

# EDUCATOR EXPERIENCES AND PERCEPTIONS OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM AND ITS EFFECT ON EDUCATOR PROFESSIONAL DEVELOPMENT IN SCHOOLS

by

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# **SUMMARY**

IQMS (Integrated Quality Management System) is a national policy agreed upon in 2003 between the National Department of Education of South Africa and the teacher organizations, such as SADTU, NAPTOSA, and other unions collectively known as the SAOU. IQMS has three sections which are integrated into one policy, i.e. Developmental Appraisal (DA); Performance Measurement (PM) and Whole School Evaluation (WSE). This study seeks to explore the perceptions and experiences of teachers on IQMS. The researcher will thus concentrate on a sample of teachers who have completed two and more cycles of IQMS process. The reason for this sample is to establish the experiences of only teachers who have run the course and possess more information on the advantages and flaws (if any) of the process. The responses from such teachers form an important part of the study.

Chapter One is the orientation of the study, followed by Chapter Two which is the study of a number of international educator appraisal processes. Chapter Three explains the educator appraisal process in South African schools. Chapter Four explains the research methodology of this study. Chapter Five consists of the research findings, while the last chapter, Chapter Six details the conclusion and recommendations.



# **KEY WORDS**

Integrated quality management system; Educator appraisal; Educator professional development

# LIST OF ABBREVIATIONS

AM: Assistant Master

APPSP: Association of Public Primary School Principals

BAPPSS: Barbados Association of Principals of Public Schools

BSTU: Barbados Secondary Teachers' Union

BUT: Barbados Teachers' Union

CM: Certified Master/Mistress

CPD: Continuous Professional Development

DA: Developmental Appraisal

DAS: Developmental Appraisal System

DEB: Department of Education and Manpower Bureau

DfES: Department for Education and Skills

DHM: Deputy Headmaster

DoE: Department of Education

DSG: Developmental Support Group

EIP: Educator Improvement Plan

ELRC: Education Labour Relations Council

EMB: Education and Manpower Bureau

GM: Graduate Master/Mistress

IQMS: Integrated Quality Management System

MEHRD: Ministry of Education and Human Resource Development

NAPTOSA: National African Professional Teachers' Organisation



NPFTED: National Policy Framework for Teacher Education and

Development

PAM: Personnel Administrative Measures

PDAS: Professional Development and Appraisal System

PGM: Principal Graduate Master/Mistress

PGP: Personal Growth Plan

PM: Performance Measurement

PR: Performance Review

SADTU: South African Democratic Teachers' Union

SAOU: Suid Afrikaanse Onderwysers Unie

SDT: Staff Development Team

SGM: Senior Graduate Master/Mistress

SIP: School Improvement Plan

SMI: School Management Initiative

SMT: School Management Team

STA: School Teacher Appraisal

STP: Summary of Teacher Performance

TCO: Teacher Classroom Observation

TPM: Teacher Performance Management

TTAS: Texas Teacher Appraisal System

WSE: Whole School Evaluation



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# CHAPTER 1

# **Orientation**

# 1.1 INTRODUCTION

The issue that is interrogated in this dissertation is to explore the experiences and perceptions of educators about the implementation of the Integrated Quality Management System (IQMS) and the implications thereof for the professional development of teaching staff. As a researcher in this chosen field of study, I am particularly interested in exploring if the implementation of the Integrated Quality Management System has brought about any significant positive change in the professional development and work performance of teaching staff which in turn affects the learning outcomes of the learners.

Educator appraisal is increasingly viewed as a critical process in schools for developing the competency of educators and also the quality of education (Stiggins and Bridgeford, 1985; Wright, Horn and Sanders, 1997). The appraisal can have a significant impact on the attitudes and behaviour of educators, which in turn affects the performance of educators and the learning outcomes of students. However, the educator appraisal process is problematic and has been criticized as ineffective in improving the instructional quality of educators (Danielson and McGreal, 2000; Frase and Streshly, 1994).

The Department of Education introduced the IQMS in 2003 to be implemented in 2004. Immediate training was given to all schools and educators and the implementation process followed immediately. Educator unions such as the South African Democratic Teachers' Union (SADTU) and the National African



Professional Educators Organization of South Africa (NAPTOSA) were consulted. The SADTU spokesman (the president) indicated that IQMS is important because it deals with management systems that have similar instruments for monitoring and evaluation and there will no longer be duplication of school visits (SADTU, 2005). Weber (2005:70) regards IQMS as 'a product of negotiation and it constitutes an agreement between the government and the major educator unions and organisations'.

In terms of section 4 of the Employment of Educators Act (Act 76 of 1998), the Minister of Education has determined the terms and conditions of employment of educators in the Personnel Administrative Measures (PAM). In Chapter C, paragraph 2.2 the aim of developmental appraisal is described as follows:

"The aim of developmental appraisal is to facilitate the personal and professional development of educators in order to prioritise areas for development and growth throughout one's career in Education."

According to section A paragraph 1 of the IQMS Procedure Manual (DoE, 2003) the evaluation of programmes and practices is essential to any ongoing effort to improve any profession. Evaluation is not apart from, but it is a part of, the educational process.

There are three programmes which need to be in place in order to enhance and monitor performance of the education system. These are:

- Developmental Appraisal (DA)
- Performance Measurement (PM)
- Whole School Evaluation (WSE)



Each of these programmes has distinct focus and purpose, and there should be no contradiction between any of them.

The purpose of Performance Measurement (PM) is to evaluate individual educators for salary progression, grade progression, affirmation of appointment or rewards and incentives. The purpose of Whole School Evaluation (WSE) is to evaluate the overall effectiveness of the school – including the support provided by the district, school management, infrastructure and learning resources – as well as the quality of teaching and learning.

The process of IQMS has its main on quality development. Quality development should be managed, and to manage quality is a huge task because Flynn, Schroeder and Sakakibara (1994:114) define quality management as 'an approach to achieving and sustaining high quality output, and thus we employ a process definition of emphasizing inputs (management practices) rather than outputs (quality performance) in our analysis'.

Schools need to optimize effectiveness and productivity through the realization of improved teaching and learning practices. Educators must therefore become providers of quality education (Quong and Walker, 1996:223).

# 1.2 RATIONALE OF THE STUDY

Educator appraisal is supposed to lift the standards of teaching and learning in schools. My biggest concern is that in spite of the implementation of IQMS in January 2004 to identify the strengths and weaknesses of the teaching staff and to draw up programmes for individual development to ensure a better quality of education, it seems as if nothing has changed in most South African schools. The country struggles with a growing number of dysfunctional schools and the Grade 12 pass rate is far below international standards.



South Africa continues to be ranked low after the international Common Tasks for Assessment have been administered to schools (e.g. Quits-up for grades 3 and 6). The examination results for the grade 12 learners are also not very good because the national pass percentage has not yet reached 80%. This indicates that there is a need to improve the quality of teaching and learning in schools to improve the pass rate.

Another worrying factor is that according to my own observation, it seems as if the performance measurement process is misused by many biased assessors to the unfair benefit of certain individual educators. This means that the performance measurement of the educator doesn't match with the classroom outcomes or real learner performance.

Educators have been appraised around the world and quantitative studies have been undertaken to confirm the relationship between quality management in appraisal processes and the actual product that those educators produce. There is hardly a comparable relationship between the input process and the output. It was discovered that there is no direct relationship between the high percentages educators get in evaluation processes and the percentages learners get at the end of their assessment processes (Bown and Harvey (2001:159). This means that some educators are ranked highly during their evaluation processes whereas, unfortunately, their learners do not obtain the same high percentages in their assessment.

It should be noted that educators are called professionals in their teaching job, but that they are mostly evaluated through a single class visit as part of IQMS implementation. This is done to collect data which 'is needed by the Department to grade salaries of educators'. The researcher wants to further explore whether



this one class visit or even two class visits are enough for the identification of areas for the developmental process of this professional.

Chauke (2001) argues that the Department is often using people who have little knowledge of the appraisal process to manage the system which means the process will always be done as a matter of formality.

This makes the importance of appraisal, which is development, to be compromised by the money that is attached to the process (Chauke, 2001: 6).

Educators therefore formalize the submission of documentation so as to enable the system to grade salaries. It becomes more of a need for money than a need for professional development.

The research is worth doing because I believe that through the correct implementation of the IQMS educator professional development will take place which will have a positive influence on the quality of teaching and learning.

# 1.3 THE PROBLEM STATEMENT

In the light of the above-mentioned reasoning about the effects of the IQMS on staff development and the quality of teaching and learning, the researcher is particularly interested to establish whether the implementation of the Integrated Quality Management System has brought about any significant positive change to the professional development and work performance of the teaching staff.

The study is thus concerned with educators' experiences and perceptions of the implementation of the Integrated Quality Management System and its effect on educator professional development in schools.



The problem statement revolves around the following critical questions. The questions will help the researcher to understand better what is involved in staff appraisal practices in schools:

- How are staff appraisal and development practices applied in schools on international level?
- How are staff appraisal and development practices applied in schools in South Africa?
- What are the experiences and perceptions of educators of the implementation of the Integrated Quality Management System in South African schools and the implication thereof for the professional development of the teaching staff?

# 1.4 THE AIM AND OBJECTIVES OF THE STUDY

# 1.4.1 Aim

Considering the problem formulated in the previous paragraph, the aim of this research is to explore the perceptions and experiences of educators of the implementation of the Integrated Quality Management System in South African Schools and the implications of IQMS for the development of teaching staff.

# 1.4.2 Objectives

The objectives of this research are as follows:

- To determine how the staff appraisal processes are applied in schools on an international level
- To determine how the staff appraisal process is applied in South African Schools and how this compares with appraisal processes in other countries internationally



 To explore the perceptions and experiences of educators about the implementation of the Integrated Quality Management System in South African Schools and the implication thereof for the professional development of the teaching staff

# 1.5 THE SIGNIFICANCE OF THE STUDY

The researcher does not plan to change anything in the implementation of IQMS, but only to explore the process by documenting the experiences of educators who are implementing it.

The findings generated from this study could be significant and useful to add to the already existing knowledge concerning staff appraisal processes in South African schools. The findings could be useful in the following areas:

- The research results may be used by Teacher Unions and provincial departments to change the attitude of all role players regarding the implementation of IQMS.
- An important objective of the study is also to assist educators to realize the importance of the appraisal process and to utilize the appraisal process for their professional development. This will benefit the staff in such a way that they become more competent.

# 1.6 THE RESEARCH DEMARCATION

The research will be conducted in Secondary Schools in Limpopo Province. The investigation will be restricted to public schools under the jurisdiction of the Limpopo Department of Education, which will often be referred to as LPDE in this study. The research will further be limited to the schools under the X Circuit of the Greater Sekhukhune District. Only educators who completed more than one cycle of the IQMS process will be utilized in the study because they have the



experience needed for this study. One complete cycle of IQMS implementation involves appraisal, development and measurement.

This demarcation is important as it allows the researcher to collect the relevant information from educators who are involved in the process of IQMS and who have the knowledge and experience needed. The demarcation is therefore:

- appropriate because most of the data collected will be rich and to the point;
- accessible because the researcher will not have to travel long distances to reach the participants, which may result in fatigue that may affect the process;
- ethically acceptable because the researcher is known to the principals and will not have problems to get access or permission to visit the schools (Goodwin and Goodwin, 1996:116 – 117).

The researcher will be interacting with educators, who may be visited in their homes if they feel comfortable to participate under such conditions.

# 1.7 RESEARCH DESIGN AND METHODOLOGY

Research design refers to a plan for selecting subjects, research sites and data collection procedures to answer the research questions. This will only serve to introduce the research design to be used in the study. In Chapter 4, the research design and methodology will be discussed in detail.

# 1.7.1 Research methodology

The different methods of data collection which will be employed to gather relevant information for the study are:

- Literature review
- Qualitative research



The literature review is important as Leedy and Ormrod (2005:64), point out that 'it can offer new ideas, perspectives and approaches that may not have occurred to you...and can inform you about other researchers who conduct work in your area... and can reveal sources of data that you may not have known existed'.

McMillan and Schumacher, (2000:108) caution researchers that the literature review should be conducted carefully and presented well because 'it makes things easier to build a body of accepted knowledge on any topic'.

The researcher wants to determine through the literature review how staff appraisal processes are applied in schools in different countries of the world and how these compare with the South African model. The researcher will use the qualitative research methodology to conduct the study. This methodology will go hand-in-hand with the literature review which will help the researcher to collect enough information to assist in getting answers to the posed research questions.

Qualitative research studies are used to describe or to reveal the nature of certain situations; interpret and gain new insights into phenomenon and develop new concepts or discover the existing problems; verify to test the validity of certain claims or assumptions or to evaluate and judge the effectiveness of particular policies or practices (Peshkin, 1998:95).

Denzin and Lincoln (1994:2) define qualitative research as a multi-method of enquiry involving an interpretive, naturalistic approach to its subject matter whereby phenomena are explained in their natural setting.

The qualitative approach will be helpful in the collection of data; hence data will be more appropriate if collected in their natural setting. Educators will describe



their life experiences regarding the IQMS implementation process and what the implications of the IQMS are for the professional development of teaching staff.

# 1.7.2. Population and sampling techniques

The sample should be so carefully chosen, that through it the researcher will be able to see all the characteristics of the total population in the same relationship that they would be seen were the researcher, in fact, to examine the total population' (Leedy and Ormrod, 2005:199).

Sampling allows the researcher to study a portion of the population rather than the entire population and that saves time and money.

As indicated above, the whole sampling process will be purposive because only secondary schools within the X Circuit of Greater Sekhukhune District will be selected and only educators who have completed a cycle or cycles of IQMS will be asked to participate in the study. Convenience sampling will then follow to cover those educators who will be readily available and who have agreed and consented to participate.

The circuit is formed by four secondary schools. All four secondary schools will be considered. This forms my research framework. That means I will ask permission in these four schools and will then concentrate on only three of them depending on the manner in which I am accepted. I plan to make a presentation in all the four schools about the aim of my research and the type of participants I would like to get data from. I will use random sampling to get three educators from each school. Among the three educators I hope to find one member of the Staff Development Team (SDT). This means that the whole sample will be formed by twelve educators from the four schools if all the schools allow me to utilize their teaching staff as participants.



#### 1.7.3 Data collection methods

De Vos regards data collection as a procedure that requires a well planned investigation which has specific techniques, measuring instruments and a series of activities (De Vos, 1998:100).

# 1.7.3.1 Narrative interviews

# Pre-narrative interviews with participants

The first contact will be a short informal interview to inform the participants about the purpose of the intended research and to get their willing participation. This initial activity will also serve to explain to them the templates that will serve as a guideline to write down their experiences and perceptions about IQMS.

Educators who agree to participate will be asked to fill in narrative frames prepared by the researcher. The narrative frames have sentence starters which will guide them as to what type of information to supply. Their experiences and perceptions about the implementation of IQMS in their schools are very important for the study.

# 1.7.3.2 Narrative frames

According to Nieuwenhuis (2007:102-103) the word "narrative" is associated with terms such as "tale", or "story" – especially a story told in the first person.

The researcher will utilize the narrative frames to collect data from the participants. This is because 'narrative frames' are used to provide a skeleton to scaffold writing and consist of a template of sentence starters, connectives and sentence modifiers which give participants structure within which they can concentrate on communicating what they want to say whilst scaffolding them in the use of a particular generic form' (Wray and Lewis, 1997:122; Warwick and Maloch, 2003:59; Barkhuizen and Wette, 2008: 375-377).

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# 1.7.3.3 Open-ended questions

The principals of the four secondary schools will be given open-ended questions to answer. The questions concentrate on the staff development programmes that each school has or uses for QMS implementation.

# 1.7.3.4 The follow-up or post-narrative interview

The researcher will also use interviews where necessary to collect data from the participants. Pavlenko, (2002:216) regards interviews as 'entering another person's world and their perspectives but remaining alert to its configurations at the same time'.

These follow-up interviews will only be used to probe where necessary to get explanations of some of the things which were indicated in the narrative frames and need to be clarified for further information. In unstructured interviews, issues and topics to be discussed are left entirely to the interviewee. It is suitable particularly in an unfamiliar area where it is difficult to compile an interview schedule (Welman and Kruger 2005:166-167).

The methodology to be used may be summarized in the following table:



OBJECTIVE	METHODOLOGY	RESOURCES
Determine the staff appraisal strategies used in schools on an international level.	Literature Review	International research literature about staff appraisal and staff development strategies
Determine the staff appraisal strategies used in schools in South Africa.	Literature Review	Relevant South African Policies and Legislation. Literature about the implementation of IQMS in South African schools
Determine the perceptions and experiences of educators towards the implementation of the staff appraisal system (IQMS) in South African schools	Narrative Research Initial interviews Narrative Frames Follow-up narrative interviews Open-ended questionnaire for principals	Literature about narrative research and data analysis

**Table 1.1**: (Research methodology and resources)

# 1.7.4 Data analysis strategies

Narrative research is often compared metaphorically to sewing and knitting, where working on the stories collected from the participants is like piecing together fragments of the fabric of conversations and then sewing the ideas together. They further indicate that narrative researchers use techniques almost like 'weaving together the threads of different stories' (Cotterill and Letherby, 1993:70).

All the data collected from the educators in their schools will be regarded as truly from individual educators. Data will consist of completed narrative frames and questionnaires from the principals and other participating educators.



Creswell et al (2007) indicate that "the stories from the individual participants should be considered and be "restored" into chronological presentation and then analyzing them for key elements and then rewriting them".

I will adopt the three-dimensional narrative-enquiry by Clandinin & Connelly (2000) in the analysis of these data, which has first the **interaction** (between the participant and other role players in IQMS), secondly the **continuity** (the process as it unfolded through the time) and thirdly the **situation** (how things are in the eyes of the participant). This may almost be shaped like an analysis of a novel by considering "its plot" according to Creswell et al, (2007:117).

# 1.7.5 Ethical consideration

It is true that all research activities should consider the right to privacy and confidentiality of the participants used in the research.

Leedy and Ormrod, (2005:101) explain that 'most ethical issues in research involve protection from harm, informed consent, right to privacy and honesty with professional colleagues'. It is further indicated by Leedy and Ormrod (2005:115) that 'any researcher who plans to work with human subjects must get approval ... and such approvals are usually secured through the submission of a research proposal to a governor of those people'.

There are a number of things which should be taken into consideration before, during and after the study. The participants will be made aware that they are not compelled to participate in the study. I will first ask for volunteers to participate, asking them to sign consent forms in which their confidentiality is guaranteed.

Those who choose to participate will also be given assurance that their views will be treated with the strictest confidentiality to make them free to reveal the



challenges they experience. It will be indicated that their views will in no way be sent to the Department of Education for possible victimization or for any negative effect. The consent form will also indicate that participants are free to withdraw their participation at any stage should they feel it necessary. Participants will also be assured that they will get the final report compiled with their paragraphs should they so wish.

# 1.7.6 Limitations

The researcher might be unknown to most of the educators with whom the participation process will be done. This limitation will be minimized by getting a gate-keeper of senior teachers who might have met the researcher in departmental meetings.

The fact that only four schools will be used in the study is also a limitation because there are a great number of schools in South Africa. IQMS is also implemented in primary schools and only secondary schools will be used in the study.

# 1.8 THE STRUCTURE OF THE RESEARCH

The aims of the research will be achieved as follows:

# **CHAPTER 1**

This is the opening chapter of the research. It is the orientation chapter and is made up of the introduction; the rationale of the study; the problem statement; the aims and objectives of the study; the significance of the study; the research demarcation; research design and methodology; population and sampling; data collection; data analysis; ethical considerations and the limitations of the study.

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#### **CHAPTER 2**

This chapter consists of the literature review. It considers the staff appraisal strategies applied in schools on an international level.

#### **CHAPTER 3**

The data in this chapter is the type or types of staff appraisal strategies that are applied in South African schools. It covers the background and explanation of the strategies, including the implementation thereof.

# **CHAPTER 4**

The research design and methodology is covered in detail in this chapter. The methodology covers the type of design; the collection of data and how the data is analysed; the validity of the data and how the ethical issues are handled. The limitations of the study are also explained.

# **CHAPTER 5**

This chapter covers the empirical study, which includes the data analysis and research findings. Different diagrams and tables are used to bring more insight into the interpretation of the data.

# **CHAPTER 6**

This is the last chapter and it covers the conclusion and recommendations. The future aspects for further research are also indicated. The last section, which is not necessarily a chapter, will be the appendices which carry the relevant documentation regarding the study.

# 1.9 CONCLUSION

Information about the study has been revealed in the above paragraphs. The rationale, problem statement, purpose, significance and demarcation of the study



were explained. The research design and methodology that will be used in the study were also revealed. Lastly, the structure of the coming chapters was also explained.

The next chapter, which is Chapter two, will focus on the first part of the literature review. The chapter will focus on how staff appraisal and development practices are applied in schools on an international level.



# **CHAPTER 2**

# How staff appraisal and development practices are applied in schools on an international level

# 2.1 INTRODUTION

This chapter looks into staff appraisal as applied in countries around the world. Staff appraisal is increasingly viewed as a critical process in schools for developing the competency of teachers and also the quality of education (Stiggins and Bridgeford, 1985:88, Wright, et al., 1997:62). The appraisal can have a significant impact on the attitudes and behaviour of staff, which in turn affect their performance and the learning outcomes of learners. However, the teacher appraisal process is problematic and has been criticized as ineffective for improving the instructional quality of teachers (Danielson and McGreal, 2000:114; Frase and Streshly, 1994:48; Castetter, 1992:62; Lavely, et al., 1992:161).

Previous studies of teacher responses towards human resources management policies discovered that some schools focus mainly on appraising and evaluating teachers (Gratton, 2004:295; Gunter, 2002:69) while others focus mainly on developing teachers (Mayer, Mitchel and Macdonald, 2005:162; Dymoke and Harrison, 2006:78). There is evidence in the literature that teacher appraisal, evaluation and development are important for an organisation provided that the employees of that organisation are loyal to the organisation (Fiorito, Bozeman, Young and Meurs, 2007:205).



