

**AN ANALYSIS OF EDUCATOR DEVELOPMENT IN  
PRAXIS: WITH SPECIFIC REFERENCE TO THE  
DEPARTMENT OF ECONOMIC AND MANAGEMENT  
SCIENCES OF SECONDARY SCHOOLS IN MAMELODI**

**By**

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# DEDICATION

To my late parents, David Masia and Johannah Papele Dzumba for guiding me throughout my childhood and inculcating in me good moral values. If it was not the wish of God to take you from this planet, you would have loved to witness and celebrate with me all my achievements and successes.

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# DECLARATION

I declare that **AN ANALYSIS OF EDUCATOR DEVELOPMENT IN PRAXIS: WITH SPECIFIC REFERENCE TO THE DEPARTMENT OF ECONOMIC AND MANAGEMENT SCIENCES OF SECONDARY SCHOOLS IN MAMELODI**, is my own work, that all sources used or quoted have been indicated and acknowledged by means of complete reference, and that this dissertation or project was not previously submitted by me for a degree at another university.

## ABSTRACT

This study focuses on the development of Economic and Management Sciences educators in Mamelodi Secondary Schools. Economic and Management Sciences educators in Mamelodi will be able to develop by attending educator developmental programme/courses. This study would like to investigate whether Mamelodi Secondary Schools educators in the Department of Economic and Management Sciences have access to information pertaining to educator development programmes/courses.

Education in the democratic South Africa is regarded as an important sector which is concerned with the production of the intangibles. The development of the country is indirectly affected by the standard of education and the type of subjects or learning areas offered at our schools, as well as the quality of available educators. Hence it is of important for educators to develop themselves by attending educator development workshops or courses.

It is the responsibility of the Education Ministry to encourage and motivate educators to attend educator development programmes, by introducing development strategies. Development strategies are action taken, used or applied to achieve major objectives in teaching and learning institutions.

This study will help the Education Ministry to change and or formulate proper and relevant educator development programmes for the benefit of primarily educators, learners and the schools in general.

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## **CHAPTER 1**

# **AN INTRODUCTION TO THE INVESTIGATION OF EDUCATOR DEVELOPMENT PROGRAMMES**

### **1.1 INTRODUCTION**

This research suggests an investigation into educator development in Mamelodi secondary schools. The effectiveness of existing development programmes, the extent to which skills, values, knowledge and attitudes are transferred to educators, the accessibility of current programmes and the degree to which key development needs are addressed are the focus of this study.

The significance of educator development is to equip educators with the necessary teaching and learning techniques, skills, as well as approaches towards conducting lessons. It is important for educators to be active role players in determining the types of development programmes needed for the benefit of both educators and learners.

Educator development plays a fundamental role in ensuring that educators adapt to the ever-changing syllabi, as well as teaching techniques and methods. A lack of relevant development programmes contributes directly and indirectly to the redundancy of educators, which in turn contributes to ineffective and inefficient teaching and learning methods. The need for continuous educator development programmes can therefore not be overemphasised.

Educator development plays a vital role in the mobilisation of talent and potential through lifelong learning, which contribute to the social, economic, cultural and intellectual life of educators in a rapidly changing society. Hence educator development should be an ongoing process.

## 1.2 BACKGROUND

The South African education system indirectly promotes, among others, economic development by broadening the outlook, vision and understanding of educators and learners, as well as their ability to analyse and make accurate judgments pertaining to economic life under different socio-economic conditions. The education system also provides the learners with a wide choice of subjects. These subjects are grouped into various departments or learning areas, *inter alia*, Language Literacy and Communication (LLC), Economic and Management Sciences (EMS), Mathematical Sciences (MLMMS), Life Orientation (LO), Arts and Culture (AC), Technology (Tech), Human and Social Sciences (HSS) and Natural Sciences (NS).

This dissertation focuses on the development of Economic and Management Sciences educators. The Department of Economic and Management Sciences is divided into various learning areas, such as Accounting, Economics, Business Economics, Commercial Mathematics, Mercantile Law and Compu-typing. These learning areas are fundamental in preparing the learners, who are studying commercial subjects, to understand the critical importance of reconstruction, development, and economic growth for the promotion of a sustainable economic future. Through Economic and Management Sciences as a learning area, learners are equipped with the knowledge and comprehension of competencies that will enable them to play a vital role in the process of transforming the state's economic, social, political, technological, physical and demographic environment. Economic and Management Sciences will introduce learners to an understanding of the wealth creation processes by equipping them with the necessary background and knowledge of different terrains for the economy and of management and administration.

The acquired knowledge, skills, values and attitudes will enable the learners to make a sound contribution towards the improvement of their living standards, improvement of the country's labour force by equipping learners with the necessary skills, as well as of the country's economic development

and economic growth. To enable learners to acquire the above-mentioned knowledge, skills, values and attitudes, trained and skilled educators are necessary.

Correl, Elbert, Hatfield, Grobler, Mars, and van der Schyf (1999: 340) states that the Gauteng Education Department spends large amounts of money on the training and development of educators. Educator training and development are seen as key factors in meeting employers' aims and objectives such as the improvement of results, the competencies of educators, and of human resource development.

Educator development programmes play an important role in ensuring that educators recognise that the subject matter is not the only determinant of success in teaching and learning. Knowledge, skills and the correct attitude and values in teaching and learning are of importance. These skills also require appropriate application. Without appropriate application, procedural skills alone will not ensure success in teaching and learning.

### **1.3 PROBLEM STATEMENT**

Due to certain structural inadequacies, educator development programmes are not implemented effectively and efficiently. These inadequacies relate specifically to the implementation of National Education Policy with regard to the relationship between educators and learners.

The importance of educator development is to train and familiarise educators in the ever-changing teaching methods and approaches to transforming curricula. It is of vital importance for educators to attend development courses irrespective of their experiences, qualifications and the grade taught.

Educator development programmes or courses need to be properly administered. Failure to properly manage educator development programmes would lead to a futile exercise and a waste of time and taxpayers' money. It is important for the organisers of the development programmes or courses to do

a follow-up on the course already conducted to ensure that knowledge gained during the course is properly implemented. It is of importance for the course organisers to seek feedback from the educators, in order for the course organiser to evaluate the content of the course, as well as to determine the success or failure of the course conducted.

#### **1.4 AIMS OF THE RESEARCH**

The aims of this dissertation are to investigate whether the educator development programmes in the Economic and Management Sciences Departments in secondary schools in Mamelodi are clearly structured, understood and vividly communicated to the educators concerned. The purpose of the findings of the dissertation is to make recommendations that will afford educators the opportunity to attend various education development programmes.

A further aim is to investigate whether there is a description of the relationship between the development programmes and the relevant outcomes of the learning programmes or of an indication of the relationship between the intention of the development programmes and the results of learning. These investigations should determine whether there is proper control of educator development programmes.

The other aim of this study is to investigate if educators in Mamelodi secondary schools play a role or participate in the design of development programmes, and finally, to investigate if the organisers of the development programme make follow-ups to ensure that the content or knowledge gained is properly implemented in the teaching and learning environment.

#### **1.5 CONCEPTUAL CLARIFICATION**

The concepts mentioned below are frequently used in this study, and therefore need to be clarified.

### **1.5.1 Development**

Development is the continuous improvement that occurs via various avenues such as expansion, advancement, maturation, elaboration, conversion, involvement and progression (Burke, 1987: 3). Development can also mean growth. Development according to this study means the acquiring of knowledge, skills and attitudes through venues such as workshops and development programmes organised mainly by National and Provincial Education Departments and non-governmental organisations.

### **1.5.2 Educator development**

Educator development implies the effort taken to improve skills, values, attitudes and the tactical approach to the subject matter of the educator in the teaching and learning environment (Burke, 1987: 5). Educator development, according to this study, focuses on the gaining of knowledge by educators, such as improved teaching approaches through attending educator development workshops, with the aim of improving the standard of teaching and learning.

### **1.5.3 Education**

Paisey (1992: 3) defines education as “a personal learning process by which values, attitudes, information and skills are acquired and integrated”. French and Grey (1996: 21) state that education “implies the transmission of what is worthwhile to those who become committed to it”, and it should involve knowledge and understanding, as well as some kind of cognitive perspective, which is not inert. The Oxford Companion to the English language (1992: 338) defines education as the formal schooling of young children in preparation for life. Education takes place through various institutions such as primary, secondary and tertiary institutions. Crystal (1990: 392) defines education as what takes place when human beings begin to learn something, often from others. Sometimes from themselves. Education may either happen in a formal way in schools, or informally at homes, in streets, and

meeting places. This study refers to education as a formal way of teaching, which takes place at schools, and is conducted by educators.

#### **1.5.4 Educator development programme**

The term educator development programme covers a wide content spectrum such as the philosophical aspects of education, the goal of the learning institution, the aim and objective of teaching, teaching strategies, educational diagnosis, analysis and evaluation (Burke, 1987: 5). An educator development programme, according to this study means a programme organised by an education department and other interested institutions or organisations, with the aim of developing educator's teaching tactics or methods.

#### **1.5.5 Educator**

Educator means a person who teaches, educates or trains other people at an educational institution or assists in rendering educational services or educational auxiliary or support services provided by or in an education department (National Education Policy Act, 1996 [Act 27 of 1996] section 1). Educator, according to this study, means any adult who imparts knowledge to other adult or any adult who transmits information to a minor or learner, and such an adult should have undergone a teacher's training at a recognised tertiary institution.

#### **1.5.6 Education department**

Education department encompasses national, provincial and district structures of education government, which are responsible for education (National Education Policy Act, 1996 [Act 27 of 1996] section 1). An education department means an institution or organisation that is concerned with the drafting of rules and regulations that govern teaching and learning as well as the development of educators.

### **1.5.7 Learning institution/education institution**

Learning institution means any institution providing education, whether it is early childhood education, primary, secondary, further or higher education, other than a university or technikon, and also an institution providing specialised, vocational, adult, distance or community education (National Education Policy Act, 1996 [Act 27 of 1996] section 1). According to this study, learning institution refers to secondary schools where contact teaching and learning take place.

### **1.5.8 Learner/student**

Learner, according to the *South African Schools Act* 1996 (Act 84 of 1996, section 1) means any person enrolled in an educational institution, any person receiving education or any person obliged to receive education. Learner, according to this study, means any minor who is in grade eight to twelve, attending fulltime studies at a secondary school.

## **1.6 RESEARCH PROPOSITIONS**

Educator development programmes can be improved by taking into consideration the practical problems encountered in a classroom situation. The content of the programmes concerned should be focused on the value of all individual disciplines. Structural inadequacies, such as the failure to appoint trained and skilled programme facilitators to present programmes, inhibit the successful implementation thereof. Only small groups of educators should be invited to the development programmes, in order to ensure proper control of attendance and to follow-up as far as the implementation of the knowledge gained during the course is concerned.

## **1.7 REFERENCE TECHNIQUES**

The abridged Harvard reference technique is applied throughout this research.

## **1.8 RESEARCH DESIGN AND METHODOLOGY**

Research is defined as a systematic process of collecting and analysing information for a specific purpose (Mcmillan and Schumacher, 1993: 8). Johnson (1994: 3) defines research as a systematic enquiry that goes beyond the knowledge that is available to acquire information for analysing the topic of enquiry. This dissertation has used the quantitative research method, where educators that are involved or teaching the subjects or learning areas within the Department of Economic and Management Sciences in Mamelodi, are asked to fill in a questionnaire, which has been analysed in order to support the problem statement, findings and recommendations.

### **1.8.1 Research design**

A research project has been designed in such a way that the largest population in Mamelodi secondary schools, within the Economic and Management Sciences department, participated. Questionnaires were designed, and responded to by heads of department, as well as educators who are involved in the teaching of the subject, which fall within the Department of Economic and Management Sciences. These questionnaires are based on observations with regard to educator development programmes in Mamelodi secondary schools (see Annexure A). The questionnaire assisted in determining the opinion, feelings, as well as attitude of all heads of department, and educators within the Economic and Management Sciences Department towards the development programmes that are offered or conducted and attended by educators in Mamelodi secondary schools. The questionnaires were completed by heads of department and educators in sixteen secondary schools in Mamelodi.

### **1.8.2 Research methodology**

Research methodology reflects the planning, structuring and execution of the research so that the demands for truth, objectivity, as well as validity are

necessary tools that the researcher has to comply with (Brynard and Hanekom, 1997: 28). In this study, the quantitative research method will be used. The quantitative method will be supplemented by the participatory research method as well as the observation research method.

McMillan and Schumaker (1993: 156) refer to the quantitative research method as having the goal to “collect information that will investigate a research problem or question”. Therefore the data collected should be able to attain the goal, and that goal should be relevant to the question that has been asked, that is, the goal should be relevant to the problem statement. Brynard and Hanekom (1997: 29) refer to quantitative research as “associated with analytic research, and its purpose is to arrive at a universal statement”. This research method is used to analyse the problem statement in a scientific way that will provide information to other researchers who will determine whether the researched topic needs to be investigated further.

The participatory research method dominates this dissertation. Integrated with this method are quantitative methods in the form of questionnaires. The questionnaires consist of structured questions, where the respondents merely select from among answers supplied by the researcher (Vockell, 1983: 82). Structured questionnaires have been selected as suggested by Meulenberg (1993:10) that encourage honesty, consistency, as well as reliability from the respondent.

The observation technique has supplemented the above methods. Objective techniques are used to determine how individual participants respond to the questions asked in the questionnaire. The analytical method has also been used in this dissertation, because once the research data has been collected, the researcher needs to process and analyse the results carefully, and interpret the findings. Knowledgeable professionals and or experts have been consulted for the purpose of data analysis (Ary, 1990: 485).

## **1.9 DEMARCATION OF THE STUDY**

Mamelodi currently has sixteen secondary schools namely Bona-Lesedi, Gatang, J. Kekana, J. Mahlangu, Lehlabile, Lompec College, Mamelodi High, Modiri, Phateng, Rebane-laka, Solomon Mahlangu, Nellmapius Secondary, Stanza Bopape, Tsako-Thabo, Vlakfontein and Vukani-Mawethu. The effectiveness and efficiency of educator development in all of the mentioned secondary schools in Mamelodi were analysed. The objective of this dissertation is to identify the successes or failures of the educator development programmes within the Economic and Management Sciences Department, and to assist principals, heads of department, educators as well as subject facilitators to identify the problem areas with regard to educator development within the department.

The focus was on all subjects that fall within the Department of Economic and Management Sciences. It is of utmost importance that all educators within the Department undergo a development programme irrespective of the grades that they teach and the teaching experience they possess. This implies that educators need to continuously develop themselves as far as teaching methods, approaches and various teaching skills are concerned.

Accordingly, contact was made with a large number of educators who are involved in or teaching learning areas in Economic and Management Sciences, and with a large number of schools that are geographically separated.

## **1.10 LAYOUT OF CHAPTERS**

Chapter one explains the rationale of this study and portrays its significance and aims, its limitations and research methodology. Chapter two focuses on the educational transformation in South Africa. In Chapter three various methods for educator development are described. Chapter four focuses on the strategies applicable to educator development. Chapter five is an

analysis of the data collected from questionnaires completed by educators, and heads of department in Mamelodi secondary schools. In Chapter six, finding and recommendations are made.

## **CHAPTER 2**

### **EDUCATIONAL TRANSFORMATION IN SOUTH AFRICA**

#### **2.1 INTRODUCTION**

The transformation of the National Department of Education is part of the broader process of South Africa's political, social and economic transition. It includes political democratisation, economic reconstruction and development, as well as redistributive social policies aimed at equity. The South African government regards education as an important sector in a sense that the government utilises large amounts of money and other valuable resources, such as human resources (educators), land, buildings and learning support material, to develop the education system in a democratic South Africa.

Education produces only intangibles in the form of non-material goods or services that are valuable but difficult to measure. Hence the South African government finds it essential to transform the National Education Department to ensure that all inhabitants, especially learners should benefit by receiving equity and quality education.

Due to the important role played by education in a democratic South Africa, the National Education Policy Act, 1996 (Act 27 of 1996) empowered the Minister of Education to determine national policy with regard to the transformation of the education system in the democratic South Africa. The aim of this policy is to transform the education system into one that will serve the needs and interests of all South Africans. By transforming the National Education Department and providing quality and equity education to South Africans, the country's economic growth and economic development will improve.

Transformation is required to preserve what is valuable and to address what is defective in education. The South African education system should be reshaped to serve a new social order, to meet pressing national needs and to respond to a context of new realities and opportunities.

Transformation is a process of change, so the success of transforming the Education Department in a democratic South Africa is not the task/responsibility of the National Education Department alone. Such transformation involves all stakeholders and interested groups. The successes of transforming the National Education Department depend on sound relations among the following: intergovernmental, such as education department at national, provincial as well as district level and extra-governmental, such as non governmental organisations (NGO) and the business\private sectors. In brief, educational transformation requires more effective state co-ordination, greater private sector investment and involvement, as well as community and individual initiatives.

This study focuses on whether transforming the Education Department has had an influence in the transformation of Mamelodi secondary schools, which are located in Gauteng Province. Such secondary schools fall under the Tshwane South district four (D4) of the Gauteng Department of Education. This research has four main purposes: firstly, to determine whether Mamelodi secondary schools educators have access to information in the form of attending educator development courses, secondly, to ensure that there is proper communication to educators concerning development courses, thirdly, to investigate if the courses are relevant to the grade and subjects taught, and finally, to investigate if the development courses are beneficial to educators, learners and the school itself.

Sufficient resources must be made available by the National Education Department to ensure that the Gauteng Department of Education conducts good quality and beneficial development programmes for Economic and Management Sciences educators in Mamelodi. The Gauteng Department of Education should ensure that the available resources are used effectively,

efficiently and economically for the benefit of all affected educators, learners and schools in Tshwane South in general and specifically in Mamelodi secondary schools. Furthermore, educators should be role players in determining the content of the development programmes, because educators are conversant with the problem areas, and they know precisely where there is a need for development.

## **2.2 TRANSFORMATION AT OPERATIONAL LEVEL**

Transforming a National Education Department implies that there should be some changes at school level. Whether transforming the Department of Education is a success or failure should be noticed at school level.

Davidoff and Van den Berg (1990: 7) state that schools are part of a society, and are a politically very important institution, that is why the government spends large amounts of money in improving and building new schools because schools are an important sector. This implies that the responsibility of building and transforming our society will have to be carried out in schools. As stated in the introduction, the transformation of the National Education Department is the responsibility of more than one organisation, and it requires sound relations among members of the school governing body, educators, members of the community and other stakeholders to be sure that their assistance helps rather than hinders the process of building a new and responsible society.

A school is an institution where teaching and learning take place; one cannot separate learners, learning support material, and educators from it. A school is regarded as a system, as indicated by Figure 2/1. A school as a system consists of the following components: the environment, input, process/school, output and feedback. The components of the system are explained further.

*Environment:* According to this study research environment implies all activities that surrounds the system (school), whose action may affect the system or may be affected by the system (Venter, 1992: 125). As already

indicated transforming a learning institution is a combined effort. Members of the community, especially those who are situated around the school, need to be educated, or need to be made aware that the school buildings and all other equipment within the school are their property hence it is important for them to take good care of school property and buildings. It must be made clear to those community members that schools belong to them (the community) and that they must protect what belongs to them such as school buildings, school grounds, and school fences.

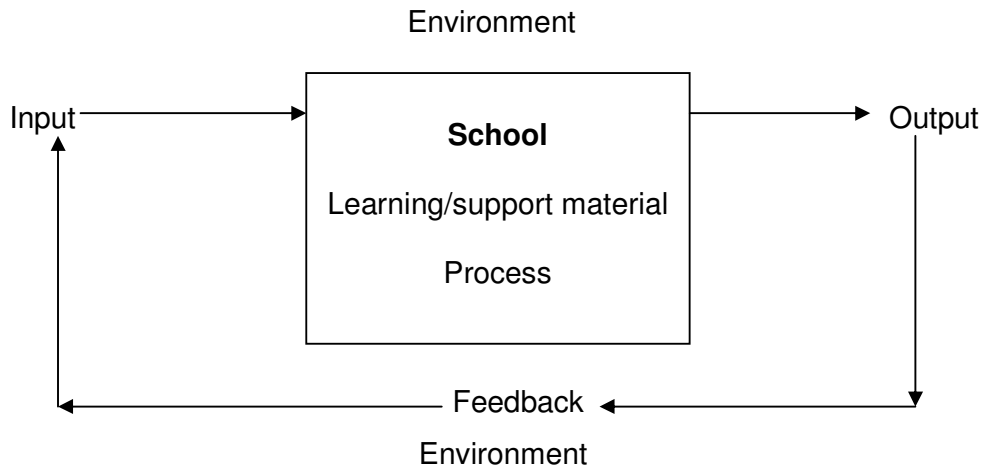
*Input:* Input according to this document refers to learners, learning support material, such as stationery, chalks, equipments, and, furniture. This study focuses on tangibles as inputs. In transforming schools, learners, educators are the role players, and to ensure accessibility of information, learning and teaching materials must be made available to schools, by the Education Department.

*Process:* Process is the actual teaching and learning that takes place in school. It is a process where educators act as the facilitator, supervisor and give guidance to the learners in order to enable the learners to meet their goals or outcomes. There will be no teaching and learning if there are no learners, educators, learning support materials (stationery, furniture). These components of a system (process) play an important role in determining the success or failure or the transformation of education at an operational level.

*Output:* Output is the end result of teaching and learning. These results may be positive or negative. The end results are positive if learners are promoted to the next grade/class, and negative if learners are retained.

*Feedback:* Feedback is the analysis of the output or analysis of the end results. This analysis will indicate if remedial work or revision is needed in the teaching and learning environment. Feedback measures the success or failure, or whether the goals or objectives of teaching and learning, have been reached which is to ensure that learners gain the knowledge, skills, values and attitude.

Figure 2/1: School as a system



Source: Venter, ISJ and Van Heerden, SM. 1992. The grounding of history of education: an introduction, Pretoria: Euro Publication.

