.

Your understanding and readiness to participate in this study will be highly appreciated.

For any queries regarding this study or this application you can contact me at 072 7864 566 or alternatively my supervisor Prof Juliet Perumal at 083 428 6355

Yours faithfully

Fanseka G.S. (Researcher)

Date_____

Prof. Juliet Perumal (Supervisor)

Date_____

APPENDIX 4b: INVITATION TO PARTICIPATE IN THE STUDY



Faculty of Education/Fakulteit
Opvoedkunde
School of Educational Studies/Skool van
Opvoedkundige Studies
Department of Education Management
and Policy Studies/Departement
Onderwysbestuur en Beleidstudies

ENQ: Fanseka Gezani Samuel
Cell: 072 7864 566

P.O.Box 915
Malamulele
0982
15 July 2009

The Head of Department
_____ Secondary School
Box 1869
Malamulele
0982

SIR/MADAM

INVITATION FOR YOUR PARTICIPATION IN MY RESEARCH FOR A MASTERS DEGREE

I, Fanseka Gezani Samuel, a part-time student registered for a Master's degree in Education Management Law and Policy at the University of Pretoria, hereby invite you to participate in my research study. As part of the requirements for the completion of my study, I therefore have to conduct a research, of which my supervisor is Prof Juliet Perumal.

The topic of my study: The experiences of secondary school management teams in the implementation of Continuous Assessment in the Malamulele East Circuit.

The critical question that will inform this study are:

- What is the understanding of secondary school management teams in the implementation of Continuous Assessment?
- What is the role of secondary school management teams in the implementation of Continuous Assessment (CASS)?
- What kind of support does the Limpopo Department of Education provide to the secondary school management teams in creating a better understanding in the implementation of CASS?
- What have been the successful experiences of secondary school management teams in the implementation of CASS?
- What challenges do secondary school management teams experience in the implementation of CAS?
- What recommendations would secondary school management teams offer for the successful implementation of CASS?

I will conduct one session of semi-structured Focus –Group interview with you which I hope will last for approximately one hour and thirty minutes with you. In addition I must inform you that with your permission, the interview will be audio-recorded. Your participation in this study is voluntary and as such you will be free to withdraw your participation from this study without stating reasons and you will in no way be harmed by so doing.

Your understanding and readiness to participate in this study will be highly appreciated.

Yours faithfully

Fanseka G.S (Applicant)

Date-----

Prof Juliet Perumal (Supervisor)

Date-----

APPENDIX 5: PARTICIPANTS' LETTER OF CONSENT



PART: A

(To be signed by all research participants)

I.....have voluntarily consented to participate in the Master's Degree research of Mr. Fanseka G.S. I also understand that the data collected, analysis, interpretation and findings thereof, will form part of the main body of his Masters Research Report which will then be submitted to the Faculty of Education at the University of Pretoria. I further understand that the information I will provide in this study may be published in academic journals and at conferences. I have been guaranteed that the information I will provide in this study would be treated with utmost confidentiality.

At my request I will be given a copy of this consent form.

_____ Date _____

Participant

_____ Date _____

Researcher: Fanseka Gezani Samuel

_____ Date _____

APPENDIX 5: PART B: CONSENT FORM FOR HEADS OF DEPARTMENTS



Faculty of Education/Fakulteit
Opvoedkunde
School of Educational Studies/Skool van
Opvoedkundige Studies
Department of Education Management
and Policy Studies/Departement
Onderwysbestuur en Beleidstudies

(To be signed by all research participants)

I-----have voluntarily consented to participate in the Master's degree research of Mr Fanseka Gezani Samuel. I hereby exempt the University of Pretoria and Mr Fanseka G.S. (as student of the university) from any liability from any negative effect that may arise in the course of this study, unless the injury or damage has been caused by the negligence of the student himself. I also understand that the collected data, the analysis, interpretation and findings thereof, will form part of the main body of his Masters Research Report which will then be submitted to the Faculty of Education at the University of Pretoria. I further understand that the information I will provide in this study may be published in academic journals and conferences.

At request I will be given access to my own data and also a copy of this consent form to keep.

Participant

Date-----

Date-----

Researcher: Fanseka Gezani Samuel

Supervisor: Prof Juliet Perumal

Date-----

APPENDIX 6:

INTERVIEW SCHEDULE FOR PRINCIPALS AND DEPUTY PRINCIPALS

A. IMPACT OF CHANGE

1. Since 1994, South African education system was characterized by curriculum reform which resulted in the introduction of Continuous Assessment. In your view, do you think this change was necessary? Why?
2. Were you ready for the implementation of this new assessment policy?
3. Did the Limpopo Department of Education provide you with formal training to prepare you for the implementation of this assessment policy prior to the implementation process?
 - (a) If yes, how effective were these training in terms of generating an understanding of the role you were supposed to play for the successful implementation of CASS?
 - (b) If no, what impact did the lack of formal training have on your role to implement CASS?
4. What did you do to ensure that other stakeholders, that is teachers, learners and parents were ready for the successful implementation of CASS?

B. UNDERSTANDING THE CONCEPT CONTINUOUS ASSESSMENT (CASS)

1. What is your understanding of Continuous Assessment?
2. As informed by the assessment guidelines and other policy documents, what is CASS?
3. How different is the current assessment policy from the one used during the apartheid education system?
4. What do you think are the advantages of Continuous Assessment?
5. What do you think are the disadvantages of Continuous Assessment?
6. What role are you playing to ensure the successful implementation of Continuous Assessment?