Teacher professional development is essential to bring about improvement in the schools. It affects teacher growth, variations in instructional techniques and improvements (Joyce and Showers, 1995:88). There is evidence in the literature that the exposure of teachers to processes for development improves classroom practices (Fullan and Stiegelbauer, 1991:114; Loucks-Horsely, Hewson, Love, and Stiles, 1998:102).

It is also pointed out by Gottesman (2000:42) and Hertzog (2002:31) that teachers should then engage in developmental processes through coaching and mentoring for improvement to be evident. This developmental mentoring involves developing teaching expertise, fostering relationships between colleagues and responding to learning needs.

The changes in classroom practices demanded by the reform visions for learner achievement ultimately rely on teachers and this will require a great deal of learning and development on the part of teachers. This will be difficult to make without support and guidance from the authorities (Showers, 1985:45; Fullan and Stiegelbauer, 1991:120; Pieronek, 2001:524; Glazer and Hannafin, 2006:182).

This chapter will look into the staff appraisal processes as applied in schools on an international level. Further emphasis will be placed on teacher appraisal as applied by different countries. Staff appraisal processes in schools in those countries will be summarized by taking the important similar elements while the differences and their significances will not be left unattended.

The researcher is interested in what works well for a particular country according to the literature and the work of researchers in the staff appraisal processes of that country.



# 2.2 INTERNATIONAL STAFF APPRAISAL PROCESSES IN SCHOOLS

Every country would like to see its education staff effective and productive for the benefit of their education system all the beneficiaries of that education system. There is preliminary evidence that the value-added measures that are applied in staff appraisals worldwide are connected to specific teacher practices, indicating that growth in student test scores may be connected to differentiated teaching practices, rather than to aspect of teacher personality. Different teachers have different effects on their learners and it is reasonable to suggest that an evaluation system can identify which teachers should be targeted for professional development, dismissal or other programs such as leadership development (Tyler, Taylor, Kane and Wooten, 2009).

The above statement is critical for all the appraisal systems in terms of the purposes of the system and the real results of the implementation of the system. Staff appraisal processes as applied in schools in countries on the international level will be discussed in this chapter. The discussion will use the four pillars, of which are: the founding principles of the appraisal process; the method of the appraisal process; the significance of the appraisal process; and the critical view of the appraisal process.

# 2.2.1 England

# 2.2.1.1 Fundamental principles of the appraisal process

The method of staff appraisal is generally called Performance Management and the appraisal process is built into it (DfES, 2003:3). Performance management is applied in all state maintained schools. It was passed as Statutory Instrument 2001, No. 2855, known as "Education (School Teacher Appraisal) (England) Regulations 2001". This is available at:

www.legislation.hmso.gov.uk/si/si2001/20012855.htm



There is a support guide (Performance Management 2003 – Support materials for Governors and Head Teachers (0533/2003) which explain all the duties of Governors and Head Teachers during the Performance Management (PM).

It is clear in the support guide that the aim of Performance Management is

"a real opportunity **to unite** the governing body and the whole school workforce in their primary task – securing high standards of education for all their pupils. It sets a framework to **achieve school improvement** and ensure **well-trained**, **well-motivated** staff who **feel valued** and who reflect on their own practice and how it can be **developed** and **improved**" (DfES, 2003:3).

There is a great element of democracy in this instrument as it makes mention of fairness and consistency in terms of the judgement that the school needs to make essential so as 'to ensure that its staff have equality of opportunity to achieve their full potential and are not discriminated against when agreeing on objectives and assessing performance' (DfES, 2003:5).

The appraisal process is not only aimed at improving the performance of the learners but also the professional practice of teachers.

# 2.2.1.2 Method of the appraisal process

The governing body of the school is responsible for the general performance of the school and has the following key roles to play:

- help to shape the vision and direction of the school;
- ensure that the school fulfils its statutory duties (teaching and learning);
- check and understand the strengths and weaknesses of the school;



 challenge and support the senior management team of the school (DfES, 2003:5)

It should be noted that 'appraisal' is the term used in Education (School Teacher Appraisal) (England) Regulations 2001, but in practice this term is often replaced by Performance Review (PR). The performance review process is thus referred to as the Performance Review Meeting.

The Performance Review Cycle involves the following members:

- governors
- external adviser
- head teachers
- team leader
- teachers
- review officer
- pay committee

The school's staff is appraised by using the objectives which are set beforehand for individuals to achieve. The performance review is done by checking the performance of the individual against the set objectives.

The appraisal process in England is often referred to as management-byobjectives in the literature (Prowse and Prowse, 2009:69).

#### Governors

The governing body of the school ensures that there is a PM policy in the school which should be reviewed annually. The governing body should also decide which governors, will carry out the appraisal process of the head teacher; select



an external advisor if there is no governor with the expected expertise; appoint the review officer and then be ready to receive the written report from the head teacher on the school's whole performance management process. The governing body appoints two or three governors to be the appraisers for the head teacher. An external adviser is also appointed by the governing body in order to assist with the appraisal process. The objectives for the appraisal process of the head teacher should be agreed upon before the 31<sup>st</sup> of December each year for the year ahead. The governors should then ensure that the objectives are agreed upon before the end of the year to avoid misunderstandings that might be encountered during the appraisal process.

Each staff member receives between three and six objectives for each appraisal cycle. Teacher objectives cover **pupil progress** and **ways of developing teachers' professional practice**. The head teacher's objectives cover school leadership and management as well as general pupil progress (DfES, 2003:11).

# **External adviser**

The external advisor is appointed by the governing body to join the appraising team for the head teacher. He/she is an accredited expert who must give advice and support the governing body in the appraisal process of the head teacher. According to the plan of the state, each school is entitled to an adviser for a single day during the Performance Review Cycle.

# **Head Teacher**

The head teacher is the head of the school. He is responsible for the performance review of the teachers who are serving under his/her management. He/she should therefore, with the help of the governing body, draw up a plan of how the Performance Review Cycle will unfold and also discuss and agree on the objectives of each teacher before the start of the cycle.



The head teacher is the first to be appraised by the governors assisted by the external adviser and an appraisal report is prepared covering the overall performance of the head teacher. The head teacher has a duty to submit a written report each year about the operation of the teachers' appraisal process at the school. The report should consist of the effectiveness of the process and some indication of the training and development needs that the teachers had and what the school did to address.

The strengths and weaknesses of the school should also form part of the report that the head teacher submits to the governing body. These should be prepared in a plan called the School Improvement Plan (SIP). The SIP is the strategic plan setting out the objectives to improve the school's provision and performance. The head teacher uses the problems and needs of the teachers and learners to draw up the School Improvement Plan.

The head teacher is directly responsible for the appraisal of the teachers' team leaders and indirectly responsible for that of the teachers as they are under the team leaders.

#### **Team leader**

The teaching staff is organized under team leaders. A team leader is the person, whose responsibility is to carry out the performance review of the teachers assigned to him/her. Each team leader will ensure that the objectives of each teacher are discussed and agreed upon and will give these teachers feedback on their progress or state of progressing.

#### **Teachers**

Each teacher receives his/her objectives. These objectives are discussed and agreed upon before the appraisal process can start. As indicated above, the objectives of a teacher must cover the progress of his/her pupils and ways of developing his/her professional practice. This simply means that the teacher



should strive for a good performance of his/her pupils and also for improvement in professional practice.

During appraisal (reviewing of the performance against the objectives or the Performance Review Meeting) the performance of the teacher is recorded on the Performance Review Report in order to draw what is known as a "Review Statement" of that teacher.

There is room for complaints and appeals for any questionable review statement of a teacher or that of a head teacher so that at the end everyone is given a fair chance and the review process is open and transparent, free from victimization.

#### Review officer

A review officer is also identified and appointed for the Performance Review Cycle. The person should respond to complaints and appeals regarding the process. The chairperson of the governing body (called the chair of governors) will attend to the complaints from a head teacher if he/she was not involved in the performance review of that head teacher. This chair of governors will also attend to the complaints of a teacher if the appraiser was the head teacher.

Normally the head teacher becomes the review officer of the teachers' complaints if they were appraised by the team leaders. Complaints should be received within 10 working days after the review meeting was concluded and before the review statement is handed over to the pay committee. The review officer may order the appraisal statement to stand as it is, amend the appraisal statement or strike the appraisal statement and order a new appraisal process. If a new appraisal process is ordered, new appraisers are appointed. This may involve appraisers from another school (DfES, 2003:44).



#### Pay committee

After the completion of the Performance Review Cycle, the review statement of each staff member is handed over to the pay committee, usually after the lapse of 10 days to give room for complaints to be registered and addressed.

The Department for Education and Skills (DfES) recommends in its policy that:

"Governing bodies or those to whom they delegate to deal with pay, should decide whether to award performance pay in the light of the review of performance against previously agreed objectives covering school leadership and management and pupil progress. The governing body can award a further pay point to leadership group members only if the review shows that there has been a sustained high quality of overall performance" (DfEE, 2000:8).

The pay committee recommends to the state the individuals who qualify for the performance awards according to their performance.

#### 2.2.1.3 The purpose of the appraisal process

The staff appraisal process in England is aimed at the following key issues:

- to identify, prioritise and improve the staff's professional performance;
- to ensure that the resources of the school are directed towards the priorities;
- to provide high quality well trained staff who will promote school improvement;



• to evaluate the work of the staff and reward them accordingly in a fair, transparent way (DfES, 2003:5).

The staff appraisal process is not only aimed at checking the performance of the education staff but also to reward their performance. The performance related element of the head teacher's pay is represented by a movement of zero, one or two points up their pay scale. There is also a performance related element in the teachers' pay. There are two pay scales for teachers.

There is a lower scale (lower pay spine) for less experienced teachers and a higher scale for those who have been judged to have proven themselves sufficiently competent. A teacher who has fewer than five years teaching experience has to supply evidence to their head teacher that they have achieved some acceptable standards in a variety of areas ranging from their subject knowledge, teaching and assessment, pupils' progress, wider professional effectiveness and professional characteristics.

Teachers on the lower pay spine can continue to receive an annual increment if they are performing satisfactorily. Double increments are awarded for exceptional performance that is justified by performance review outcomes (DfES, 2003:9-13).

# 2.2.1.4 Critical view of the appraisal process

Williams (2002:221) has noted that there are tensions and conflicts between the various purposes of the Performance Management. The term Performance Management was confusing because the previous regulations called it appraisal and teachers understood it to involve a holistic process including teacher development. The present Performance Management process has moved from an emphasis on teacher development to an emphasis on pay and has lost the teacher's personal development side with the pay element taking over. That



means pay and pupil progress seem to be the driving forces and no longer teacher development.

The performance management training received by head teachers happened to be unsatisfactory. According to the research by Brown (2005:473) head teachers who participated in the study used adjectives like "inadequate" or "ineffective" or "shambolic" or "shocking" and they were all concluding that "the trainers hadn't received proper training on performance management themselves".

There is no indication in the policy about the training of the appraisers, which means teachers, head teachers and governors interpret the policy and start implementing it.

Karsten, Visscher and De Jong (2001:6) indicate that the Performance Management puts unnecessary pressure on the teachers because of the emphasis on pupil progress. This makes the teachers spend more time training pupils on examination techniques and not enough time on the curriculum.

Teachers focus on preparing their pupils to achieve high percentages in their assessment tasks so that they can receive a better performance-related pay and move up on the pay spine.

Wragg, Hayness, Chamberlin and Wragg (2003:12) indicate that there is no appropriateness in the performance-related pay given to teachers. Teachers on the lower pay spine are allowed to progress with a zero, one or two points, but studies indicate that a high percentage of teachers have progressed by only one on the pay spine. Some head teachers were allowing their teachers to move rapidly on the pay spine because of reasons such as "we want to retain them"; "we believe that teachers are being underpaid and therefore deserve a pay rise"; "sometimes there is a desire to avoid conflicts", "retiring head teachers have to



thank their teachers' loyalty and hard work that way"; and "sometimes you are forced by union intervention or you don't have to de-motivate your teachers by tampering with their pay rise processes"

It should be concluded here that England has a staff appraisal process in schools which is applied in all state maintained schools as a national policy. It should also be noted that there are advantages and disadvantages of this process as noted in the critical view through the work of the researchers.

# 2.2.2 Hong Kong

#### 2.2.2.1 Fundamental principles of the appraisal process

The appraisal practice in Hong Kong is called Teacher Performance Management (TPM) and it is interesting to note the following definition of the Teacher Performance Management, as it appears in the *Teacher Performance Management* manual of the Department of Education and Manpower Bureau (DEB) of Hong Kong:

"...a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the school are more effectively achieved while at the same time benefiting teachers in terms of recognition of performance, professional development and career guidance (EMB, 2003:1).

Legge (2005:121) defines the Teacher Performance Management of Hong Kong as 'the practices related to selecting, developing, rewarding and directing employees in such a way that the employing organization can achieve its goals.

The appraisal process of Hong Kong rests on the following three pillars:



- Accountability (generation of proper records of performance)
- Staff motivation (recognition of achievements)
- Professional Development (provision of guidance) (EMB, 2003:3).

Some democratic values are being practiced here because the Department of Education gives the school permission to decide on the model (among the given models) of appraisal which they wish to practise in their schools. They may also decide on whether their appraisal cycle is a one year period or stretches to a two-year cycle. There are different models, such as the 'Accountability Model' and the 'Professional Development Model'.

The teachers should be given opportunity to discuss and agree on the type of model they will use and agree on the implementation beforehand (EMB, 2003:5). Once they have agreed, the appraisal process can be started after a plan for the whole cycle has been put in place.

# 2.2.2.2 Method of the appraisal process

The teachers (appraisers and appraisees) should first discuss and agree on the model they will be using in the appraisal cycle. The 'Accountability Model' focuses on accountability and summative function and assists in the decision-making of personnel matters like recommendations for promotion, allocation of duties and management of underachieving teachers.

Teachers should agree on areas of appraisal beforehand so that they are evaluated on performance responsibilities that they are aware of. There should also be concrete performance indicators which are clearly defined and the objective should be accepted by the teacher to be appraised (EMB, 2003:6-7).

The Performance Management Cycle involves the following members:



For Primary Schools (from bottom to top positions)

- Certificated Master or Mistress called CM (ordinary teacher)
- Assistant Master or Mistress (AM) (senior teacher)
- Deputy Headmaster or Mistress (DHM) (deputy head teacher)
- Head teacher or principal

For Secondary Schools (from bottom to top positions)

- Graduate Master or Mistress (GM)
- Senior Graduate Master or Mistress (SGM)
- Principal Graduate Master or Mistress (PGM) or principal

There are seven steps in the appraisal cycle. The steps should be followed systematically and a full report should be generated and kept for reference and for the decision (recommendation for promotion or for professional development) and monitoring of the professional development that might be deemed necessary after teachers are evaluated.

#### **Step 1: Decision on Appraisal Cycle**

The teachers decide on the length of their appraisal cycle, to be one year or two years. Newly appointed teachers are appraised differently from experienced teachers. They are appraised after being exposed to an induction process which includes explanation of the performance management.

The experienced ones are appraised over either a full one year or two year period in which there is formative appraisal and summative appraisal, depending on the model chosen by the school. After the decision is taken, the cycle moves to the next step.



In their discussion, the teachers should agree on the type of model they want to follow in their appraisal process, whether it is the Accountability Model or the Professional Development model or a mixture of both models according to the goals and objectives they wish to accomplish.

### **Step 2: Selection and training of appraisers**

If the school has chosen accountability as the focus of their appraisal, it is recommended that the appraisers should be those of higher rank to the appraisees. If the focus and objective of the appraisal process is on teaching, the appraisers should be subject heads or senior teachers who have expertise in the subjects concerned. Should the focus be on special duties, then appraisers should be the leaders in the fields where teachers will be appraised. In this case it is not necessary for the appraiser to be of a higher rank.

The school might choose to improve their level of teaching, for example. Such a school is allowed to pair with the neighbouring school which is performing well in that area so that teachers observe each other's lessons and evaluations are done by the teachers of the two schools. Models may also be intertwined and mixed in one school to achieve a certain objective (EMB, 2003:5).

It is important to note that all those who will be appraising teachers are then taken for training to run the appraisal cycle in a smooth manner.

# Step 3: Agree on areas or criteria of appraisal

An appraisal area is the chosen concern of the school. The area means the section of teaching which the school wishes to evaluate and improve its performance in. The criteria for evaluating that area will the performance indicators. The areas of focus might be, for example:



- teaching and related fields;
- non-teaching duties;
- professional and personal competence

The chosen areas of concern in a school are tabled and agreed upon as areas which need attention or development. Teachers should agree on those areas and the kind of expected performance, as indicated on the performance indicators to be used during the appraisal. If the school is not good at reading, for example, then reading should be made an area of concern so that during formative evaluation, the school can get the level of its competence and how far the level should be developed.

The criteria for appraisal should always be clearly defined, together with the required standard, and agreed upon between the appraiser and the appraisee. The core performance indicators are general for all the teachers, after which the specific indicators for particular higher ranks follow.

The Department of Education encourages schools to use the performance indicators as adopted from the Quality Assurance Inspections for their appraisal. The Department also gets forms from performing schools and then loads them on the website of the department so that other schools can access, copy and apply in their schools to improve performance.

#### **Step 4: The Appraisal process**

This is the process of collecting the performance data and the interview of the teaching staff to evaluate performance.

The process starts with **self appraisal**, where individual teachers reflect on their own performance and indicate outcomes and needs. This information gives the appraisers background of the teacher before the evaluation process.



This is followed by **lesson observation** which is meant to observe the process of teaching and learning in the classroom situation. In this part of the appraisal the appraiser and appraisee compile a report by discussing objectives, schemes of work and lesson plans before evaluation. The report should not be personal but related to the job. It is encouraged, for good performance, that teachers should move ahead and apply other teaching methods and materials and not only to stick to the ones specified.

The preparation material will also be scrutinized.

**Rank scores** are used if the focus is accountability, but **descriptive remarks** are used if the focus is on professional development (EMB, 2003:11).

# **Step 5: Compiling an Appraisal Report**

The whole performance of the teacher is recorded in a report that should contain all the information about the appraisee, including qualifications; years of experience; areas of appraisal; records of lesson observation and interviews.

The appraiser should also define areas of good performance and areas for improvement or development. The information in this report should be used to inform the school management to draw up a plan for training activities. The Department enforces schools to regard the information about appraisal reports on teacher's performance and competence as confidential, personal and sensitive. This means that the information in the appraisal report of an individual may not be disclosed to other people except those who will be involved in the development of that teacher or for rewarding the teacher accordingly.



# **Step 6: Complaints Procedure**

Teachers who wish to lodge complaints about the Performance Appraisal process are allowed to do so within four weeks after the completion of the appraisal. The Education and Manpower Bureau has given those rights to those who feel that their appraisal processes were not handled fairly to their satisfaction. Formal procedures are established to deal with complaints and an official is always put in place to deal with such. If there are no complaints after four weeks, the report is taken as the real reflection of the appraisal cycle on which the school can base their plans.

# Step 7: Follow-up phase (Staff development)

The appraisal report of each individual teacher informs the school about the training activities that teachers have to engage in for the improvement or development of areas identified during the appraisal interview. It is the responsibility of individual schools to develop policies on teacher professional development.

This follow-up phase is an important part of the Performance Management and is used to correct the items which cause underperformance of teachers or those whose performance is regarded as below the required standards and unsatisfactory.

The school intervenes immediately to assist such teachers by providing them with assistance and guidance. There should be a record of this review process and follow-up inspections on the work should follow to improve effectiveness.

# 2.2.2.3 The purpose of the appraisal process

Performance appraisal in Hong Kong has three main aims which are:

to promote teacher professional development;



- to assist the underperforming teachers; and
- to link the performance reviews with rewards or disciplinary procedures.
   (EMB, 2003:13)

The last phase of the appraisal process indicates that activities are put in place to promote teacher professional development in the identified areas and also that underperforming teachers are assisted and inspected for improvement. If the underperformer does not improve after a reasonable time to deal with the weak performance, his annual increment may be withheld while disciplinary procedures are followed to terminate his services (dismissal).

To put the process of development in more practical terms and emphasis, the School Management Initiative that was established in 1991 ensures that all schools are obliged to put aside three days every year for teacher professional development. This programme is effective since all teachers are obliged to attend it and most of them have internalized professional development that they even continue without being pushed by the programme (EMB, 2003:13).

Rewards for excellent performance are in the form of staff promotion, as all serving teachers get annual increments on their salaries.

# 2.2.2.4 Critical view of the appraisal process

The teacher appraisal in Hong Kong generally shows some form of effectiveness as one follows the steps used in appraising teachers. It is noted that programmes are immediately developed to correct any weaknesses noticed in individual teachers.

Ho, (2009) discovered the following about the secondary school teachers in Hong Kong with regards to their appraisal process:



'Teachers were wary of appraisal that failed to contextualise their work. Staff appraisal focused on teaching behaviour rather than integrating with the contextual factors at classroom level. Appraisals arouse anxiety and hostility when such judgments are closely tied to employment status in the current situation. Teachers were not equipped with self-evaluation tools and were not confident to accept external evaluation' (Ho, 2009:223).

Flores and Day (2006) maintain that schools in Hong Kong had generally established good practices of inducting and orientating new teachers as part of their professional development and capacity building. This indicates that teachers do not spend a long time being "new". They are well accommodated and when they are appraised or evaluated they just move with the process like other teachers. These new teachers were also happy that they were given opportunities to try even new initiatives themselves.

Most schools have adopted the recommendation by Smethem (2007) who maintains that new teachers should be prevented from leaving the teaching profession very soon after they enter it by orientating them very well so that they can themselves adapt to the culture of the environment without any pressure (Smethem, 2007:471).

A study undertaken by Kwan (2009), who wanted to investigate whether the teacher appraisal practice in Hong Kong is really beneficial to its beneficiaries, discovered that beginning teachers do not have a problem with the way the staff appraisal is practiced in schools because the structure of these schools is explained to them as part of their induction. It is also indicated that most teachers have shown that training and development practices in their schools were in fairly good shape and that they lead their schools to improvement (Kwan, 2009:379).



The research that was conducted by the Education Bureau discovered that the School Management Initiative (SMI) of Hong Kong is effective because it was discovered that 82% of the teachers in Hong Kong have pursued some kind of continuous professional development (CPD) through the activities of the programme (Education and Manpower Bureau, 2003).