According to this study, the most important component of the education system is the feedback. This component enables educators, heads of department, principals or deputy principals and other senior department officials such as subject facilitators, to identify the problematic areas in the actual teaching and learning situation. That is, if learners fail in large number, it means there is a problem either with the educator or learners themselves. If problems are with the educators, then remedial courses need to be conducted in terms of educators' development programmes.

Feedback guides the stakeholders (such as educators, subject facilitators), in the Education Department to plan the content of the educator development programme. Hence it is of utmost importance to do a needs analysis before the content of the educator development programme is effected. When doing a needs analysis, educators in various grades must be consulted.

Robert et al., (1992: 875) state that transformation in an Education Department will lead to various changes. Such changes are *inter alia*, changes in subjects taught at school, changes in the organisation of human

resources (educators), and changes in classroom layout and classroom management.

In order to experience the above stated changes, cooperation among all stakeholders is essential. Changes at school level will be brought through sound working relations among the principal, deputy principal, heads of department and post level one educators.

In order to effect positive changes in teaching and learning, human resources (educators) need to be properly organised. Such organisation of educators needs to represent the organogram of a learning institution. The diagram below (Figure 2/2) indicates the structure of an organised organogram of a learning institution (Venter, 1985: 5).

This diagram outlines the organisational structure of educators at school level. The diagram shows how different parts of the learning institution relate to one another in terms of responsibility and authority, and in terms of communication and accountability.

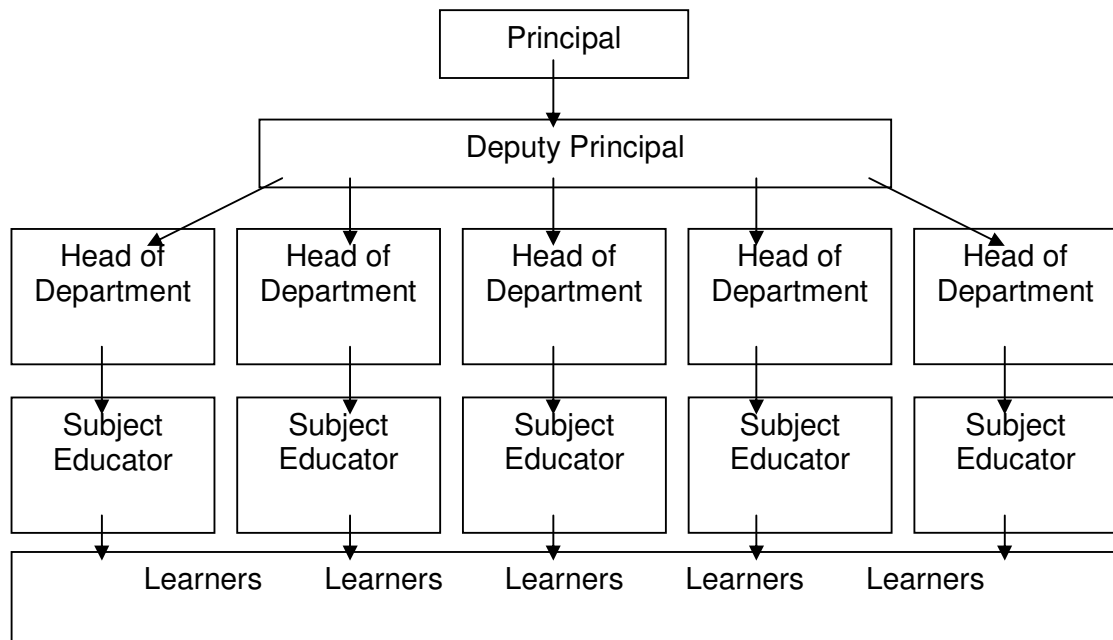
The principal is the head of the learning institution and is an accounting officer of the institution. The principal is the most senior manager of the learning institution. The principal is the one who must ensure smooth running of the teaching and learning which take place in the learning institution. The Employment of Educators Act of 1998 (Act 76 of 1998, section 4.2) states that the principal is the one who must manage the school satisfactorily, and in accordance with the applicable legislature, regulations, and present administrative measures.

The Employment of Educators Act, 1998 (Act 76 of 1998 section 4.3) further states that the deputy principal shares the learning institution's responsibilities, such as administrative duties, drafting of the timetable and many other activities. If the principal is absent, the deputy principal takes charge of all the managerial functions of the learning institution, which implies that the deputy principal must assist the principal in managing the school and

promoting the education of learners, as well as maintain total awareness of the administrative procedures across the total range of the school.

Since the school subjects are grouped into various departments, among others, Economics and Management Sciences, Technology, Art and Culture, each and every department should have senior personnel who must see to it that there is proper teaching and learning in their respective departments; those individuals are called heads of department. According to Figure 2/2, heads of department are in the third level of management in the hierarchy of a learning institution. In the absence of the principal and deputy principals, an appointed head of department will take charge of managing the school. The duties of the heads of department are to serve as a link between the principal and subject educators, and to monitor the educators' duties in their respective departments.

Figure 2/2: The Organogram of organised learning institutions



Source: Venter, ISJ and Van Heerden, SM 1992, The history of education: Second Edition, Durban: Butterworth Publishers (Pty) Ltd

Educators in the above diagram may be regarded as operational managers. The duties of the educator are to prepare lessons, teach, give class-work, tests and assignments, mark the learner's work, and compile reports. The success of the school depends upon co-operation on matters relating to teaching and learning by Heads of Department and educators.

All the stakeholders in the learning and teaching environment should work together as a system in order to attain the goals set by the learning institution, which are to bring the learner from childhood to responsible adulthood to being a committed member of the society. There should be co-operation amongst the principal, deputy principal, and heads of department as well as educators. The co-operation among the above-mentioned stakeholders will be motivated and supported by the school situation where every stakeholder performs his duties.

The duties and responsibilities of each stakeholder as explained by the Employment of Educators Act, 1998 (Act 76 of 1998) will be outlined. Due to the scope of this study, the focus is on the duties and responsibilities of the Head of Department and educators only. The duties and responsibilities of the principal and deputy principal are attached (see Annexure B and C for interest).

### **2.2.1 Duties and responsibilities of the principal**

The Employment of Educators Act, 1998 (Act 76 of 1998 section 4.2) outlines the duties and responsibilities of the principal as follows: administrative, personnel, teaching, extra- and co-curricular, interaction with stakeholders, as well as communication.

The duties and responsibilities of the principal are important for the purpose of this study, because the principal is the head of the learning institution and the accounting officer. The principal is the one who must ensure that there is teaching and learning in the school. The most important duty and

responsibility of the principal is to ensure that educators are given an opportunity to attend educator development courses or workshops.

The Employment of Educators Act, 1998 (Act 76 of 1998 section 4.3) briefly explains the duties and responsibilities of the principals as follows:

- To ensure that departmental circulars and other information received which affect members are brought to their attention as soon as possible and that they are stored in an accessible manner.
- To handle all correspondence received at the school.
- To be responsible for the development of staff and arrangement of the educator development programmes.
- To assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the institution.
- To refine the moral and ethical conduct of educators, learners and support staff.

The above duties and responsibilities of the principal are relevant for the focus of this study, because they are concerned with communication with, as well as the development of, educators. The detailed duties and responsibilities of the principal according to the Employment of Educators Act, 1998 are tabled in Annexure B.

### **2.2.2 Duties and responsibilities of the deputy principal**

The Employment of Educators Act, 1998 (Act 76 of 1998, section 4.3) outlines the duties and responsibilities of deputy principals as follows: administrative, teaching, extra- and co-curricular, personnel, interaction with stakeholders and communication. Only duties and responsibilities that are important for this study will be clearly indicated below:

- To refine educators' social skills (interpersonal relations)
- To provide support and counselling to educators

- To encourage and motivate educators to be involved in extra-mural activities
- To guide and supervise the work and performance of staff

The detailed duties and responsibilities of the deputy principal according to the Employment of Educators Act, 1998 will be tabled in Annexure C.

### **2.2.3 Duties and responsibilities of the head of department (HOD)**

According to this study, the duties and responsibilities of the principal and deputy principal are of secondary importance. The duties and responsibilities of the head of department and educators are of primary importance, because the head of the department is the person who must select or appoint educators who must attend the development programmes, taking into consideration the grade, need, and level of the development programme. Heads of departments have a direct link or communication with the educators. The Employment of Educators Act, 1998 (Act 76 of 1998) outlines the duties and responsibilities of the heads of department as follows: teaching, extra - co-curricular, personnel, administrative, communication. The objective of the heads of department is to be able to engage in class teaching and to be responsible for the effective functioning of their departments.

#### **i Teaching**

- To engage in class teaching as per workload of the relevant post level
- To be class teacher if required
- To assess and to record the attainment of learners taught

#### **ii Extra and Co-curricular**

- To be in charge of a subject, or learning area phase
- To jointly develop the policy of that department

- To co-ordinate, evaluate/assess, homework and written assignments of all the subjects in that department
- To provide and co-ordinate guidance
  - on the latest ideas on approaches to the subject
  - on syllabuses, schemes of work, and remedial work to inexperienced staff members
  - on the educational welfare of learners in the department
- To control
  - the work of educators and learners in the department.
  - mark sheets
  - reports submitted to the Principal as required
  - the administrative responsibility of staff members

### **iii Personnel**

- To advise the principal regarding division of work among the staff in that department
- To participate in agreed school / educator appraisal processes

### **iv Administrative**

- To assist with the planning and management of:
  - School stock, textbooks and equipment for the department
  - The budget for the department
  - Subject work sheets
- To perform or assist with one or more non-teaching administrative duties, such as:
  - timetabling
  - staff welfare
- To act on behalf of the principal during his / her absence from school if the school does not qualify for deputy principal or in the event both of them are absent

## **v Communication**

- To co-operate with colleagues in order to maintain a good teaching standard
- To collaborate with educators of other schools in developing departments
- To meet parents and discuss with them the progress and conduct of their children
- To have contact with the public on behalf of the principal

### **2.2.4 Duties and responsibilities of the educator**

The Employment of Educators Act, 1998 (Act 76 of 1998) outlines the responsibilities and duties of the educator as follows: teaching, extra and co-curricular, administrative, interaction with stakeholders, communication. The aims of the educator's programme at school should comprise facilitating teaching and learning, administration and discipline management in the classroom, as well as organising extra-curricular activities.

#### **i Teaching**

- To be a class teacher
- To prepare lessons taking into account orientation, regional courses, new approaches and evaluation
- To take on a leadership role in respect of the subject, learning area or phase
- To recognise that learning is an active process and be prepared to use a variety of strategies to meet outcomes of the curriculum
- To establish a classroom environment which stimulates positive learning
- To act as an ambassador – general of the school
- To provide support and counselling for learners

## **ii Extra and co-curricular**

- To assist the head of department to identify aspects which require special attention and to assist in addressing them
- To cater for the educational and general welfare of all learners
- To assist the principal in overseeing learner counselling and guidance
- To share in the responsibilities of organising extra- and co-curricular activities

## **iii Administrative**

- To co-ordinate and control all the academic activities
- To control and co-ordinate stock and equipment which is used and required by the school

## **vi Interaction with stakeholders**

- To contribute to the professional development of colleagues by sharing knowledge
- To remain informed of current development in educational thinking and curriculum development
- To participate in the school governing body if elected to do so

## **v Communication**

- To co-operate with colleagues of all grades in order to maintain a good teaching standard
- To collaborate with educators of other schools. To organise and conduct extra- and co-curricular activities
- To meet parents and discuss with them the progress and conduct of their children

The success of development programmes or courses depends on the cooperation of the above stakeholders. This implies that information concerning development should be transmitted on time to educators to enable them (educators) to attend and they in turn should provide feedback to those educators who did not attend so that they can also be empowered.

History of education must not be ignored because it holds lessons for present educators about what their predecessors did in the process of education. As a result, the history of education remains a guide in the development of the educator.

The duties and responsibilities of heads of departments, and those of educators, have been explained in the above paragraph. To ensure that educators are informed about the development programme is the responsibility of the head of department.

Transforming the National Education Department has led to the changing of structures in learning institutions. The main objective of changing the structures in learning institutions is to ensure that the schools are operating or functioning in a democratic manner.

Transformation of the National Education Department has also led to the creation of a democratic body known as the School Governing Body (SGB). Members of the School Governing Body are democratically elected in a school parent meeting. The School Governing Body consists of the following members, namely, the principal, teacher representative, parent representative, learner representative and interested members of the community.

Within the School Governing Body, there are various subcommittees, such as, the financial committee, discipline committee and cultural committee. This study focuses on financial committees because of the fact that educators need to be subsidised when attending development courses.

The primary objective of the financial committee is to ensure that a financial record of the learning institution is properly kept. The financial committee decides on the amount of money to subsidise educators who attend workshops, development courses, and team-building courses. The success of educators attending the development courses depends on the availability of funds, which are made available by the financial committee, which is the sub-committee of the School Governing Body.

### **2.3 THE IMPORTANCE OF TRANSFORMATION IN SCHOOLS**

The transformation of the National Education Department has become synonymous with ensuring the achievement of quality and relevance in the subject matter as well as the subjects taught at schools. Transformation of the National Education Department will bring changes in provincial departments of education as well as at the district level.

It is the purpose of this study to investigate whether educators in Mamelodi secondary schools, which are located in Gauteng Province, a province of South Africa, are afforded the opportunity to have access to information through attendance of various educator development programmes/courses. And to further investigate if educators in the department of Economic and Management Sciences in Mamelodi secondary schools are the role players in developing the content of the development programmes.

The importance of transformation in schools can be summarised as follows:

- Learners can no longer be denied equal access to schools of their choice on the basis of race, culture or ethnicity.
- The presence of inter-school relations. This implies the grouping of schools into various clusters, to ensure that educators exchange information among their members.
- Standard examination papers are written at matric level (grade 12) by all schools regardless of the location and race of schools in Gauteng.

- Transformation in schools has eradicated the racial imbalance and inequality in schools. Transformation has promoted equality in schools.
- Van Zyl (1991: 29) states that transforming education departments has led to equal opportunities for education as well as equal standards in education for all inhabitants of the country.
- The availability of access to information. The education department provides resources to schools to ensure that educators and learners have access to information. Hence the introduction of Gauteng on-line, which is, among others, the way and means to provide information to educators and learners.
- Transforming the National Education Department has opened doors to schools to form partnerships with private sectors. Schools in Mamelodi that have received sponsors from institutions outside the education department are Somafor and Vlakfontein, which have received sponsors from Samcor and Armscor respectively.

To ensure the importance of transforming the National Education Department in a democratic South Africa, the following legislature and government documents were referred to. Such documents are explained in the next section.

## **2.4 DOCUMENTS AND LEGISLATURE CONCERNING TRANSFORMATION OF THE EDUCATION DEPARTMENT**

There are various laws and documents, which were constructed by the Minister of Education before transforming the education department. Such documents and legislature are discussed below.

### **2.4.1 National Education Policy Act**

The National Education Policy Act 1996 (Act 27 of 1996) states the following concerning transformation and educator development:

- i every person shall have the right to basic education and equal access to educational institutions
- ii provide opportunities for and encouraging life-long learning
- iii endeavoring to ensure that no person is denied the opportunity to receive an education to the maximum of his/her potential regardless of any disability
- iv achieving equitable education opportunities and the redress of the past inequality in education provision
- V cultivating skills, disciplines and capacities necessary for reconstruction and development
- Vi enhancing the quality of education and educational innovation through systematic research and development on education

#### **2.4.2 Norms and standards for educators**

The Government Gazette (4 February 2000) states that educator development refers to the ongoing education and training of educators as a continuum, including both pre-service and in-service education and training. This implies that the transformation of the National Education Department and educator development play a very important role in making South Africa democratic.

#### **2.4.3 The Constitution of the Republic of South Africa**

The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) (section 9), states the following:

- i everyone is equal before the law and has the right to equal protection and benefit of the law
- ii everyone has equal and full enjoyment of all rights and freedoms
- iii no one may be unfairly discriminated against directly or indirectly

Transformation in the National Education Department supports the notion of equality to all inhabitants of the country, and condemns unfair discrimination of the citizens of the country. Schools according to this study refer to public

schools. According to section 195 of the Constitution of the Republic of South Africa, schools must be governed by democratic values and the principles enshrined in the Constitution, including the following principles:

- i promotion and maintenance of a high standard of professional ethics
- ii promotion of efficient, economical, and effective use of resources
- iii services must be provided impartially, fairly, equitably and without bias
- iv people's needs must be responded to

#### **2.4.4 South African Schools Act**

The South African Schools Act 84 of 1996 (section 3) states that every parent must cause every learner for whom he/she is responsible to attend a school from the first school day of the year in which such learner reaches the age of seven years until the last school day of the year in which such learner reaches the age of fifteen years or grade nine. This implies that these children are compelled to attend school when they are seven until they reach the age of fifteen. The Act further states that if the learner who is subjected to compulsory school attendance fails to attend school, the Head of Department may:

- investigate the circumstances of the learner's absence from school
- take appropriate action to remedy the situation
- failing such remedy, issue a written notice to the parents of the learner requiring compliance

The legislature and the document stated above are directed towards the achievement and protection of the fundamental right of every citizen of democratic South Africa.

## **2.5 CONCLUSION**

The current South African government regards the Education Department as an important industry. Education produces intangibles in the form of

nonmaterial goods and services, but the Department still remains an important industry in the country. All key personnel starting from the president of the country to the operational managers are the product of the education department.

South Africa's economic growth as well as economic development indirectly depends on the National Education Department, that is, the type of education offered in South African schools. Hence the government of the day finds it necessary to transform the National Education Department. In order to preserve what is valuable and address what is defective in education, transformation is required.

By transforming the National Education Department, educators will be given an opportunity to have access to information, and the government will empower educators, educators will gain new knowledge, and educators will develop new teaching skills in their respective subjects or learning areas.

To ensure that educators are made capable, educator development programmes must be conducted for the benefit of educators and learners, as well as schools. To ensure that the development programmes are beneficial to educators, learners and schools, educators must play a role in determining the content of the development programmes. It means that before the development programme is prepared, there must be consultation with the educators.

Educational transformation has led to various changes in education departments, such as curriculum change, classification or grouping of schools, introduction of new learning areas, and change from content-based education to outcomes-based education. It is important that educators cope with these changes. Hence it is important for the National Education Departments as well as the Provincial Education Departments to organise development courses or programmes for educators. Various development methods and strategies must be applied in order to develop educators.

## **CHAPTER 3**

### **EDUCATOR DEVELOPMENT METHODS**

#### **3.1 INTRODUCTION**

The National Department of Education invests in educators by spending large amounts of money in developing educators. To develop an educator is a lifetime educational investment specifically to the youth of South Africa and, generally to all of democratic South Africa. It is important for educators to continuously develop themselves since a qualification obtained at a tertiary institution does not imply that such an educator is the best in his/her field.

Development is a continuous process. The objective of educator development is to acquaint educators with different teaching approaches, new teaching methods, skills and techniques. There are various educator development programmes which educators must have access to, which will be discussed in this chapter. These development programmes will equip educators with the ability to create a conducive teaching-learning environment.

The task of educators is to create and promote circumstances under which learners can acquire knowledge on their own through learning activities provided by the educator, whilst educators can interact with one another in sharing experiences in the teaching-learning environment thus enhancing their effectiveness.

Transforming the National Education Department has led to various changes in subjects and the content of subjects. The subjects that fall within the Economic and Management Sciences are among the key subjects that contribute to the development of the economy of the country. Subjects that fall within the Department of Economic and Management Sciences are regarded as content subjects and they are dynamic and their content is subject to change. It is essential for educators who are involved in the

teaching of such subjects to be thoroughly prepared, in order to integrate the content of these subjects in accordance with the changes that take place in the economic environment, and to obtain a deeper understanding of the subject matter.

By attending development programmes, educators will be able to understand and use a variety of genuine performance-based programmes, to be acquainted with the latest developments and techniques in the assessment and evaluation of the overall teaching-learning environment. The methods demonstrated at the educator development courses will enable educators to clearly link learners and existing knowledge or prior knowledge with the new or current knowledge. Since subjects which fall within the Department of Economic and Management Sciences are dynamic and social sciences, it is important for educators to link the textbook (content) with the practical events that take place in the country. Development programmes will make it easy for educators to understand the learning and teaching environment and educators will easily adjust to such an environment. Educator development methods should be integrated in that educators should be able to apply such methods for their own benefit as well as that of the learners.

### **3.2 DEVELOPMENT METHODS**

There are a variety of educator development methods, such as coaching, the outcomes-based method, and mentoring. Such development methods should be applied to suit the different subjects within the Economic and Management Sciences Department, and if these development methods are properly applied, educators, learners and learning institutions will benefit.

If the development methods are executed correctly and properly, educators will benefit by gaining knowledge and skills in solving problems in learning areas and in approaching difficult tasks in a manner which learners will comprehend. Learners will thus benefit by gaining insight into the subject matter and problem-solving skills in the acquisition of knowledge as transferred to them by the educator. Consequently, learners will change their

behaviour, therefore enhancing and uplifting the image of their school. Changes that can be expected from learners are improved school results, more disciplined behaviour, and reduced absenteeism. The methods for educator development will be described in the following paragraphs.

### **3.2.1 Coaching**

Subject advisors, principals, deputy principals, heads of department and educators perform coaching as an educator development method. The objective of coaching is to identify problem areas in a particular subject or learning area so as to find a solution or approach to solve the identified problem, and to maintain and promote educators' ability to teach a particular subject. Coaching as a development method instills confidence in educators who attend coaching lessons based on subjects that fall within Economic and Management Sciences.