7. How different is the current role from the one you played during the apartheid education system with regard to assessment?
8. How is the attitude of the educators to this new assessment policy?
9. What kind of support do you provide to them to ensure that Continuous Assessment is successfully implemented?
10. How is the attitude of the learners to this assessment policy?
11. What factors pose a challenge in the implementation of Continuous Assessment?
12. How are you dealing with these challenges?
13. What have been your successful experiences in the implementation of CASS?
14. What would you attribute your success to?

C. PARENTAL INVOLVEMENT

1. The current education system encourages parents to be actively involved in the education of their children, which strategies do you employ in ensuring that they also play a role in the implementation of CASS?
2. How effective are these strategies?
3. How significant is their involvement in the implementation of CASS?
4. What challenges are you experiencing regarding the involvement of parents in the implementation of CASS?
5. How successfully are you dealing with these challenges?

D. SUPPORT FROM THE LIMPOPO DEPARTMENT OF EDUCATION

1. What kind of support does the Limpopo Department of Education provide for the successful implementation of CASS?
2. In your view, do you think the support is enough for the implementation of CASS?
3. What recommendations would you offer the successful implementation?

APPENDIX 7:

INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENTS

A. IMPACT OF CURRICULUM CHANGE

1. Since 1994 South African education system was characterized by curriculum reform which resulted in the implementation of Continuous Assessment, in your view how significant was this change?
2. Did you attend the workshop(s) organized by the Limpopo Department of Education prior to the implementation of this new assessment policy?
 - (a) If yes, what effect has the training had on preparing you for the implementation of Continuous Assessment?
 - (b) In your view, was the training adequate for the successful implementation of CASS?
 - (c) If no, what effect has the lack of training had in preparing you for the implementation of this new assessment policy?
 - (d) How did you cope with the challenges of implementing this new assessment policy without a sound conceptual knowledge?
 - (e) What do you think the Limpopo Department of Education could have done to prepare you for the implementation of CASS?

B. ROLE OF HEADS OF DEPARTMENTS

1. In the context of the Revised National Curriculum Statement, what is Continuous Assessment?
2. In your own analysis, how is CASS different from the old assessment policy used during the apartheid education?
3. What are the advantages of Continuous Assessment?
4. What are the disadvantages of Continuous Assessment?
5. As a Head of Department, what is your role in ensuring that this new assessment policy is successfully implemented?

6. How different is the current role from the one you played during the apartheid education system with regard to assessment?
7. As a member of the f SMT who professionally works direct with educators, how do you view the attitude of educators towards CASS?
8. What kind of classroom support do you provide to educators for the successful implementation of CASS?
9. How is the attitude of the learners towards the learners towards this new assessment policy?
10. What factors pose a challenge in the implementation of CASS?
11. How are you dealing with these challenges?
12. What have been your successful experiences in the implementation of CASS?
13. What would you attribute your success to?

C. PARENTAL INVOLVEMENT

1. The current education system encourages parents to play an active role in the education of the children, what strategies do you use in ensuring that they play a meaningful role in the implementation of CASS?
2. How effective are these strategies?
3. In your view, how significant is their involvement in the implementation of CASS?
4. What challenges are you experiencing regarding their involvement in the implementation of CASS?
5. How successfully are you dealing with these challenges?

D. SUPPORT FROM THE LIMPOPO DEPARTMENT OF EDUCATION

1. What kind of support does the Limpopo Department of Education provide for the successful implementation of CASS?
2. In your view, do you think the support is adequate for the successful implementation of this new assessment policy?
3. What recommendations would you offer for the successful implementation of CASS?

APPENDIX 8:

INTERVIEW SCHEDULE FOR THE CURRICULUM ADVISORS

1. Since 1994 the South African education system was characterized by curriculum reforms which culminated in the implementation of Continuous Assessment, how significant was this change?
- 2 .What impacts has the implementation of Continuous Assessment had on the South African education system in general?
3. In your own evaluation, how far were secondary school management teams prepared for the implementation of CASS? Why?
4. What did the Limpopo Department of Education do to prepare the secondary school management teams for the implementation of CASS?
5. In your view, were the preparations adequate in terms of generate a sound conceptual knowledge for the successful implementation of CASS? Why?
6. According to the assessment guidelines, what is the role of the principal in the implementation of CASS?
7. What is the role of the head of the department in the implementation of CASS?
8. In your own analysis, how successful are they playing these roles?
9. What kind of support are you providing to the secondary school management teams for the successful implementation of Continuous Assessment?
10. To which members of the SMT in particular does the support directed to? Why?
 - (a) If the support takes the form workshops, how often do you organize them?
 - (b) What are the contents of the workshop? What is the area focus of the workshops?
 - (c) What is the attitude of these members of the SMT to these workshops?
 - (d) If the support is directed to individuals, how frequent do you visits these schools?
Why?
11. What is the attitude of secondary school management teams in the implementation of Continuous Assessment?
12. What are your successful experiences in the implementation of CASS?

13. What challenges are you experiencing when providing support to the secondary school management teams?
14. How are you dealing with these challenges?
15. What recommendations would you provide or offer for the successful implementation of CASS?
16. What are the future plans for assessment or school support?