Kwan indicates further that they discovered a mixture of feelings among the teachers. Some indicated that new teachers were pressurized by the academic level of their colleagues who have been exposed to the continuous professional development programmes and so have to work hard to try and join them. This was regarded as good competition (Kwan, 2009:382).

Kwan and Walker (2009) discovered something strange about the management and governance of the schools in Hong Kong while we think that there is democracy in totality. Studies have shown that schools tend to employ teachers of the same religion because the school governing bodies appear to favour a teacher belonging to their religious denomination because they think that people who have the same religious affiliation can better help to nurture the moral of development and can easily develop one another than the other way round (Kwan and Walker, 2009:55).

They wish to keep teachers of the same religious affiliation together for the purposes of development and hope that individuals will not hesitate to assist an incompetent teacher to improve his standard.

In this appraisal system leadership is the most popular area and research has revealed that the focus is mostly on the behaviour of educational leaders. Research also indicates that the authorities generally assume that if the school



has a group of well-performing teachers, there should obviously be an influence of a well-performing leader. The truth is that some groups of teachers are just well qualified and effective on their own and the good behaviour of the school should not be judged on the principal without evaluating him/her to get his/her real behaviour (Dimmock and Walker, 2005:84; Leithwood and Jantzi, 2006:211).

#### **2.2.3** Texas

#### 2.2.3.1 The fundamental principles of the appraisal process

Texas is one of the states of the United States of America. Historically, it was required by the state (as indicated in the State Bill 1 of 1995) that the Commissioner of Education should develop or recommend an appraisal system for Texas teachers. The Bill indicated that the Commissioner should establish that appraisal system in consultation with teachers and other professional bodies and the appraisal should be along the Texas Education Code (TEC) (TEA, 2005:17).

Prior to 1997 the appraisal system in Texas was called the Texas Teacher Appraisal System (TTAS). Recently the appraisal system became known as the Professional Development and Appraisal System (PDAS) which is overseen by the Texas Education Agency (TEA), available on <a href="http://www.tea.state.tx.us">http://www.tea.state.tx.us</a>
TEA believes that the appraisal system should have the following three pillars of strength, which are evaluation; guidance; and development. The agency is also

encouraging a continuous performance improvement process for teachers for the benefit of the students.

There are a number of bodies which help to develop the appraisal process.

These are the state-level appraisal advisory committee, professional organizations and educators throughout the state. The inputs of these bodies

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contribute to the TEA and result in the PDAS as not a unilateral decision of the state governors (TEA, 2005:2).

# 2.2.3.2 Method of the appraisal process

There are three components which together constitute the PDAS. All three components should include 'the student performance link' as required by Texas law and should also enhance student learning through the professional development of teachers. The components are:

- Instructional Leadership Development;
- Professional Development; and
- Administrator appraisal (TEA, 2005:2)

The following two procedures should be satisfied before the commencement of an appraisal process.

- Provision of information: Each district should establish a calendar for the appraisal process and should ensure that all teachers in that district are provided with information and training about the implementation of PDAS, and are all appraised as an obligation. Teachers should be notified that new teachers are appraised on an annual basis and the improvement in their performance will determine less frequent appraisals of at least one every five year period (TEA, 2005:17).
- Certification of Appraisers: There should be at least one certified appraiser
  per school. To be a certified appraiser a teacher has to undergo training in the
  PDAS and be certified in the Instructional Leadership Training (ILT) or
  Instructional Leadership Development (ILD). The trainer and the curriculum of
  training should be approved by the Commissioner for Education. Certified
  appraisers are responsible for the compilation of the appraisal reports in the



school. Teachers are appraised by their seniors, but they shall not finalise the appraisal reports if they are not certified appraisers (TEA, 2005:27).

The implementation process involves **eight domains** which have fifty-one criteria used to evaluate teachers. The domains are:

- i. Active, successful student participation in the learning process;
- ii. Learner-centred instruction;
- iii. Evaluation and feedback on student progress;
- iv. Management of student discipline, instructional strategies, time and materials;
- v. Professional communication;
- vi. Professional development;
- vii. Compliance with policies, operating procedures and requirements;
- viii. Improvement of academic performance of all students on the campus (Student Performance Link).

The domains are scored in four categories, which are important as they decide the level of performance of the teacher in each domain:

1	2	3	4
Exceeds Expectations	Proficient	Below Proficient	Unsatisfactory

**Table 2.2:** (Categories of scoring in Texas)

Each domain is scored independently and there is no cumulative score or calculation of a total percentage (TEA, 2005:17).

**Step 1** (Observation) – Each teacher should be exposed to at least **one 45 minute classroom observation** per appraisal process. Classroom observation assists in the scoring of the teacher in the domains one to five. Other domains



are observed and evaluated separately and the teacher is allowed to provide input through the submission of the Teacher Self-Report (TSR) form wherein there is concrete evidence and examples of the teacher's best work which should be considered for the appraisal process. Domain VIII is regarded as more important as it addresses the student performance link and consists of ten criteria (TEA, 2005:18).

Principals are appraised in a process that includes considerations of the performance of his/her campus using the indicators established according to the provisions of TEA and the objectives of the campus or school. The performance gains of the campus and how the gains are maintained are also considered (TEA, 2005:33).

**Step 2** (Completing the appraisal report) – All the evidence collected in the observation of the teacher should be compiled into a written annual appraisal report. This report should be shared with the teacher appraised not later than five working days before the summative conference. After discussion and agreement with the teacher, the report is placed in the teacher's personnel file at the end of the appraisal period. All the appraisal periods should, according to Texas law, be completed fifteen working days before the last day of instruction for students (TEA, 2005:23).

**Step 3** (Appeal for appraisal) – Any documentation that will influence the teacher's summative annual appraisal report must be shared with the teacher in writing within ten working days of the certified appraiser's knowledge of the occurrence. Teachers who have concerns about their appraisals are allowed to request a second appraisal. There are provisions in the law to deal with the appeal process.



The second appraisal must be requested within ten working days of receiving the written appraisal report and the second appraiser should be allocated to appraise the teacher in all domains. Some data from the previous appraisal may be used in domains VI to VIII.

**Step 4** (The annual summative appraisal conference) – The appraiser and the teacher should hold a conference to wrap-up the appraisal process before the documentation is submitted to the district. The conference should be diagnostic and prescriptive with regard to remediation regarding the overall performance of the school and how the performance of the teacher affects the performance of the school. This conference should be done in a more open and transparent way bearing in mind that the appraisal documentation of individuals is confidential according to law (TEA, 2005:29).

The school's **committee for district-level planning and decision-making** should then submit the appraisal report of the school to the Regional Education Service Centre via the superintendent of the district. The submission is done for the purposes of providing training and support where necessary.

#### 2.2.3.3 The purpose of the appraisal process

It is indicated in the PDAS manual that "the goal of PDAS is to improve student performance through the professional development of teachers" (TEA, 2005:16).

Commissioner Robert Scott indicates, in his letter to the certified appraisers, that the three components of PDAS (which are mentioned in the discussion above) "include the student performance link required in the law and are designated to enhance student learning through the professional development of educators" (TEA, 2005:2).

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The purpose of PDAS in Texas is firstly to evaluate a link between the performance of the teachers and the performance of the students. This means that the performance of the teacher should not be read as excellent without linking it to the performance of the students of that teacher; and secondly to address low performance in the relevant domains.

It should be noted that when a teacher is evaluated as unsatisfactory (or performing below expectations) in one or more domains, the certified appraiser should develop an intervention plan in consultation with the teacher. This intervention should bear evidence that the teacher's behaviour is improving in those domains. Should the teacher not improve within the specified time, the teacher shall be considered for **separation** (termination) from the campus or school.

The performing teachers are rewarded by getting less frequent appraisals, as few as one every five year period (TEA, 2005:17-25).

# 2.2.3.4 The critical view of the appraisal process

It is notable in the above discussion that the PDAS of Texas is not implemented with the aim of rewarding teachers. While rewards are not clearly indicated in the manual, a clear indication is that it is easy for the underperforming teacher to be terminated or separated from his school and district according to the legal principles of PDAS (TEA, 2005:17).

The understanding is that where there is an element of 'punishment' there should also be that of reward. The Texas Appraisal System has not been extensively studied but the assumption is that the implementation of the system goes along with the fear of dismissal instead of placing the teacher in other areas where he/she has capabilities (Toch, 2008:35).



Some interviews conducted by Borthwick and colleagues (Toch, 2008) indicate a description of evaluations limited by time and by fear on the part of those evaluated. They further reveal, through personal interviews, that little information is collected through the use of the rubric (Exceeds, proficient, below or unsatisfactory) and that information cannot directly be connected to the improvement of student achievement in order to label the teacher as effective or ineffective. There are cursory evaluation sessions and little response from the evaluation (Toch, 2008:35).

The above authors also recommend that there is a need for an extensive study of the Texas appraisal system to reveal its effectiveness both on the teaching and the improvement of student achievement.

Toch and Rothman (2008) indicate that evaluation is implemented differently across school districts, but the typical observation based evaluation system requires little time spent in the classroom by the evaluator (who is often a principal) and there is no specific training for the evaluator (except for the certified appraiser who may be one per school). They indicate that the rubric used does not look at other aspects of teaching like dress and attendance. The evaluation is therefore not taken seriously either by the administrator or the teachers being evaluated because of the time (Toch and Rothman, 2008:23; Toch, 2008: 35).

The interviewed individuals indicated that the forty-five minutes of classroom observation is minimal and could have been more successful should more time be spent on it or if there were multiple observations (Toch, 2008:37).

It is further revealed (Weisberg, Sexton, Mulhern and Keeling, 2009) that the cursory evaluations are coupled with a culture where all teachers expect to get high ratings. Weisberg, et al indicate further that there is a small number of



teachers who are rated unsatisfactory and this does not allow for more allocation of target programmes and policies for development and that extraordinary teachers are not easily identified because most teachers are ranked in the top two categories (Weisberg, Sexton, Mulhern and Keeling, 2009:47).

This culture of expecting top scores resulted in the alarming discovery that in a certain district all teachers were above average. This indicates, therefore, that it was rare for the evaluations to accurately reflect the quality of a teacher's instruction (Donaldson, 2009:51).

Donaldson also identified some seven reasons why this evaluation system has not improved teaching and learning:

- Allocation of high scores to most teachers (makes it difficult to fire poor teachers);
- Other forces prevent principals from using the results of poor teachers to fire them;
- Many evaluation instruments do not make it easy to align the results with the district or school instructional focuses;
- District policies and additional paperwork stop principals from giving their teachers low ratings;
- There is poor training on evaluation tools;
- Evaluation processes do not focus on teachers' feedback on the process and do not know where to improve the process;
- Evaluations have few consequences, positive or negative (Donaldson, 2009:62).



#### 2.2.4 Barbados

# 2.2.4.1 The fundamental principles of the appraisal process

The appraisal process in Barbados is known as Teacher Evaluation in Public Schools. This process was developed in 1994 for implementation in 2000 by the Ministry of Education and Human Resource Development (MEHRD). This was done in consultation with the Barbados Union of Teachers (BUT); Barbados Secondary Teachers Union (BSTU); Barbados Association of Principals of Public Secondary Schools (BAPPSS) and the Association of Public Primary School Principals (APPSP) and the Ministry of Education, Youth Affairs and Sports (<a href="http://www.mes.gov.bb">http://www.mes.gov.bb</a>).

The evaluation was to be 'people-centred, taking into consideration the uniqueness of each person's involvement in education for personal and natural development' (MEHRD, 2008:1).

The process rests on the following pillars of strength: Professionalism; Fairness; Empathy; Honesty; Openness; and Mutual Trust. It is also emphasized that the evaluation process should not be a fear-inducing activity but should motivate the participants positively (MEHRD, 2008:2).

The following three components should be incorporated into the evaluation process:

- Teacher Improvement;
- Staff Development;
- Accountability.

#### 2.2.4.2 Method of the appraisal process

The evaluation process is defined as 'a formal assessment of the performance of an employee referring to the observation and assessment of teaching and



learning'. There should be provision made for feedback to the employee (MEHRD, 2008:4).

The teacher is evaluated twice before the final report about the performance of that teacher is compiled.

The following staff members are responsible for the school's evaluation process:

- **Team** Leader (who may be called the Chief Education Officer)
- (an evaluation team is formed by a principal, deputy principal, senior teacher, head of department or subject co-ordinator);
- Nominee (a person nominated to evaluate a person of high rank, e.g. principal);
- Principal of the school;
- Administrator (who may be a deputy principal, senior teacher, head of department, subject co-ordinator or guidance counselor);
- Peer (a colleague chosen by the teacher to be evaluated to participate in the evaluation process);
- Teacher;
- The Review Committee.

For all the teachers who are evaluated, there are two forms (Form A, for the informal or interim written report, and Form B for the final written report). The alphabets of the forms will move to Form C until Form J according to the level of the person evaluated until the whole process is completed. These add up to 10 forms.

Since teams from the Ministry of Education and members of teacher unions visited all schools to explain the implementation of the evaluation process, teachers participate in the process hopefully without fear.



Teachers are observed at least **twice** during the evaluation **cycle** before the Final Report is written on Form B. The first observation process is done on Form A.

The following five steps are taken consecutively to constitute a cycle of clinical supervision called Teacher Classroom Observation (TCO) and Summary of Teacher Performance (STP):

#### **Step 1: Pre-Conference Session**

The team responsible for evaluation meets and discusses with the teacher the proposed lesson plan and the area of focus. For record and reference purposes, the pre-conference information must be filled in on the relevant form called the Pre-conference Form. This should be held at least one day before the classroom observation of that teacher. Once the areas of focus are identified by the teacher, the team should develop checklists to help them in the steps that follow. The teacher has the option of asking a colleague to participate in the evaluation process even if that is not compulsory (MEHRD, 2008:9).

#### **Step 2: Observation Session**

The evaluating team members will observe the lesson presentation of the teacher and use checklists to complete Form A, which is an interim report. It is emphasized that step two must not be done if there was no step one.

At the end of the classroom observation the team will determine a day and time for the Post-Conference session (MEHRD, 2008:9).

# **Step 3: Post-Conference session**

This step follows within fourteen days of the classroom observation. The team gives feedback to the teacher. There is a Post-Conference Form that guides the session. After discussing with the teacher the outcomes of step two, a senior



member of the team will then complete the interim report on Form A. After agreeing on the contents of Form A as completed, the team leader and the teacher must sign the form.

At the end of the Post-Conference session, the team must arrange with the teacher for the date and time of the follow-up observation in order to complete the cycle (MEHRD, 2008:9).

#### **Step 4: Follow-up Observation**

The team should be guided by the pre-conference form to discuss again with the teacher before the second observation process. The second observation process should also be guided by the former observation checklists.

The follow-up activities should:

- use the recommendations from the forms completed to improve performance before the completion of the Final Report. This will lead to the second Post-Conference Session.

The information collected in the first observation cycle is considered and where there are recommendations for improvement, some activities should be suggested to yield improvement in the indicated areas. This should be done in order to give the teacher an opportunity to improve before the final report is written (MEHRD, 2008:10).

# **Step 5: Concluding the Evaluation Cycle (second Post-Conference)**

This is the last step of the evaluation cycle. The team discusses with the teacher the outcomes of the whole cycle (first and second observation) in this Post-Conference Session and once they have agreed on the contents of the final



report on Form B, the team leader signs the form together with the teacher. The hope here is that most of the areas in need of improvement have been attended to and the teacher is now performing to his/her maximum potential – a true reflection of his/her abilities.

The contents of Form B must:

- provide a summary record of the performance of the teacher based on selected criteria;
- provide suggestions and interventions for future actions;
- conclude with a summary relating to the performance of the teacher as observed (MEHRD, 2008:8-11).

# **Dealing with Disagreements (Disputes)**

Every evaluated teacher has the right to complain if he/she feels that the evaluation process has been unfair. The Ministry is trying to make the process as open and fair as possible to avoid disagreements, but offers teachers the right to complain and provides the procedures to be followed. The complaint should be attended to by the Review Committee within fourteen days of receiving it and should be investigated thoroughly to arrive at an agreement.

The Review Committee will make a recommendation that the report should stand, be amended or be replaced by another evaluation with the new evaluating team. The former report must be removed from the record of the teacher after the second evaluation has been concluded (MEHRD, 2008:13).

# 2.2.4.3 The purpose of the appraisal process

The Barbados Teacher Evaluation process has three main purposes:



- Teacher Improvement: (for instructional methods; effective teaching and learning; for assessing own progress; identifying the support needed);
- Staff Development: (motivation for developing high standards and sustaining them; in-service training to match the needs of schools; professional interaction between teachers);
- Accountability: (provide information for administration; keep formal records of professional behaviour and services; evaluate the performance of the whole school and its progress) (MEHRD, 2008:3).

It is clear that teachers are appraised or evaluated in order to encourage them to improve their performance so that they become accountable staff members who behave in accordance with the responsibilities of their profession. An element of incentives or awards is not indicated in the appraisal process as one of the aims.

In the *Teachers Evaluation overview* document, the aim is stated as being

'to provide timely, accurate information about schools and teaching and learning strategies, which should result in the improvement and dissemination of best practice' (<a href="http://www.mes.gov.bb/pageselect">http://www.mes.gov.bb/pageselect</a>).

The results of the appraisal process of each school should indicate overall performance of the school or recommendations for staff development training. The type of in-service training should be tailored to match the improvement needs of that school.

#### 2.2.4.4 The critical view of the appraisal process

The appraisal process in Barbados is limited to a classroom observation which is viewed as an important part of the teacher's work. Other activities like classroom



management, professional development, interpersonal relationship and discipline are disregarded.

There is no indication of a developmental process designed after the evaluation process. The process is just mentioned in passing without indicating that after a certain evaluation activity there will be a developmental process which should be followed. Unlike most of the appraisal processes, the Barbados appraisal process does not make mention of any incentives or rewards for those teachers who are performing above standard. This means that their concentration is mainly on effective teaching and learning.

#### 2.3 CONCLUSION

The above discussion has looked into the appraisal processes of four countries: England, Hong Kong, Texas and Barbados. The theoretical frameworks underlying appraisal in these countries has been outlined and the similarities and differences between how teachers are appraised in these different countries should also be compared.

The comparison will not be critical, but just to reveal where countries are applying the same thing in appraisal and where they differ.

# 2.3.1 Similarities in the teacher appraisals

• **Fundamental principles**: Almost all the countries discussed above base their appraisal process on the values of democracy:

"... a real opportunity **to unite** ... where the staff feel **valued** ..." "to ensure that its staff has equality of opportunity ..." in England (DfES, 2003:3);



"The teachers should be given opportunity to **discuss and agree** on the type of model they will use and agree on the implementation beforehand..." in Hong Kong (EMB, 2003:5);

"...the commissioner should establish that appraisal system in consultation with teachers and other professional bodies and the appraisal should be along the Texas Education Code "(TEC) in Texas (TEA, 2005:17);

"The evaluation was agreed to be a '**people-centered**, taking into consideration the uniqueness of each person's involvement in education for personal and natural development ..." in Barbados (MEHRD, 2008:1).

- Method of appraisal: The three countries (Hong Kong, Texas and Barbados)
  believe that there should be a lesson observation incorporated into the
  appraisal process. England mentions only "learner's progress".
  - "... followed by **lesson observation** which is meant to observe the process of teaching and learning in the classroom situation ..." in Hong Kong (EMB, 2003:11);

"Each teacher should be exposed to at least **one classroom observation** per appraisal process, and which lasts to 45 minutes ..." in Texas (TEA, 2005:18);

"The evaluating team members will observe the **lesson presentation** of the teacher and use checklists to complete Form A ... " in Barbados (MEHRD, 2008:9).



- **Purpose of appraisal**: In these countries teacher appraisal is done to improve the performance of the teaching staff.
  - "... improve the staff's professional performance ... " in England (DfES, 2003:5);
  - "... promote teacher professional development..." in Hong Kong (EMB, 2003:13);
  - "... to improve student performance through the professional development of teachers" in Texas (TEA, 2005:16);
  - "...aimed at teacher Improvement and staff development ..." in Barbados (MEHRD, 2008:3).

Teachers in England and Hong Kong are rewarded with money for their good performance. For weak performance Hong Kong and Texas recommend termination of the teacher's contract after a disciplinary procedure is followed. This is done after trying to improve the performance of the teacher with different activities including in-service training.

All four countries indicate that there should be development for the noticed poor performance of teachers.

# 2.3.2 Differences in the teacher appraisals

 Lesson observation: In England, there is no clear mention of lesson observation even if the teacher should develop the improvement of the teaching and learning activities.



 Results of the appraisal process: In Texas, teachers are not rewarded with money for their good performance. They only get fewer appraisals as compared to others who are still performing below standard (TEA, 2005:17-25).

England does not mention anything regarding how to deal with poor performing teachers after appraisals.

Barbados mentions neither rewards attached to appraisal processes nor methods of dealing with poor performing teachers who continue to get poor comments in their appraisal records even after trying to develop them.

The next chapter will look into the appraisal process in South African public schools and how it interrelates with those of the international countries discussed in this chapter.



# **CHAPTER 3**

# Staff appraisal and development practices as applied in public schools in South Africa

#### 3.1 INTRODUCTION

This chapter deals with a literature review to explain how staff appraisal and development processes are applied in South African public schools. The instrument used in the process will be explained in detail.

Professional development should be a critical concern of educational leaders. Gronn, as quoted in Cardno, (2006) asserts that the predominant feature of educational management observable at the turn of the millennium is the degree to which sweeping systematic reform introduced school self-management in both developed and developing nations. The reform movement has highlighted two issues in its training. Firstly, the significant role played by school principals resulting in a new internationally notable priority which is professional development of the school leaders themselves. Secondly, these reforms have inevitably focused on policy that relates to the performance of staff and this in turn has resulted in a spotlight being focused on the twin practices of performance appraisal and professional development (Cardno, 2006:462).

South Africa, like other countries of the world, has seen the importance of conducting an appraisal of its employees in the education department. This is an important element in Human Resource Management (Riches and Morgan, 1989:162).