Coaching in learning institutions serves two constituencies, namely learners and educators. Individual educators in the Economic and Management Sciences Department often request development programmes in their specific subject area or in a topic, which they feel will enhance their personal or individual growth in specific subjects within a department. Coaching helps educators to obtain training or coaching lessons in a problematic chapter or topic in a specific subject. Coaching as a development method encourages communication among educators in different schools in Mamelodi. It also promotes intervention among educators in Mamelodi secondary schools. If educators identify certain chapters or topics in a subject, which are problematic to them or to the learner, then attention or training is given to that particular section of the work. All parties would benefit because such problems will be solved. The confidence of both educators and learners will thus be restored. Coaching can take the form of alternative teaching strategies such as test development and/or organisational development (Baker and Showers, 1998: 79). Coaching as an educator development method plays an important role in developing educators, because they are encouraged or motivated to share ideas and teaching methods.

Coaching as a development method is designed to support educators in a learning institution. The content of subjects which fall within the Department of Economic and Management Sciences, is subjected to changes, hence it is important for educators involved to attend coaching lessons or classes related to their learning areas. Improvement on the educator approach in teaching and learning, as well as solving problem areas in the subjects within the Department will enable educators to acquaint themselves with tools to create a conducive teaching-learning environment, thus promoting co-operative learning (Shower, 1982).

Cooperative learning implies educator exchange between schools, which teach the same subjects. Cooperative learning benefits both the school and the teachers. Educators who have undergone training and coaching lessons will be able to assist other schools in problematic areas or topics in a specific subject within the Department of Economic and Management Sciences. Teacher exchange between schools will encourage the twinning or co-operative learning in local or township schools. Co-operative teaching and learning strategies are aimed at developing educators' competency at various learning institutions. Educator development programmes enable educators from different schools to share information, identify problem areas and to solve those problems.

Coaching entails the development and involvement of educators in the process of educational growth and the success of the learning institution as well as encouragement of a teamwork spirit. It also encourages active participation from all members of the group or team, who attend a coaching session and are actively involved. Active participants during coaching sessions benefit more than passive participants.

### **3.2.1.1 The purpose of coaching**

The major purpose of coaching as a development method is the creation of an opportunity for educators to share expertise and experience on the teaching-

learning processes. As a result of this sharing by educators, an opportunity will be created for the sharing of this expertise and experience with learners. Coaching raises the level of awareness and unity of purpose to educators as well as learners who will continuously engage in the study of their subject or general studies. Coaching will promote, motivate and encourage both educators and learners to develop their intellectual needs through studying or researching in various topics. The task of educators is not only to teach but to research and implement the findings in the teaching and learning environment. Coaching will inculcate the desire for educators to research more on the topics in their various subjects and by researching more, educators develop themselves.

Showers (1982: 27) state that coaching is a communal activity, as it does not involve one person. Coaching involves a group or team, and it also involves the community of a certain learning institution. A school is a community on its own, in order to create a larger teaching-learning community; schools are clustered together to promote co-operative teaching and learning. Secondary schools in Mamelodi have introduced co-operative teaching with the objective of assisting those schools, which experience problems in teaching subjects that fall within the department of Economic and Management Sciences.

Coaching develops the shared language and common understanding necessary for the collegial/colloquial study of new knowledge, skills, values and attitudes. Equally important is the agreement that curriculum and instruction need constant improvement, especially in subjects which fall within the Department of Economic and Management Sciences, and that expanding educators's repertoire of teaching skills requires hard work in which the help of colleagues is indispensable (Joyce and Showers, 1988: 90). Educators in Mamelodi secondary schools benefit a lot from coaching sessions. An individual educator cannot overcome all the problems in all commercial subjects. Hence coaching sessions afford Mamelodi educators the opportunity to share their difficulties and problem areas in the subject they are teaching.

Showers (1982: 27) indicates that coaching provides a structure for follow-up to training which is essential for acquiring new teaching skills and strategies. Coaching as an educator development method appears to be the most appropriate method when educators wish to acquire configurations in teaching patterns to master strategies that require new ways of thinking about learning objectives and processes through which learners achieve these. Educators in coaching teams do not only work to master skills acquired in training, but also to explore the most appropriate orchestrations for their new skills. Coaching is experimental in nature, which implies that coaching, as a development method, is a trial and error method. In a coaching session different methods, strategies and techniques will be explored until the most suitable and applicable method is identified. Such method will be used or applied to obtain the objective in a classroom situation where teaching and learning take place.

### **3.2.1.2 Objective of coaching**

Establishing a coaching programme requires strong leadership. In most cases, subject advisors, principals and heads of department are regarded as the leaders of the coaching teams. Leaders of coaching teams need to be thoroughly coached or should have attended coaching training, because coaching is a form of networking. Coaching as a development method seems to be easy, but if done without proper training none of the group members will benefit from the coaching session or training. If coaching sessions are properly executed they will become more and more valued as an improvement tool for educators as well as to the members of the community as a whole, since coaching is a communal activity (Showers, 1982: 27).

Leaders of the coaching teams should carefully identify the goals, objectives, problem areas and priorities of staff development. This implies that leaders should have thoroughly planned before coaching sessions are to be conducted. Economic and Management Sciences should also take part in planning. Planning will enable the coaching leaders to have direction in their training and their target will be attained. Planning will once more enable

leaders of the coaching sessions to identify problems before they become reality, and find solutions for them.

Coaching has three basic key objectives. Firstly, to assist the coaches in a professional structure and goal-centred manner to fully explore and develop coachee, unique talents, as well as abilities. Secondly, to efficiently transfer specialised knowledge held by the coach to the coachee and finally to challenge the coaches' ingrained and often-limiting beliefs and work practices by presenting alternatives that have delivered outstanding results in a similar environment. The educator who is a member of the team (coached) benefits more than an educator who is a non-member of the team. This implies that when an educator facilitates coaching sessions he/she will benefit more than an educator who is the coachee. The advantages to an educator who is a facilitator in a coaching session are briefly discussed below.

- i Coached educators generally practice various teaching strategies more frequently and develop greater teaching skills as well as acquiring new teaching strategies than an uncoached educator (Showers, 1982: 15). The support and encouragement provided by peers while attempting coaching techniques/strategies help to sustain practice through the often awkward stages of implementing different teaching practices and teach learners how to respond to the teaching strategies.
- ii Showers (1982: 15 ) states that coached educators used their acquired teaching strategies more appropriately than uncoached educators, in terms of their own instructional objectives and the theories of specific models of teaching and learning. During coaching lessons educators have the opportunity to discuss instructional objectives, the strategies that theoretically were best designed to accomplish the objectives, and the types of curricular material that would be needed for specific strategies with each other. Coached educators experiment with new instructional strategies in their own curriculum areas quicker than uncoached educators. Joyce and Showers (1988: 88) state that it is easy for educators who attended a coach lesson to share lessons and

learners' support material with each other during the coaching lesson. Integration and classroom exchange could be easily applicable to the educators who attended a coaching lesson, because the coached educators have identified problem areas in their specific subjects. Hence co-operation as well as twinning of schools could be easily applicable.

- iii Barker and Showers (1988: 16) state that coached educators exhibit greater long-term retention of knowledge and skills with strategies in which they had been coached, and as a group increased the appropriateness of the use of new teaching models. Coached educators have increased their technical mastering of the teaching strategies better than uncoached educators. Educators who undergo a coaching lesson understand the various teaching approaches as well as problem-solving methods easily. Educators who attended coaching lessons understand that learners differ in their level of intelligence and such learners need to be treated differently. In terms of their level of understanding, those learners who cope easily must be given more and challenging work to do, while those who take time to cope (slow learners) must be given individual attention.
  
- iv Coached educators are more fortunate than uncoached ones in teaching new models of teaching to learners, in ensuring that learners understand the purpose of the strategy and the behaviour expected of them when using the strategy gained in coaching lessons. Joyce and Showers (1988: 89) indicate that learners who are taught by coached educators are more likely to understand the nature and definition of concepts attained and synthetic teaching strategies. Coaching as a development method improves the bond between educators and learners. A difficult part of the chapter in a particular subject becomes easily transmitted to learners due to the techniques educators acquire during the coaching lessons. Learners of the uncoached educators, on the other hand, have insufficient practice with regard to techniques and teaching strategies. Such learners find it difficult to cope with difficult parts of the chapter, because methods to transmit information

(teaching method) are outdated. It is therefore vital for educators to attend coaching lessons so as to acquire modern teaching techniques and approaches, which will benefit the learners.

- v Coached educators exhibit clear cognition with regard to the purpose and use of new strategies as revealed through interviews, lesson plans, classroom management, classroom layout and discipline in the classroom, than the uncoached educators. The frequent peer discussions promote the sharing of knowledge, skills, values and attitude among educators, which enhance their approach to their daily tasks as compared to uncoached educators who still rely on traditional teaching methods (Joyce and Showers, 1988: 90).
- vi Finally, coached educators exhibit more creative and exciting learning and teaching environments whereby learners acquire knowledge on their own through the assistance of the educator who serves as a facilitator than uncoached educators who still rely on content-based education, that is where the educator is still regarded as the transmitter of knowledge. Coached educators promote the culture of teaching and learning in schools more than the uncoached educators (Bradley, 1991: 96).

### **3.2.1.3 Factors that determine a good coach**

The success of coaching as a method for educator development, depends on various factors. Such factors were outlined in the Daily Sun March 2004. Even though the stated factors were not directly affecting the educator development, they are to be taken into consideration, because such factors are relevant to coaching as a method for educator development. Such factors are discussed in the paragraphs below:

- i Good communicator: the most important thing that a coach needs to do in order to be a good and effective coach is to be a good communicator. If a coach is not good at communicating with people and able to put people at ease, then such a person

is not ready for coaching. A good coach is a person who plan, organises and strategises the technique that will be employed in his / her coaching lesson. Such a person must be able to put his / her facts across in an orderly manner so that it should be easily understood by the coachee.

The person being coached has to trust the coach and believe that the coach is concerned with the coachee's progress, and development, and be totally supportive. The coach needs to create an atmosphere of understanding and trustworthiness amongst his / her coaching team or group.

- ii Good listener: A successful coach must be a good listener, pay attention to detail, be able to sympathise with the coachee's situation, be able to communicate ideas and be persuasive. A successful coach should show signs of concern, and be open and understandable. By being open to his/her coaching team, he / she will indirectly invite views from his team in any problematic situation in or outside the coaching lesson. If such problems are treated with strict confidentiality the team leader (coach) will have established a situation of trustworthiness amongst the members of his / her team.
  
- iii Self-awareness: To be a good communicator, one needs to have a strong understanding of one's own strengths and weaknesses. A good coach should be aware of his / her own shortcomings and how he / she is able to protect his / her negative qualities. A good coach must have a strong personality. Since a coach is the leader of the team, he / she must not expose his / her anger or the inability to perform certain tasks nor to seek sympathy from his / her team members.

Educators in Mamelodi secondary schools have grouped themselves into different subjects groups, where they meet once every month to discuss the

problems that they discover in their various learning areas. An educator who masters the specific chapter or portion of the work in the syllabi will facilitate during the meeting. Such an educator will serve as a coach, and the other educators are the coachees.

### **3.2.2 Mentoring**

Lottie (1995: 35) states that “All educators, whether novices or veterans, have known many common emotions”. The most distressing emotion is that of being isolated. The emotion of isolation occurs where an educator is placed in a cubicle called a class-room, required to plan instruction for cubicles of time called class periods, and assigned to cubicles with the faculty called the department, without any assistance, either from seniors or colleagues. Mentoring is an effective tool for increasing collaboration among educators.” Any newly appointed member of staff (educator) and those educators moving into promotional posts, such as principals, deputy principals, heads of department, need to be mentored. Mentorship promotes and gives newly appointed educators a feeling of being welcomed and accepted in the institution, which will enable new educators to quickly understand how the institution operates and find out what contribution can be made to benefit the school, learners and educators. The school consists of teaching and non-teaching staff. If mentorship is done correctly both groups (teaching and non-teaching staff) would benefit from an effective system of mentoring which provides work-related guidance and support, therefore mentoring can be seen as a whole-school management concept.

#### **3.2.2.1 Definition of mentoring**

Smith and Burnham (1993: 7) define a mentor as a person who oversees the career of and develops other persons, usually a junior or novice, through teaching, counselling, provision of psychological support, protection and at times promotion as well as sponsoring. Mentoring in education departments is mostly used for the induction of new educators as well as promotional posts.

### 3.2.2.2 The role of mentoring

Mentors fulfill the following roles: they provide support, encouragement, confidence, conduct information concerning school climate, culture and policies, and are educator's counsel, intervener and sponsor. Mentoring should form part of continuous professional development and should be seen as a whole school activity (Smith and Burnham, 1993: 8). The above statement refers to every learning institution in that it should regard mentoring as the continuous training of educators and an essential part of the institution's task for which every member of the staff should accept responsibility.

Mentoring is a relatively informal process whereby a more experienced educator counsels a newly qualified educator either from the teacher's college, university and/or technical college about the approach to various subjects in the specific department. Mentoring is also needed where an experienced educator is transferred to or placed at, another institution. Such an educator needs an induction process, through which he / she must be taken all over the schoolyard and be formally introduced to other educators and shown the offices as well as classes where he / she will be teaching.

The mentor may, among other things, advise the new educator about the setting of question papers, how to draft memoranda, how to prepare lesson plans and classroom management. Even if the newly appointed educator has knowledge of the above matters, it is important that he/she acquaint himself / herself with the manner in which preparation and memoranda are done in a particular institution, so that he / she should perform in accordance with other educators, serving the same institution.

The potential benefit of mentoring includes the enhancement of educator motivation, increased job performance and acquiring the institutional culture. Smith and Burnham (1993: 10) states that newly appointed or new educators at a specific school learn about what is expected of them and what is

reasonable to expect from the school through mentorship. An educator who has undergone an induction process in a new school can easily cope with the atmosphere and environment of such an institution.

Dunham (1995: 107) states that the mentor and mentee have an important contribution to make to school-based educator training and development programmes. The relationship between the two parties is unique and it is important to lay down the ground rules in order to co-operate and work together harmoniously. Fin (1993: 153) suggests, inter-alia, the following ground rules, for the conducting of the mentorship programmes:

- The mentorship committee of the school drafts ground rules. The ground rule will stipulate the rules and regulations.
- Mentoring programmes must have a clear objective and the purpose
- Development task, which will support the development of the protégé educator.
- Mentor and mentee relationship
- A feedback

Some of the above stated ground rules will enable the mentorship committee to perform their task of mentoring properly. If the stated ground rules are properly administered and followed, the newly appointed or promoted educator will develop a feeling of acceptance in the new institution.

### **3.2.2.3 The skill of mentoring**

Smith and Burnham (1993: 10) states that the main objective of mentoring is to help a newly qualified educator or educators who are promoted to a senior position or transferred to another learning institution to develop or acquire the necessary knowledge, understanding, skills and relationship involved in competent teaching, as well as to cope with the new teaching and learning environment. For the mentors to achieve their goal, which is stated above, mentors need to attend a mentorship course, as well as be trained on how to

approach the newly qualified or appointed educators, because first impressions last. This implies that the successful mentor should have a good approach to the mentee, so as to instil confidence in the mentee.

The success of mentorship depends on the knowledge, skills and personal qualities of the professional and subject / class mentors. The training of senior educators to be mentors is an investment in the education department and learning institutions since it will eliminate streams of subject mentoring in different departments. A mentorship committee needs to be established at school level. The committee consists of a school management team that is the principal, deputy principal and heads of department, in Mamelodi secondary schools. The school management team works directly with the educators. It will be easy for the promoted or newly appointed educator to consult with the member of the school management team if he/she experiences some problems or difficulties in school.

The investment in the professional development of the mentor is likely to reveal the importance of how learners learn, which will include the need for identification and action research skills, the value of positive relationships and the importance of communication skills to ensure that constructive feedback and appropriate target setting take place. If mentors have gained or developed mentorship skills, it will be easy for the school to identify the problem areas in teaching and learning and the educators will get assistance from the senior educators, learning and support materials will be forwarded to educators and learners to help them solve their problems in various subjects within the Department of Economic and Management Sciences. The role of negotiation in establishing a clear focus for professional development has formed a key part of the training courses for mentors (Smith and Burham, 1993).

Training for effective mentoring need to be seen as a process, rather than an event. Mentorship should be continuous so that mentors should at all times be updated with the new methods and techniques for addressing and guiding the mentees.

There is a need to begin training for mentors to embrace aspects of the role which will be specific to various subjects in the Economic and Management Sciences Department and equally important is training for mentors, which is generic related (for example, classroom observation as well as counselling). There must be a programme for mentor development that forms part of the training of the mentors. There should also be co-operation and communication between mentor and mentee based on agreed needs for educator development training, the area for development linked to various learning areas in the Economic and Management Sciences Department. To benefit both parties (mentors and mentees) no party must prescribe or impose on another party what to do. Smith and Burnham (1993: 38) states that cooperation and communication between mentor and mentee makes the arrangement flexible and makes it possible to distinguish between the professionalism and mechanisms approach for mentor training and development programme.

### **3.3 OUTCOMES-BASED EDUCATION**

The National Education Department in South Africa is in a process of transformation. This transformation involves the development of the National Qualifications Framework into which education and training will be integrated. The National Qualifications Framework should provide the general principles that underscore outcomes-based education. These principles entail lifelong learning; flexible education, training structures, the integration and transfer of learning as well as the need towards critical cross-field, specific outcomes and competency (Parker et al., 1997: 107). The transformation that is in process will lead to the creation of a new method of educator development known as outcomes-based education.

Outcomes-based education was implemented in South Africa at the beginning of 1998. This development method involves movement away from content-based education to outcomes-based education. There are various definitions of outcomes-based education by various authors, such as Spady (1994: 1)

who defines outcomes-based education as vividly focused, with organised learning material in an education system around what is essential for all learners to be able to perform successfully at the end of learners' learning experiences. Outcomes-based implies starting with a clear picture of what is important for learners to be able to do and then organising a curriculum to ensure that learning takes place.

Parker et al, (1997: 109) refers to outcomes-based education as a "holistic approach" to education, which involves learning outcomes (rather than teaching input). This implies that outcomes-based education as an educator development method focuses on what learners can actually do with their learning, as well as the integrated assessment of outcomes and the understanding of curriculum as a learning environment rather than blueprint.

Malcolm (in Jansen, 1997: 78) regards outcomes-based education as a management system or an approach to manage curriculum control, curriculum design, assessment and reporting, teaching and accountability. This implies that outcomes-based education as an educator development method appeals to different interest groups in different ways; depending on what each group thinks how the education system is managed and what must be achieved.

Van der Horst and McDonald (2001: 7) describe outcomes-based education for educator development as an approach that requires educators and learners to focus their attention on two things:

Firstly, the focus is on the desired end results of each process. These desired end results are called the outcomes of learning and learners need to demonstrate that they have attained those end results of learning. Learners will therefore continuously be assessed to ascertain whether they are making any progress.

Secondly, the focus is on the instructive and learning process that will guide the learners to these end results. This implies that educators are required to

use learning outcomes as a focus when they make instructional decisions and plan their lessons.

Van der Horst and McDonald (2001: 5) further regard outcomes-based education as a learner-centred, and result-orientated approach, which is based on the following beliefs:

- i All learners in a democratic South Africa must be given a chance to learn to their full potential. This means that educators and learners must have high expectations for successful learning on the part of all learners, regardless of background, previous achievement, age, sex, learning style, or any other barriers for learners. Hence transforming the National Education Department should aim at equal and quality education for all learners in a democratic South African school.
- ii Success leads to other successes. In outcomes-based education, the saying “nothing succeeds like success” is a guiding principle. This implies that learners will develop their success, self-esteem and the motivation as well as the willingness to strive for further successes. Positive and constructive ongoing assessment is essential in outcomes-based education. In outcomes-based education terms such as fail and poor are not used, because such terms demotivate learners, and learners will develop a feeling of being isolated.
- iii The learning environment should be inviting, challenging as well as positive. Outcomes-based education is the result of transforming the National Education Department in democratic South Africa. As indicated in a previous chapter transforming the National Education Department is a combined effort. All stakeholders have to contribute in determining the syllabi. As a result the learning environment is responsible for creating and controlling the condition under which learners can succeed. Educators are charged with the responsibility of creating learning environments that are inviting, challenging and motivating. The classroom atmosphere should be positive, thereby promoting a culture of

teaching and learning, and should be characterised by an emphasis on active and not passive learning.

- iv The involvement of all stakeholders in education is important. The community members, educators, learners, parents, non-government organisations as well as interested people share in the responsibility for learning. This implies that in outcomes-based education, the different stakeholders should be co-operating partners, both in curriculum development, as well as in the implementation of the education policy, to ensure that learning institutions are run according to the legislature. Regular communication among different stakeholders in education departments is of importance, especially with regard to problems facing learners, special needs for learners, as well as progress of the learners. For the stakeholders to succeed in their objective, regular meetings with parents, community leaders, educators, et cetera should be organised.

### **3.3.1 Need for educational change in South Africa**

South Africa is in a process of transformation, because every individual in the country wants to live in a prosperous country, a country which promotes tolerance, and respect among the members of the country, a country which allows every human being to develop to his or her full potential. Through education the inhabitants of the country should be equipped with knowledge, skills, attitudes and values, which will shape them into active and valuable participants to create a better country.

Van der Horst and McDonald (2001: 3) categorises the need for educational change in South Africa into three, namely:

- i The attitudes and values of most of the adult population of South Africa were formed in the apartheid era. The past curriculum has perpetuated race, class, gender and ethnic divisions and has emphasised separateness rather than common citizenship. As a result of the division, which existed during that era, learners were not always taught to appreciate the different

aspirations and perspectives of people from whom they were distanced. Due to that educational change is essential to provide equity in terms of educational provision and to promote a more balanced view by developing in learners more critical thinking powers and their problem-solving abilities. The most important objective of outcomes-based education is to stimulate positive-ness, critical thinking, as well as the problem-solving abilities among the learners. To ensure that critical thinking and problem-solving abilities are developed, educators need to be empowered through educator development programmes.

ii A number of learners did not receive adequate educational and training opportunities during the previous era. Outcomes-based education endorses the concept of life-long learning. This implies that all people who need to learn can be afforded the chance to learn. This does not apply to scholars alone, but also to adults who want to develop themselves intellectually. The need for adults to learn led to the establishment of Adult Basic Education, with special educators who are trained to impart knowledge to adults. The vision of the changed educational system is thus that all people be granted the opportunity to develop their potential to the full. Outcomes-based education, which is the new system of education, is people-centred as well as success-orientated.

iii The new system of education provides policy makers and administrators with some level of control over the outcomes of education. Educators are free to select the content and teaching methods through which learners will achieve the outcomes of the lesson presented. The new education system curriculum is aimed at developing learners' thinking abilities, learners who will be empowered to participate in the development of the country in an active and productive way, as well as citizens who will contribute to the economic growth of the country. Hence the current Government regards education as an important industry, because the country's economic growth depends on the quality of education provided in schools. Outcomes-based education leads to the social-reconstructionist view of schooling, where schooling is regarded as a way to change and improve society. This new

system of education also leads to the easy acquisition of knowledge and knowledge is the basis for the development of the mind. Painter (1972: 8) confirms that knowledge is the basis for the development of the mind, as food is for the growth of the body. As food is indispensable to physical growth, so without knowledge the mind cannot develop.