In this chapter, important elements, such as motivation for conducting the appraisal process; the background of the appraisal process; the appraisal process and the critical view of the appraisal process will be considered in detail. A comparative analysis of the South African Appraisal process with other processes of international countries will also be considered.

#### 3.2 MOTIVATION FOR THE APPRAISAL PROCESS

The appraisal of personnel has always been of great concern to companies as it is important to keep a close watch on the existence of the working force so that the records are updated. The education system is no exception. Purposefully appraising the education personnel helps to identify the weakness and the strength of what takes place in an education system with regards to the continuous competition of countries across the globe (Wells, 1994:15).

The appraisal process is nationally and internationally seen as an important requirement to improve the practices of educators and their professional development. The appraisal process leads to accountability which is a general requirement which strengthens the financial contribution of society towards education (Wragg, Wikeley, Wragg and Hayness, 1996:6).

The appraisal process leads to effectiveness and professionalism. To ensure this professionalism and committed educators, the element of quality is important because educators can be compared to other educator levels in the world. This will make them perform better as they know that they will be compared (Wells, 1994:15).

Airasian (1996) maintains that if educators are ineffective or not performing up to the required standard, the results will be poor teaching, learner development will suffer and the whole nation will be put at risk, morally, socially and economically.



Effective educators guide learners to become productive citizens (Airasian,1996:7). There are two reasons which are established in literature for the implementation of an appraisal process in the education system:

- Curbing failures of educational reform
- Balancing the needs of educators and those of the education system

#### 3.2.1 Curbing failures of educational reform

The process of changing from one education policy to the other, perhaps within a short space of time, often enforces a need for a process to monitor educator performance in the new policy implementation because the changes in reform processes affect educators. There is a need to develop education personnel in order to prevent the consequences which might result from failure in the reform process (Stronge, 1993:445; Stronge, 1995: 132; Fullan, 1996:420; Bascia and Hargreaves, 2000:120).

The above authors argue that if there is no monitoring and development of educators during or after each change in the education policies, the education system is likely to collapse. They maintain that the importance of every education system is seen in the products or the clients, which are learners and future citizens. If the educators and education personnel may lose direction, the mission of that education system is also lost in the process and it will be difficult to revive the situation because learners are continuing to move to other grades without that direction (Stronge, 1993:445; Stronge, 1995: 132; Fullan, 1996:420; Bascia and Hargreaves, 2000:120).

# 3.2.2 Balancing the needs of educators and those of the education system

Educators have their own developmental and improvement needs. The education system on the other hand has its own needs and objectives enshrined in its



vision and mission statements. Both needs have to be balanced in an understandable manner by implementing a process that will benefit the two groups. What is good for the system should also be good for educators in order to develop a relationship that will enable both parties to achieve their common goals (Fullan, 1991:348).

Fullan further indicates that if the relationship is developed, there will be improvement and development in the following three things:

- performance of individual educators;
- programmes and services to learners and parents;
- school's ability to accomplish its vision and mission.

Balancing the individual and institutional demands is important because it fosters improvements in educator evaluations (Little, 1993:147). It is further maintained in literature that the individual and institutional demands are inseparable, and you cannot have one without the other and that they should be balanced (Fullan, 1991:349).

# 3.3 BACKGROUND OF THE APPRAISAL PROCESS IN SOUTH AFRICA

The National Government of South Africa has introduced numerous new policies and initiatives since 1994 to achieve accelerated service delivery in education. Those policies all aimed at speeding up service delivery and improving performance.

The 1994 democratic government instructed the Department of Education to look for a system that would resolve the segregated and fragmented governance of teacher education. It was tasked to broaden the curriculum and increase democratic participation in curriculum processes; to build quality teacher



education and development as well as to consider the inefficiency and lack of teacher education (Alessi and Trollip, 2001:44).

Schools needed to optimize effectiveness and productivity through the realization of improved teaching and learning practices. Schools must therefore become providers of quality education (Quong and Walker, 1996:223).

Some efforts have since been made by provincial education departments to engage schools in ceremonies, meetings and workshops to promote the culture of learning and teaching in schools (Van der Westhuizen, Mentz, Mosoge, Niewoudt and Steyn, 2004:115).

South Africa introduced the Developmental Appraisal System (DAS) before 2003 with the purpose of appraising educators. Unfortunately for the Department, the process was rejected because the stakeholders were not given the chance to participate in the formulation of the appraisal system. The trade unions started to question the process and its real aims soon after the implementation as it was seen as another inspection process which was disfavoured by the unions previously. The unions argued that educators cannot be inspected without being developed and without knowing the purpose of the appraisal instrument (Gunter, 2002:66).

The Department of Education in South Africa then introduced the Integrated Quality Management System (IQMS) in 2003 to be implemented in 2004. Immediate training was given to all schools and teachers and the implementation process followed immediately. Teacher unions such as the South African Democratic Teachers' Union (SADTU) and the National African Professional Teachers Organization of South Africa (NAPTOSA) were consulted. The SADTU spokesman (the former president) indicated that IQMS is important because it



deals with management systems that have similar instruments for monitoring and evaluation and there will no longer be duplication of school visits (SADTU, 2005).

# 3.3.1 Duties and responsibilities of educators related to professional development

The Minister of Education has set out in Chapter C of Personnel Administrative Measures (PAM, 1998) the following core duties and responsibilities of educators related to continuous professional development:

#### 3.3.1.1 The principal

The principal is expected to do the following:

- To provide professional leadership within the school
- To guide, supervise and offer professional advice on the work and performance of all staff in the school
- To be responsible for the development of the staff training programmes, both school-based, school focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school
- To participate in agreed school/educator appraisal processes in order to review their professional practices regularly with the aim of improving teaching, learning and management
- To ensure that all evaluation/forms of assessment conduct in the school are properly and efficiently organised (Personnel Administrative Measures, SA, 1998: 64).

## 3.3.1.2. The Deputy Principal

The deputy principal is expected to do the following;



- To guide and supervise the work and performance of staff;
- To participate in agreed school/educator appraisal processes in order to review their professional practices regularly with the aim of improving teaching, learning and management (Personnel Administrative Measures, SA, 1998: 65).

## 3.3.1.3 Head of Department

The head of department is expected to do the following:

- To provide and co-ordinate guidance:
  - on the latest ideas on approaches to the subject, method, techniques, evaluation, teaching media, etc. in the field, and effectively convey these to the staff members concerned
  - on syllabuses, schemes of work, homework, practical work, etc.
  - to inexperienced staff members.
- To control:
  - work of educators and learners in the department
  - the administrative responsibilities of staff members.
- To participate in agreed school/educator appraisal processes in order to review their professional practices regularly with the aim of improving teaching learning and management (Personnel Administrative Measures, South Africa, 1998: 66).

#### 3.3.1.4 The educator

The educator is expected to do the following:



- To participate in agreed school/educator appraisal processes in order to regularly review their professional practices with the aim of improving teaching learning and management (Personnel Administrative Measures, SA, 1998: 66)
- To contribute to the professional development of colleagues by sharing knowledge, ideas and resources
- To remain informed of current developments in educational thinking and curriculum development
- To participate in departmental committees, seminars and courses in order to contribute to and to update one's professional views and standards (Personnel Administrative Measures, SA, 1998: 68).

#### 3.3.1.5 Curriculum Advisor

The curriculum advisor is expected to do the following:

- To asses professional development needs by using questionnaires, informal methods and developmental appraisal
- To support staff development activities based on needs and which are congruent with the principles and values of the applicable policy frameworks and plans
- To contribute to the implementation of and participate in staff development programmes
- To evaluate success/problems of staff development programmes in terms of the goals of the school
- To provide support for the professional growth of educators within an appropriate programme
- To participate in agreed educator appraisal processes in order to regularly review their professional practices (Personnel Administrative Measures, SA, 1998: 69 and 70).



## 3.3.2 The Integrated Quality Management System

There are three main elements that are integrated into the IQMS to make it a package:

- Developmental Appraisal (DA)
- Performance Measurement (PM); and
- Whole School Evaluation (WSE)

The DA and PM are collectively known as the Educator-PMDS (Performance Management and Development System). The picture of IQMS appears as follows:

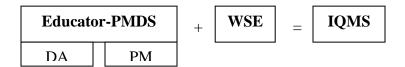


Diagram 3.1: (IQMS elements)

The three elements (DA, PM and WSE) will be explained, but the study will concentrate on the first two (DA and PM) to determine their effects on the professional development of educators.

#### Developmental Appraisal (DA)

In this stage the educator is appraised for the first level and the identified areas which need development will be noted for the development process that follows immediately thereafter.

#### Performance Measurement

This is the second stage of appraisal where the educator who has been appraised and developed is now evaluated for the second time in order to use the scores for salary adjustment and pay progression.



#### Whole School Evaluation

In this stage the weaknesses and the strengths of the whole school are considered by the external team to evaluate the performance of the school (education personnel and learners).

#### 3.4 METHOD OF THE APPRAISAL

After DAS was rejected by teacher unions, an agreement was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. The existing programmes were the **Developmental Appraisal System** (called DAS) that came into being on 28 July 1998 (as Resolution 4 of 1998), the **Performance Measurement System** (PMS) that was agreed to on 10 April 2003 (as Resolution 1 of 2003) and **Whole School Evaluation** (WSE).

The IQMS was made known by Schedule 1 of the Employment of Educators Act, 76 of 1998 where the Minister is requested to determine performance standards for educators in terms of which their performance is to be evaluated.

The Department of Education introduced the IQMS in 2003 to be implemented in 2004. Training was done in all schools and the implementation process followed immediately. The philosophy underpinning the Integrated Quality Management System (IQMS) is based upon the fundamental belief that the purposes of IQMS are five fold:

- To determine competence
- To assess strengths and areas for development of educators
- To provide support and opportunities for development to ensure continued growth
- To promote accountability
- To monitor an institution's overall effectiveness (DoE, 2003:4).



The purpose of IQMS is to assist the educators to:

- teach effectively
- enhance learner performance and achievement
- progress in their educational careers.

The literature on teacher appraisal shows that it can be very complex, involving a number of factors that can either impede or support teacher effectiveness because factors like motivation, support, development and resources are key issues which can (if positive) support and boost teacher morale for further development. Should the factors be negative, the morale and motivation will be affected (Bartlett, 2000:26 and Malongwa, 1995:153).

The teacher is the first person to be evaluated and given support when necessary. The effectiveness of the teacher due to the implementation of IQMS will mean a clear understanding of the process and lack of improvement despite all the processes that should be followed will unfortunately mean that something has grown wrong somewhere. Teachers need to be observed to establish the reasons behind effectiveness or inefficiency (Kossek and Block, 2000:98).

#### 3.4.1 Advocacy and training

IQMS process begins with advocacy and training. The principal calls a meeting in order to explain this appraisal process in detail so that every educator understands it and everybody has a chance to ask questions for clarity. After all educators have a clear picture of what is going to happen, the whole staff will have to elect, democratically, members who will form an appraisal committee called the Staff Development Committee (SDT).



The following members should be elected in the staff meeting to constitute the SDT:

- The Principal (ex-officio)
- One or two post level one educators
- Two or three members of the School Management Team (SMT)
- One other member of the SMT who serves as an internal WSE coordinator.

This committee is formed of approximately six to seven members (including the principal who is an ex-officio member) depending on the size of the school. When these members are elected they must elect among themselves a chairperson (who may be the principal), and a secretary.

The chairperson chairs all the meetings of the SDT while the secretary records the minutes, prepares and displays the programmes for the appraisal process. The internal WSE coordinator keeps a close watch on the processes and is responsible for the preparation and sending of the final score sheets to the District as necessary. He/she is also responsible for the internal evaluation of the school and should advise the school on the tool to be used by the external WSE coordinators who might come to the school. This person should always attend District meetings with the principal to get all the latest information pertaining to IQMS.

## **3.4.2** The school IQMS structures

There are various structures involved in the IQMS viz. the principal; educator; School Management Team (SMT); Staff Development Team (SDT); Developmental Support Group (DSG); District/local office; Whole School Evaluation (WSE) unit and grievance committee. Every structure has its own responsibilities: i.e.



#### 3.4.2.1 The Principal

The Principal is responsible for the implementation of IQMS in totality; he/she ensures that every educator receives documents and is trained; he forms part of IQMS training; facilitates the establishment of the democratically elected SDT and controls internal moderation.

#### 3.4.2.2 The Educator

The Educator undergoes the self evaluation process; identifies his DSG; develops the Personal Growth Plan (PGP); attends In-service Training (INSET); engages in feedback and discussion (DoE.IQMS, 2003:2).

#### 3.4.2.3 The School Management Team (SMT)

The SMT informs educators about the IQMS workshop, helps with the broad planning; ensures that school self evaluation is done in terms of the WSE policy.

## 3.4.2.4 The Staff Development Team (SDT)

The SDT is formed by the democratically elected members from the staff. The school decides upon the size of the SDT. For the school with two or fewer educators the District /circuit will give support (DoE.IQMS, 2003:3).

The SDT has various roles, i.e. maintains IQMS records; develops SIP; ensures that all members receive training; coordinates all activities regarding staff development, etc (DoE.IQMS, 2003:3-4).

The SDT members function for three years and when an individual wants to leave before the expiry of three years, he/she must be replaced democratically. After three years a new SDT must be democratically elected. Previous members may also be re-elected.



According to the Integrated Quality Management System (DoE, 2003:12) each institution must elect a Staff Development Team (SDT) consisting of the principal and democratically elected staff members. This may include all or some of the School Management Team (SMT) but must also include post level one educators. The SDT should in their first meeting elect their chairperson and this means the head of the institution is not necessarily the chairperson.

The role of the SDT is to prepare and monitor the management plan for developmental appraisal as follows:

- Identify educators to be appraised in each phase
- Facilitate the establishment of appraisal panels and prepare the schedule of panel members
- Link appraisal to the development of the whole school
- Liaise with the Department of Education for in-service training of educators (INSET) and educational management development on high frequency needs
- Monitor the effectiveness of the appraisal system and report to the staff members and to the governing body
- Ensure that the appraisal records are filed (Prinsloo, 2003: 212-213; DoE, 2003, 12-13).

## 3.4.2.5 The Development Support Group (DSG)

The DSG is composed of an immediate senior, a peer and the educator himself. An educator may have more than one peer. The circuit/district office provides support and mentoring. Information about the DSG is put on a broad planning of the school to avoid clashes. The DSG is responsible for mentoring, support, baseline and summative evaluation and helps the educator to refine his Personal Growth Plan (PGP).



The DSG members should be selected on the basis of appropriate phase, learning area or subject expertise and not friendship (DoE.IQMS, 2003:3-4).

According to the Integrated Quality Management System, (DoE, 2003:13) the Development Support Group (DSG) serves as an appraisal panel and for each educator it consists of the educator's immediate senior and one other educator (peer) selected by the educator on the basis of the appropriate phase and Learning Area/Subject expertise.

#### Its purpose is to:

- provide mentoring and support and, if the immediate senior is the Head of Department (HoD) in the school, then mentoring and support fall within his or her job description
- support the educator in developing a Personal Growth Plan (PGP)
- work with the SDT to incorporate plans for development of the educator into the School Improvement Plan (SIP)
- evaluate the educator for baseline development purposes
- evaluate the educator for summative development by an immediate senior at the end of the year
- verify that the information provided for Performance Measurement (PM) is accurate.

## 3.4.2.6 Appraisal

As discussed previously, the process commences with self-evaluation where an educator assesses her/himself. The performance standards to be used for both self-evaluation and observation of an educator in practice are outlined as follows:

- the creation of a positive learning environment
- knowledge of curriculum and learning programmes



- lesson planning, preparation, and presentation
- learner Assessment IQMS, (DoE 2003: 2).

Steps in the appraisal process

## Pre-appraisal

According to Prinsloo (2003: 214) at this stage the educator must already have compiled a portfolio which must, together with a personal details form, be handed to the appraisal panel (DSG). The educator's portfolio should include a record of ongoina professional development, learning experiences his/her achievements. Furthermore, the educator should have completed self-evaluation and reflections on strengths as well as areas in need of development. Once educators have determined who their DSG is, this information will have to be filtered into the broader planning of the School Improvement Plan (SIP). This ensures that there are no "clashes" with Heads of Departments having to evaluate different educators at the same time and to ensure a reasonable spread and pace of work for evaluators (IQMS, 2003: 22).

## Observation of educator in practice

At this stage the Development Support Group starts the actual appraisal of an educator. The aim is to:

- Facilitate the personal and professional development of an educator in order to improve the quality of teaching practice
- Provide an already qualified educator with knowledge and expertise to expand his/her teaching duties within his/her profession and to function more effectively. The individual characteristics of an educator should therefore be strengthened (Prinsloo, 2003: 214).



According to Chapter C of the Personnel Administrative Measures (1998c) the developmental appraisal consists of the following ongoing process:

- Reflective practice
- Self-appraisal
- Peer appraisal
- Collaboration
- Interaction with panels.

Van Staden (in Prinsloo, 2003:137) further suggests that the observation stage in the appraisal process should lead to constructive suggestions that will lead to improvement in both classroom practice and within the educator himself/herself. During the observation stage the panel or group should gather information about what is going on in the classroom. It should therefore be possible to develop a programme from this phase. When doing the observation, appraisers need to follow the criteria that have been decided upon. These criteria clearly outline what should be observed and how the information ought to be treated.

However, before observation, the following must be done:

- Fix a date and time that suits both parties
- Notify educators in advance about the intended observation visits
- Discuss the aim of the observation and inform the educator about the relevant criteria, so that he/she knows what is expected of him/her
- Provide an outline of the procedures and finer details, e.g. reminder of the appointment, making lesson preparation available in advance, handing in of personal details, portfolio, other documents and records used by the educator concerned



 Provide information about follow-up discussions because prior knowledge gives the educator the necessary sense of security (Prinsloo, 2003:215).

## The purpose of the evaluation is:

- To confirm the educator's perception of his/her own performance as arrived at through the process of self-evaluation
- To enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Standards and to resolve any differences of opinion
- To provide the opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the school in terms of mentoring and support and what INSET and programmes need to be provided, e.g. by the department
- To enable the DSG and the educator to develop a Personal Growth Plan (PGP) which includes targets and time-frames for improvements. The educator must primarily develop the PGP with refining to be done by the DSG
- To provide a basis for comparison with the evaluation for Performance Measurement (PM) purposes and this includes data gathered during preevaluation discussion and will result in the development of a PGP. This information can be used in instances where there is little or no improvement to adjust the ratings upwards where the DSG, school and/or department has not provided the necessary support or appropriate opportunities for development (IQMS, DoE, 2003: 22).

During the post-appraisal stage is easy enough to say "well done" to people, but it is often much harder to continue pointing out deficiencies. Members of the



appraisal panel are often reluctant to spell out the negative, either because they fear hostile and defensive reaction, or they want to retain a positive image.

Empowerment involves a greatly increased emphasis on holding individual accountable for what they do, as well as on continuous improvement. This means that people are expected not to put right that have gone wrong but also to learn from their mistakes or failures (Van Staden, in Prinsloo, 2003:146).

## 3.4.2.7 Personal Growth Plan (PGP)

The Personal Growth Plan (PGP) is guided by the needs of the school/department and individual educator and it eventually leads to the establishment of the School Improvement Plan. It takes place after the observation of the educator in practice. It addresses an individual at four levels:

- The areas in need of improvement about which the educator is in full control (e.g. punctuality)
- The areas for which the Development Support Group, DSG (immediate senior and/or mentor) or someone else in the school is able to provide guidance
- The areas the Department should provide INSET or other programmes (e.g. Outcome Based Assessment)
- Where the educator is under-qualified or needs re-skilling in order to teach
  a new learning area, this information needs to feature in the Workplace
  Skills Plan (WSP). The educator's needs are then sent to the School
  Development Team (SDT) to establish the School Improvement Plan (SIP)
  (IQMS, DoE, 2003: 23 24).



#### 3.4.2.8 The District office

The district office is responsible for training advocacy and proper IQMS implementation. The district manager moderates the evaluation results of schools to ensure consistency. This office is also responsible, via the local circuit office, for the necessary training (INSET) that might be required by the school as part of its School Improvement Plan (SIP). The local office also ensures that results are captured in time for the implementation of salary and grade progression (Weber, 2005: 68).

#### 3.4.2.9 The Whole School Evaluation (WSE)

The WSE unit is responsible for lesson observation and it is formed by external supervisors appointed by the Provincial Education Department. They use an evaluation tool which the school should be familiar with.

Every school should also have its own internal WSE coordinator to advise it in terms of such external evaluation.

#### 3.4.2.10 The Grievance committee

The Grievance committee is responsible for grievances pertaining to IQMS implementation and scoring. If an educator is not satisfied in terms of the scoring, the grievance is referred to the SDT and then to the Grievance committee if still not satisfied by the resolution of the SDT.

The Grievance committee might decide to settle the grievance by arranging for another DSG to conduct another observation or to consider the reasons behind the grievance if there are valid contextual factors which hampered the good performance of the educator. If those factors were not considered by the former DSG, then the score may be adjusted to one upwards (DoE.IQMS, 2003:5-6).

The responsibilities of these structures are summarized in table 3 below:



Principal	Takes initiative, explains IQMS and facilitates training
Educator	Undergoes evaluation (including the principal)
SMT	Advises SDT about WSE policy, facilitates IQMS
SDT	Maintains IQMS records, coordinates staff development
DSG	Evaluates educators, provides mentoring and support
District Office	Provides necessary training and support in IQMS
Grievance Committee	Handles IQMS grievances in an open manner
WSE Unit	Evaluates the whole school and then provides support

**Table 3.1:** Summary of the roles of the IQMS structures

The SDT should advise the staff members that firstly, there is a form for every educator called the Personal Growth Plan (PGP) which the educator should complete before being evaluated with the instrument. The personal growth plan has all the criteria of the instrument on it and the educator must indicate the criteria where he/she needs development and how the development is preferred (from who?). The PGP will always be improved after the educator is evaluated to reveal where he/she actually needs development.

There is a necessity for every educator to get two members to form a Development Support Group with him/her so that there are three in that group. The group is called the Development Support Group (DSG) which is responsible for the evaluation and development of the educator. The DSG should consist of three members: the appraisee, the immediate senior and the peer who is obviously teaching the same subject and who has expertise to be able to advise and develop the educator.