Since it is indicated above that South Africa's education system is in a process of transformation, all stakeholders involved in education are debating how the new system needs to be implemented in local learning institutions. The debate is about the success or failure of the new system. This implies that there is a fear of change from traditional or content-based education. The acceptance to change that is, from content-based to outcomes-based education, will be called "Transformational Outcomes-Based-Education" (Spady and Marshall, 1991: 49). Brunbacher (1996: 21) states that educational transformation means a change in curriculum for learning institutions. A change in curriculum involves three factors, namely, ethics, epistemology and metaphysics.

Spady and Marshall (1991: 49) indicates the differences that are regarded as transformational outcomes-based and what are not. (See Table 3/1)

Table 3/1: Transformational outcomes-based education

Transformational OBE is not	Transformational OBE is
<ul style="list-style-type: none"> <li>• Based on cumulative achievement.</li> <li>• Dependent on comparative evaluation.</li> <li>• Characterised by contest learning and competition.</li> <li>• Selection oriented (those who pass are winners, while others are losers).</li> <li>• Defined by time and calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on cumulative achievement of the desired learning.</li> <li>• Confirmed through criteria validation.</li> <li>• Characterised by co-operative learning.</li> <li>• Oriented to inclusive success. (All can and must progress according to individual ability).</li> <li>• Defined by outcomes.</li> </ul>

Source: Spady, WG, Marshall, KJ 1991. Beyond traditional outcomes-based education. Educational leadership. October 1991.

Outcomes-based education as compared to content or traditional education systems is future-oriented and intended to produce / create learners who will be:

- Involved citizens: who will contribute toward improving their own welfare and that of others, as well as the quality of life in their own societies, and the country as a whole.
- Self-directed achievers: who will live and work independently and have a responsibility towards achieving goals based on positive values. The system creates learners who are positive-minded.
- Problem-solvers: who will be able to anticipate, identify and solve problems using critical thinking skills and abilities (Spady and Marshall; 1991: 51).

Such learners will empower themselves and others to make their society and the world a better place. The inhabitants of a country, if empowered with various skills and knowledge, will develop and grow economically and otherwise.

### **3.3.2 Comparison between the old and the new system of education**

There are various differences between the old and new systems of education. The old system of education refers to content based-education, whilst the new system refers to outcomes-based education. The approach of contents-based education differs from that of outcomes-based education. The different approaches will be tabulated below (See Table 3/2).

Table 3/2: Comparison between content-based education and outcomes-based education.

Content-based	Outcomes-based
1. Passive learners.	1. Active learners.
2. Exam-driven.	2. Learners are assessed on an ongoing basis.
3. Rote learning.	3. Critical thinking, reasoning, reflection and action.
4. Syllabus is content-based and broken down into subjects.	4. An integration of knowledge, learning relevant and connected to real-life situation.
5. Textbook/worksheet bound and teacher centred.	5. Learner-centred, educator is facilitator, educator constantly uses group work and teamwork to consolidate the new approach.
6. Syllabus is rigid and non-negotiable.	6. Learning programmes seen as guides that allow educator to be innovative and creative in designing programmes.
7. Teachers responsible for learning, motivation depend on the personality of the teacher.	7. Learners take responsibility for their learning, learners motivated by constant feedback and affirmation of their worth.
8. Emphasis is on what the teacher hopes to achieve.	8. Emphasis is on outcomes (what the learner can do and understand).
9. Content is placed into rigid time frames.	9. Flexible time frames allow learners to work at their own pace.
10. Curriculum processes are not open to public comment.	10. Comment and input from the wider community is encouraged.

Source: Van der Horst, H. and McDonald, R. 2001. Outcomes-based education. Theory and Practice. Centurion: Kagiso Publishers.

The above table clearly indicates the differences between content and outcomes-based educations. To ensure that educators adapt to transformation that is taking place in the National Education Department, development programmes are essential for educators.

Education transformation has brought about various changes in the National Department of Education as such. Such changes are, among others, the creation of new learning areas, changes in terminology, such as outcomes instead of goal, lesson programme instead of lesson plan, the improvement of teaching method, rearrangement of classroom layout (classroom management), or assessment instead of evaluation. It is of importance for educators to acquaint themselves with the new terms used in outcomes-based education. Such terms will be explained in the section below.

### **3.3.2.1 Outcomes**

In outcomes-based education, learners must be informed prior to the lesson about the outcome of the lesson. Both learners and educators must know outcomes of the lesson. In so doing learners will be focused during the lesson, and at the end of the lesson, the learners must be able to demonstrate and apply what they have learned during the lesson.

Van der Horst and McDonald (2001: 49) explained outcomes as:

- i Outcomes are the result of learning processes and refer to knowledge, skills, attitudes and values.
- ii Learners should be able to demonstrate that they have understood and are able to apply the desired outcomes within a certain context.
- iii There are three kinds of outcomes, viz (1) critical crossfield outcomes (2) specific outcomes and (3) learning outcomes

In order for the educator to achieve the outcome of the lesson, it is important that learners are made aware of or told what the outcome of the lessons is, before the educator starts with his/her lesson. Both the educator as a

facilitator and the learner as a participator should work together to attain the outcomes of the lesson.

### 3.3.2.2 Lesson plan versus learning programme

A successful educator needs to plan his/her lesson prior to presentation of the lesson. Lesson planning is done according to the syllabus and it follows a particular sequence. The table below indicates the differences between lesson plan and learning programme. Van der Horst and McDonald (2001: 163) explain the differences between planning and lesson program as follows:

Table 3/3 Differences between lesson plan and learning programme

Content-based lesson Pan	Outcomes-based learning programme
<ul style="list-style-type: none"> <li>• Lessons are revision of facts especially for tests and examination.</li> <li>• Lessons are assessment of knowledge as provided in the textbook.</li> <li>• Lessons are academic exercises.</li> <li>• Lessons also include the transmission of content as indicated in the syllabus or textbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning programmes are based on national guidelines.</li> <li>• The national guideline replaced what was known as the syllabus.</li> <li>• A learning programme is a set of teaching and learning activities and ways of assessing learners' achievement.</li> <li>• Learning programmes must be developed taking into consideration the various kinds of outcomes, which complement the needs of learners.</li> </ul>

Source: Van der Horst, H. and McDonald, R. 2001. Outcomes-based education. Theory and practice. Centurion: Kagiso Publishers.

The learning programme is determined by the outcome of the lesson. The learning programme consists of specific outcomes, learning material, as well as the teaching method. In Economic and Management Science, the economic activity of the country is taken into consideration when preparing the learning programme, hence the learning programme is flexible and not rigid.

### **3.3.2.3 The role of the learner**

In outcomes-based education every stakeholder in education has a role to play. This study will focus on the role of the trio – being the learner, the educator and the parents. Those roles will be explained below. The learner plays an important role in the teaching and learning environment. Without the learner there will be no teaching and learning. The role of the learner in outcomes-based education is as follows:

- i Learners are not passive recipients of knowledge, but are active participants in the teaching and learning process.
- ii Learners are expected to be critical thinkers and be able to reason things out.
- iii Learners take responsibility for their learning.
- iv Learners are motivated by constant feedback and affirmation of their work

In outcomes-based education, learners play an important role, because they (learners) are the ones who must be focused and perform more activities than the educator. The educator is just a facilitator.

Learners are not only the recipients of information. In outcomes-based education group activity is encouraged rather than content-based education.

### **3.3.2.4 The role of the parents**

Parents play an important role in the education of their children. As it is indicated in the Republic of South Africa's Constitution all children must be afforded the chance to attend school. It is the responsibility of the parents to ensure that their children attend school. The role of the parents is as follows:

- i Parents are actively involved in the education of their children.
- ii Parents insist and assist the educator to develop the child in totality.
- iii Parents are stakeholders in education, therefore they co-operate with other stakeholders in curriculum development and implementation.

Parents form part of the stakeholders in the National Education Department. Hence they have their representative in the governance of school. Such organisation where parents are represented is called a school governing body (SGB). Parents are among the role players in curricula development and they ensure that there is proper implementation of such curricula in learning institutions.

### **3.3.2.5 The role of the educator**

Educators play an important role in educating the individual learners, as well as educating the nation. The National Department of Education (norms and standard, 1998: 53) outlines the duties of an educator as follows:

- i The educator as a learning mediator, will mediate learning in a manner which is sensitive to the diverse needs of learners
- ii The educator is an interpreter and designer of learning programmes and material.
- iii The educator is a leader, administrator and manager. The educator will make decisions appropriate to the level of managing the classroom, carrying out administrative duties and participating in school decision-making structures.

- iv The educator as a scholar, researcher and life-long learner, will achieve ongoing personal, academic and professional growth. The educator as an assessor will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into the process of learning

The tasks of an educator in the teaching and learning environment never end and they are limitless. Apart from the duties and responsibility indicated in chapter 2, there are other duties and responsibilities of educators, which are not written anywhere. Educators, who include the following, an educator as a councillor, social worker, security, leader and parents as well as guardians of the learners, perform such duties spontaneously. The duties and responsibility of educators are comprehensive.

### **3.3.2.6 Teaching methodology**

The method of teaching outcomes-based education and content-based education differs due to the fact that the new system of education is designed to equip all learners with the knowledge, competency, and orientation needed for success after learners leave school. The applicable teaching method for outcomes-based education is explained as follows:

- i The focus is on the desired end result of each learning process.
- ii Learners need to demonstrate that they have attained the outcomes.
- iii Continuous assessment is used to determine the progress of the learners.
- iv Learners are encouraged to connect what they know to real life situations.
- v The educator constantly uses group work or teamwork to consolidate the new approach to training.
- vi The time allocated to each task or activity is flexible to allow learners to work at their own pace.

In outcomes-based education, the educator is not the transmitter of information, but the facilitator. Hence the method of teaching must encourage active learner participation. The educator must ensure that all learners are actively involved and group work is encouraged (Van der Horst and McDonald, 2001: 133).

### **3.3.2.7 Classroom management**

Outcomes-based education is aiming at closing the gap between educator and learners. As a result it is the responsibility of the educator to ensure that learners gain the confidence of the educator. The educator should manage his/her class as follows:

- i The use of a variety of teaching and learning strategies, such as, group work, discussion, as well as research projects.
- ii Learners are informed before the lesson what is expected of them and towards which outcomes they are working.
- iii The educator moves around among learners to guide, direct, encourage, praise, assess, answer questions and ask questions. It means that assessment is done throughout the lesson.
- iv There are deliberate attempts to involve all learners in the learning events and activities.
- v Learners feel free to discuss, comment on and participate in learning activities and events in the classroom.

Due to the fact that outcomes-based education encourages learner involvement and group activities, hence the classroom lay-out, that is the arrangement of desks and other classroom furniture must be arranged in such a way that the educator is able to see all learners and be able to communicate with them. Communication between educator and learner in a classroom play an important role, without proper communication, the educator would find it difficult to manage his/her class. Communication is the key element in learning-orientated classroom (Van der Horst and McDonald, 2001: 100).

### **3.3.2.8 Assessment**

In content-based education, learners are assessed/evaluated based on tests and exams. Such tests and exams are based on a prescribed textbook and the aim is to measure the amount of work covered. While in outcomes-based education learner's work is assessed as follows:

- i Assessment is for different kinds of outcomes, that is knowledge, skill, attitude and values. Assessment requires the use of various models and a variety of techniques for assessing and it is continuous.
- ii Learner's performances are evaluated against a set of criteria.
- iii Learners are assessed in terms of their ability to achieve clearly defined outcomes.
- iv Various methods of assessment are used.
- v Assessment is no longer the business of educators only, group, peer and self-assessment methods are used.

Assessment in outcomes-based education is not the responsibility of the educator only, but is the task of various individuals or groups, such as peer, self and group as well. Assessment is advantageous to the learners because if the learner could not be assessed at the end of year due to unforeseen circumstances beyond the learners' control, his/her year mark would be taken into consideration to decide whether he/she is promoted or retained (Van der Horst and McDonald, 2001: 180).

### **3.3.2.9 Recording of assessed work**

Outcomes-based education encourages continuous assessment for learners' work. This encourages learners to keep up with their work because everything that the learner does counts towards their achievement. The work of learners is assessed as follows:

- i Marks and tests form part of the formal summative component.

- ii Learner's progress is monitored and recorded continuously.
- iii Formative and summative assessments of learners are recorded.
- iv Recording is done continuously.

It is important for the educator to report on the assessed work of the learner, that is, if the learners need additional support on certain learning areas or subjects, what kind of support is needed.

Reporting on the learners' assessed work should at all cost be positive, positivism encourages learners to work even harder. In outcomes-based education educators are discouraged from making negative reports, words such as, failed, stupid and others need not be used, because they discourage and destroy the learners.

#### **3.3.2.10 Reporting of assessed work**

To ensure that every lesson achieves its outcome, learners need to be assessed. When assessing learners, words such as fail and pass are not used, due to the fact that such words discourage learners. In outcomes-based education learners need to be motivated. Hence learners's work is assessed as follows:

- i Learners are ranked as follows: achieved, not achieved and need additional support.
- ii Standards are prescribed for promotion or being retained, based on the record for continuous assessment.
- iii Results of some of the formal continuous and the informal formative assessments can only be recorded in words, in other words by describing the extent to which a learner has progressed towards achievement of learning outcomes.

### **3.3.3 Elements of outcomes-based education**

Sound outcomes-based education models incorporate several elements that work together to change how learning institutions operates, and facilitate the success of learning and teaching. These elements of outcomes-based education are paradigms, purposes, principles and practices.

#### **3.3.3.1 Paradigms of outcomes-based education**

Spady (1994: 8) defines a paradigm as a way of viewing and doing things (teaching and learning) consistent with the viewpoint of attaining successful results or outcomes. The outcomes-based education paradigm shapes decision-making and patterns of a concrete action with a view as to what and whether learner's learning is successful and will bear correct outcomes. The objective of the outcomes-based education paradigm is the desire to see all learners emerging from various schools as genuinely successful. Changing from the content-based to outcomes-based education will ensure that outcomes of the learners are positive and learners become assets of their country (Bester, 2000: 12). In the "old" approach or content-based education the teachers' main objective was to concentrate on the gathering of knowledge. The students or pupils had to demonstrate their knowledge by writing examinations and tests. In most cases the knowledge had no relevance for the learner in his/her everyday life. The new system of education, that is, outcomes-based education, focuses on the way in which to prepare learners to handle life in general, to be prepared and competent to meet the challenges they are faced with in their day-to-day living, as well as in their future lives.

Bester (2000: 14) states "education concentrated on the head-on knowledge in the old approach, whilst the new approach still recognises the importance of knowledge. The focal point is understanding and applying the knowledge." Knowledge is the basis for mental development. In order to develop mentally, there is a need to continuously attend developmental workshops.

The new approach does not only focus on the head, but on the heart and hands as well. Learners are taught what they like and as a result they enjoy learning, and on that score it will be easy for learners to apply what they have learned. The outcomes-based education does not focus on rote learning and the syllabi are not rigid and non-negotiable. Learners are taught what they like and enjoy, and apply what they have learned.

### **3.3.3.2 Purpose of outcomes-based education**

There are two outcomes-based purposes, which are firstly ensuring that all learners are equipped with the knowledge, competence and qualities needed to be successful after they exit from education system. The introduction of outcomes-based education by the National Education Department has led to the following:

- Elimination of permanent failure of learners at schools. In outcomes-based education the word failure or poor does not exist. No learner is supposed to fail, unless such a learner has a very serious learning problem. A learner with a serious learning problem will be referred to a special school
- Rote learning is reduced to a minimum. Outcomes-based education is not exam-oriented. The transmission of content is not as directly indicated in the syllabus or textbook, and educators are flexible when transmitting knowledge. Hence rote learning is reduced
- Learning abilities to appreciate and deal with realistic situations like those that learners encounter after school have increased since the emphasis is on knowledge, skills and values. Spady and Marshall (1991: 14) states that the objective of outcomes-based education is to equip all learners with knowledge, competence and orientation needed for success after they leave school

The second purpose of outcomes-based education is structuring and operating learning institutions so that the outcomes could be achieved and

maximised for all learners. Outcomes-based education is outcomes oriented, hence this new education system creator. Learners, who will be involved citizens, contribute towards improving their country and their surroundings and strive to become citizens who will be proud of their country. To ensure that there is no discrimination against learners, Section 9 of the Constitution of the Republic of South Africa 1998, states that every person is equal before the law and has the right to equal protection.

These two purposes drive the education system to focus on future performance abilities of learners and to establish a success-oriented way of operating. The purpose of outcomes-based education rejects the prevalent notion that learners of different aptitudes and abilities should be given different curriculum and learning opportunities.

### **3.3.2.3 Premises of outcomes-based education**

Outcomes-based education as a new educator development method consists of three premises. Firstly, all learners can learn and succeed, but not on the same day in the same way. This implies that no learner has to be retained unless, such a learner has serious learning problems. Secondly, successful learning promotes even more success. This implies that if learners succeed in class, such learners will be encouraged to work/study even harder. Thirdly, the environment in which the school is situated influences learning. The school cannot function in isolation, hence the school depends on the environment. The three stated premises contribute to the value of outcomes-based education towards learning and learning institutions.

The first premise explicitly takes differences in student learning rates and learning styles into consideration and not as a barrier to successful learning, but as a factor that could be designed into any sound instructional process. Achievement is a very optimistic view of the learning potential of all learners (Spady, 1994: 10). In outcomes-based education learners are assessed or ranked not by making use of a sliding percentage scale but by assessing

learners on a prescribed standard to be retained or promoted (passed or failed is no longer applicable in outcomes-based education).

The second premise stresses or emphasises that successful learning rests on learners having a strong cognitive and psychological foundation of prior learning. The learning institution could assist in making both foundations (cognitive and psychological) easier for learners to continue and to learn successfully (Spady, 1994: 10).

### **3.3.3.3 Principle of outcomes-based education**

The third premise refers to the learning institutions, which implement the new method, which is outcomes-based education. Such schools believe that they are capable of implementing all approaches and techniques as well as teaching methods required by the new system for the benefit of the learners. If the new method of teaching is correctly executed all learners will be successful, and motivated to work even harder (Spady, 1994: 10).

The premises of outcomes-based education are directed towards the encouragement, as well as motivating of learners to work/study even harder. In the new system of education known as outcomes-based education, learners are taught according to their pace of learning and it promotes individual attention. The heart of outcomes-based education will be explained below.

The principle of outcomes-based education serves as the heart of this new system of education, if properly executed, and the result or the objectives of outcomes-based education could be attained. There are four principles of outcomes-based education, viz, clarity of focus, expansion of opportunity, high expectation and dressing down. The principles of outcomes-based education will be described in the paragraphs below:

- Clarity of focus: culminating demonstrations become the starting point, focal point and ultimate goal of curriculum design and instruction.

Learning institutions and district offices should work carefully to align/ match curriculum, instruction, assessment, and credentials with the substance / criteria and process of the intended demonstration (Van der Horst and MacDonald, 2001: 22).

- Expansion of opportunity: educators should provide or expand opportunities and support for learners to learn successfully. Due to the fact that outcomes-based education is not textbook bound, flexibility is needed on the side of educators. Individual learning plays an important role. Time should be used as a flexible resource rather than predefined absolute in both instructional design and delivery, which is better to match the difference in student learning rates and aptitude. Educators should deliberately allow learners to put on attire (appropriate dress) that will enable them to act out (perform) particular and prescribed learning activities that will demonstrate their successful understanding of what they have learnt. The above indicate that educators need to be creative when promoting the acquisition of knowledge by learners.
- High expectation: outcomes should represent a high level of challenge for learners, and all should be expected to accomplish these eventually at high performance level. Learners should be given credit for their performance whenever it is necessary. Learners must be motivated by the use of words such as excellent, very good, well done. Outcomes-based education totally condemns the discouragement of learners. Words such as poor and fail are strictly not applicable in the new education system.
- Dressing down: curriculum and instructional design inherently should carefully proceed backwards from the culminating demonstrations on which curriculum development should ultimately focus and rest, by ensuring that all components of a successful culminating demonstration are in operation.

### 3.4 CONCLUSION

Teaching is the imparting of knowledge from one person to another. Since the education system is in the process of transformation, it is of vital importance for educators to develop themselves in order to match the pace of educational transformation. Educators need to develop themselves in their field of specialisation or subjects that they are involved with in their respective schools. Due to the speed at which changes are taking place in the education system, educators are required to learn afresh at intervals throughout their teaching career.

There are various methods for educators' development, namely, coaching, mentorship and outcomes-based education. The above-mentioned development methods will enable educators to cope with the rate at which changes are taking place in education departments. Educators will also be acquainted with new terminology used in various learning areas or subjects.

The above-mentioned development methods should be executed in a way that suits the need of the specific learning area. If the above method could be properly administered, the educators' competency will be promoted. Educator development is a process and a whole school activity.