Table 3.2 below shows a template of the PGP for all educators in the school.



# **PERSONAL GROWTH PLAN**

NAME OF EDUCA	TOR:	PERSAL NO									
DSG MEMBERS:											
SUPERVISOR: PEER:											
SUBJECTS:											
DATE:											
The educator has been evaluated by his/her DSG and the following are recommendations based on the DSG's report:  1 Performance Standards (PS) and Criteria which require urgent attention for development of the educator (score 1 and 2)											
PERFORMAN STANDARI		CF	RITERIA	Pl	ERFORN STAND	MANCE ARD	CRITERIA				
	а					а					
		b					b				
		С					С				
		d					d				
2 Developmer	nt Plan (To	be l	linked to PS	S and the	ne criter	ia indicated a	above)				
Activities	Resource	ces Time-Frame			Self/N	Aentor/Peer Provi	/SMT/District/ der				
1.											
2.											
3.											
4.											
3 Progress Report on Implementation (Achievements/ Challenges)											
FIRST CYCI	LE		SECOND	CYCL	E	THIR	ED CYCLE				



#### 4 Monitoring of the PGP (Dates and signatures to be indicated)

	FIRST CYCLE	SECOND CYCLE	THIRD CYCLE
APPRAISEE			
PEER			
SUPERVISOR			

Table3. 2: The PGP template for every educator, IQMS Guidelines, 2009:10

## 3.4.3 The appraisal instrument

The committee will explain to the staff the instrument to be used to evaluate them. This instrument consists of performance standards against which educators are evaluated. There are seven performance standards for a post level one educator; ten for post level two and twelve for post level three and above.

Each performance standard has a number of criteria (see Appendix 7). The criteria are numbered as a, b, c, d and e. The educator's performance is given a score out of the total of four for each criteria and the individual score in every criterion will add together to form a total for each performance standard.

The scoring is done by using the following four point scale:

1	2	3	4
Unacceptable	Acceptable	Good	Outstanding

Table 3.3: Scoring scale for the IQMS instrument



#### 3.4.4 Steps in the appraisal process

It should be noted that a full cycle of IQMS takes a period of two years and educators receive their incentives or pay progression on the third year. As all educators have already completed the cycle they are graded after each year because the summative evaluation forms baseline information for the coming year. This means educators do not have to start with baseline evaluation every year. Baseline evaluation is only done by newly appointed educators and newly promoted educators because they are now evaluated on their new positions (as post level two or three as the case may be).

## 3.4.4.1 Developmental Appraisal (DA)

The DA is formative and developmental and is used for professional and personal development. It establishes areas of strengths and weaknesses for development.

## Step 1: (Advocacy and training)

The principal secures a meeting with the teaching staff to explain the IQMS and its purpose. He/she will also facilitate the election of the SDT members.

## **Step 2: (Election of SDT members)**

Staff members elect the members of the SDT democratically.

#### **Step 3: (Programme preparation)**

The SDT explains the evaluation instrument to the staff members and draws up the programme or year plan for the implementation of the DA and PM. Educators are also advised to form DSGs for themselves for the purposes of evaluation, mentoring and support.



## **Step 4: (Educator self-evaluation)**

Every educator conducts a self-evaluation by scoring himself/herself using the instrument. The educator should also reflect on areas of strengths and weaknesses in the space provided. The scores will be used as guidance by the DSG, but will not necessarily allocate the same score. It will depend on their observation.

## Step 5: (Educator set up DSG)

The educator has to set up his/her own DSG for the purposes of evaluation, development and support during the appraisal process. The peer should be carefully selected and not on the basis of their out-of-work relationship.

## Step 6: (Pre-evaluation meeting)

The educator to be evaluated sits with the DSG to discuss issues around the coming lesson observation. Issues include, among others, the lesson, topic, value of the lesson within the work schedule and contextual factors. The DSG should also establish whether the educator understands the instrument and what is expected of him/her. They may also use a checklist to verify this understanding.

Table 3.4 shows an example of a checklist that is used.

	INDICATORS	YES	NO
1	Did you receive any training regarding IQMS implementation?		
2	Have you received any assistance from your DSG?		
3	Is there anything you need that could help you develop and become more effective? If yes, please explain.		

Table3. 4: Example of a checklist used by DSG in pre-evaluation meeting



## Step 7: (Baseline Evaluation)

This involves two phases. The first one is the Lesson Observation which uses Performance Standards 1 - 4. The educator is observed and evaluated while he/she conducts a lesson in the classroom.

The second phase is called the Out-of-Class evaluation which uses Performance Standards 5 - 12 depending on the post level of the educator.

The second phase needs a portfolio of evidence as proof for the scores obtained. This phase cannot be completed in one sitting like the lesson observation as it involves the collection of relevant evidence to support the scores. During scoring, the peer and the senior should not sit together where their scoring will influence each other. It is healthy to compare the scores at the end and agree on one score.

#### Step 8: (Post evaluation meeting)

The DSG holds another meeting with the appraissee to discuss the outcomes of their evaluation and scoring. They also provide feedback in terms of what the educator needs to do to improve the weak areas. They then agree on the development programme to develop the educator.

## Step 9: (Educator develops PGP)

The educator then completes the PGP where he/she indicates the performance standard and the criteria where he/she needs development and where he/she was already developed. The PGP will then facilitate and guide the development plan that should follow.

#### Step 10: (Completes the EIP)

The educator's PGP will influence the development and improvement of the performance of that educator. The programme to be followed to develop the



educator is called the Educator Improvement Plan (EIP). Everything that is needed for development will be indicated in this plan and the plan informs the School Improvement Plan (SIP) which must be sent to the circuit or local office if the school cannot handle some of the activities due to lack of resources.

#### 3.4.4.2 The Performance Measurement (PM)

The PM is summative and judgmental and is used to conduct an official evaluation for decision on rewards or incentives for the educator. The PM has its steps as it takes place the year following the one in which baseline observation was conducted. The time in between gives an opportunity for the development of the educator's performance as noticed in the initial evaluation.

#### **Step 11: (Programme preparation)**

The SDT prepares and displays a programme for the summative evaluation. There should be a list of DSGs together with the dates of lesson observation and venues of observation for all educators.

#### Step 12: (Educator self-evaluation)

The educator scores himself/herself using the instrument. It should be noted that the scores of the baseline evaluation are referred to only to evaluate whether the educator has improved or not and cannot be used as self-evaluation for the educator. The self-evaluation records are taken into the summative evaluation by the DSG who evaluates the educator for the second time.

#### Step 13: (Pre-evaluation meeting)

The DSG meets once again to discuss issues regarding the coming second lesson observation and its purpose. The educator is made aware that the scores obtained will be used as judgement on his/her performance and sent to the District for pay and salary progression.



All matters that the educator feels necessary to be discussed before the evaluation will be discussed. A checklist will once again be used to verify the understanding.

## **Step 14: (Summative Evaluation)**

The educator is evaluated and scored for the second time during this step. The evaluation will involve both the classroom observation and out-of-class observation to complete the whole performance standards relevant to the educator.

## Step 15: (Post-evaluation meeting)

The DSG sits to give feedback to the educator in terms of scoring and other comments. It is in this sitting that the DSG agrees on the final score for the educator in every performance standard. The educator will be given reasons where necessary on the low final score and this should be agreed on with understanding as they give reasons.

Where there is disagreement, this is referred to as a grievance and should be referred to the SDT to be addressed to the satisfaction of the aggrieved or referred further to the grievance committee in the local circuit office for resolution.

During this meeting, the following will occur:

- filling in of final scores
- updating of the PGP
- drawing of EIP where necessary.



## Step 16: (Sending the IQMS records to the District)

The SDT will compile a summary score sheet of the scores of all the educators in the school obtained from the summary score sheets of each educator.

In this step the following should be done:

- completion of an individual summary score sheet for each educator
- completion of a school summary score sheet (see table 3.5)
- completion of a snapshot (an analysis of all the scores in the school)
- development of SIP
- sending of SIP and other IQMS documents to the District.

The educators who have been exposed to the full cycle of IQMS and who qualify for salary and pay progression will receive those incentives in the third year. This indicates the full implementation of IQMS in the school.

LIMPOPO DEPARTMENT OF EDUCATION SCORE SHEET FOR BASELINE / SUMMATIVE EVALUATION (PERIOD:TO																
SCHOOL: CIRCUIT: PAYPOINT: EMIS :																
	PERSAL   SURNAME   INITIALS   SUMMARY OF SCORES															
														NDA		T
				1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1																
2																
3																
4																
5																
PRINCIPAL:DATE:DATE:DATE:																
CIF	CIRCUIT MANAGER:         DATE:															

**Table3. 5:** Example of a summary score sheet of educators' scores



#### 3.5 CRICITACL VIEW OF THE APPRAISAL PROCESS

Since the implementation of IQMS in 2004, there have been a number of studies conducted on it. Those studies were conducted under certain circumstances which might not be similar to those under which the present study will be conducted. This is why the researcher still feels that there is a gap that needs to be discovered in the implementation of IQMS. The results of the study might still be used to make comparisons in order to draw some conclusions at a later stage about the developments on IQMS implementation in South African schools.

Weber regards IQMS as 'a product of negotiation ...and it constitutes an agreement between the government and the major teacher unions and organizations (Weber, 2005:70).

Wadvalla discovered that while IQMS is believed to be a process that is expected to contribute to the improvement of teachers' performance, in other low-functioning schools the process is seen as a cumbersome, time-consuming and fruitless exercise which is doing nothing to bring any benefit and is therefore not treated seriously. Wadvalla maintains also that the appraisers give little genuine feedback and do not encourage dialogue between staff and appraisers. This makes some teachers lose hope in the process (IQMS) and they then do not strive for development (Wadvalla, 2005;89).

Kossek and Block (2000:101) hold that there are a number of demands which are made on the teacher, irrespective of the ever-changing policies of education by the Department. The demands centre on the performance of teachers as to what the Department takes as 'good' or 'acceptable'. De Clercq maintains that the procedure that is used in IQMS is rarely perceived as a rational process with a common goal which is based on objective standards and procedures. There are important teacher attributes and competencies about the criteria that are



used for evaluation of these attributes. These attributes need to be changed because they tend to cause conflict. De Clercq also argues about the instrument and the appraisers, saying that the system is unable to produce knowledgeable, well trained professional appraisers who will be able to interpret, effectively, the instrument that is used for appraisal, let alone to reflect adequately on teachers' practices and development of meaningful PGPs (De Clercq, 2008:12).

Due to the fact that the internal and external appraisers give little feedback and usually do not encourage dialogue between staff and appraisers, it was noticed (through surveys conducted by Samuel) that most schools and districts still do not have the capacity and resources to conduct such an ambitious appraisal exercise (Samuel, 2008:30).

In 2007 the Department released the National Policy Framework for Teacher Education and Development called the NPFTED. This document preceded the recommendations made by the Ministerial Committee Report on Teacher Education. The policy document (NPFTED), according to De Clercq acknowledges the need for teacher development, but remains unspecific about how to plan and mobilize sufficient high quality professional skills to provide differentiated professional support. De Clercq further indicates that 'only with planning, professional support capacity and resources in place can the IQMS gain some legitimacy and counter the perception that its professional development aspect is *de facto* being subsumed into an accountability exercise' (DoE, 2005; DoE, 2007; De Clercq, 2008:16).

Fleisch (2008:28)states that there are still poor results in most South African Schools irrespective of IQMS implementation, 'these poor results, irrespective of the emphasis on IQMS, influence teachers' values and attitudes, making them defensive towards any form of performance monitoring.



The continuous reference to poor results has made teachers argue, as published in the SADTU publication (2005), that 'it is unfair to hold teachers accountable to poor learner achievement while they are made accountable for effective curriculum implementation under difficult working conditions and ever-changing curriculum'. These reasons posed by teachers made them resist any form of teacher appraisal, which was seen as 'unfair, inappropriate to their work circumstances and more about accountability and development' (SADTU, 2005).

Chisholm et al., (2005:64) also reveals that 'the curriculum and assessment policies require teachers in schools to be accountable for much more administrative paper work and expected to perform to their best during appraisal processes' (Chisholm, Hoadley, wa Kivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee, and Rule, 2005:64).

In their negotiations with the Department of Education, SADTU has tried, without success, to stress that the State should also come with a manner of the implementation of developmental programmes and not only their emphasis on accountability and evaluation in IQMS (SADTU, 2005).

Performance Standards five, six and seven of IQMS, seek that teachers should be involved (for the sake of scores) in 'out of the classroom' activities in which the educator acts like a community practitioner or has to be 'pastoral'. These roles have been criticized by Morrow (2007) and Samuel (2008) saying that they are too onerous and distracting from the constitutive goal of the practice of teaching. They argue that teachers have been burdened with the heavy responsibility of ameliorating a range of social ills where they have to play the role of welfare thereby losing their identity as teachers (Morrow, 2007:38 and Samuel, 2008:9).



As has been said earlier in this chapter, the main purpose of staff appraisal should be the professional development of the teaching and other staff at the school.

#### 3.6 STAFF DEVELOPMENT PROGRAMME

According to Prinsloo (2003: 216) human resource development is especially concerned with expanding potential from a long-term perspective. It embraces the long term development needs of the educator, and is a formal, systematic programme designed to promote personal and professional growth. Van Staden (in Prinsloo, 2003:216) articulates the aims of human resource development as to:

- improve educators' performance in their present positions
- give guidance to educators so that they can develop and grow to the highest possible level of professional expertise
- serve the primary aim of the education system, i.e. the promotion and attainment of a culture of teaching and learning
- provide acceptable, meaningful programmes which enable educators to achieve their personal aims and those of the system
- raise the quality of education and task fulfilment
- lead to greater job satisfaction
- identify technical skills that need to be developed, and identify and develop management potential.

## 3.6.1 Designing a human resource development programme

After the Development Support Group (DSG) has determined the developmental needs with the principal and her/his School Management Team (SMT), a development programme for the school, it is also necessary to examine the individual's needs against those of the school. The target agreed upon in the post



appraisal discussion, and the actions which follow, are important factors in achieving a reconciliation of the two sets of needs when a development programme is designed (Prinsloo, 2003: 217).

## 3.6.2 Requirements for a successful development programme

The planned development programme must meet certain requirements and adhere to certain principles. According to Van Kradenburg (in Prinsloo, 2003: 134-135) the following are necessary requirements for designing a successful development programme:

- Activities and tasks should be effective and functional, and be related to the aims and outcomes being pursued
- The development programme should form an integral part of the school programme, and integrated into the educational and teaching aims of the school
- Staff members should be actively involved in the planning and organizing of the programme
- Various methods should be used over a wide spectrum to meet as many needs as possible
- An integral development approach should be followed so that the demands and needs of both an individual and the school are met
- The programme makes provision for different professional growth phases of the individual educator
- Developmental activities should take the academic and intellectual needs of the educator into consideration
- As far as possible, aspects such as motivation and job involvement should be addressed in the programme.



#### 3.6.3 Evaluation and feedback

According to Prinsloo (2003: 221) the professional development programme must be evaluated to determine the extent to which the developmental outcomes have been attained as this will enable the identification of deficiencies or shortcoming in the programme, such as incorrect or vague outcomes, incorrect methods, poor and defective training materials and the motivation level of the educators. Van Kradenburg (in Prinsloo, 2003: 134-135) distinguishes the following four aspects of a development programme that are usually evaluated:

- The intensity with which participants experience the programme and how functional or effective they regard it – reaction
- The measure of knowledge, insight and skills acquired learning experience
- The measure of change that has manifested itself in work and organisational behaviour – changes in behaviour
- The extent to which productivity has increased and job performance has improved – tangible results.

Van Kradenburg (in Prinsloo, 2003: 134-140) further states that the effectiveness of the development programme is determined by:

- Its effect on the educator. Are there any changes in the behaviour and conduct of the educator?
- The outcome in the post itself. Is there any evidence of better and more productive job performance?
- The benefit for the school. Were the objectives of the school achieved?
- The necessity that each phase of the development programme be evaluated once it has been completed



- The effectiveness of the development programme may be determined during
  - book control of the educator by the Head of Department
  - discussion of the examination papers and memoranda (assessment criteria) of the educator by the Head of Department concerned
  - moderations of the examination scripts (assessment of the learners) of the educator concerned
  - discussion of the end-of-term or end-of-year assessment results of the educator concerned
  - the next developmental appraisal.

#### 3.7 COMPARATIVE ANALYSIS

South Africa has developed one of the best appraisal systems of any country in the world which has an interest in monitoring, appraising and developing their teaching personnel.

#### 3.7.1 Similarities

The appraisal system in South Africa is quite similar to other staff appraisal systems in the world because it has the following features:

- It has elements of democracy in its formulation (discussed and agreed on in the ELRC)
- It is aimed at evaluating and developing the teaching staff (the PGP and development programme)
- It attaches incentives and rewards in the form of money to the process (Performance Measurement) like England and Hong Kong.



#### 3.7.2 Differences

- It is indicated within the plan that there should be records of monitoring the
  development of the educator on the PGP. Other countries only mention
  development but there is no indication of a tool to check on the development
  process (the only indication is that reports should be made).
- In South Africa there is no indication of how to deal with performance that does not improve after a stated period, like in Texas and Hong Kong where they recommend termination or separation from the system. It needs to be established whether those teaching staff members who do not improve are just kept in their schools.

Unfortunately South Africa does not put emphasis on the incentives based on the relationship between the performance of the educator and the performance of the learners during assessment. In Texas the purpose of the appraisal process is

"... to improve student performance through the professional development of teachers" in Texas (TEA, 2005:16).

#### 3.8 CONCLUSION

South Africa has recently developed a national policy for the appraisal of its teaching staff. The appraisal process and the instrument used is explained in detail in this chapter, considering also the differences as compared to the staff appraisal process of other countries on an international level.

The next chapter will discuss the methodology and method of conducting the research for the coming empirical study.



# **CHAPTER 4**

# **Research Design and Methodology**

#### 4.1 INTRODUCTION

A literature study was undertaken in chapters two and three to support the aims of the entire study and of the empirical study and data analysis which follows in chapter 5. The focus of the entire study is on the experiences and perceptions of educators about the implementation of the Integrated Quality Management System (IQMS) and the implications thereof for the professional development of the teaching staff. The area of research was directed at educators who have finished more than two cycles of IQMS because they are the ones who possess enough experience on its implementation.

In planning a research design, it is extremely important for the researcher not only to choose a viable research problem but also to consider the kinds of data that an investigation of the problem will require and a feasible means of collecting and interpreting that data. The researcher also needs to decide whether the focus would be exploratory, descriptive or explanatory (Leedy and Ormrod, 2005:87; Taylor, 2006:61).

The researcher has decided that the research will be explanatory because educators need to explain their experiences and perceptions and why they perceive the phenomenon that way.

This chapter deals with how the research was done. The research design and methodology which were applied will be explained, the demarcation of the



research site, the ethical issues considered, how credibility and trustworthiness was protected and how the data was collected, how it will be analyzed and reported will all be included in this chapter.

#### 4.2 RESEARCH DESIGN AND METHODOLOGY

Research design is described as a plan which guides the researcher to collect, analyze and interpret observations. It gives direction and boundaries to research activities and focuses on a specific phenomenon. It also alerts the researcher to possible problems regarding the research. The research methodology helps the researcher to extract meaning from the data (Leedy and Ormrod, 2005:93).

The research design describes how the researcher will handle subject selection, research sites and data collection procedures to answer the research questions. The design will also show which individuals will be studied, and when, where and in which circumstances they will be studied. It is therefore important to select an appropriate design and methodology due to the uniqueness of every research enquiry (McMillan and Schumacher, 1993:157).

In order to make data collection and analysis possible, the researcher has used the following to answer the research questions:

- Literature review
- Qualitative research.

#### 4.3 LITERATURE REVIEW

A literature review is defined by many authors as a process of reading some background information that has been published and appears to be relevant to the research topic. A literature review is used to 'look again' at what others have



done in areas that are similar, though not necessarily identical to one's own area of investigation (Bless and Higson-Smith, 1995:22; Leedy and Ormrod, 2005:64).

In the study of literature, relevant data pertaining to the study problem was gathered from both primary and secondary sources, critically examined and evaluated and objectively recorded. The research relies on the literature containing the methods of staff appraisal and development practices as they are applied in schools at international level and in South Africa.

For this purpose the researcher made a careful selection and study of books, journal articles, papers read at conferences, departmental circulars and government publications as well as acknowledging the contributions of other researchers to the research problem.

Leedy and Ormrod (2005:65) note several important benefits of a literature review:

- It can offer new ideas, perspectives, and approaches that may not have occurred to you
- It can inform you about other researchers who conduct work in this area or individuals whom you may wish to contact for advice or feedback
- It can show you how others have handled methodological and design issues in studies similar to your own
- It can reveal sources of data that you may not have known existed
- It can introduce you to measurement tools that other researchers have developed and used effectively
- It can reveal methods of dealing with problem situations that may be similar to difficulties you are facing



- It can help you to interpret and make sense of your findings and, ultimately, help you tie your results to the work of those who have preceded you
- It will bolster your confidence that your topic is one worth studying.

A literature review further enables investigators to define the frontiers of their fields. A thorough review of related theory and research enables researchers to put their questions into perspective. Reviewing related literature helps researchers to limit their questions and to clarify and define the concepts of the study. A critical review of literature often leads to insight into reasons for contradictory results in an area. Through studying related research, investigators learn which methodologies have proven useful and which seem less promising. A thorough search through related research avoids unintentional replication of previous studies. The study of related literature places researchers in a better position to interpret the significance of their own results (Ary, Jacobs and Rezavich, 1990:68).

All these functions of a literature review helped the researcher to realise the aims of this research project, to reach the anticipated objectives and to get answers to most of the critical questions. These benefits of the literature review helped the researcher to get a clear understanding about the appraisal of the teaching staff both internationally and nationally. The benefits also helped with regard to what other researchers have obtained in their studies of the same appraisal processes.

#### 4.4 QUALITATIVE RESEARCH

Qualitative researchers have four things in common:



- Firstly, they focus on phenomena that occur in natural settings (in the real world)
- Secondly, they involve studying those phenomena in all their complexity
- Thirdly, they rarely try to simplify what they observe
- Fourthly, they recognize that the issue they are studying has many dimensions and layers and therefore they try to portray the issue in its multifaceted form (Guba and Lincoln, 1994:90; Leedy and Ormrod, 2005:133).