The importance of educator development methods is to equip all educators in the Department of Economic and Management Sciences with the knowledge, competence as well as orientation needed to develop their department and make their department differ or better as compared to other departments in the teaching and learning environment. Hence it is important for educators in the Department of Economic and Management Science to attend many educator development programme/s indirectly influences the transformation of teaching methods. Educators who attend educator development programme/s, whose teaching method concerns the way the educator organises, uses techniques as well as imparting subject matter or knowledge

gained by attending educator development programmes to meet teaching objectives and to attain the desired learning outcomes.

Stakeholders in education should be involved to ensure that their educational system improves. Principals, deputy principals, heads of department and parents should encourage and motivate educators to attend development courses for educators so that the standard of education could be improved. Educational strategies should be improved so that the goals of the education department should be attained.

Educator development strategies play an important role in encouraging educators to attend educator development programmes. That is why the National Education Department and Provincial Education Department organise educator development programmes, to ensure the importance of developing educators and the improvement of the standard of education in a democratic South Africa.

## **CHAPTER FOUR**

### **EDUCATOR DEVELOPMENT STRATEGIES**

#### **4.1 INTRODUCTION**

The National Education Department as well as the Provincial Education Department spent large amounts of money in developing educators. It is important for both National and Provincial Education Departments to introduce ways and means for developing educators. In order for the educators to be attracted to the development programmes, the Provincial Education Department must introduce development strategies that will attract the educators to attend the development programmes, specifically the Gauteng Education Department must introduce educator development programmes in order to capacitate Mamelodi educators, specifically those educators who are teaching subjects which fall within the Economic and Management Sciences Department. An educator development strategy may be referred to as the action taken, used or applied to achieve major objectives in the teaching and learning environment. The main objective of the teaching and learning environment is to improve the quality of education and produce competent and acceptable adults. To improve the quality of education, learning institutions will need to develop the educators.

Education departments have introduced various evaluation programmes for quality management in schools or learning institutions, which are, developmental appraisal systems, whole school evaluation, performance management development systems, norms and standards for educators (Education Labour Relations Council [ELRC] 2004). These evaluation programmes will enable the development strategies to attain their goals, because in these programmes the objectives for conducting such programmes are clearly indicated and furthermore, educators are aware of what is expected from them.

Since South Africa is divided into nine provinces, each province should develop its own development strategy that will suit, improve and solve the problems, which are experienced in various learning areas or learning institutions, since different schools experience different problems, and those problems cannot be solved in the same manner. It is therefore important for the various provinces to come up with their own strategies. The National Education Policy, Act 1996, should be used as a guideline when drafting development strategy documents. The objective of educator development strategies should be to improve the quality and standard of education in a democratic South Africa.

The goal of educator development is to support the growth of classroom teachers in their performance of various tasks. The more tasks or activities educators can accomplish, the better person and professional they are likely to become.

Educator performance or behaviour is viewed not only in terms of their abilities to perform a particular classroom instructional task, but also in terms of educator personal growth. Mcnergney and Corrier (1981: 23) states that educators must be encouraged to attend educator development programmes so that they must become more knowledgeable, more complex and more sensitive individuals. This implies that educators must be the master of their subjects, hence they must read further than what is expected of them in a classroom situation. Educators, as the leaders or managers in their respective classes, must be more informed, have wide knowledge of subject matter in their respective subjects, hence it is expected from educators to read wider.

The development of an educator can be measured in terms of student growth. This implies that the success of learners may be used as a means of measuring the development of educators. The study and practice of supporting educator's effectiveness cannot be separated from student learning. The development strategies and evaluation programmes for quality management in learning institutions will be discussed below.

## **4.2 DEVELOPMENTAL APPRAISAL SYSTEM**

Developmental appraisal refers to an appraisal process that will result in development in both skills and career prospects of the individual educator and lead to improvement at schools or institutional level (Education Labour Relations Council [ELRC], 2003: 58), while appraisal implies making judgments and decisions on the quality or effectiveness of a programme, project or set of actions.

### **4.2.1 Historical development of developmental appraisal system**

The impetus for the historical development of the developmental appraisal system has been linked to the breakdown of inspectorates and the subject advisors' services in all schools in South Africa. From 1985 up to 1990 it was impossible for inspectors and subject advisors to visit local schools, due to the fact that educators and learners revolted against the inspectors and subject advisors. Educators declared the period stated above as a period of no communication with the departmental officials or anybody who visited the schools with the faultfinding mission (ELRC, 2003:5).

Within the organised teaching profession the need was felt to develop a mechanism or instrument which would be acceptable to all stakeholders and would enhance the development of competency of educators and the quality of education in the country. These led to the birth of the developmental appraisal system. All stakeholders or role players in the various education departments in the democratic South Africa accepted this system. The developmental appraisal system came into existence on 28 July 1998.

### **4.2.2 Developmental appraisal in the new South Africa**

Since South Africa is in the transformation period and the whole of the South African society is moving toward democracy, the educational sector cannot be unaffected by the democratisation of South Africa as enshrined within the new Constitution of the Republic of South Africa, 1996.

The Constitution, 1996, prescribes to all of South African life - educators and education are no exception. It is of utmost importance to find ways in which education will uphold the basic human rights that the Constitution of 1996 affords to all citizens. Some of the relevant rights are, amongst others, the right to fair labour practices, freedom of association and the right to education. Underpinning these rights are the values of democracy, accountability and transparency.

The developmental appraisal system takes into consideration the provisions of the Constitution and ensures that it is consistent with it. The developmental appraisal system is also in keeping with other processes of democratisation and transformation. The appraisal system attempts to attain its objectives by engaging in a process that is democratic, transparent and non-judgmental. The appraisal system is designed to ensure that there is democratic participation in the appraisal process. Establishing an appraisal panel attains democratic participation in the appraisal system. The members of the appraisal panel are as follows: the appraisee, a peer nominated by the appraisee, a union representative, a senior management level person and an outsider to the institution. Because the appraisee is part of the panel, this makes the whole process democratic and transparent (Education Department, 2003: 79).

#### **4.2.3 Aims of developmental appraisal system**

The objective of the developmental appraisal system is to facilitate the personal and professional development of educators in order to improve the quality of teaching practices and educational management (Department of Education, 2003: 53). The developmental appraisal system is based on the fundamental principle of life-long learning and development. This implies that one has to prioritise areas for development and growth throughout one's career in education. The objective will be attained only if the members of the panel or educational authorities properly administer the appraisal process.

## **4.2.4 Use of developmental appraisal system**

The term development appraisal is used in various ways and has various meanings. It is of utmost importance to differentiate the use of the term development appraisal. Poster and Poster (1993: 15) differentiated two different types of developmental appraisals, namely, staff developmental appraisal and performance developmental appraisal. These developmental appraisals will be discussed in the paragraphs below.

### **4.2.4.1 Staff developmental appraisal**

Staff developmental appraisal is sometimes referred to as staff development review (Dunham, 1995: 96). This developmental appraisal is concerned with the identification of educators' professional development needs as well as training opportunities for educators to enable them to improve their performance in the classroom. Educators who develop themselves will be competent in their field of work and such educators will be in a position to focus in the future. Since subjects in the Economic and Management Sciences Department are dynamic and their content is subject to change, which is influenced by the changes in the economic conditions of the country such as price changes, changes or fluctuations in the rate of exchange and many more changes, it is important for educators to develop themselves so as to cope with all these changes.

A staff developmental review is concerned with the development of an individual and not a task. As a result educators are enhanced with the feeling of self-esteem, confidence and motivation. The good thing about staff developmental appraisal is to alert educators as to what is expected of them. Educators are informed about their evaluation, they are able to discuss their strengths and weaknesses objectively and constructively, feeling for achievement, being aware of personal and professional growth, and the identification of training needs (Dunham, 1995: 96). Staff development review is a tool to keep educators on their toes because educators are not just

relaxed but, should at all times be alert, due to the changes that take place in Economic and Management Sciences.

#### **4.2.4.2 Performance developmental appraisal**

Dunham (1995: 95) states that performance developmental appraisal is concerned with the setting of achievable goals and giving feedback to staff on their work performance, which identifies educator's areas, which need to be developed through training. If problem areas are identified and proper care is taken to solve such problems, educators will be encouraged to improve their performance, and they will gain confidence. Educators who are motivated and have confidence will be encouraged to improve their own performance and meet the objectives of their respective learning institutions, which is to ultimately improve their results and change the learning institution for the better.

As indicated above performance developmental review is concerned with the setting of attainable goals. These goals are classified into three groups, which are short term, medium term and long term objectives (Dunham, 1995: 97). It is mainly concerned with the task to be performed. This implies that the performance development review is concerned with what is expected from the educators. For educators to perform according to the standard set by the school management team, or school assessment team, they need to be guided and learning support material should be made available. If the performance of the educators is properly appraised or reviewed, the learning institution as well as educators will benefit. Educators will benefit in a sense that they should have gained more information based on the subject they are teaching and the school will benefit through the improvement of results. Finally the Education Department shall benefit.

Performance development review must not be confused with judgmental or merit rating. Judgmental review is a fault finding mission to intimidate educators, while performance developmental review is used to help educators

to become better teachers by identifying their weaknesses and strengths (Durham, 1995: 96).

#### **4.2.5 The Range of developmental appraisal**

The range of developmental appraisal is a process, which is continuous and endless. It includes the following: reflective, self, peer and collaboration. The processes of developmental appraisal, will be discussed below by Crawford et al., (1997: 17) as follows:

- Reflective practice is an ongoing activity, which requires educators to interpret and analyze the extent to which educators' performance meet the objectives in serving the needs of clients (learners) with the intention to rethink the existing practice in education departments. Since the subjects within the Economic and Management Sciences Department are social, dynamic and living subjects they are subjected to continuous changes. It is the task of educators within this department to keep up to date with information or content within the subjects. To enable educators within this department to attain such valuable information it is imperative that they will attend development courses and seminars.
  
- Self-appraisal relates to an educator who undertakes self-analysis and introspection in terms of his / her own performance, learner questionnaire results, as well as the school development plan. The objective of educator self-appraisal is to determine priorities for individual and professional growth and to effect changes, when needed, to suit the learners' learning institution, as well as the development plan. For an educator to appraise him / herself a plan of action regarding learners, goals and school goals must be outlined extensively, and the educator needs to be as objective as possible when self appraisal is conducted.

- Peer appraisal is the environment of a colleague in assisting the appraisee to review his / her performance with the view to prioritise professional and individual development needs.
- Collaboration refers to educators working together to assist in problem-solving, for example, educators teaching the same grade or educators from different learning institutions teaching the same grade. Collaboration occurs when educators consult with the Support Services of the Education Department.

The above stated range of development appraisal is used in an education department both internationally and locally to vividly describe the way in which the competency of educators is viewed.

#### **4.2.6 Approaches to appraisal**

There are two types of appraisal approaches, viz the judgmental approach and the developmental approach. These approaches will be explained below:

##### **4.2.6.1 The judgmental approach to appraisal**

It is generally accepted that the work or task of the educator needs to be judged or assessed by either the principal, head of department or by subject advisers. In this approach, the “judgmental approach” is an overall tendency to find fault with the work of educators, or to be negative in reports that are written by the evaluator and not to acknowledge the positive things that educators do (Department of Education, 2003: 55).

There is a tendency not to involve the person or educator who is being “judged” in the processes within which decisions about the judgment are made (Department of Education, 2003: 55). The judgmental approach is a vivid way of inspecting or policing educators’ performances. As a result of the objective or method of implementing the judgmental approach, educators and stakeholders or role players do not support the judgmental approach.

#### **4.2.6.2 The developmental approach to appraisal**

The developmental approach is the direct opposite of the judgmental approach. The developmental approach is used in an attempt to erode the negative aspects of an educator's performance by providing ways in which such negative aspects may be responded to in a developmental way on the basis of strengths that exist (Department of Education, 2003: 55). In this instance the latter approach ensures that the person being appraised is part of the appraisal process, and is able to contribute to decisions about his/her performance and ways in which he/she can improve (Department of Education, 2003: 56). The developmental approach is an approach that is not judgmental, is more positive oriented and one that acknowledges people's strengths. Instead of blaming the educator in a faultfinding way, the developmental approach tries to find ways in which such negative aspects may be responded to within developmental programmes that would enable the educator to improve his/her performance in the area affected (Department of Education, 2003: 56).

The development approach acknowledges that even an educator who has a number of faults, or an incompetent educator, also has positive aspects to his/her performance that are not in need of immediate improvement and which may be used for further professional development (for Department of Education, 2003: 58).

#### **4.2.7 Principles of developmental appraisal system**

The Department of Education (2003: 60) explained eight guiding principles of the developmental appraisal system. These will be explained below:

**Table 4/1: Principles of the developmental appraisal system**

<ul style="list-style-type: none"> <li>• The process of appraisal should be open, transparent and developmental.</li> </ul>
<ul style="list-style-type: none"> <li>• The appraisal of educators is in essence a developmental process, which depends upon continuous support. It is designed and intended to entrench strengths, develop potential and overcome weaknesses.</li> </ul>
<ul style="list-style-type: none"> <li>• The process of appraisal should always involve relevant academic and management staff.</li> </ul>
<ul style="list-style-type: none"> <li>• The appraisal should be inclusive of all stakeholders and the panel should be trained to conduct the process of appraisal.</li> </ul>
<ul style="list-style-type: none"> <li>• Educators should be informed of all aspects of the appraisal process, so that they can take the initiative in conducting the process of appraisal.</li> </ul>
<ul style="list-style-type: none"> <li>• Prompt feedback by way of discussions and written communication to those who are being appraised should be one of the indispensable elements of appraisal.</li> </ul>
<ul style="list-style-type: none"> <li>• The appraisee has the right to have access to and respond to the appraisal report.</li> </ul>
<ul style="list-style-type: none"> <li>• The instruments for the appraisal should have appropriate criteria to appraise the nature and level of the work performed.</li> </ul>

Source: Department of Education: 2003. Developmental Appraisal for Educators. Pretoria, ELRC.

In the real sense of the matter, the developmental appraisal system is meant to foster a democratic ethos within the Department of Education, and to promote a culture based on human rights and fairness. The developmental appraisal system also takes into consideration the Constitution of the Republic of South Africa, the South African Schools Act, the Employment Equity Act and all legislation that attempts to transform the education sector.

The fact that educators are continuously appraised shows the importance of educator developmental programmes in the Economic and Management

Sciences Department. Educator developmental programmes play a fundamental role in ensuring that educators match the ever-changing circumstances continually. Lack of relevant educator developmental programmes contributes directly and indirectly to the redundancy of educators, which contributes to poor teaching and learning in learning institutions. Therefore, the need for continuous educator developmental programmes cannot be overemphasised.

### **4.3 WHOLE SCHOOL EVALUATION**

In the National Education Policy Act, 1996 (Act 27 of 1996) it is stated that the norms and standards of educators present a way of designing and delivering teacher education in South Africa. This act forms part of the educator developmental strategy in a democratic South Africa. The cornerstone of this policy is the role of educator's competency, which should be integrated into the purpose and exit level of the attainment of the learning outcome.

The National Policy for Whole School Evaluation has been introduced to ensure that there is a national system of evaluating the performance of schools, and to ensure that there is comprehensive data on the quality of teaching and learning. Whole school evaluation is aligned with the developmental appraisal system to instill confidence in educators, because the features of good practice sought in both systems are the same as those encouraged through appraisal and developmental programmes.

The policy has been designed in such a way that school evaluation is carried out according to an agreed national model. The policy indicates ways in which very good schools should be recognised and under-performing schools should be supported. The aim of this Policy is to improve the overall quality of education in a democratic South African school. The policy seeks to ensure that all learners are given an equal opportunity to make better use of their capabilities. Whole school evaluation is meant to be supportive and developmental and not punitive and judgmental.

Whole school evaluation is not used as a cohesive measure. Part of its responsibility will be to ensure that national and local policies are complied with. The main purpose of the policy is to facilitate improvement of school performance through approaches characterised by partnership, collaboration, mentoring and guidance. Whole school evaluation is a process not an end in itself, it is the first step in the process of school improvement and quality enhancement. The National Education Policy Act, 1996 (Act 27 of 1996) states that to attain the improvement and quality enhancement the primary task is to introduce the educators' developmental programmes and to ensure that such programmes meet the expectations of educators as well as those of the learning institution.

#### 4.3.1 Aims of whole school evaluation

The National Education Policy Act 27 of 1996 explains the aims and objectives of whole school evaluation as follows:

Table 4/2: Aims of whole school evaluation

<ul style="list-style-type: none"> <li>To identify the aspects of effective schools and improve the general understanding of which factors create effective schools.</li> </ul>
<ul style="list-style-type: none"> <li>To identify aspects of excellence within the system that will serve as models of good practice.</li> </ul>
<ul style="list-style-type: none"> <li>To strengthen the support given to schools by the district professional support system.</li> </ul>
<ul style="list-style-type: none"> <li>To increase the level of accountability within the education system.</li> </ul>
<ul style="list-style-type: none"> <li>To moderate externally, on a sampling basis, the results of self-evaluation carried out by the schools.</li> </ul>
<ul style="list-style-type: none"> <li>To evaluate the effectiveness of a school in terms of the national goals, using national criteria.</li> </ul>
<ul style="list-style-type: none"> <li>To provide feedback to all stakeholders as a means of achieving continuous school improvement.</li> </ul>

Source: South Africa, Republic: 2001 July, Government Gazette, Pretoria, Government Printers.

The objective of whole school evaluation is to improve the overall quality of the educator. Educator developmental programmes serve as a vehicle to enable the whole school evaluation to attain its objective. The professional support team from district offices must be the facilitators of the educator developmental programme.

#### **4.3.2 Approach of whole school evaluation**

The approach of whole school evaluation is designed to assist learning institutions measure to what extent they are fulfilling their responsibilities and improving and maintaining their performance. There are six ways or means of assisting learning institutions to achieve their goals, which will be mentioned below:

- i School-based self-evaluation;
- ii External evaluation by the supervisory unit personnel;
- iii Adequate and regular district support leading to professional development programmes designed to provide assistance, as well as to advise individual members of staff and schools should they seek to improve their performance;
- iv Publishing of written reports on the performance of individual schools;
- v Publishing of annual reports by provinces and the Ministry on the state of education in schools; and
- vi An agreed set of national criteria to ensure a coherent, consistent but flexible approach to evaluate performance in the education system (Education Labour Relations Council of 2003: 9).

The approach of whole school evaluation is to help learning institutions to measure or evaluate their own achievement. It is important for those educators who attended the educator developmental programme to give feedback to their facilitators to do remedial work by visiting the learning institutions to see if there is compliance at school.

### 4.3.3 Principles for whole school evaluation

The principles contained in the National Education Policy Act, 1996 (Act 27 of 1996) are briefly explained below:

- i The case mission of a learning institution is to improve the educational achievement of all learners. Whole school evaluation is designed to enable the principals, educators and a support service to identify to what extent the school is adding value to a learner's prior knowledge, understanding and skills.
- ii All members of a school community take responsibility for the quality of their own performance. This implies that principals, deputy principals, educators including governing bodies, must aim at improvement of and development of teaching and learning in their respective learning institutions. Whole school evaluation intends to enable the contribution made by members of staff, learners and other stakeholders to improve their own and the school's performance, for proper recognition.
- iii Good quality whole school evaluation must be standardised and consistent. This implies that the guidelines, criteria and instruments must ensure consistency over periods of time and across settings. The standard must be consistent and flexible.
- iv Staff development and training are critical to school improvement. A measure used by whole school evaluation in judging a school's performance is the amount and quality of in-service training undertaken by staff and its impact on teaching and learning, as well as the standard of achievement. Hence educator development plays an important role in the improvement of learning institutions. Whole school evaluation has an important impact in contributing to securing well-focused developmental programmes for educators.

- v Learning institutions are inevitably at different stages of development. A basic principle for whole school evaluation is to seek to understand the circumstances of a school, that is whether the school is disadvantaged or not. The whole school evaluation programme recognises that schools in disadvantaged areas must not be disadvantaged in terms of whole school evaluation.
- vi All evaluation activities must be characterised by openness and collaboration. The criteria to be used in evaluating schools must be made public.
- vii The evaluation of quantitative and qualitative data is essential when deciding how well a school is performing. Whole school evaluation is concerned with a range of inputs, processes and outputs. These ranges are associated with staffing and physical resources, human and physical, the quality of leadership and management, teaching and learning, as well as the standard achieved by learners.

Whole school evaluation is concerned with the overall effectiveness of a school as well as the quality of teaching and learning. This study focuses on the awareness, and the evaluation of educators in the Economic and Management Sciences Department.

#### **4.3.4 Areas of evaluation**

Areas of evaluation indicate what is expected from the principal, deputy principal, heads of department and education as far as whole school evaluation is concerned. This area of evaluation creates awareness in the above-mentioned stakeholders of what is expected of them and it will enable the supervisors to make the judgment concerning the success or failure of a school performance based on the criteria in the evaluation framework. The areas of evaluation are as follows:

- i Parent and community involvement in a teaching and learning environment
- ii School infrastructure
- iii School safety, security and discipline
- iv Learner achievement in all grades
- v Curriculum provision and availability of learning support materials
- vi Quality of teaching and learning, as well as educator development
- vii Governance of school and other related matters
- viii Leadership, management and communication
- xi Basic functionality of the school (South Africa, Republic 2001: 19)

Whole school evaluation is the cornerstone of the quality assurance system in learning institutions. It enables a school and external supervisors to provide an account of the school's current performance and to show to what extent it meets national goals and the needs of the public and community.

Whole school evaluation is concerned with the evaluation of the entire school, which includes the evaluation of the principal, deputy principal, heads of department, educators, as well as the administrative staff. Whole school evaluation is achieved if schools have well developed internal self-evaluation processes, credible external evaluation, as well as structured support services. If educators in Mamelodi secondary schools attend educator developmental programmes, it will be easier for the whole school evaluation panel to attain their objectives in Mamelodi secondary school, because educator developmental programmes keep educators informed on what is expected of them.

#### **4.4 PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM**

The performance management and development system aim at evaluating the performance of educators, as well as to maintain the good performance of educators in teaching and learning environment.

There are various definitions and explanations of the concept performance in the existing knowledge, and skills of educators management, as will be elaborated upon in the paragraph below.

Performance management implies a means of getting better results from the organisation, its teams and individuals, by understanding and managing performance within an agreed framework of planned goals, objectives and standards.

Byars and Rue (1994: 9) define performance management as a systematic approach to managing people, goals, measurement, feedback and recognition as a way of motivating employees to achieve their full potential, in line with the organisation's objectives. This study focuses on performance management as a method, a way of evaluating individual educators for salary and grade progression, affirmation of appointments, rewards and incentives.

Due to the fact that a performance management and developmental system is concerned with the evaluation of educators for salary and grade progression, educators are motivated to attend educator developmental programmes to ensure that when evaluated they are aware of what is expected of them, so that their salaries may be adjusted accordingly. National as well as Provincial Education Departments use the performance management and developmental system as a strategy to encourage educators to attend educator development programmes.

Performance management emphasises the use of all the management tools, such as reward systems and job design. This system (performance management and development) plays an important role in assisting the organisations (schools) in achieving their goals by providing links between strategic planning and performance appraisal.

The White Paper on Human Resource Management (1997) states that the success of the educator in delivering these operational and development goals depends primarily on the efficiency and effectiveness with which

educators are carrying out their duties and responsibilities. The duties and responsibilities of educators have been explained in Chapter 3. Managing performance is a key human resource management tool to ensure the following:

- Educators know exactly what is expected of them.
- Poor performance is identified and should be improved with immediate effect.
- Good performance is recognized and should be publicized and if possible should be rewarded (Gauteng Department of Education, 2002: 5).

The White Paper on Human Resource Management, states the principles mentioned below should be applied in the implementation of performance management and developmental systems in learning institutions:

- Result orientation;
- Training and development;
- Rewarding good performance;
- Managing poor performance;
- Openness, fairness as well as objectivity (Gauteng Department of Education, 2002: 5).

The performance management and development system is an integral part of an effective human resource management and developmental strategy. Performance management is an ongoing process, it never ends. It is a process in which the educators and the education department, jointly, strive to improve the educator's productivity and improve the standard of education.

#### **4.4.1 The aims of the performance management and developmental system**

The Education Labour Relations Council (ELRC)'s Collective Agreement 2 of 2002 briefly tabulates the aims and objectives of the performance management and developmental system as follows:

- To improve performance against corporate goals by establishing a performance culture.
- To improve individual's awareness and understanding of their work objectives and the performance standards expected of them.
- To ensure that individuals know how their performance against these standards is perceived.
- To improve communication between supervisors and their staff.
- To evaluate performance fairly and objectively.
- To provide opportunities to identify individual's developmental needs, and to devise, with their supervisors, plans to address those needs.
- To facilitate the effective management of unsatisfactory performance.
- To provide a possible future basis for decision on rewards.

In order to fulfill the stated objectives of a performance management and developmental system, it is of vital importance for educators to attend developmental courses. To qualify as an educator does not mean that one is the best or a good educator. Hence educator's performance needs to be evaluated, and if the performance is unsatisfactory such an educator needs to attend developmental programmes, the satisfactory performance needs to be maintained or improved.

#### **4.4.2 Performance standards**

In order for educators to achieve grade progression and salary increases, such educators need to be evaluated. Educators will be evaluated according to the performance standard as well as performance ratings set by the education department. The performance standard and ratings will be discussed below:

Performance standards can be explained as mutually agreed criteria used to describe how well work must be done (Collective Agreement 1 of 2003). In

order for educators to qualify for salary increases, they must perform according to the standards set by the education department.

This study emphasises only the performance standards that are applicable to educators. There are eight standards that are applicable to educators, according to the Collective Agreement (1 of 2003: 6). Such standards are referred to as level one, as per agreement (1 of 2003). The eight performance standards will be explained in the table below.

Table 4/3: Performance standard for educators

<b>Number</b>	<b>Performance Standard</b>	<b>Explanation</b>
1.	Lesson plan, preparation, presentation and management	The educator must demonstrate competence in planning, preparation, presentation and management of learning programmes which enable the learners to actively participate and be successful in the learning process.
2.	Creation of a learning environment and classroom management	The educator must create a positive learning environment and maintain effective discipline that supports the development of learner abilities.
3.	Monitoring and assessment of learners	The educator must demonstrate competence in monitoring and assessing learner progress and achievement.
4.	Professional development in the field of work/career and participation in professional bodies	The educator should be engaged in professional developmental activities consistent with his/her own goals and objectives including that of the school.
5.	Human relations and contribution to school development	The educator should be engaged in appropriate interpersonal relationships with learners, parents and staff. The educator should contribute to the development of the school.
6.	Knowledge of curriculum and subject matter	The educator is knowledgeable about the content and demonstrates appropriate preparation for teaching

		and learning.
7.	Leadership, communication and servicing the governing body	The educator should provide an environment that creates and fosters commitment and confidence among teaching staff, learners, administration staff, the governing body, and the community. The educator should communicate and interact effectively with all stakeholders in order to ensure that all information is both accessible and understood.
8.	Extra-curricular and co-curricular participation	The educator should participate in extra as well as co-curricular activities in such a way as to supplement teaching and learning, which will lead to the holistic development of learners.

Source: Education Labour Relations Council (ELRC), 2003: Collective Agreement Number 1 of 2003. 10 April 2003.

According to the performance management and developmental system, educators need to fulfil the above explained performance standards in order to earn an increase in their salaries. These performance standards are the criteria used to describe how well the educator has performed his/her duties and responsibilities, which will warrant the educator's grade progression as well as salary increases.

Beside the performance standard for educators there are also performance standards applicable to heads of department and to principals. The performance standards applicable to heads of department are referred to as level 2 according to Collective Agreement (1 of 2003). There are eleven performance standards applicable to heads of department. Agreement (1 of 2003) refers to performance standards, which are applicable to principals as level 3, and there are twelve performance standards for the principal. The performance standards for both heads of department and principals will be outlined in Annexure D. Acceptable rating scales need to be used and should be applicable.

#### 4.4.3 Performance rating

The Education Labour Relations Council, (Agreement 1 of 2003) defines a rating scale as a standard scale for rating educator's performance in relation to specific categories of performance. This scale is used to introduce a degree of comparability into the system for performance evaluation. According to this study the rating scales refer to the manner in which educators prove to be competent in their learning area, how the educator prepares and controls his/her work, for example, written tests, homework, as well as assignments, how the educator took part in extra-curricula activities, and many more.

There are various rating scales that can be used to determine the competency of educators. Such rating scales will be explained in the table below:

Table 4/4: Rating Scale

Number	Rating Scale	Explanation
1.	Outstanding	This implies that the educator has performed far more than the agreed performance standard set for the objective. The educator has produced results of a very high standard consistently. May have sought out more complex and challenging work. This level indicates that the educator has delivered exceptional results in almost all performance criteria.
2.	Very Good	This implies that the educator's performance has exceeded agreed performance standards set for the objective. The educator has produced results of a high standard consistently. May have sought out complex and challenging work. This

		level indicates that the educator has delivered very good results against almost all performance criteria.
3.	Good	This implies that the educator's performance has fully met the agreed performance standard set for the objective. This level indicates that the educator has delivered good results against nearly all performance criteria.
4.	Acceptable	This implies that the educator's performance has just met the agreed performance standard set for the objective. The educator has produced work to the standard required, may have some areas requiring improvement. This level indicates that the educator has delivered reasonable results against most performance criteria.
5.	Unacceptable	This implies that the educator's performance has not met the agreed performance standard set for the objective. The educator has not displayed the potential or commitment to develop his/her performance. This level indicates that the educator has failed to deliver satisfactory results against a significant number of performance criteria.

Source: Educator Labour Relations Council, ELRC, 2003: Collective Agreement Number 1 of 2003, 10 April 2003.

Performance criteria under each performance standard are evaluated using the above-mentioned rating scale. In order for the educator to earn an increase in his/her salary the above performance standards as well as the performance rating need to meet the acceptable requirements. The performance ratings against the individual criteria in each standard serve as a

guide only and should not simply be averaged to arrive at a rating for each standard.

There is a form, which needs to be completed whenever the educator is evaluated. This form consists of the performance rating scale as well as the performance standard. This form is called the overall performance rating form. The performance standard is divided into three levels, that is level 1 (educators), level 2 and level 3 (heads of department and principals respectively). Because this study focuses on an educator's development, it is important to show the overall performance rating for educators. Such form will be shown as Annexure D.

According to performance management and developmental systems, educators need to fulfil the requirements of the system before the salary increase and grade progression. Due to this study the performance standard for heads of department and principals are of lesser importance. The overall performance rating forms for principals and heads of department will be included as Annexure E.

The overall performance rating form is the summary of the individual's performance standard as well as the individual's performance rating. For interest's sake the individual performance criteria rating form will be attached as Annexure F.

Performance management and developmental systems were never successfully implemented, because of various shortcomings, which were discovered. The reason or shortcomings that led to non-implementation of performance management and developmental systems are, inter alia, unstable environments in schools, communication breakdown between educators and management team, fear of victimisation by schools, level of readiness not established before implementation, as well as accountability of unit not clarified (Gauteng Department of Education, 2002: 15). Hence an agreement was reached in the Labour Relations Council (Resolution 8 of 2003) to integrate the existing programmes and quality management in

education. The existing programmes were the developmental appraisal system, the whole school evaluation and the performance management and developmental system. The existing programmes were integrated into one system called the integrated quality management system.

#### **4.5 INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)**

The failure of the existing evaluation programmes for quality management in education led to the creation or introduction of a new system called the integrated quality management system. The existing evaluation programmes are:

- i developmental appraisal system:  
which is concerned with the appraisal of individual educators, to determine areas of strength and weakness, as well as to draw up a programme for individual development.
- ii whole-school evaluation:  
Which aims at evaluation of the overall effectiveness of the learning institution, as well as the quality of teaching and learning.
- iii performance management and developmental system:  
which aims at evaluating the individual educators for salary progression, affirmation of appointments, as well as reward and incentives (Education Labour Relations Council [ELRC], 2004: 1).

If the above-stated evaluation programmes are properly integrated, and effectively implemented the educator developmental programmes will attain their objective. Integrated quality management systems, combine unity the objectives of the three evaluation programmes.

##### **4.5.1 Integrated quality management system**

An integrated quality management system is an evaluation programme for quality management in education which consists of a developmental appraisal system, a whole-school evaluation system and a performance management and developmental system, which is aimed at enhancing and monitoring

performance of the education system (Education Labour Relations Council [ELRC], 2001: 1). The introduction of the Integrated Quality Management System was reached in the ELRC agreement (Resolution 8 of 2003) to integrate the existing evaluation programmes on quality management systems in education.

The three existing programmes are implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of the various programmes. The integration of the three evaluation systems led to the recognition that individual educator developmental and performance are enhanced by whole school development, and performance is emphasised.

#### **4.5.2 Purpose of integrated quality management system**

ELRC (2004: 16) indicates that the integrated quality management system is based on the fundamental belief that the purpose of the quality management system is fivefold, namely:

- To monitor learning institutions' overall effectiveness;
- To assure that there is ongoing support for continued growth and improvement in learning institutions;
- To avoid unnecessary duplication in order to optimise the use of available human resources (education);
- To define the relationship among the different programmes of an integrated quality management system;
- To enable the different quality management systems to inform and strengthen one another;
- To identify specific needs for educators as well as learning institutions for support and development;
- To promote accountability;
- To evaluate an educator's performance (Education Labour Relations Council [ELRC] 2004: 16).

The integrated quality management system as an educator development strategy, is aiming at motivating or encouraging educators to develop themselves, promote co-operation or teamwork, and promote accountability from the educator's side. Integrated quality management is incentive oriented; hence educators are motivated when doing their daily activities.

After the purpose of the integrated quality management system has been stated, it is vital to identify the principles of the system. The implementation of the system is guided by the principles, which will be stated below:

#### **4.5.2.1 Principles of the integrated quality management system**

The principles of the integrated quality management system are firstly to identify the need to use evaluation instruments professionally, uniformly and consistently, secondly to ensure fairness, and finally to minimise subjectivity through transparency and open discussion.

In order to implement this system in learning institutions, there are various role players and structures. The main aim of these structures is to ensure that the system is implemented accordingly. The role players and structures will be briefly explained in more detail.

#### **4.5.3 Role players involved in implementing the integrated quality management system**

There are various role players in implementing the system, such as, the principal, whole school evaluation unit, local departmental office, school management team, staff-development team, and the educator. This study will focus on the role and responsibility of the following role players, namely, the educator, the principal and the management team. The duties and responsibility of role players are explained in the section below:

#### **4.5.3.1 The educator**

The roles and responsibilities of an educator are to undertake self-evaluation of his/her performance, to develop a personal growth plan, to be finalised together with the developmental support group, to identify his/her developmental support group, to co-operate with the developmental support group and to engage in feedback and discussion on his/her developmental needs with the developmental support group.

The developmental support group plays an important role in assisting educators as far as development is concerned. It is the responsibility of the educator to involve the developmental support group in the drafting of educator development programmes. This implies both parties, that is, the educators and developmental group should co-operate and discuss the needs analysis as far as drafting the developmental programmes, so that the programme should benefit the educator who is in need of support and assistance.

#### **4.5.3.2 The principal**

The role and responsibilities of the principal are as follows: the principal has the overall responsibility to ensure that the system is implemented uniformly and effectively at the school, the principal must ensure that every educator is provided with a copy of the official Integrated quality management system document and other related documents, he/she should ensure that all educators concerned are afforded a chance to clarify areas of concern, and is responsible for the internal moderation of evaluated results, to ensure fairness and consistency.

The principal, as the accounting officer of the school, is the one who must initiate developmental programmes for educators at his/ her learning institution. There should be co-operation among the principal, educators and developmental support group, in order to come with effective and efficient

developmental programmes. The principal should communicate the developmental programmes to the educator via the head of department a month before the programme is in operation, and seven days before the programme runs the educators need to be reminded.

#### **4.5.3.3 School management team**

The role and responsibilities of the school management team are as follows: to assist with the broad planning and implementation of the system, and to ensure that school self-evaluation is done in terms of the whole school evaluation policy.

The school management team consists of the principal, the deputy principal and head of department. Hence it is important for the three that is, principal, head of department and educator to co-operate, so that it will be easy to communicate and discuss the needs analysis as far as the educator developmental programme is concerned. A healthy relationship among the three stated above is an essential factor for the good of the school and the development of the educator concerned.

#### **4.5.3.4 The staff development team**

The staff development team consists of the principal, the whole school evaluation coordinator, a democratically elected member of the school management team, as well as democratically elected post level one educator. The sizes of the school determine the number of the members of staff developmental team. The number of members of the staff developmental team should range between three (3) and six (6) depending on the size of the schools.

The successes of the implementation of integrated quality management system (IQMS) depend entirely on the involvement of the SDT. The staff development team is a legitimate body; hence its decision is warmly accepted by the National Education Department.

The role and responsibilities of SDT are as follows: inter alia,

- Ensure that all staff members are trained on the processes and procedures for IQMS
- Prepare and monitor the management plan for the IQMS
- Monitor effectiveness of the IQMS and report to the relevant person
- Ensure that all record and documentation of IQMS are maintained, and made available when needed for reference purposes
- Develop the school improvement plan (SIP)
- Coordinates the internal whole school evaluation process.
- Ensure that the IQMS is applied consistently

For the staff development team to succeed in performing its duties, role and responsibilities, it depends on the support of the principals, school management team, as well as educators.

It is stated in the introduction of this chapter that it is the responsibility of each province to introduce suitable developmental strategies. The Gauteng Department of Education has introduced its own developmental strategies apart from the one which is introduced by the National Education Department. The Gauteng Department of Education has introduced two developmental strategies, namely, the Education Action Zone and the Secondary School Intervention Programme. These strategies will be explained below:

## **4.6 SUNDRY DEVELOPMENTAL STRATEGIES**

There are other developmental strategies apart from the one introduced by the National Education Department, which will be discussed below:

### **4.6.1 Education action zone**

The education action zone programme was established to target a dysfunctional school, that is, schools which obtained an aggregate pass rate

of less than fifty percent. The primary function was to get the dysfunctional schools to improve the pass rate of learners in grade twelve (senior certificate). The intervention plan, as part of developmental programme, includes the following:

- Improve class attendance of both educators and learners
- Improve punctuality of learners and educators
- Ensure effective teaching and learning in schools
- Motivate learners and educators through motivational talks
- Encourage parental involvement in schools
- Provide developmental workshops
- Counsel both learners and educators

The secondary range of intervention focuses on improving the management structures at identified schools. These interventions include the following developmental programme. Firstly, to monitor and control the work of educators through class visits, secondly to monitor and control the work of learners, and finally to ensure extra tuition for learners.

The main objective of the education action zone programme is to monitor progress of the whole school, and not educators only. This programme covers a wide range, such as programme scope, programme content, programme contextualization and modification.

#### **4.6.2 Secondary school intervention programme**

This programme is established to target schools which obtain less than fifty percent in a particular subject. The objective of this programme is to improve the results of killer subjects, that is, subjects where learners find it difficult to pass. This study focuses on subjects, which fall within the Department of Economic and Management Sciences, which are, Accounting, Economics and Business Economics.

The educator who has produced satisfactory results in a particular subject is appointed to teach that specific subject at a school where the results are poor or not satisfactory.

The aims of the secondary school intervention programme are, among others:

- To improve the pass rate of specific subjects.
- To acquaint learners with the way question papers will be presented at the end of the year.
- To improve the matric pass rate of schools which performed badly the previous year.
- To expose learners to different teaching approaches as learners are taught by different educators.

The secondary school intervention programme is concerned with the improvement of the results of the subjects where the results of such subjects are below fifty percent. An improvement in the results of a specific subject will lead to the improvement of the results of the school and finally the results of the district will improve. To improve the results, the first step is to develop the educator.

Another development strategy is the grouping of schools into various clusters. The objective of grouping the schools is to ensure that on a regular basis educators meet and identify problem areas in different subjects. During this meeting educators share ideas on how to solve or approach different topics or chapters in a particular subject.

The Economic and Management Sciences Department consists of various subjects or learning areas. This study focuses on the following subjects: Accounting, Economics, Business Economics and Typing/Compu-typing, because these are the subjects which are offered in Mamelodi secondary schools. Schools in Mamelodi have grouped themselves according to the subjects, which fall within the Department of Economic and Management Sciences, and these educators meet on a regular basis to discuss their

problems and to ensure that every educator is in line with other educators in Mamelodi. The report and aim of individual subjects will be discussed below.

#### **4.6.2.1 Educator development in Accounting**

The aim of educator development in accounting is to guide educators in the comprehension, planning and presentation of accounting, thereby empowering accounting educators, and by extension their learners, to achieve better results in examinations.

Some of the ways in which the improvement of accounting results in Mamelodi secondary schools are improved and accounting educators are developed, namely:

- An investigation of the methodology used in the subject. Informing educators of tried and tested methods of explaining accounting to learners in such a way that they (learners) can easily grasp a concept.
- Helping educators to develop comprehensive lesson plans. The goal is to prepare lesson plans in such a way as to be able to cover all the preferred outcomes of a lesson.
- Troubleshooting. There are many common problems faced by different learners in any given syllabus. By identifying these problem areas beforehand a teacher can help learners to overcome their difficulties, and more importantly, try to help them (learners) to avoid some of the more common pitfalls.
- Guiding educators in the creation of a pacesetter. It is of great importance that a syllabus be completed on schedule. If this pacesetter is adhered to, it eliminates the possibility of an educator not completing the syllabus on time.
- The presentation of worksheets and tests for use by educators. Supplying this document to educators ensures that the correct and expected standard is maintained with regard to their own (educators') tests and worksheets.

To ensure that all accounting educators in Mamelodi attend this development programme the Education District Offices have extended an invitation to all accounting educators by sending a District Memorandum and a programme to all Mamelodi schools, see Annexure G, District Memo 31 of 2004.

#### **4.6.2.2 Educator development in Economics**

The purposes of economics educators in Mamelodi grouping themselves into cluster groups is to ensure that they meet regularly and discuss problem areas in the subject itself and to ensure that all economic portfolios are completed on time.

The aims of economic educators are the following:

- To ensure that all learners have completed their portfolio.
- To ensure that all learners, and educator portfolio's are moderated at cluster level before district moderation.
- To agree on a common exam / test.
- To identify problem areas in economics as a subject.
- To decide on an intervention programme to assist learners.
- To ensure that all economic educators complete the syllabus on time.

To ensure that all economic educators attend the development programme, the district office sends an invitation to all Mamelodi schools. See the invitation in Annexure H, District Memorandum 197 of 2003.

#### **4.6.2.3 Educator development in Compu-typing**

In order to improve compu-typing results and the development of compu-typing educators, the District Office organises courses or workshops for compu-typing educators, so that these educators should gain more knowledge and acquaint themselves with new computer programmes. All typing and compu-typing educators are invited to the workshops; see Annexure I, District Memo 83 of 2004.

#### **4.6.2.4 Educator development in business economics**

Business economics educators have grouped themselves into different clusters. They conduct meetings on a regular basis in order to identify problem areas in the subject, share ideas on how to solve such problems, discuss previous question papers, and distribute previous years' memoranda.

The aim of business cluster meetings is:

- To ensure that educators complete the syllabi on time.
- To agree on common tests and exams.
- To agree on who should set the paper as well as memorandum.
- To moderate portfolios at cluster level.
- To assist each other in problem areas based on the syllabi, as well as problem areas in portfolios.

In order to improve the results of business economics, all Mamelodi business economics educators should attend this development programme. To ensure that all educators are aware of the development programme, the district office issues an invitation to business economic educators.

#### **4.7 NORMS AND STANDARDS OF EDUCATORS**

In the National Education Policy Act, 1996 (Act 27 of 1996) it is stated that the norms and standards of educators present a way of designing and delivering teacher education in South Africa. This Act forms part of the educator developmental strategy in a democratic South Africa. The cornerstone of this policy is the role for educator competency which should be integrated into purpose and exit level on the attainment of the learning outcome.