Qualitative research is concerned with abstract characteristics of events, the meaning given to events by participants. The research takes place in the normal context in which the participants find themselves every day, as context is very important in qualitative research.

Qualitative research focuses on the lived experiences, all its aspects. It attempts to serve one or more of the following purposes:

- Describe qualities of events (description)
- Interpret meanings and relationships among these events (interpretation)
- Measure importance of events in the larger picture of educational concern (measurement)
- Allow the researcher to test the validity of certain assumptions (verification)
- Provide the means through which a researcher can judge the effectiveness of particular policies, practices or innovations (evaluation)
- Ground these appraisals on explicit social values and human interests (Peshkin, 1998:418; Kincheloe, 2003:189-190).



The characteristics of qualitative research are that it describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. Qualitative research is an enquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings

Qualitative research usually has the generation of knowledge. It is mostly reported in words in a narrative format. It has an emergent, flexible design and follows an intuitive pattern (Goodwin and Goodwin, 1996:19; McMillan and Schumacher, 2001:395).

## 4.5 NARRATIVE RESEARCH AS A QUALITATIVE RESEARCH APPROACH

The researcher has chosen to use narrative research in this study. Narrative research is viewed as a focus on how individuals assign meaning to their experiences through the stories they tell. A narrative is a story that tells a sequence of events that is significant for the narrator or his/her audience (Moen, 2006:4 - 5).

Narrative is a term assigned to any text or discourse, or it might be text used within the context of a mode of inquiry in qualitative research and this focuses mainly on stories that individuals tell. This narrative is understood as a spoken or written text giving an account of an event or action or series of events or actions and how they are chronologically connected (Polkinghorne, 1995:8; Daiute and Lightfoot, 2004:101; Czarniawska, 2004:17; Chase, 2005:652).

Creswell, Hanson, Vicki, Plano and Morales (2007) maintain that there are a variety of forms found in narrative research practices:



- A biography, which is a narrative study in which the researcher writes and records the experiences of another person's life
- Autobiographies, which are written and recorded by the individuals themselves
- Life history, which portrays an individual's entire life
- Personal-experience story, which is a narrative study of someone's personal experience found in single or multiple episodes, private situations, or communal folklore (Creswell et al, 2007:243).

The latter form of narrative practice has been adopted by the researcher for this study because it entails the person's experiences, in this case educators, and they were done in single episodes per educator.

Generally, narratives are understood as stories that include a temporal ordering of events and an effort to make something out of those events: to render, or to signify, the experiences of persons-in-flux in a personally and culturally coherent, plausible manner (Johnson and Golombek, 2002:78).

To understand narrative research as a qualitative research approach, it is important to note that Fraser compares the narrative researchers to people who are sewing and knitting threads to form fabrics, and from fabrics to clothes. He further indicates that narrative researchers collect stories from individuals about their experiences and then they sew and knit those stories together to build one composite narration about the event being studied (Fraser, 2004:183).

## 4.6 **DEMARCATION**

Demarcation deals with the selection of a site for the study. It is a process where the researcher decides to involve one site and exclude the other because of specific purposes and aims of the research project.



According to Goodwin and Goodwin (1996:117) there are three main issues to be considered in site selection:

- Appropriateness Can the researcher obtain rich and relevant data at the site?
- Accessibility Will the researcher's relationship with the site of research and all participants in the research enable the researcher to access data and will that relationship not tamper with the reliability of the results?
- Ethics The following questions should be kept in mind when making the choice of site:
  - Can one easily get permission to gain access to the site?
  - Will the participants give consent to their participation with ease?

Schram maintains the following with regard to choosing a research site or sampling:

'Whether observing, interviewing, experiencing or pursuing some combination of strategies, you can't be everywhere at once or take in every possible viewpoint at the same time. Instead you develop certain perspectives by engaging in some activities or talking to certain people rather than others' (Schram, 2003:97).

The researcher was purposeful in the choice of research sites because qualitative researchers are intentionally non-random in their selection of data sources - instead 'their sampling is purposeful because they select those individuals or objects that will yield the most information about the topic under investigation' (Leedy and Ormrod, 2005:145).



Circuit X in the Limpopo Department of Education has four secondary schools and the researcher wanted to cover all of them in the study. In each school three educators were selected who have completed a cycle or cycles of IQMS. From the three selected educators per school, two are post level one and one is a member of the Senior Management Team of the school. The principals concerned assisted the researcher to identify educators who could participate after the aim of the study was explained to them. The principals also assisted in completing short open-ended questions which also concern the implementation of staff development programmes in each school.

The whole study thus involved twelve educators. The researcher also managed to get two participants from the three who are offering subjects/learning areas for Grade twelve classes. An important yardstick for these educators was that only those who have completed more than two cycles of IQMS were asked to participate.

## 4.7 ACCESSIBILITY

Accessibility refers not only to gaining physical access to the school, but it also refers to building up a trusting relationship with the principal and educators of each school. The educators would want to know whether they would get into trouble for sharing their experiences and perceptions. They would need to know: 'will the information reach the circuit office or district or department?' It is therefore important and crucial to build up trust and develop such a relationship when doing qualitative research. Having established such a trusting relationship will allow easier access to learners and educators. According to Leedy and Ormrod (2005:115) 'any researcher who plans to work with human subjects must get the approval ...'



Leedy and Ormrod maintain the following with regard to gaining access to a research site:

'the first step is to gain access to a site appropriate for answering the researcher's general research problem or question ... To gain access to a site, the researcher must often go through a gatekeeper, a person who can provide a smooth entrance onto the site ... the researcher should then develop a relationship of trust with the people found there' (Leedy and Ormrod, 2005:137).

In this study gatekeepers were the principals of the schools. Permission was requested from each principal and permission letters were obtained. The principals introduced the researcher to the educators and helped the researcher to locate educators who had information relevant to the research project. The principals made accessibility to the educators possible and feasible.

## 4.8 APPROPRIATENESS

The schools chosen were appropriate for the research because the interest of the researcher focused on secondary schools because the terms 'functional' or 'dysfunctional schools' are usually applicable to secondary schools. The functionality or dysfunctionality of a school is normally determined by the end of the year performance of the Grade twelve learners. The performance of the learners is also often associated with the level of professional development of the educators concerned.

This does not indicate that only functional or dysfunctional schools were chosen for the study, but the terms 'functional' and 'dysfunctional' are used because it has something to do with the professional development of educators, which is one of the focus elements of the study. It should be noted that all schools which



obtain less than fifty percent in the final Grade 12 results are termed as dysfunctional. This means that their educators are 'not doing enough'.

Generally, the schools in the above-mentioned circuit were not doing so well in their Grade 12 final assessment results. Only one secondary school is doing above average and it was also included in the study for making a brief comparison with educators of other secondary schools who are not doing well.

The chosen educators were also appropriate because only those who had completed two IQMS cycles and above were selected. Those educators were the ones who had the relevant information and experience for the study.

This site described above supported the aim of this study which was to explore the experiences and perceptions of educators about IQMS implementation and the implications thereof for the professional development of the teaching staff.

Rich data was obtained from these specific sites, as the researcher and the participants shared the same language of instruction. There was no problem in terms of explaining the roles and the completion of the research narrative frames.

## 4.9 DATA COLLECTION METHODS

Data collection indicates when and how data will be gathered for the study. Eichelberger (1989:118) stated that the quality of data collected is determined by:

- Proper selection of sources for the information needed
- Clarification of procedures used to get the information
- The methods which will be used to transform the data to study the problem.



The educators, who participated in the study, were identified by the school principal after the aim of the study was discussed with him.

The summary for the collection of data is contained in the table below:

Research focus	Data collection method	Data resources
To determine staff appraisal processes as applied in schools on international level	Literature review	The websites of the Education Departments in different international countries were visited and their appraisal policies studied; the work of researchers in those appraisal processes, was also reviewed.
To determine staff appraisal process as applied in schools in South Africa	Literature review	Relevant policy for the appraisal of educators was accessed from the national Department of Education in South Africa and reviewed. The researcher reviewed the work of other researchers working in the same field.
To determine the experiences and perceptions of educators towards the implementation of the Integrated Quality Management System (IQMS) in South African Schools and the implications that it has on the professional development of the teaching staff	Pre-narrative interviews  Narrative Frames for the collection of data  Open-ended questions to the principals of the selected schools  Post-narrative interviews  Document analysis	Educators who participated in the study completed their given narrative frames.  Post-narrative interviews were conducted to clear up uncertainties.  Learner assessment results from the principal were also reviewed

Table 4.1: Research focus, data collection methods and data resources



Eichelberger (1989:116) describes a sample as those people whom the researcher gets data from, and bases findings and conclusions on.

This study was done by using three educators from each of the four secondary schools in the circuit. All these secondary schools were covered in the selection of sites. Goodwin and Goodwin (1996:111) state that the data collection process in qualitative research is a direct and personal process. In this study the researcher personally did the pre-narrative interviews, collected the narrative frames and conducted, where necessary, the post-narrative interviews.

According to Goodwin and Goodwin (1996:119) most authors feel that there are three principle sources of data which the qualitative researcher can use:

- Participant observation and the field notes the observer makes
- Interviews
- Documents, which can include personal or official documents, photographs or even official statistics.

Clandinin and Connelly (2000:146) maintain that

'data collection from individuals (in narrative research) would involve having them tell their stories and these stories, which are called field texts, provide the raw data for researchers and might include a record of their stories in a journal or diary or ... collect letters sent by the individuals, assemble stories about individuals ... or individual stories within the participants' personal experiences.'

The researcher chose to use the field notes (in the form of narrative frames) and interviews (pre-narrative and post-narrative). The data collection followed this pattern:



- Pre-narrative interviews
- Narrative frames
- Post-narrative interviews.

#### 4.10 METHODOLOGY

#### 4.10.1 Pre-narrative interviews

Short, informal interviews were used to start the collection of data. This activity had the following important purposes:

- To explain the whole purpose of the research to the participants
- To inform them about their rights throughout the project
- To ask them to sign the consent forms to indicate their willingness to participate voluntarily in the study
- To explain the role the participants have to play during the data collection process
- To clarify and to give opportunity for clarification of anything wherever necessary (Fraser, 2004:184)

The narrative frames were distributed to the participants who consented to participate in the study during visits to each school during the pre-narrative interviews. A brief introduction to the project and a summary of the instructions were given. The participants were asked not to start completing the frames before reading the whole of the sentence starters in order to get the idea of the whole story needed. Ethical issues were also explained during this stage (Barkhuizen and Wette, 2008:376).

These interviews with groups of participants from each school helped the researcher to obtain exactly what the study was focusing on because the roles of



the participants were explained to them. This also minimized the possibility of getting diverging perspectives and made clear the area of focus and content (Lieblich, Tuval-Mashiack and Zilber, 1998:2).

#### 4.10.2 Narrative frames

A number of authors and researchers explain narrative frames as frames based on a similar concept in the field of writing education and they are explained as writing frames which are used to provide a 'skeleton to scaffold writing' Barkhuizen and Wette, 2008:381).

These frames are comprised of a template of starters, connectives, and sentence modifiers which give participants a structure within which they can concentrate on communicating what they want to say whilst scaffolding them in the use of a particular generic form. The frames are very important as they serve the following purposes:

- They have a supportive and guiding function in terms of structure and content
- They help participants to write reflectively on a personal level, in a narrative form
- To minimize the risk of getting the "I don't know what to say", "I don't know where to start" and similar answers in most questions
- To ensure that the content is more or less what is expected (Wray and Lewis, 1997:122; Warwick and Maloch, 2003:59; Barkhuizen and Wette, 2008:381)

In this study, stories from individual educators were collected by means of narrative frames (Barkhuizen and Wette, 2008:375) and these stories were then knitted together to build one complete sense about their experiences and perceptions (Fraser, 2004:183).



Completed narrative frames gave the researcher rich data in the form of a short story, a sequence of connected events and reflections related to the educators' experience because the focus of the study and that of using narrative frames was strictly to explore 'lived experience' (Connelly and Clandinin, 1990:298).

The narrative frames have strengths and limitations which are discovered by researchers and authors in narrative research.

## **4.10.3** Strengths of narrative frames

Barkhuizen and Wette indicate the following strengths of narrative frames, which are based on their experience of using them:

- Narrative frames help educators to write narratively by scaffolding them through the specially designed narrative structure
- Educators have the freedom to express their experiences because there is some flexibility in what they write because the frames only dictate the topics and channel responses
- With narrative frames, the data is well on the way to being categorized and this makes analysis easier
- The frames limit the quantity of data that is collected because there is only so much space available for writing in response to the prompts (e.g. sentence starters) (Barkhuizen and Wette, 2008:381).

The above strengths assisted the researcher to collect relevant data because almost all the educators responded to the themes in accordance to the sentence starters. The lines which were provided on the frames provided freedom to most educators to express their experiences regarding the implementation of IQMS and its implications for professional development.



All the participants dropped a missed call to the researcher to indicate that they were done with the completion of the narrative frames.

### 4.10.4 Limitations of the narrative frames

The following are the limitations of the narrative frames, according to Barkhuizen and Wette:

- Some educators desire more space to express their experiences and it
  was discovered that their narrative did not match the guiding words
  because they found the given words limiting
- There is no opportunity for participants to cover topics which were also
  of importance and relevance to the study, but which were unfortunately
  non-framed

The researcher did not explain (during the pre-narrative interviews) what was needed by each sentence as it was assumed that educators would be able to fill in correct responses. However, some educators interpreted the sentence starters differently (Barkhuizen and Wette, 2008:382).

The above limitations were very minimal and did not derail the aim of the study. Only two educators were dissatisfied with the narrative frames. One complained about the restrictions of the narrative frames and the other responded differently to a few sentence starters without any great impact on the results of the study.

## 4.10.5 Open-ended questions for principals

All the principals of the secondary schools sampled for the study were given open-ended questions to answer. There were four open-ended questions concerning the development programmes used in the school.

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The main purpose of the questions was firstly to determine whether there were programmes in the schools which the principal as a manager had put in place for staff development; secondly to determine whether those programmes were conducted recently or were part of on-going processes; and thirdly whether the programmes are effective according to the principals.

# The following important information formed part of the questions to the principals concerned:

- The manner of identification of the development needs of educators
- Designing of staff development programmes
- Means of staff development in a school
- Evaluation of the programmes and feedback.

#### 4.10.6 Post-narrative views

## 4.10.6.1 *Interviews*

The purpose of the post-narrative interviews was only to probe for more information in a few instances where the educator had indicated something strange within his or her story or made a statement which was not clear to the researcher. It helped the researcher to get clarity on such issues so as to capture the whole story of the participant in the correct manner. Two of the participants responded in an ambiguous way such as "I found the process useless", while somewhere in the story there was an indication of the same person benefiting in one way from the same process. In such instances the participant decided to use an adjective between useful and useless when asked to clarify the responses.

Fontana and James (1998:63) hold that narrative researchers elect to use interviews not only because they wish to delve beneath statistically driven



generalizations that are made but also because they have the potential to validate the knowledge of ordinary people.

Interviews can include different types of questions about experience, behaviour, opinion, and feelings. To have a successful interview, it is important:

- To establish a good relationship with participants and get involved in natural conversations with participants
- To probe the participants for answers without pushing them or making them uncomfortable
- To be able to recognize unexpected leads which come to the fore during the interviews
- To be able to follow and to listen well (Goodwin and Goodwin 1996:134–136).

## 4.10.6.2 Document analysis

Gathering information from documents is the third way of data collection in qualitative research. This non-interactive approach supplements the interviews and observations done by the researcher (Goodwin and Goodwin 1996:136-137).

The documents which were used with the view of achieving the research aim and objectives of this study were:

- Performance management score sheets of every individual school for three consecutive years (2008, 2009 and 2010)
- Learners' progress over the same years.

The above documents were obtained from the principal of each school. The purpose of the documents was to establish whether the performance of



educators on the score sheets had improved since the implementation of IQMS.

The records of the learners' progress were used to explore the improvement history of the learners' performance over a period of two years.

Creswell (2003:188–189) argues that data collection which goes beyond the usual interview and observation can capture information that can be very useful and can be missed during the inter-active data collection process. It can add to the rich data collected and help to stretch the imagination.

#### 4.11 RESEARCHER'S ROLE

During data collection the researcher must be aware that there is the possibility of constant changes because of the following:

- The researcher
- The chosen sample
- Methods used
- Problems which may arise
- Collecting the data (Vermeulen 1998:23)

The role of the researcher should be to make no assumptions with regard to how the participants in the research will behave, what they believe and how they perceive their reality. The researcher must try to observe, reflect upon and come to understand the behaviour and statements (external) made by the participants as well as their attitudes and values (Goodwin and Goodwin, 1996:110-112).

Field texts must be collected as the researcher finds them. Nieuwenhuis (2006:18) cautions the researcher to ensure that clarity about the context and participants is captured.

It is clear that the researcher plays an important and ongoing role in the research, to such an extent that the researcher is seen as the instrument in



qualitative research. It was therefore of the utmost importance that the researcher maintained a neutral position despite such close personal contact, in order to understand the phenomenon under scrutiny as it emerged, to grasp its complexities and to report on it in a balanced and emphatic way.

Donald Polkinghorne (2007:482) indicates that the task of the researcher (in narrative research) is to produce articulations that lessen the distance between what is said by participants about their experienced meaning and the experienced meaning itself.

The role of the researcher was limited to explaining the aim of the research to the principal and the participants, to distribute the narrative frames, collect them after completion and to check and record the profile of each educator together with the learners' results.

#### 4.12 DATA ANALYSIS

According to Vithal and Jansen (1997:27) data analysis is the process of making sense of all the collected data. Data analysis in qualitative research is a multifaceted process and occurs all through the process of data collection and also afterwards.

Data analysis is done in order to make key findings and generate theories regarding the phenomenon (Goodwin and Goodwin 1996:142). When interpreting the data, the researcher will follow an inductive process (Goodwin and Goodwin 1996:120).

During the process of data collection the researcher starts doing data analysis to:

- Conceptualize the purpose of the study
- Set boundaries for the study



- Develop critical questions
- Help the researcher find the focus of the study
- Clarify the purpose of the study
- Generate ideas for the next phase of data collection
- Find possible early themes and relationships in the study
- Remember important points which emerge (Goodwin and Goodwin 1996:143).

The analysis of the stories of the educators (participants) was divided into two phases in the following manner.

## **4.12.1** Phase 1 (development of groups and commonalities)

- Relevant statements were separated from irrelevant ones and then the relevant information was grouped into themes (Leedy and Ormrod, 2005:140)
- Commonalities were then developed among educators by comparing the information they supplied for each sentence starter (Barkhuizen and Wette, 2008:376).

The perceptions of these participants (educators) were developed into the following three groups according to their commonalities:

- Awareness of the process
- Benefits from the process
- Attitudes towards the process.

The answers to the open-ended questions from the principals were also developed into the above main groups for easy explanation.



The researcher then moved to the second phase of data analysis which involved development of a composite.

## **4.12.2** Phase 2 (development of a composite)

The three groups of responses were then combined together to form one report about the perceptions. The composite report from this phase resulted in the findings of the research which are explained in chapter 5.

#### 4.13 RELIABILITY

Reliability refers to the issue of "...consistency of results when using the process" (Eichelberger 1989:116). Goodwin and Goodwin (1996:138–140) describe two types of reliability in qualitative research:

- External or design reliability
- Internal or data-collection reliability

They continue to say that when developing the data collection instruments and organizing the data, the researcher should ensure that any other researcher would come to the same conclusions when using the same instruments with the same participants.

By discussing these instruments with colleagues, the researcher established whether or not another person would interpret the instruments in the same manner or whether ambiguity existed which would render the instruments unreliable.

The researcher first piloted with two educators from the same school where he is working. Those two educators were given the same instrument of data collection to complete. They completed the narrative frames and submitted them. Their information was then compared to the information as collected from the outside



schools. It was discovered that all the educators completed the instrument in almost the same manner, which means that the instrument used yields reliability.

### 4.14 VALIDITY IN NARRATIVE RESEARCH

The Oxford English Dictionary notes that the etymology of 'valid' is a Latin word 'validus' meaning strong, powerful and effective. The English definition includes arguments, proofs and assertions explained as 'well founded and fully applicable to the particular matter or circumstances (Polkinghorne, 2007:474). Therefore a conclusion is valid when there is sufficient information, evidence and reasons to reasonably believe it so.

Creswell (2003:195) defines validity as the strength of qualitative research as it refers to the level of accuracy reached in the research. As such, Goodwin and Goodwin (1996:140) argue that validity is closely related to reliability. Reliability is a precondition for validity. Whatever threatens the reliability of a study, will also be a threat to its validity. Internal validity points to whether the researcher is able to observe and measure what they think they observe and measure. External validity points to what extent the researcher can generalize findings across groups.

Polkinghorne (2007:478) maintains the following are the primary characteristics of validity in narrative research:

- They proceed informally, not according to the forms and rules of strict deduction and induction
- They are always addressed to audiences for the purpose of inducing or increasing the audience's adherence to the claim presented



- They nearly always involve ambiguity because their language is inevitably equivocal in some degree and because the terms that are available are open to more than a single interpretation
- They seek a degree of acceptance of a claim, not a total or irrevocable acceptance.

Leedy and Ormrod (2005:100) argue that qualitative researchers frequently use triangulation to validate their data. Trustworthiness, triangulation and crystallization, as part of the study, will now be explained below.

#### 4.14.1 Trustworthiness

Maree (2007:113) explains trustworthiness as 'the acid test of your data analysis, findings and conclusions,' and adds that 'you need to keep the procedures that can be used for assessing the trustworthiness of the data analysis constantly in mind.'

The following procedures (Maree (2007:113) were considered to enhance the trustworthiness of the data analysis process:

- Using multiple data sources where data was obtained from the narrative frames, principals and from assessment documents
- Verifying raw data where each narrative frame was read with the participant to ensure that he or she understood every response filled in throughout
- Greater trustworthiness in coding data
- Stakeholder checks
- Verifying and validating findings
- Control of bias



- Avoiding generalization
- Maintaining confidentiality and anonymity
- Stating the limitations of the study upfront.

## 4.14.2 Triangulation

Triangulation is described by Mouton and Marais (1990:72) as the use of several methods of data collection. It is the process of comparing multiple data sources in search of common themes to support the validity of the findings (Leedy and Ormrod, 2005:100). By doing this, the reliability of observation is increased.

By using a variety of instruments, like interviews, narrative frames and official documents, one would expect some triangulation and corroboration between the data collected in this study.

#### 4.15 ETHICAL CONSIDERATIONS OF THIS STUDY

De Vos (1998:240) explains ethics as a set of moral principles suggested by either an individual or a group, which are then widely accepted. This then becomes a set of rules, which sets expectations for behaviour about the best conduct towards respondents, employers, sponsors, other researchers, assistants and students. Ethical guidelines form the standards and the basis upon which the researcher should evaluate his/her own conduct. Ethical principles should be internalised in the personality of the researcher to such an extent that all decision-making becomes ethically guided and part of the researcher's total lifestyle. The researcher will use the following ethical guidelines in this study:

## Voluntary participation

Leedy and Ormrod (2005:101) hold that any participation in a study should be strictly voluntary. Voluntary participation means that people should not be



forced to participate in research. They should participate without pressure, voluntarily and without manipulation.

The educators were under no obligation to participate in the study. The aim of the study was explained to them together with the conditions of sampling. Those who volunteered to participate accepted the narrative frames to complete.

#### Informed consent

Closely related to voluntary participation is the aspect of informed consent. This means that participants in the research should receive all possible information about the aim of the investigation as well as the credibility of the research.

Cohen, Manion and Morrison (2000:51) describe the term 'informed consent' as:

"...procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions."

The following ethical procedure was used in the study to ensure the informed consent:

- Procedures of the study were described to the educators
- Purpose of the study was shared with them
- They were told who would be part of the study (sampling and reasons for that)
- They were informed about how they could possibly benefit from the study



- They were informed about how the confidential records would be kept and what methods would be used to keep them confidential
- All educators' questions on the study were answered as truthfully as possible
- They were assured that participation was voluntary and that they may withdraw from the study if ever they felt uncomfortable.

Creswell (2003:64–67) adds that participants should also be told that they have the right to ask questions about the study.

## Confidentiality and anonymity

Trochim (2001:24) states that confidentiality and anonymity are the two standards that help to protect the privacy of research participants. The participant confidentiality given to educators, gives the participants the peace of mind that identifying information will not be given to others who are not directly involved in the study. Cohen *et al.* (2000: 61-62) make the following distinction between confidentiality and anonymity:

- Confidentiality although the researcher knows who the participants are, their participation will not be made known; they will not be identified to others.
- Anonymity the information participants provide to the researcher does not reveal their identity, e.g. questionnaire with no identifying marks like name, address or even age or town.

The name of the learners, educator and school did appear in the study. Learners were only identified by numbers.



## The right of privacy

According to Cohen and Manion (1994:365) the right to privacy:

"...extends to all information relating to a person's physical and mental condition, personal circumstances and social relationships which is not already in the public domain. It gives the individual or collectively the freedom to decide for themselves when and where, in what circumstances and to what extent their personal attitudes, opinions, habits, eccentricities, doubts and fears are to be communicated to or withheld from others."

Farnham and Pilmlott (1995:48) state that researchers should take intentional precautions to ensure that information does not accidentally become public or fall into the wrong hands.

Information gathered in this research will be stored in a secure place for 5 years and then destroyed to ensure that others do not use it for the wrong reasons.

When writing the report the researcher used unbiased language and only used labelling in describing participants. The researcher acted in a sensitive manner and took extra care to protect all participants at all times. By keeping to these conditions for ethical behaviour, participants were not misled about the whole process of research.

#### 4.16 LIMITATIONS

Vithal and Jansen (1997:35) point out that limitation noted in a study help others to understand the constraints within which the study was done and gives a clearer perspective of the context of the study.

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One of the most important limitations of the study is the fact that the researcher has selected only four secondary schools from all the secondary schools in the Limpopo province.

The limitations that were explained as limitations of the narrative frames were experienced in the study. Some educators felt that there was not enough space for them to say more about their experiences. Some wanted the frames to cover other things which they thought were also important, while some felt that the sentence starters were restricting them in one way. Some educators took time, a day or even three to fill in the narrative frames and the researcher had to stay calm and wait for them to finish.

#### 4.17 REPORTING THE RESULTS

The results from qualitative research are most often given through long narratives. It describes the understandings, which emerge in great detail and which make it easy for the reader to follow. In this way grounded theory is generated and the research is linked to the work of others (Goodwin and Goodwin 1996:120-149).

A good qualitative research report consists of:

- Narrative description
- Data-based field texts
- Actual quotes from participants
- Researcher's interpretations
- Presentations of current or changed theoretical position
- Conclusion



This study provided a large number of specific viewpoints and some direct quotations were used as illustrations of specific feelings on various issues which came to the fore during the research.

## 4.18 CONCLUSION

The research design and methodology applied in the study were explained in detail to reveal how the researcher collected the data, the analysis of which is dealt with in Chapter five. The analysis (empirical study) of this research will reveal the experiences and perceptions of educators about the IQMS implementation in South African schools and determine the implications thereof on the professional development of educators.



## **CHAPTER 5**

## Empirical study – Data analysis and discussion

## 5.1 INTRODUCTION

The aim of this research is to determine the experiences and perceptions of educators towards the implementation of the Integrated Quality Management System (IQMS) in South African Schools and the implications that it has in the professional development of the teaching staff. Using data obtained through the stories of educators by means of the given narrative frames and the post-narrative interviews, the given open-ended questions to the principals of the selected schools and the document analysis of the performance management score sheets and the Grade 12 results of 2008, 2009 and 2010, this chapter will deal with the analysis and discussion of the collected data of this research.

## 5.2 DATA COLLECTION METHODS IN BRIEF

A number of data collection methods were used in collecting data for this research. The methods will be explained briefly below.

#### **5.2.1** Pre-narrative interviews

The researcher conducted these interviews with the participants in order to explain to them the purpose of the study and what was requested from them as their role. Everybody who took part in the study participated with a full understanding about the narrative frames and how to complete them.

#### **5.2.2** Narrative frames

The frame consisted of sentence starters and lines where the participant had to comment in accordance with his/her understanding of the topic under discussion.



The sentence starters were just to give the participant an indication of the type of response needed in that paragraph. The frame consisted of several paragraphs with sentence starters and participants had to complete each paragraph following the sentence starter in order to build a complete paragraph which carried the participant's story about the theme in the paragraph.

The following is **an example** of a narrative frame as used during the data collection process:

Narrative frame for data collection		
Instructions:		
<ul> <li>Read the whole page before starting to write</li> <li>Write a coherent narrative (i.e. link each idea to the next as you would do in a story)</li> </ul>		
After my first appointment I went through an orientation or induction programme. I can remember		
\- <u></u>		
A mentor was allocated to me in my first year of teaching to assist me and to support me in adapting to the teaching environment. I remember my mentor as		
I remember that IQMS was explained to us as		

Table 5.1: An example of a narrative frame



#### **5.2.3** Post-narrative interviews

The researcher used the post-narrative interviews to meet with the participants again to give his impression on how they had participated and given their contributions through the narrative frames. At this stage the researcher also probed into the information supplied by some of the participants which needed more clarity and because it was interesting.

For example, one of the participants mentioned the following words when completing one of the paragraphs to tell her story:

The difficulties that I experienced were that "I was not actually appraised but exposed to the learners."

During the post-narrative interviews the researcher had the opportunity to probe and more information was obtained from this participant because it was clear then that she was not appraised in the correct manner and that made her develop a negative attitude towards IQMS implementation.

## 5.2.4 Open-ended questions to the principals of the selected schools

The questions which were posed to the principals of the selected schools were used to obtain information about the general staff development processes followed by each school besides the processes of IQMS. Those principals managed to give their own background and it became clear which schools are depending only on the processes of IQMS for staff professional development and those which have other means.

## 5.2.5 Document analysis

Documents were also analysed to determine whether during the past three years there was an agreement between the scores of educators on their performance



score sheets and the performance of the school in terms of the Grade 12 learners.

## 5.3 DATA ANALYSIS AND REPORTING THE RESEARCH RESULTS

Data analysis involves the reduction and interpretation of data (Cohen and Manion, 1995:116). The researcher reduced the body of the data he had obtained to a form suitable for analysis. The researcher reduced a voluminous amount of data, identified the following themes and interpreted them. They are:

All participants' comments were examined for the most important themes, issues and ideas. Trends and patterns in the content of each discussion as well as the similarities and differences across a number of different groups on the topic were analysed (Litoselliti, in Prinsloo, 2003: 140).

The data was examined in depth paying attention to the narratives, the postnarrative interviews, the open-ended questions to the principals concerned and the document analysis of the performance management score sheets as well as to the Grade 12 results.

The in-depth analysis of the narratives, the post-narrative interviews, the openended questions to the principals concerned and the document analysis of the performance management score sheets and Grade 12 results helped in answering the following questions:

- Were the objectives achieved?
- What was confirmed and what was challenged by the findings?
- What new ideas emerged? (Litoselliti, in Prinsloo, 2003: 140).

A good qualitative research report consists of:



- Narrative description
- Data-based field texts
- Actual quotes from participants
- Researcher's interpretations
- Presentations of current or changed theoretical position
- Conclusion.

## **5.3.1** Grouping of responses

Data analysis is based on the following three main groups, namely, awareness of the process, benefits from the process and attitudes towards the process.

## 5.3.1.1 Awareness of the appraisal process

The responses of all the participants indicated that they were aware of IQMS and its implementation in schools. All the educators were aware that IQMS is a national policy for educator appraisal and that all educators have to be appraised.

The following is an example of a response from one of the sentences:

I remember that IQMS was explained to us as "a staff appraisal process from the national Department of Education through which all educators are requested to go in order to inform the Department of their existence in the system and how they offer services."

These educators were also aware of the benefits of the appraisal process. What was worrying was that most of them were only enjoying the good marks they were given and the pay progression they received as a result of the appraisal. One of them has the following to say:



I enjoyed the developmental appraisal process when "I realize that my DSG gave me scores which made me to qualify for the pay progression and I did receive the pay progression even if it came after a long time. They always give me good scores."

It was however disturbing to find that almost half of the participants did not know what a mentor is and were giving responses about something which was not a mentor but a 'senior' or an 'HOD'. That information was therefore regarded as relevant and therefore separated from the irrelevant information (Leedy and Ormrod, 2005:140). The only important information obtained from those irrelevant ones was that those schools were depending **only** on the processes of IQMS for the staff appraisal process.

## 5.3.1.2 Benefits from the appraisal process

The research established that all the educators are getting benefits from the appraisal process in one way or another. The first disturbing thing is that educators are only praising the Department for implementing IQMS for the fact that it is another way of giving them little increments on their salaries while 'we are still waiting for annual increments or to" toyitoyi" for them.'

The second disturbing thing was that more than half of the participants indicated that in their schools IQMS processes are only being followed because they have to do them, not because they have to develop educators. They indicated that the process was followed so that scores can be sent to the Department 'to comply with regulations'. The following is an example of a response to the last sentence starter on the narrative frame which dealt with professional development:

One of the most important aims of staff appraisal is to identify educators' professional and developmental needs in order to help them to reach their



potential by improving skills and performance through appropriate development" (Van Deventer and Kruger, 2003: 213).

My experience about the abovementioned statement at our school is "that IQMS is only done to generate scores to enable educators to get salary grading and pay progression. Nobody is being developed through the process even if they can identify weaknesses."

Only three participants were aware of the benefits of the appraisal process because their responses were almost the same and all of them responded as follows to the same sentence starter like the one above:

My experience about the abovementioned statement at our school is "the fact that we got chance to have our weaknesses developed and can now present lessons better than before. Thanks to my DSG."

It became clear that most educators were not actually developing in their professional career as indicated by Van Deventer and Kruger (2003:213). Even if the DSG has identified weaknesses and challenges which should be developed there is no follow-up to put staff development programmes in place to develop the educators. Another example of a response to the last sentence starter in the light of professional development is as follows:

My experience about the abovementioned statement at our school is "that educators of the same school cannot develop one another because they are of the same house and they know one another's weak-points in life. No development ever took place since the implementation of IQMS."



The other one also indicated the following which the researcher took as an important 'alarm'.

abovementioned statement at our school is "that no educator can give another educator a low score to prevent him to get money, they are afraid and therefore they give you a good mark and that's all about the process."

One of the three participants who indicated benefits from the appraisal process added the following words to her answer:

"... It could have been even more beneficial if we were appraised by an external panel because they will tell you the truth and give you exactly what is worth."

The literature review has indicated that the aims of the appraisal process are the following:

- Facilitate the personal and professional development of an educator in order to improve the quality of teaching practices
- Provide an already qualified educator with knowledge and expertise to expand his/her teaching duties within his or her profession and to function more effectively. The individual characteristics of an educator should therefore be strengthened (Prinsloo, 2003: 214).

## 5.3.1.3 Attitudes towards the process

The rest of the participants indicated that IQMS is there in their schools but all its processes are only done for the sake of the paper work that is needed by the Department. The following things emerged as attitudes towards the process:



- The weaknesses are not addressed satisfactorily even if identified during lesson observations
- The appraisal process is not successful in terms of its original purpose as explained to educators
- The appraisal process is done mostly for the sake of complying with the score requirements for salary grading and progression.

The general comments that emerged from the educators during the postnarrative interviews indicated the following important information:

- That most principals are not evaluated at all because of the fact that
  they choose neighbouring principals as their DSGs. Those principals
  do not come to the schools to evaluate them until scores are sent to
  the Department and they just score themselves and then go to their
  colleagues to collect signatures
- That most principals are not teaching a single subject but they too receive scores for Performance Standard one to four which cover the lesson observation and curriculum implementation. This offends other educators who then develop negative attitudes towards the appraisal process
- Some seniors are afraid to give educators low scores because they don't want to "crack their heads" in terms of developing the performance in those areas. They also don't want to be hated by their subordinates for 'tampering' with their opportunities to get salary progression. "They don't want to stand on other people's chances to get money, otherwise it is nobody's money", quoted one of them.

Most participants have not developed a positive attitude towards the process and their complaints all revolve around the role played by the senior personnel, the



principal being the one who is contributing most to these negative attitudes because they do not regard the process as fair and consistent to all educators. The following are examples of responses to one of the sentence starters to elaborate on the complaints that educators have about the implementation of

IQMS in their schools:

The difficulties that I experienced were that "Only junior teaching staff members are exposed to the appraisal process and most principals and HODs are not even observed like they do to us, they just collect scores without lessons. Not fair!"

The difficulties that I experienced were that "I was told that my presentation in class was not good but he won't have time to crack his head to develop me in terms of giving a better lesson presentation. I'm still not developed."

The difficulties that I experienced were that "I noticed that my principal who is not teaching a single subject in the school also scored himself in the performance standards concerning lesson preparation and presentation. I've seen that the appraisal process is only for junior educators."

The above comments from educators indicate that the different sections of the IQMS process are not functioning well. The roles of different stakeholders in the appraisal process have been outlined as follows:

• Principal, Deputy Principal, Head of Department and the educator all have a common role in the educator appraisal process, the aim of which is:

"To participate in agreed school/educator appraisal processes in order to regularly review their professional practices with the aim of improving



teaching learning and management" (Personnel Administrative Measures, SA, 1998: 66).

The circuit or district office also has an important role to play via the curriculum advisors to support each school's IQMS processes to ensure successful implementation. The two important roles of the curriculum advisor are captured as follows:

- To assess professional development needs by using questionnaires, informal methods and developmental appraisal
- To participate in agreed educator appraisal processes in order to regularly review their professional practices (Personnel Administrative Measures, SA, 1998: 69 & 70).

## **5.3.2** Open-ended questions to the principals of the selected schools

The following findings were discovered from the questions which the principals of the selected schools answered. As indicated in the previous chapter, the set of questions consisted of four open-ended questions.

All the principals are aware that there should be some form of professional development programme for educators, but the reaction to this awareness differed among them.

 Only one of the four principals indicated that he follows the development process of allocating a mentor (which he named "an advisor") to each new educator so as to "orientate" him/her in terms of the school policies and regulations together with "how things can be done in a better way".



The only worrying factor about this principal is that he also depends on the process of IQMS to identify the development needs of educators. But it is better to note that:

"After the development needs are identified I ensure that development programmes are in place to assist in improving the weaknesses."

This means that this principal also waits for the DSG to identify the needs of educators and then takes over the process by offering guidance towards the necessary development processes.

 Three (out of four) principals are depending entirely on the IQMS process for coming with the development processes for the educators. They do not have other processes of their own to develop the teaching staff.

The following are the staff development processes as mentioned by one principal:

- Allocation of a mentor
- Induction and orientation
- Identification of needs through appraisal
- Development process
- Evaluation of development and observation

The principal just mentioned allocation of a mentor but did not mention the duties of the mentor to the new educator. In the literature it emerged that a mentor is allocated with the purpose to:



"Provide an already qualified educator with knowledge and expertise to expand his/her teaching duties within his or her profession and to function more effectively. The individual characteristics of an educator should therefore be strengthened" (Prinsloo, 2003: 214).

The other three principals mentioned the steps of identifying development needs which are used in IQMS such as the pre-evaluation process, baseline evaluation, development of weaknesses and summative evaluation. They did not have their own plan for staff professional development.

• The following are examples of responses from one of the three principals:

How does your school identify the development needs of educators? "We use IQMS to identify development needs of educators".

How do you design the staff development programmes?

"The DSGs identify development needs of educators and then design development programmes."

What are the means of staff development in your school?

"The staff development programmes organized by the SDT for educators."

Please comment on the evaluation and feedback of the development programmes.

"We realize the progress of the development programmes during summative evaluation when educators obtain higher scores in the areas in which they scored low in the baseline evaluation."



### **5.3.3** Document analysis

The researcher was also interested in checking whether the assessment results are improving positively to indicate that the teaching staff is continuously developed.

The following findings emerged from the documents:

Three of the selected schools have been regarded as dysfunctional for the
past two years because of their Grade 12 learners' results. There has only
been a slight change in terms of improvement of results and that change is
fluctuating.

For example, the following are the results of school A for the past three years:

2008	2009	2010
38.4%	36.6%	38.6%

 The other two schools also demonstrated slight changes fluctuating like the example shown above.

Only one school showed an improvement in results which, according to what was obtained from the principal, has been above fifty percent for the past four years. The results of that school are shown below:

2008	2009	2010
68%	86.2%	90%

The principal of the above-mentioned school is the one who follows some other forms of staff development processes besides the ones of IQMS.

 In the three schools, there was no agreement (comparison) between the scores educators were obtaining in the three years. Educators have been



obtaining scores of threes and fours, especially in the performance standards involving lesson preparation and presentation. An interesting question is whether they were presenting the good lessons to the same learners who are showing no significant improvement in their assessment results.

#### 5.4 CONCLUSION

The findings from the study were discussed from all the sources of data which the researcher perused. The perspectives of educators about the implementation of IQMS in schools were explained after they were composed during the data analysis process. It was clear that the appraisal process applied has no clear positive implications on the professional development of the teaching staff. The coming chapter will concentrate on the conclusions and recommendations of the researcher as far as the above experiences and perceptions are concerned.



## **CHAPTER 6**

## Findings, limitations and recommendations

#### 6.1 INTRODUCTION

The previous chapter has explained the data analysis and reporting of research results which indicated the perceptions and experiences of educators about the implementation of IQMS as the teacher appraisal process in South Africa.

In this chapter the researcher includes the aim and objectives of the study, findings from the literature review, research methods and results. The general findings of the study, its limitations and recommendations are also discussed.

#### **6.2** SUMMARY OF THE AIM AND OBJECTIVES

The aim of the study is to explore the educator experiences and perceptions of the implementation of the Integrated Quality Management System and its effect on educator professional development in schools.

The objectives of this research were:

- To determine how staff appraisal and development processes are applied in schools on an international level
- To determine how staff appraisal and development processes are applied in schools in South Africa

A literature review and empirical study, followed by an analysis of the results were undertaken to achieve the aims and objectives of the research.

This dissertation comprises six chapters, which include the following:



- Chapter one: It gives an orientation to the study and includes an introduction, the rationale and problem statement, research aim and objectives, relevance of the study, demarcation as well as a summary of the data collection methods which will be used. It also includes how data will be analysed, the ethical consideration of the study and its limitations.
- Chapter two: It covers the literature review of the staff appraisal and development processes as applied in schools on an international level. The staff appraisal processes of England, Hong Kong, Texas and Barbados are discussed. These staff appraisal processes are discussed under four pillars. These are the fundamental principles of the appraisal process namely the method of the appraisal process, the purpose of the appraisal process and the critical view of the appraisal process. A comparative analysis is also drawn about all these discussed appraisal processes.
- Chapter three: A literature review of the staff appraisal and development practices as applied in schools in South Africa is discussed. The discussion also rests on four pillars, which are the fundamental principles of the appraisal process namely the method of the appraisal process, the purpose of the appraisal process and the critical view of the appraisal process. The critical view of the appraisal process is also discussed, as well as the comparative analysis of this appraisal process with others on the international level.
- Chapter four: The research design and methodology are dealt with, including issues such as the qualitative approach of the study, the demarcation, appropriateness, data collection and methodology, the role of the researcher, accessibility, reliability, validity, ethical considerations,



limitations of the study as well as data analysis and reporting of the results are covered.

- Chapter five: The empirical part of the study is covered in this chapter.
   The collection of data and the analysis of data obtained from the narrative frames, document analysis and answers for the open-ended questions obtained from the different principals.
- Chapter six: This is the final chapter and it includes important findings
  from the literature review and the empirical study, the research questions
  are addressed, the recommendations and limitations of the study as well
  as aspects for future study are discussed.