The National Education Policy Act, 1996 (Act 27 of 1996) states the norms and standards of educator policy derived from the final report produced by the Technical Committee on the Revision of Norms and Standards of educators.

The Committee consulted intensively with a range of stakeholders to be able to compile this report.

#### **4.7.1 Scope and purpose of this policy statement**

According to the above policy, the term “educator” applies to all individuals who teach or educate other individuals or who provide professional educational services at any public school. The term may also include educators in the classroom, heads of department, deputy principals, principals, educator development officers, district and regional managers, as well as system managers (Government Gazette, 2000, February: 9)

The term “educator development” according to this policy implies the ongoing education and training of educators as a continuum including both pre-service and in-service education and training (Government Gazette, 2000: 9).

According to this study the development of educators has nothing to do with the educators’ level of qualification, and the grade that the educator is teaching. It is good for all educators to strive for continuous development, and to keep abreast of the changing curricular in the various learning institutions. Norms and standards for educators are contained in the policy document describing their role, an associated set of applied competences and qualifications for the development of educators. The policy document establishes key strategic objectives for the development of learning programmes, qualifications and standards of educators. These competences (norms) and qualifications (standards) provide a basis for facilitators to develop programmes and qualifications that will be recognised by the education department for the purpose of employment as well as the rating or appraisal of educators.

#### **4.7.2 Educator competence**

The main objective of the norms and standards policy is to measure and/or determine the competency of educators in various grades or levels. It was

indicated in an introductory chapter that educator development has a snowball effect, which implies that the knowledge, skills, approaches, values and attitudes that the educator has gained or achieved in the developmental programmes will impart such information to colleagues and learners. Both learners and colleagues will be competent in one way or another.

### 4.7.3 Categories of competence

There are various categories of competence, such as practical, foundational, as well as reflexive competence, which will be briefly explained below.

Table 4/5 Categories of competence

<i>Practical competence:</i> is the demonstration of abilities, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.
<i>Foundational competence:</i> occurs where learners or educators demonstrate an understanding of the knowledge and thinking that underpins the action taken.
<i>Reflexive competence:</i> occurs where the learner or educator demonstrates the ability to integrate or connect performances and decision-making with understanding and with the ability to adapt, to change to unforeseen circumstances.

Source: South African Republic: February 2000: Norms and Standard for Education, Pretoria: Government Printers.

According to the norms and standard policy all forms of competence must be developed in all initial educator qualifications (National Education Policy Act 27 of 1996). This competence may be developed in different depths. Programme facilitators have the responsibility to decide how the objective should be achieved. Before designing a development programme it will be necessary to establish the nature of the programme and standard that will be

suitable for the educator, the subject and the grade. This implies that the facilitators need to do research or consultation with the stakeholders, so that the development programme should benefit the concerned parties.

#### 4.7.4 Role and competence of educators in learning institutions

Due to educator developmental programmes, educators will be able to identify the role they play and their area of competence in various subjects or learning areas as well as in the various learning institutions. Norms and standards of educators (Government Gazette, 2000: 13), outline the roles for educators in schools which are briefly explained below in Table 4.6:

Table 4/6: The role and competence of educators

<p><i>Educator as a learning mediator:</i></p> <p>The educator will mediate learning in a manner, which is sensitive to the diverse needs of learners, including those with barriers to learning. Furthermore, the educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching and learning in a South African context.</p>
<p><i>An educator as an interpreter and/or designer of learning programmes and learning support material:</i></p> <p>The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will also select, the sequence to the different needs of the subject or learning area and learners.</p>
<p><i>An educator as a leader, administrator and manager:</i></p> <p>The educator will make decisions appropriate to the level, or grade of the learners, manage learning support materials in the classroom and carry out classroom administrative duties efficiently as well as participate in school decision-making structures. The educator's competence will be</p>

performed in a way, which demonstrates responsiveness to changing circumstances and the institutional needs.

*An educator as a researcher and a life-long learner:*

An educator will achieve ongoing personal, academic, as well as occupational and professional growth through pursuing reflective study and reach in the learning area, in broader professional and educational matters. Hence it is stated that educator development is an ongoing process and it has a snowball effect.

*An educator as an assessor:*

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into development processes. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will keep detailed and diagnostic record of assessment.

*In a community, citizen and pastoral role:*

The educator will practise and promote a critical committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in learning institutions and society. Within the learning institution, the educator will demonstrate an ability to develop a positive and empowering environment for the learners and respond to the educational and other needs of learners and fellow educators. Furthermore, the educator will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental development issues.

*As a phase specialist:*

The educator will be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study or professional or occupational practice. The educator will know about different approaches to teaching and learning, and how these may be used in ways and areas appropriate to the learners and the context. The educator will have a well-developed

understanding of the knowledge appropriate to the specialist.

Source: South African Republic: 2000, Government Gazette: Pretoria, Government Printers.

The role and competency of an educator is comprehensive, it does not end and is a process. Beside the main task or duty of the educator, which is teaching, the educator performs various other duties, such as social worker and counsellor, guardian and parents of learners, police, and many more.

#### **4.8 CONCLUSION**

The National Education Department has noticed that educator development is a vehicle to improve the standard of education, and it promotes teaching and learning in South Africa. Hence each province has to introduce developmental strategies that will meet the need for that province and promote and improve teaching and learning.

The Gauteng Department of Education has come up with the following developmental strategies, namely, the developmental appraisal system, whole-school evaluation and performance management and developmental system. This tri-system did not meet the expectations and the needs of the Gauteng Department of Education. The three stated developmental strategies led to the introduction of a new system called the integrated quality management system.

The Integrated quality management system consists of the three existing stated developmental strategies. The newly introduced developmental strategy has minimised the limitation of the existing systems.

The Gauteng Department of Education expects the district office to introduce developmental programmes at district level, which will assist educators in their development, as well as promote and improve teaching and learning in schools. The educator developmental programme will improve the results at

school as well as at district level and finally the National Education Department results will improve. The District office has introduced the following developmental strategies, namely the education action zone, the secondary school intervention programmes and finally the grouping of local secondary schools into clusters.

The educator developmental programme is an important measure to promote teaching and learning in schools for educators to qualify as educators or to teach, and acquire more knowledge. This does not mean that there is no need for developmental courses or programmes. Educator development is an ongoing process.

This study focuses on educator development in Mamelodi secondary schools. In the next chapter data will be collected to find out if educators in Mamelodi are afforded the opportunity to develop themselves.

## **CHAPTER 5**

### **A SITUATION ANALYSIS OF EDUCATOR DEVELOPMENT PROGRAMMES IN MAMELODI SECONDARY SCHOOLS**

#### **5.1 INTRODUCTION**

To qualify as an educator through various institutions such as teachers colleges, universities, and technikons does not imply that one is a successful educator. Every educator needs to update him or herself through educator development programmes or workshops, to ensure that he/she keeps up to date with the ever changing curricula. Educator development programmes enable educators to identify problem areas in various learning areas or subjects, and in their teaching skills and teaching approach.

The developmental methods, as well as developmental strategies, explained in the previous chapter, indicate the important role played by educator developmental programmes. Educators become aware that it is not the subject matter only that will determine the success of the educator in teaching and learning. There are various factors that determine the success of the educator in the teaching and learning environment, such as procedural skills, proper lesson planning, teaching methods, the approach to various learning areas, as well as the transmission of information or knowledge to learners.

It is of importance for the National Education Department to come up with or develop strategies that will enable educators to overcome problems in teaching and learning institutions, as well as the strategies that will improve or promote the quality of education. The National Department of Education as well as Gauteng Department of Education should introduce relevant development strategies and, needs analysis should be conducted among educators, so that the relevant and fruitful developmental programmes should be in place or conducted.

## **5.2 DATA COLLECTION INSTRUMENTS**

There are various instruments used for data collection, such as, interviews, questionnaires as well as the review of literature such as books, journals, and subject catalogues. If the stated instruments are properly used, the task of data collection will be simplified. These instruments are explained in the introductory chapter.

## **5.3 COLLECTION OF DATA**

As indicated in the introductory chapter, there are sixteen secondary schools in Mamelodi that teach subjects that fall within the Department of Economic and Management Sciences. There are a hundred and seven (107) educators teaching these subjects. Out of the total number of educators sixteen (16) are heads of department and the rest, that is ninety-one (91), are level one educators. Educators who were accessible to complete the questionnaire were ten (10) heads of department and sixty-four post level one educators. In all, seventy-four (74) educators completed the questionnaires. Educators who completed the questionnaires are from the following secondary schools in Mamelodi, namely, Bona-Lesedi; Tsako-Thabo; Lompec College; Vlakfontein; Vukani-Mawethu; Gatang; Ribane-Laka; J Mahlangu; J Kekana; Modiri; Nellmapius; Phateng; and Solomon-Mahlangu. Data collection from the above-mentioned schools will be approached in two ways, namely, heads of departments' point of view and post level one educators' point of view.

### **5.3.1 Data collection from post level one educators**

Sixty-four post level one educators completed the questionnaires. The data collected from those questionnaires (educators) has been categorised on personal information, communication, and also on the nature of the course itself.

### 5.3.1.1 Personal information

The personal information collected from the questionnaire has enabled the researcher to have more information and understanding of the respondents. The personal information of the respondents will be grouped in the following categories: gender, age group, years of training, teaching experience, specialised subjects during training, subjects taught, highest qualification, level of qualification in the subject taught, as well as number of development courses attended.

The grouping of the respondent personal information has enabled the researcher to ensure that all categories of the grouping are satisfactorily represented in this research. The response of the respondents played an important role in the validity of this study.

Table 5/1 Personal information for post level one educators

Category	Frequency	Proportion
1. Gender: Female	27	42.19%
Male	37	57.86%
2. Age : 20-25	3	4.69%
26-30	8	12.50%
31-35	18	28.13%
36-40	10	15.63%
41-45	16	25.00%
46+	9	14.05%
3. Years of training		
NO RESPONSE	2	3.13%
2 yrs	8	12.50%
3 yrs	18	28.13%
4 yrs	36	56.24%

4. Specialised subject		
NO RESPONSE	143	44.69%
Economics	41	12.81%
Accounting	36	11.25%
B. Economics	31	9.69%
Typing	46	14.06%
Others	24	7.50%
5. Teaching experience		
No response	0	0.00%
1-5	15	23.44%
6-12	24	37.50%
13-18	10	15.63%
19+	15	23.43%
6. Subject(s) taught		
No response	187	58.44%
Economics	37	11.56%
Accounting	42	13.13%
B. Economics	38	11.88%
Typing	3	0.94%
Others	13	4.05%
7. Grade(s) taught		
No response	111	34.69%
8	37	11.56%
9	32	10.00%
10	51	15.94%
11	45	14.06%
12	44	13.75%
8. Highest qualification		
No response	0	0.00%
Certificate	1	1.56%
Diploma	27	42.19%
Degree	28	43.75%
Hons	8	12.50%

Masters	0	0.00%
Doctorate	0	0.00%
9. Level of qualification		
No response	2	3.13%
Matric	6	9.38%
1 <sup>st</sup> level	6	9.38%
2 <sup>nd</sup> level	13	20.31%
3 <sup>rd</sup> level	21	32.80%
4 <sup>th</sup> level	16	25.00%
10. Number of educators' development courses attended		
NO RESPONSE	2	3.13%
0	4	6.25%
1	14	21.88%
2	10	15.63%
3	8	12.50%
4	5	7.81%
5+	21	32.801%

Personal information of the post level one educators in Mamelodi secondary schools has been grouped into ten categories. In each category findings were made and analysed. The recommendations on findings are made in the next chapter.

The tables above indicate that sixty-four (64) post level one educators completed the questionnaire. The findings are categorically analysed according to their groupings. The interpretation or analyses of data collected from post level one educators is as follows:

i Gender

Statistics on gender indicate that male educators are in the majority in the commerce teaching and learning environment. However, the female educators follow pretty closely.

Management at the teaching and learning institutions should strive at balancing this inequality in gender to fulfil some of the demands of our constitution on the Bill of Rights. A truly gender representative educator complement will enable the educators to deal with every environment. Obviously, female educators are always abreast of any conceivable “girl problems” in the schools. However, male educators always enhance discipline at school.

ii Age

Most of the educators fall in the thirties and mid-thirties age group. Obviously the young educators are at the entry level of the profession.

The majority thirty-something years – educators make it easy for institutions of learning to develop them further in line with the latest requirements of an improved school curriculum. Their age promotes the objectives of educator developmental programmes. Teaching and learning institutions stand to derive lots of benefits before these educators contemplate or opt for retirement in their late forties.

iii Years of training

Statistically, most educators, regardless of gender, have gone through a four-year training educators’ course. The majority of educators thus meet the barest minimum of qualifications to serve at the institution of learning.

The sizable minority of educators should be encouraged to upgrade their qualifications and perceive on-going educator developmental programmes as opportunities to do exactly that. Obviously, more training has the potential to empower the educators and make them effective in their daily tasks.

iv Specialised subject

Nearly (50%) fifty percent of educators do not specialise in the subjects they teach. Small numbers of educators do specialise in the subjects they teach. This situation raises the problem of educator competence in their day-to-day tasks.

When educator developmental programmes are designed these statistics should be borne in mind so that the educators can benefit and raise their levels of competence in subjects they teach. Workshops, seminars and in-service training programmes should target specific learning areas or subjects rather than just equip educators with general knowledge in the Economic and Management Sciences. The institution is required to redress this problem.

v Teaching experience

The majority of educators command a teaching experience of more than six years with some educators clocking even nineteen years. However, a small percentage  $\pm$  20% does not have much teaching experience.

This small percentage lacking actual teaching experience should be regarded as a priority when educator developmental programmes are planned and scheduled to empower these educators.

To lift the teaching morale of educators, an effort should be made to allocate educators subjects in which they specialise. This will motivate them and also make them more effective in their daily tasks. Whenever the situation allows this, this is the route to go. These educators will always look forward to the latest developments and advances in their specific areas of specialisation.

vi Subject/s taught

In the lower grade, that is grades 8 and 9, fewer educators are assigned the Economic and Management Sciences learning areas. A huge chunk of  $\pm 30\%$  of educators are randomly allocated despite subject or learning area competency. However, in the higher grade, that is grade 10, 11 and grade 12 educators are proportionally allocated as per curricula.

For the sake of continuity and integration, educators should be allocated specific learning areas across all the grades in the Economic and Management Sciences. Since Economic and Management Sciences are relatively new learning areas as per the Revised National Curriculum statement or Framework, educators need more exposure (workshops, seminars and programmes) for the lower grades.

vii Grade/s taught

Most educators are suitably qualified to teach at the secondary school level since almost half of them possess relevant teaching diplomas whilst the other near half possess degrees. The majority of educators fall between the 3<sup>rd</sup> and the 4<sup>th</sup> level of qualification.

The qualification profiles of most of the educators are in line with the requirements of improved school curricula and enable educators to benefit in upward mobility when an opportunity arises.

viii Qualifications profile

From the attendance table, statistically, at least 21,88% of educators have attended an educator developmental course. At most, 32,80% of educators attended five (5) or more educators developmental courses. The number of educators attending these courses declines or drops with more such courses organised.

Analysis of the attendance pattern by the educators indicates or reveals that these courses are not well attended to the detriment of effective teaching at schools. A more detailed scrutiny of the organisation of such courses follows hereunder:

From the information collected concerning respondents' personal information, all groups or subheadings of the personal information of the respondents are satisfactorily represented. That is, both genders as well as the age groups are fairly represented. All levels of teaching experience, highest qualification, and level of qualification are satisfactorily represented. All grades as well as subjects which fall within Economic and Management Sciences are acceptably represented in this study.

#### ix Preparation and communication of the course

The communication about the course has to do with the manner in which educators were informed about the developmental course(s). Communication includes the following, namely, who communicated the course, how notice of the course was communicated, as well as the days notice given to educators.

Table 5/2 Preparation and communication of the course

Category	Frequency	Proportion
11. Who communicated the course to you		
NO RES	182	56.88%
Friends	31	9.69%
Colleagues	36	11.25%
Principal	22	6.88%
HOD's	26	8.13%
Others	23	7.18%
12. How many days' notice were you given to attend the course		
NO RES	7	10.94%
Less than 1 day	4	6.25%
1 day	7	10.94%
2 days	4	6.25%

3 days	6	9.38%
4 days	5	7.81%
5 days	13	20.31%
5 days +	18	28.12%
13. How was the course communicated to you?		
NO RES	291	75.78%
Verbal	38	9.90%
Circular	31	8.07%
Memo	21	5.47%
Fax	2	0.52%
E-mail	0	0.00%
Others	1	0.26%

Most educators depend on colleagues for vital information concerning the running of the course. Not surprising, most educators learnt verbally of such courses again from colleagues and supervisors instead of from written official documents for effectiveness. This poor communication leads to poor derivation, which, in turn leads to poor attendance of such courses. Clearly written instructions on official documents are more effective than verbal commands whose details tend to be forgotten. More days for notice to enable educators to prepare better for the developmental programme.

Effective methods of official communication should always be followed as a rule through relevant documentation such as notices, instructions, memoranda, circulars, fax, e-mail and others. After all, the self-same written official commands can always be filed, displayed and referred to when necessary. More time for notices translates into better preparation for all, i.e course organisers and goers.

From the data collected concerning communication about the course it seems there is no clear means of communication. It is important that the course organisers should improve their communication methods. Proper means of communication should be introduced so that all affected educators should receive the information.

### 5.3.1.2 Preparation and course structure

The table below explains the course itself. It includes the following needs analysis, the relevance of the course to the subject as well as the grade(s) taught, whether the course was beneficial to educators and learners, the facilitator assessment, who facilitated and organised the course, evaluation of the course, the implementation of knowledge gained during the course, as well as the arrangement of the venue.

Table 5/3 Preparation and course structure

Category	Frequency	Proportion
14. Are you aware or not aware of the needs analysis done before the course was structured?		
NO RESPONSE		
Aware	2	3.13%
Not Aware	15	23.44%
	47	73.43%
15. Was the course relevant or irrelevant to the subject taught?		
NO RESPONSE	1	1.56%
Relevant	29	45.31%
Irrelevant	34	53.13%
16. Was the course relevant or irrelevant to the grade taught?		
NO RESPONSE	0	0.00%
Relevant	30	46.88%
Irrelevant	34	53.12%
17. Was the course relevant or irrelevant to the subject speciality?		
NO RESPONSE	0	0.00%
Relevant	28	43.75%
Irrelevant	36	56.25%
18. Did you benefit or not from the course?		
NO RESPONSE	0	0.00%
Benefited	24	37.50%
Did not Benefit	40	62.50%

19. Did the course meet your expectations?		
NO RESPONSE	3	4.69%
Yes	27	42.19%
No	34	53.12%
20. Indicate your assessment of the facilitator's understanding of the subject matter		
NO RESPONSE	5	7.81%
Poor	5	7.81%
Moderate	14	21.88%
Good	33	51.56%
Excellent	7	10.94%
21. Was the course facilitator audible enough?		
No response	4	6.25%
Poor	5	7.81%
Moderate	13	20.31%
Good	33	51.56%
Excellent	9	14.07%
22. Who facilitated the course?		
No response	128	66.64%
Colleague	3	1.54%
Dept official	43	22.46%
NGO	18	9.36%
23. Who organised the course?		
No response	4	6.25%
DOE	1	1.56%
GDE	30	46.88%
District	27	42.19%
NGO	2	3.12%
24. Did the course organiser(s) give you an opportunity to evaluate the course?		
No response	1	1.56%
Yes	26	40.63%
No	37	57.81%
25. Did the course organiser visit you, to discuss how you implement what you have learned from the course?		
No response	5	7.81%
Yes	12	18.75%
No	47	73.44%

26. Were you given enough or not enough time to apply what you have learnt during the course?		
No response	7	10.94%
Enough	24	37.50%
Not enough	33	51.56%
27. What was the layout or arrangement of the venue like?		
No response		
Overcrowded	4	6.25%
Not organised	3	4.69%
Organised	8	12.50%
Excellent	47	73.44%
	2	3.13%

In scrutinising the preparation and course structure the following weaknesses emerged:

- i Most (over 70%) educators were not aware of the needs analysis done before the course was structured.
- ii More than half (53,13%) of educators feel that the course or courses are not relevant to subjects taught in the department (Economic and Management Sciences).
- iii Most educators (53,12%) also feel that the course content is not relevant to grades (levels) taught.
- iv Most educators (56,25%) also still feel that the course content is irrelevant even to subject speciality.
- v Most educators (62,50%) indicate that they did not benefit from the course or courses.
- vi Most educators (53,12%) indicate that the course or courses did not meet their expectations.
- vii About half (51,56%) of educators feel that the facilitator's understanding of the subject matter is good. This promotes effective interaction.
- viii Most educators (51,56%) report that the facilitator was audible enough during such courses. This represents effective communication.

- ix Most educators (66,64%) are not certain who facilitated the course or courses. However, (22,46%) of educators know that department officials tend to facilitate these courses.
- x Many educators (42,19%) know that the district office organises courses but most (46,88%) educators know that GDE (Head Office) organizes such courses.
- xi Most educators (57,81%) report that the course organisers did not give them an opportunity to evaluate the course or courses.
- xii A substantial majority of educators (73,44%) indicate that the course organisers did not visit them (course-goers) to check on implementation.
- xiii Almost half (51,56%) of the educators indicate that they were not given enough time to apply what they have learnt at the courses.
- xvi Most educators (73,44%) indicate that course venues were well organised.

From the data collected concerning the course itself, it shows that developmental courses are organised for the sake of organising them, educators are not the role players in determining the course content. Hence the development course does not meet the objectives of the course. Subjects that fall within the Department of Economic and Management Sciences are practical, social and dynamic sciences, and it will be of importance if non-governmental organisations (NGO's) can be invited to conduct educators' developmental courses.