#### 6.3 FINDINGS

## **6.3.1** Findings from literature

The review of literature focused on educator appraisal and development processes as applied in schools on an international level and in South Africa. The most important principles that can influence the findings of this study include the following:

- All five countries (including South Africa) have their own staff appraisal processes. Even if the processes differ in their manner of implementation, they have a common purpose to develop educators for effective teaching and to willingly take responsibility for their teaching tasks and to give an account of their daily duties
- These five countries have included democratic principles which are fundamental pillars for the existence of their staff appraisal processes.



This means that their appraisal processes resulted from agreement between involved stakeholders:

"... a real opportunity **to unite** ... where the staff feel **valued** ..." "to ensure that its staff has equality of opportunity ..." in England (DfES, 2003:3);

"The teachers should be given an opportunity to **discuss and agree** on the type of model they will use and agree on the implementation beforehand ..." in Hong Kong (EMB, 2003:5);

"... the commissioner should establish the appraisal system in consultation with teachers and other professional bodies and the appraisal should be along the Texas Education Code (TEC) in Texas (TEA, 2005:17);

"The evaluation was agreed to be '**people-centred'**, taking into consideration the uniqueness of each person's involvement in education for personal and natural development ..." in Barbados (MEHRD, 2008:1).

Weber regards IQMS in South Africa as 'a product of negotiation ... and it constitutes an **agreement** between the government and the major teacher unions and organizations' (Weber, 2005:70).

 All educators are obliged to be appraised through the appraisal process of each country as each process was agreed upon to be implemented as a national policy. There should be no exception starting from the principal to the lowest level of the teaching staff.



- Each country has a purpose to develop the teaching staff when implementing the appraisal process:
  - "... improve the staff's professional performance ... " in England (DfES, 2003:5);
  - "... promote teacher professional development..." in Hong Kong (EMB, 2003:13);
  - "... to improve student performance through the professional development of teachers" in Texas (TEA, 2005:16);
  - "...aimed at teacher Improvement and staff development ..." in Barbados ( MEHRD, 2008:3).
- Countries have their own manners of treating the results of the appraisal process. In South Africa, educators get salary grading and pay progression. There should be programmes to deal with performance development where the need arises. Schools should liaise with the Department of Education for in-service training of educators (INSET) and educational management development on high frequency needs (Prinsloo, 2003: 212-213; DoE, 2003: 12-13).

In other countries the following was evident:

- In Texas, teachers are not rewarded with money for their good performance. They only get fewer appraisals as compared to others who are still performing below standard (TEA, 2005:17-25).



- England does not mention anything regarding how to deal with poor performing teachers after appraisals, but good performance is rewarded in a fair and transparent manner.
- Barbados mentions neither rewards attached to appraisal processes nor methods of dealing with poor performing teachers who continue to get poor comments in their appraisal records even after trying to develop them.
- Hong Kong links the performance reviews with rewards or disciplinary procedures (EMB, 2003:13).
- It is also important to note that Hong Kong and Texas are the only two countries among the four countries which concentrate on linking the performance of educators with the performance of their learners. They do this simultaneously when linking the performance to rewards or disciplinary procedures:

## Hong Kong

 Links the performance reviews with rewards or disciplinary procedures (EMB, 2003:13).

### **Texas**

 The purpose of PDAS in Texas is firstly to evaluate the link between the performance of the teachers and the performance of the students ... (TEA, 2005:17-25).

## **6.3.2** Findings from empirical study

## 6.3.2.1 Findings from teachers

The following are the general findings as obtained from the data analysis:



- All educators are aware of the process of IQMS and its manner of implementation in schools
- All the schools are implementing IQMS as a national teacher appraisal process
- Schools are implementing IQMS in manners that differ from one school to another in terms of the professional development of the teaching staff
- Most principals are not appraised or do not take part in the actual implementation of the process, but are involved when the scores are sent to the district. There is no consistency and fairness.

During the post-narrative interviews when the issue of results cropped up, the educators were blaming the continuous change in the national curriculum and lack of support from the Department in terms of allocating Curriculum Advisors to their circuit.

This was an important point mentioned by the educators in terms of results because the Curriculum Advisors have important work to do as mentioned in the Personnel Administrative Measures of the Employment of Educators Act. If it is true that these educators are not advised in curriculum matters then the Department of Education owes these teachers a big apology because it is true the curriculum has changed several times (Personnel Administrative Measures, South Africa, 1998c: 69 & 70).

The educators indicated that they cannot be developed at school level because mostly they are the only educators for their subjects in their schools. This means their peers and seniors are just ordinary educators without proper knowledge on the subject. This was also mentioned as a reason for poor results. However, it cannot be the reason for the high scores they obtain and the low achievement of their learners. That remained unanswered and unexplained.



## 6.3.2.2 Findings from principals

It is clear, from this study that some principals do not have development programmes besides the programmes that are advocated by the IQMS. Only one principal, out of the four, is aware of the importance of allocating a mentor to a new educator for the purposes of development. This is something that other principals are not aware of.

Principals trust that IQMS processes will do everything to develop educators in their profession. They think that IQMS is "in place of the old methods of developing educators" and is the "departmental policy which everybody should just follow". Most of them don't even know what a mentor is, which was also discovered from most educators in the narrative frames.

## 6.3.2.3 Findings from the documents

- It is a good thing to discover that almost all educators have IQMS files which indicate that they update them as often as needed by the Department of Education
- The performance of educators in terms of their scores does not correlate with the performance of their learners
- It is discovered that in one school only does the performance of educators move along with the assessment results of their learners, because learners' performance was going up as educators also obtain rising scores.

## 6.4 ADDRESSING THE RESEARCH QUESTIONS

The following research questions were addressed in this study:

 How are the staff appraisal and development practices applied in schools on an international level?



- How are the staff appraisal and development practices applied in schools in South Africa?
- What are the experiences and perceptions of educators of the implementation of the integrated quality management system in South Africa?

# 6.4.1 How are the staff appraisal and development practices applied in schools on an international level?

The staff appraisal and development practices of four international countries have been discussed to answer the above research question. It has been established that all four countries have practices of appraising and developing the teaching staff.

What these countries have in common is that they are targeting ways of assisting the development of teaching staff. The appraisal practices in these countries have foundation principles of democracy because there is consultation of stakeholders and educators themselves before implementation.

The purpose of their appraisal and development practices range from 'the staff performance' (England); 'promoting teacher professional development' (Hong Kong); 'professional development of educators' (Texas) to 'teacher improvement and staff development' (Barbados).

The above part of the literature review has assisted with information which is very important for the answering of the second research question which deals with the appraisal and development practices applied in schools in South Africa.

The following is a table indicating the types of staff appraisal and development practices as used by different countries on an international level:



Country	Name for appraisal process	Main Method	Purpose
England	Performance Review	Lesson Observation	Improve the staff's professional performance and evaluate the work of staff for rewards
Hong Kong	Teacher Performance Management	Lesson Observation	Promote teacher professional development and link performance with rewards and disciplinary process
Texas	Professional Development and Appraisal System	Lesson Observation	Enhance student learning through professional development of educators
Barbados	Teacher Evaluation Process	Lesson Observation	Teacher improvement, staff development and accountability

**Table 6.1:** Summary of staff appraisal practices as applied on an international level

# 6.4.2 How are the staff appraisal and development practices applied in schools in South Africa?

In South Africa, like the four countries discussed above, there is a process which is applied to appraise educators and to develop them professionally. This process is a product of negotiation and is thus democratic in nature.

It has been established that South African education system stakeholders have agreed upon a process called the Integrated Quality Management System (IQMS) to be used to appraise and develop the teaching staff.

The following table summarises how IQMS is implemented as an appraisal and staff development process:



Steps	Purpose	Proposed effects
Pre-evaluation discussion	To explain the purpose of	Educator should be
	lesson observation and to	informed about the good
	complete PGP	intentions of IQMS
Evaluation (Baseline)	To identify areas of	Areas of strength
(Lesson Observation)	weakness and strength	appreciated and areas of
		weakness determined
	Develop the areas of	Educator well developed
Development process	weakness as identified	through programmes
Evaluation (Summative)	Evaluate the educator to	Educator motivated by
(Lesson observation)	compile scores for the	salary grading and pay
	district	progression
The process is cyclical as the summative evaluation information becomes the baseline		
for the consist overheating		

for the coming evaluation

**Table 6.2:** Summary of staff appraisal as applied in South Africa

## 6.4.3 What are the experiences and perceptions of educators about the implementation of the Integrated Quality Management System and its effects on educator professional development in schools?

The empirical study has established the following perceptions and experiences of educators, including the effects on educator professional development.

## **Experiences and perceptions**

- Good intentions IQMS is perceived as having good intentions. Educators indicated that during the advocacy and training before the implementation, they understood the intentions of IQMS as good and beneficial for the development of the teaching staff.
- **Lack of consistency in implementation** the implementation of IQMS is not consistent as it has been established that some principals are actually not evaluated, but receive scores from nowhere.



- False recording of scores educators receive the scores they do not
  deserve only because the seniors are afraid to give them low scores as
  that will result in chaos where educators will complain that low scores
  stand in their way of receiving a pay progression. This is unfortunate as
  the district seems to be catching this irregularity.
- Lack of staff development programmes the experiences of educators indicated that most of them were not developed even after their weaknesses were identified.
- Lack of other development strategies the experiences of principals indicated that most schools do not have other development strategies and depend entirely on IQMS processes
- There is no proper monitoring (by the Departmental Officials) of all South African schools in terms of ensuring that IQMS is indeed implemented to the benefit of the education system.
- The processes of IQMS are only run for the purpose of getting money through salary grading and progression and not for the purpose of developing the teaching staff for the benefit of the learners.

#### Effects on educator professional development

The experiences and perceptions which are indicated above have the following effects on educator professional development:



- There is no development in most schools, as stipulated in the IQMS manuals. This was established by the on-going dysfuctionality of the three schools during the study.
- Most educators lose hope in terms of depending on IQMS for development. Others feel that it would be better if they were evaluated by outsiders because they think that those outsiders would make follow-ups to monitor their progress.
- The performance of the learners is not linked to the rated performance of educators (as is done in Hong Kong and Texas) but educators are evaluated in terms of what is done during the time of evaluation and not thereafter or continuously.

#### 6.5 **RECOMMENDATIONS**

The above conclusions drawn by the researcher in this study led to the following recommendations concerning the implementation of any appraisal process in South Africa:

- An appraisal process (such as IQMS) should be monitored by the local district office to ensure that all the processes and steps are followed by each member of the teaching staff, including principals, because a principal is the first educator in the school.
- An appraisal process should be entirely a professional developmental tool and not attached to Departmental rewards. Rewards should be implemented solely aside as one process of motivating the teaching staff members who are performing beyond expectations. In simple terms, the issue of money should be detached from the appraisal



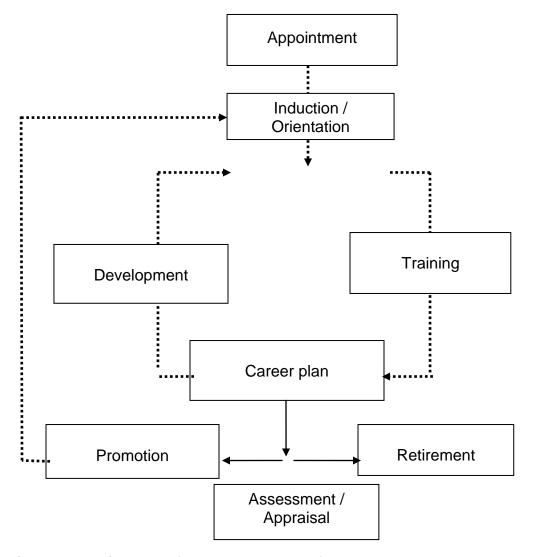
process so that it is not rushed when the Department needs scores to implement salary issues.

Principals should be re-employed through the Public Service Act so that they follow the appraisal system used in the Public Service and not continue to be educators under the Employment of Educators because IQMS is the baby of this Act while most of them are not teaching at all. This recommendation emanates from the fact that most educators indicated their dissatisfaction about the fact that principals are not actually evaluated because most of them are not teaching a single subject. These principals also give themselves scores under the performance standards of classroom observation.

- The Provinces should re-visit the Resolution of appointing teaching managerial staff so that it does not concentrate entirely on management courses as educators cannot all become managers. This will encourage educators to enrol for courses in their subject specialization, which will in turn develop them academically in terms of curriculum issues.
- The DSGs should be checked and validated by the management of the school in such a way that they do not comprise individuals who are taken on the basis of friendship. This jeopardizes the professional development of the educator.
- IQMS should also include the traditional way of allocating a mentor to a newly-appointed educator and not let them learn everything on a trialand-error basis.



 Principals of schools should not rely solely on IQMS processes for the professional development of educators. They should instead return to the ways used before IQMS was introduced. Those ways are summarized in the figure below:



**Diagram 6.1:** (A model for a continuous professional development in schools (Adapted from Prinsloo, 2003:218)

## 6.6 LIMITATIONS OF THE STUDY

The following limitations can be reported:



- The study was done in only four schools and the perceptions and experiences of educators in those schools might just be limited to four schools or to circuit X of Limpopo Province.
- Not all educators in the four schools participated in the study. Educators
  who were left out might be carrying different experiences and perceptions
  about the implementation of the Integrated Quality Management System.

#### 6.7 ASPECTS FOR FUTURE RESEARCH

The study has indicated there is a need for future research on IQMS to

- develop an appraisal model which will incorporate the present processes of IQMS and the old practices of staff development as quoted from Prinsloo (2003:218);
- develop an appraisal model which will not incorporate the issue of money into the development processes (as this seems to be moving the process from its intentions of development to intentions of getting money.

#### 6.8 CONCLUDING REMARKS

One could say, in conclusion, that the aim and purpose of the Integrated Quality Management System is to empower educators with the necessary professional skills by improving and developing their potential, confidence and morale to be proud of the teaching profession. This also develops them academically and socially because a confident person will not be stressed by his/her work. In order to achieve the above-mentioned objectives, all the stakeholders in each school should understand the purpose of IQMS, believe in it, implement it in a well-planned and structured way and co-operate with one another with the same spirit of hoping to enhance their ultimate client, the learner.



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#### **APENDIX**

#### **A1** APPLICATION FOR PERMISSION TO CONDUCT RESEARCH



#### **FACULTY OF EDUCATION**

Date: 07 / 05 / 2010

TO: The Head of Department Limpopo Department of Education

Attention: Education Management Information and Research

c/o (Armerl@limpopo.gov.za

Dear Sir / Madam

This letter serves to request permission for the researcher to conduct a study to satisfy the requirements for a Masters degree. This is done in terms of the University's Ethics committee which likes to ensure that all studies done with the involvement of human beings are done in a sound and acceptable manner.

The study will be conducted in the sampled schools in the province and will involve interviews with the educators. The researcher also promises to request permission from the principals of the involved schools and also from the educators themselves before commencing with the study should such permission be granted from the Department. The topic for the research is:

"Educator Experiences And Perceptions Towards The Implementation Of The Integrated Quality Management System In South African Schools"

The researcher also promises not to disrupt any classroom activity of learning and teaching and that the study will not cause any financial inconveniences to the Department.

The positive response from the Department in this regard will be highly appreciated.

Yours Faithfully

Mahlaela M.A. (Researcher) P O Box 410 Glen-Cowie 1061 Cell: 082 228 5497

morwanape@vodamail.co.za

Dr I.J. Prinsloo (University Supervisor) University of Pretoria Cell: 082 500 2189 izak.prinsloo@up.ac.za



#### **A2** PERMISSION TO CONDUCT RESEARCH



### DEPARTMENT OF **EDUCATION**

Enquires: Armer I, Telephone: 015-290 7929 e-mail: Armerl@edu.limpopo.gov.za

P O Box410 Glen-Cowie 1061

Dear Researcher

#### Request for Permission to Conduct Research

- Your letter of request bears reference.
- The Department wishes to inform you that you are granted permission to conduct research. The title of your research project is "EDUCATOR EXPERIENCES AND PERCEPTIONS TOWARDS THE IMPLEMENTATION OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM IN SOUTH AFRICAN SCHOOLS."
- 3. The following conditions should be observed:
  - 3.1 The research should not have any financial implications for Limpopo Department of
  - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerning the conduct of the study. Care should be taken not to disrupt the academic programme at the schools.
  - 3.3 The study should be conducted during the first three terms of the calendar year as schools would be preparing themselves for the final end of year examinations during the fourth term.
  - 3.4 The research is conducted in line with ethics in research. In particular, the principle of voluntary participation in this research should be respected.
  - 3.5 You share with the Department, the final product of your study upon completion of the research assignment.
- 4. You are expected to produce this letter at schools/offices where you will be conducting your research, as evidence that permission for this activity has been granted.
- 5. The Department appreciates the contribution that you wish to make and wishes you success in your investigation.

**Head of Department** 

**Date** 



#### A3 LETTER TO PARTICIPANT



Date: 4/03/2011

**Dear Participant** 

#### RESEARCH PROJECT - Mr. M.A. Mahlaela

I would like to request your participation in this study in order to learn more about "Educator experiences and perceptions about the implementation of the integrated quality management system and its effect on educator professional development in schools".

I am a Masters student (M Ed Education Management) in the Department of Education Management and Policy Studies at the University of Pretoria and will conduct the research as part of my Masters Dissertation. My supervisor is Dr. I J Prinsloo.

Participation in this programme will take about one and a half hours of your time and will not disrupt the normal functioning of the school and will entail collecting information by means of individual interviews and or the completion of a narrative framework. The participation in this research project is willingly and strictly confidential.

The researcher will adhere to the highest ethical standards as required for a research project of this nature and prescribed by the University of Pretoria. The names of the participating schools and individuals will be kept anonymous. You may refuse to participate, to answer certain questions or to withdraw at any time without penalty. For any questions about your right as a researcher participant, you may contact Dr. I J Prinsloo at 012 420 5591 at the University of Pretoria.

The outcome of the research project will be made available to the participants upon request.

If you are willing to participate in this study under the conditions as set out in this letter, please sign it as a declaration of your informed consent.

Mahlaela M.A.			
Student		Signature	Date
Dr I.J. Prinsloo		Dr I.G. Prinsloo	04/03/2011
Supervisor	Signature	Date	
Participant's signature:		Date:	



#### A4 LETTER TO PRINCIPAL



Universiteit van Pretoria / University of Pretoria

#### DEPARTEMENT ONDERWYSBESTUUR EN BELEIDSTUDIE DEPARTMENT OF EDUCATION MANAGEMENT AND POLICY STUDIES

 Telefoon/Telephone
 (012)
 INTERNASIONAAL

 FAKS/FAX
 (012) 420 3581
 INTERNATIONAL
 (27) 12 420 3581

LETTER TO THE PRINCIPAL

4 March 2011

Dear Principal

RESEARCH PROJECT - Mr. M.A. Mahlavia

-5---

I would like to request your participation in this study in order to learn more about "Educator experiences and perceptions about the implementation of the integrated quality management system and its effect on educator professional development in achoots".

Mr. M.A. Mahlaste is a Masters student (M Ed Education Management) in the Department of Education Management and Policy Studies at the University of Pretoria and will conduct the research as part of his Masters Dissertation.

Participation in this programme will take about one and a hell hour of the time of the respondence at your achool and will not disrupt the normal functioning of the school and will entail collecting information by means of individual interviews and or the completion of a narrative framework. The participation in this research project is willingly and strictly confidential.

The researcher will adhere to the highest ethical standards as required for a research project of this nature and prescribed by the University of Pretoria. The names of the participating actuods and individuals will be kept anonymous. You may refuse to perforipe to enswer certain guestions or to withdraw at any time without penalty. For any questions about your right as researcher participant, you may contact Or 1 J Prinsico at 912 420 5591 at the University of Contract.

The outcome of the research project will be made available to the participants upon request.

Thank you for your willingness to let Mr. Mahlsela proceed with his research in your school.

Dr I.J. Prinslop

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## **A5 NARRATIVE FRAMES**



## Narrative frame for the collection of data

## **Instructions:**

- Read the whole page before starting to write
- Write a coherent narrative (i.e. link each idea to the next as you would do in a story)

After my first appointment I went through an orientation or induction programme. I can remember
A mentor was allocated to me in my first year of teaching to assist me and to support me to adapt to the teaching environment. I remember my mentor as
I remember that IQMS was explained to us as

Ita main numana waa asid ta ba
Its main purpose was said to be
My first involvement was when
My first involvement was when
I was assisted by my
. was assisted 2, m,
I experienced the role of the appraisal panel's class visits when



I enjoyed the developmental appraisal process when
The difficulties that I experienced were that
I experienced my personal Professional Growth Plan developed by the appraisal panel after a class visit as
"Staff appraisal and development are closely linked. One of the most important aims of staff appraisal is to identify educators' professional and developmental needs in order to help them to reach their potential by improving skills and performance through appropriate development" (Van Deventer and Kruger, 2003: 213).
My experience about the abovementioned statement at our school is



## A6 OPEN-ENDED QUESTIONS FOR PRINCIPALS



## PRINCIPAL'S PROFILE

Age	
Professional Qualification(s)	
Total Teaching experience in years	
Number of years as principal in this school	
Present Post Level	
<ul><li>Instructions:</li><li>Please answer the following questions as fully as possible</li></ul>	
QUESTION 1	
How does your school identify the development needs of	educators?
QUESTION 2	
How do you design the staff development programmes?	



QUESTION 3
What are the means of staff development in your school?
OUESTION 4
QUESTION 4
Please comment on the evaluation and feedback of the development programmes.



#### UNIVERSITY OF PRETORIA

#### FACULTY OF EDUCATION

#### RESEARCH ETHICS COMMITTEE

CLEARANCE NUMBER: CLEARANCE CERTIFICATE EM 10/11/05 DEGREE AND PROJECT Educator experiences and perceptions about the implementation of the integrated quality management system and its effect om educator professional development in schools INVESTIGATOR(S) Abram M. Mahlaela DEPARTMENT Education Management and Policy Studies DATE CONSIDERED 23 January 2012 **DECISION OF THE COMMITTEE** APPROVED Please note: For Masters applications, ethical clearance is valid for 2 years For PhD applications, ethical clearnace is valid for 3 years. **CHAIRPERSON OF ETHICS** Prof L Ebersohn COMMITTEE DATE 23 January 2012

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility

CC

If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted

Jeannie Beukes Mr Abram M. Mahlaela

It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.