### **5.3.2 Data collection from heads of department**

Ten (10) heads of department have completed the questionnaire, so data collected from those heads of department has been analysed in this manner, namely, personal information, communication, as well as the course itself.

### 5.3.2.1 Personal information

The respondent's personal information will enable the researcher to have more information and understand the respondent more clearly. The respondent's personal information will be classified as follows, namely, gender, age group, years of training, teaching experience, specialised subject during training, subject taught, grade taught, highest qualification of educator, level of qualification in the subject taught, as well as number of development courses attended. Heads of department should be the ones who have more information concerning matters relating to their department.

Table 5/4 Personal information of head of department

Category	Frequency	Proportion
1. Gender: Female	6	60.00%
Male	4	40.00%
2. Age : 20-25	0	0.00%
26-30	2	20.00%
31-35	1	10.00%
36-40	2	20.00%
41-45	3	30.00%
46+	2	20.00%
3. Years of training		
No response	1	10.00%
2 yrs	0	0.00%
3 yrs	2	20.00%
4 yrs	7	70.00%
4. Specialised subject		
No response	27	54.00%
Economics	7	14.00%
Accounting	5	10.00%
B.Economics	9	18.00%
Typing	0	0.00%
Others	2	4.00%

5. Teaching experience		
No response	0	0.00%
1-5	2	20.00%
6-12	2	20.00%
13-18	3	30.00%
19+	3	30.00%
6. Subject(s) taught		
No response	26	52.00%
Economics	7	14.00%
Accounting	8	16.00%
B.Economcs	7	14.00%
Typing	0	0.00%
Others	2	4.00%
7. Grade(s) taught		
No response	11	22.00%
8	7	14.00%
9	7	14.00%
10	8	16.00%
11	9	18.00%
12	8	16.00%
8. Highest qualification		
No response	0	0.00%
Certificate	0	0.00%
Diploma	5	50.00%
Degree	5	50.00%
Hons	0	0.00%
Masters	0	0.00%
Doctorate	0	0.00%
9. Level of qualification in the subject		
No response	0	0.00%
Matric	2	20.00%
1 <sup>st</sup> level	0	0.00%
2 <sup>nd</sup> level	2	20.00%
3 <sup>rd</sup> level	6	60.00%
4 <sup>th</sup> level	0	0.00%
10. How many educators' development courses attended?		
No response	0	0.00%
0	1	10.00%
1	1	10.00%

2	3	30.00%
3	3	30.00%
4	1	10.00%
5+	1	10.00%

Personal information of head of department in Mamelodi secondary schools has been grouped into ten categories. In each category findings were made and analysed. The recommendations on findings are made in the next chapter. The tables above indicate that ten (10) heads of department had completed the questionnaire. The findings are categorically analysed according to their groupings. The interpretation or analyses of data collected from heads of department are as follows:

i Gender

A female educator does dominate, as managers in Mamelodi secondary schools as well as heads of department.

Further male educator training can lead to upward mobility (promotion) and thus bring about equity in this regard.

ii Age

Educators' ages range between early to late forties, whilst the majority of educators are in their mid forties.

Age-wise, statistically, the educators can still be trained further for improved efficiency and effectiveness.

iii Years of training:

Most heads of department are sufficiently qualified through a four-years training course.

Most of the HOD's (70%) are suitably qualified to oversee the Department.

iv Specialised subject

Most HOD educators have not specialised in their training. Only small percentages ranging from 10% to 18% have specialised subjects.

This lack of specialisation in specific subjects or learning areas is more reason why these "seniors" should go for specific subject educators developmental programmes in order to be effective in their running of the EMS Department.

v Teaching Experience

The majority of HOD educators are well experienced in teaching with most having more than thirteen years' experience, a sizable number having as much as nineteen years' experience.

Any educator's developmental courses or programmes can only sharpen the skill of these educators and update them on the latest curricula developments.

vi Subject/s taught

More than half (52%) of HOD educators are not teaching specialist subjects due to lack of specialisation. However, a sizable number (16%) teach accounting just like at Post Level I (13,13%).

HOD educators should be encouraged to attend well-structured educators' developmental courses to fill up the void created by lack of specialisation. As leaders in their department, they should be bearers of the latest information to be effective monitors.

vii Grade/s taught

A greater proportion (18%) of HOD educators is teaching grade 11 whilst at Post Level I educators are concentrated at grade 10 at (15,94%). Only a small number (22%) of HOD educators have to teach grades randomly despite competency.

HOD educators should grab the opportunities created by educator developmental courses to compensate for their lack of specialisation. Their advantaged age, i.e. mid and late forties militate against retraining. However, these in-service courses are a healthy challenge to HOD educators to hone their skills and thus be effective leaders in their department.

#### viii Qualification Profiles

All HOD educators are suitably qualified for their posts as their qualifications are evenly distributed between diplomas and degrees at 50% each category. Their qualifications are concentrated (60%) at the 3<sup>rd</sup> level. However, there is still a 20% matric level at such a demanding post.

HOD educators should face up to the challenge posed by some post Level I educators (12,50%) who hold post-graduate qualifications. Such highly qualified educators should be viewed as sources of inspiration rather than threats in the department of Economic and Management Sciences.

#### ix Attendance of educators development courses

Many HOD educators attended only 2 and 3 such courses at 30% respectively. A lesser number either does not attend or only attends one such course at 10% respectively. However, an equal number at 10% attends 4 and 5 such courses respectively.

HOD educators should set the example in their department in attending such valuable courses to empower themselves as effective leaders. The importance of these courses cannot be overemphasised, as heads of

department should be the ones who have more information about matters affecting their department.

Data is collected on the personal information from the heads of department to ensure that all categories of the sub-headings of the personal information of the head of department are satisfactorily represented, that all age groups, gender, teaching experience, level of training of head of department are fairly represented according to this study. All heads of department qualify to hold such positions due to their qualifications.

### 5.3.2.2 Preparation and communication of the course

Communication about the course has to do with the manner in which educators are informed about the development course(s). Communication includes the following, namely, who communicated the course, how information about the course was communicated, as well as the days' notice given to educators.

Since heads of department are the ones who must determine which development course is suitable for specific or certain educators, they are the ones to communicate the course to other educators. Only educators who will benefit from the course must attend such a course.

Table 5/5 Preparation and communication of the course:

Category	Frequency	Proportion
11. Who communicated the course to you?		
No response	27	67.50%
Friends	2	5.00%
Colleagues	3	7.50%
Principal	3	7.50%
Others	5	12.50%
12. How was the offering of the course communicated to you		
No response	36	60.00%
Verbal	10	16.67%

Circular	10	16.67%
Memo	3	5.00%
Fax	1	1.66%
E-mail	0	0.00%
Others	0	0.00%
13. How many days' notices were you given to attendant the development course?		
No response	1	10.00%
Less than 1 day	0	0.00%
1 day	1	10.00%
2 days	2	20.00%
3 days	0	0.00%
4 days	0	0.00%
5 days	4	40.00%
5 days+	2	20.00%
14. How many days' notice did you give to educators to attend development courses		
No response	1	10.00%
Less than 1 day	0	40,00%
1 day	0	0.00%
2 days	3	30.00%
3 days	1	10.00%
4 days	1	10.00%
4 days+	0	0.00%

Most HOD's obtained information from other sources as far as communication of the educator development programme in their department is concerned. It is not surprising that most HOD's learnt verbally of such courses from other sources of information outside the learning institution. Most HOD's were given two days' notice to attend the educator development programme of their department. Since that HOD's are the ones to nominate educators who must attend the course, of course the poor educators are also given two days' notice to attend the developmental course. This implies that both HOD's and educators are not given enough time to make preparations as far as the attendance of the course is concerned.

In principle HOD's are the ones who must determine which educators need to attend developmental course. This implies that HOD's are the ones who must have first hand information with regard to invitations to educators to attend the developmental course. The information concerning the course should be in the best means of communication, such as circula, departmental memos, faxes and others. After the HOD has lay his/her hand on the invitation he/she should immediately inform educators timeously, so that educators should make preparation for the course.

The data collected above shows that their colleagues concerning the developmental courses inform heads of department in the Economics and Management Sciences Department. As a result, short notice is given to educators who are supposed to attend the course.

### 5.3.2.3 Preparation and the course itself

The table below explains the course itself. It includes the following: needs analysis, the relevance of the course to the subject, as well as the grade(s) taught, whether the course was beneficial to educators and learners, the facilitator assessment, who facilitated and organised the course, evaluation of the course, the implementation of knowledge gained during the course, as well as the arrangement of the venue.

Table 5/6 Preparation and course structure.

Category	Frequency	Proportion
1. Are you aware or not aware of needs analysis done before the course was structured?		
No response	0	0.00%
Aware	3	30.00%
Not Aware	7	70.00%
2. Was the course irrelevant to the subject taught?		
No response	0	0.00%
Relevant	4	40.00%
Irrelevant	6	60.00%

3. Did the course organiser(s) give you an opportunity to evaluate the course? No response Yes No	0 4 6	0.00% 40.00% 60.00%
4. Did the course organiser visit you to discuss how you implement what you have learned from the course? No response Yes No	0 4 6	0.00% 40.00% 60.00%
5. Do educators give feedback after attending workshops? No response Yes No	0 4 6	0.00% 40.00% 60.00%

After analysing the data concerning the preparation and course structure (course itself) the following shortcomings were identified:

- i Most HOD's (over 70%) were not aware of the needs analysis done before the course was structured.
- ii More than half (60%) of HOD's feel that the course or courses are not relevant to subjects taught in the Department of Economic and Management Sciences, as well as the grade taught.
- iii More than half (60%) of HOD's who attend the course or courses indicate that the course organiser did not give them a chance to evaluate the course.
- iv Most HOD's (60%) indicate that the course organiser did not do remedial work or after service care to evaluate the implementation of the knowledge gained during the course.
- v Most HOD's (60%) indicate that there is no feedback after attending the workshops of educator development programme in the Department of Economic and Management Sciences in Mamelodi secondary schools. This implies that educators in this department does share

information or knowledge gain after attending the workshops or educator developmental programmes.

Data collected above indicates that heads of department in Economic and Management Sciences are not the role players in determining the content of the developmental course. Hence the course is not beneficial to both educators and learners. There is no follow-up to those who attended the course or any remedial work done after the course has been attended.

#### **5.4 CONCLUSION**

This study focuses on the opportunity afforded to Mamelodi secondary schools educators in the Department of Economic and Management Sciences to attend educator developmental courses or programmes. The success of this study depends on the response from Economic and Management Sciences educators in Mamelodi secondary schools.

There are sixteen secondary schools in Mamelodi, which have a hundred and seven (107) educators teaching the subjects which falls within the Department of Economic and Management Sciences. These subjects are Accounting, Economics, Business Economics and Compu-typing.

Thirteen secondary schools were accessible to complete the questionnaire, as indicated in paragraph 5.3. Educators who were able to respond to the questionnaire were seventy-four (74) in number, which consists of ten (10) heads of department and sixty-four (64) post level one educators.

The instrument used to collect data was questionnaires, which were personally distributed to and collected from the secondary schools stated in paragraph 5.3. These questionnaires were grouped in two categories, that is, heads of department, and the other by post level one educators completed one questionnaire.

Both questionnaires were sub-divided into the following: gender, age group, years of training, teaching experience, specialised subjects during training,

subject taught, highest qualification, level of qualification in the subjects taught, as well as number of developmental courses attended.

These questionnaires contain possible questions, which has enabled the researcher to achieve the goals and aims of this study. Data has been collected and analysed. The analysis of data obtained has enabled the researcher to make recommendations. If a follow-up is made of these recommendations the culture of teaching and learning will improve in Mamelodi secondary schools within the Department of Economic and Management Sciences. The educator developmental programmes/courses need to be properly structured and organised to suit the needs of the subject, which falls within the Economic and Management Sciences Department in Mamelodi secondary schools.

## CHAPTER 6

### FINDINGS AND RECOMMENDATIONS

#### 6.1 INTRODUCTION

Data has been collected and analysed from educators involved in teaching subjects which fall within the Department of Economic and Management Sciences, as indicated in the previous chapter. After data has been analysed, findings are summarised and recommendations will be made in the following paragraphs. As is indicated in the introductory chapter, that this study focuses on the educator developmental programme/s in Mamelodi secondary schools in Department of Economics Sciences.

This study concentrates on the opportunity afforded to post level one educators as well as heads of department to attend educator developmental programmes or course(s), the way in which information about the course is prepared and communicated, as well as the number of days' notice given to educators and heads of department to attend the development programmes or course(s), the relevance, as well as the benefit of the course to educators, learners, as well as the grade taught. A needs analysis before the developmental programme or course is conducted, the implementation of the knowledge acquired from the development course as well as follow-up made by the course organisers.

The focus of this study is to interrogate the above factors, which are concerned with educator development. The findings concerning the focus of this study will be briefly summarised.

### **6.1.1 Opportunity afforded to both educators as well as heads of department to attend the development programme(s)**

The responses to question ten (10) of the questionnaires indicate that twenty-one (21) educators have attended more than five (5) educator developmental courses. This indicates 32,82% of educators have attended more than five educator developmental programmes. On the other hand three (3) heads of department have attended three educator developmental programmes. This indicates that 30% of heads of department have attended three (3) educator developmental programmes.

The responses to question ten (10) based on post level one educators, indicate that educators in Mamelodi are afforded the opportunity to attend the developmental courses, while heads of department are not afforded the chance to attend developmental courses. This indicates that these developmental courses are meant for post level one educators.

### **6.1.2 The course communication, as well as the days' notice given to attend the developmental course**

The responses to question eleven (11) of the questionnaires indicate that their colleagues about the offering of an educator developmental course have informed most educators. That is, their colleagues, inform the 11.25% of educators in Mamelodi who are teaching subjects within the Economic and Management Sciences, about the development course(s), which are offered. Most heads of department in the Economic and Management Sciences Department are informed by other sources concerning the offering of development courses; except the following sources, namely: friends, colleagues, and principals. That is 25.50% of heads of department in Economic and Management Sciences got information about the availability of the developmental courses from others, and not from department officials.

Most educators are given more than five days' notice to attend the developmental course. That is 28,13% of educators were given more than five days' notice to attend the developmental courses, while heads of department were given five days' notice to attend the development courses. The developmental course was communicated to educators by word of mouth. That is 9.90% of educators were informed about the course verbally while the heads of department were informed about the development course through departmental circulars and verbal communication. That is 18.67% of heads of department were informed through departmental circulars and verbally.

The response to the question based on communication of the course indicates that there is no system in place to inform educators about the developmental course. Educators are informed verbally about the developmental courses, and they are given more than five days' notice and there is no way of reminding them about the attendance of the course.

### **6.1.3 The relevance of the developmental course, as well as the benefit of the course to educators, learners and the subject taught**

Post level one educators who responded to questions 15-19 of the questionnaire indicated the following as far as the relevance of the educator developmental course. They felt that the developmental course was irrelevant to the following, namely: to the subject taught, grade taught, as well as irrelevant to the specialised subjects. That is 53.13% of educators indicated that the developmental course was irrelevant to the subject taught, as well as the grade taught, while 56.25% of educators indicated that the course was irrelevant to the subject taught. A large number of educators did not benefit from the developmental courses, and as a result the course did not meet the expectations of either educators or heads of department and the heads of department indicated that the developmental course was not relevant to the subjects taught.

The responses to questions 15 to 19 of the questionnaire indicate that the developmental course is conducted pointlessly, because the course is neither

relevant nor beneficial to either learners or educators. Educators and heads of department are not role players in determining the course content.

#### **6.1.4 Needs analysis**

73.44% of educators, who responded to question 14 of the educator's questionnaire, indicated that they were not aware of any needs analysis before the developmental course(s) was conducted. Only a handful of educators were aware of the needs analysis before the course was conducted.

70% of heads of department were also not aware of the needs analysis before the course was conducted. Only 30% of heads of departmental were aware of the needs analysis of the developmental programme.

The response to questions based on the needs analysis indicates that only 30% of heads of department, and 23% of educators are aware of the needs analysis. To ensure that the developmental course is relevant and beneficial to all stakeholders, educators must be involved in determining the need for courses and must be the role players in determining the content of the developmental programme.

#### **6.1.5 The implementation of the knowledge acquired from the developmental courses, as well as the follow-up or feedback from the course organisers**

The responses to questions 25 and 26 of post level one educator questionnaires indicated that the majority of educators were not given enough time to implement what they had gained during the developmental course as well as no follow-up was made by the course organisers to ensure that the knowledge and skills gained during the course was correctly implemented.

Heads of department also share the same sentiment as far as implementation of the knowledge and skills gained during the course goes. No feedback

given by educators who attended the development course to their colleagues and no follow-up made by the course organiser.

This implies that there are no clear processes and procedures to ensure the implementation of the knowledge gained from the course. Furthermore, there is no communication among educators and the heads of department to ensure feedback on the course.

## **6.2 RECOMMENDATIONS**

The aims of this study have been outlined in the introductory chapter. To ensure that the researcher attains the aims of this study, data needs to be collected from Mamelodi secondary schools from Economic and Management Sciences post level one educators as well as heads of department.

After data has been collected and analysed the researcher should come up with recommendations. The recommendations will focus on the five points illustrated in paragraph 6.1. Recommendations will be given on these points individually below.

### **6.2.1 Opportunity afforded to educators as well as heads of department to attend developmental programmes**

According to the data collected, Economic and Management Sciences educators as well as heads of department are afforded a chance to attend educator developmental programmes. Most of post level one educators have attended more than five developmental programmes, which implies that more than half the numbers of educators in Mamelodi have attended less than five developmental programmes. In principle educators in the Department of Economic and Management Sciences in Mamelodi are afforded the chance to attend educator developmental courses. On the other hand fewer of heads of department have attended developmental programmes, which implies that most HOD's have attended fewer than three developmental programmes. This implies that there is no maximum attendance of developmental

programmes by Economic and Management Science educators. In principle HOD 's have attended fewer educator developmental programme/courses.

To ensure maximum attendance of every educator developmental programme by Economic and Management Sciences educators this study recommends that the programme organisers should indicate on their invitation the number of educators to attend the developmental programme, plus their names. The organisers in triplicate should compile an attendance register. Towards the end of the course a roll call must be taken, in triplicate. The first copy must be sent to the schools, the second copy to the developmental programme facilitator for feedback purposes, and the third copy must go to the district offices. Heads of department must set the example in their department by attending such valuable courses to empower themselves as well as the members of their department. Since heads of department belong to the mentorship committee of their respective schools, it is important for them (HOD) to value or support educator developmental programmes. Economic and Management Sciences' educators will be motivated to attend the educator developmental programmes if their seniors takes such courses or programmes seriously and value them (courses). It is the responsibility of the HOD to inculcate interest and passion in the educators in their department concerning educator developmental programme. In order for the heads of department to succeed in attaining their goal, they (HOD) must conduct a crash course in their respective schools in the form of feedback.

Due to the fact that educators are life-long learners, learning to mediate, and administrate and to manage, and finally to assess, they must be afforded the opportunity to attend educator developmental programmes/courses. Educators must not be denied the access to any information pertaining to educator developmental programme, because they (educators) have the right to develop themselves. It is the responsibility of the principal and head of department to inform educators about any matter related to educator development as indicated in paragraph 2.2.

## **6.2.2 The course communication as well as the days' notice given to educators to attend the developmental courses**

This point will be divided into two subheadings, namely, communication and days' notice.

### **6.2.2.1 Course communication**

The data collected indicates that friends inform educators in the Department of Economic and Management Sciences about the educator developmental programme, while a large number of educators did not respond to the question. On the other hand, less than fifty percent of heads of department are informed about the educator developmental programme by sources other than colleagues, friends and principals. More than fifty percent of heads of department did not respond to the question.

The information collected indicates that there is no communication among Economic and Management Sciences educators, and heads of department, or course organisers. This study recommends that a channel of communication between the course organisers and schools should be established or developed. The invitation to the developmental courses must be addressed to the principal with reference to the heads of department, and the heads of department must sign for the copy, and make copies for the affected educators, those educators must sign for their copies, to ensure that they have received their copies.

### **6.2.2.2 Days' notice to attend the course**

Educators who attended the development courses were given more than five days' notice to attend the course. While heads of department who attended the development courses were informed five days before the course could commence. Educators need to be reminded about the educator developmental programme on a regular basis.

To ensure maximum attendance of developmental workshops, this study recommends that all principals in Mamelodi secondary schools must give their heads of department the annual plan of the district and if any development workshop is scheduled by Non-Governmental Organisations, the recommendations stated in paragraph 6.2.2.1 must be taken into consideration.

### **6.2.3 Relevance and benefits of the developmental course**

According to the information collected from educators about the relevance of the course, most educators felt that the course was irrelevant to the subject taught, as well as irrelevant to the grade taught, and indicated that the programme was irrelevant to their subject specialisation.

On the other hand, heads of department felt that the course was irrelevant, that is 60% felt that the course was irrelevant to the subject taught. From the information gathered, educator developmental courses are conducted for the sake of conducting such courses, because educator developmental programme dates are set to conduct those courses, or principals or heads send any educator to represent their schools, not taking into consideration the developmental part of the educators and school at large.

This study recommends that educators who teach subjects which fall within the Department of Economic and Management Sciences must attend those courses and if the course is meant for a specific grade and subject the concerned educators must attend such developmental courses. This implies that the invitation to the educator developmental programme/course should clearly indicate the affected grades so that relevant educators should attend such course.

This study further recommends that regular coaching sessions should be conducted for Economic and Management Sciences educators. During such coaching sessions educators must be grouped according to their grades taught. The organisers of the coaching session should invite an expert in the

field to facilitate the session. With the introduction of Revised National Curriculum Statement (RNCS) a regular coaching session is needed for educators to properly fit into the transition, which is from Outcome Based Education (OBE) to Revised National Curriculum Statement (RNCS), coaching sessions should be targeted for only educators at Future Education and Training (FET). The facilitator should serve as the mentor of educators at FET phase. This will attract and encourage or motivate educators to attend such sessions.

#### **6.2.4 Needs analysis**

According to the information collected, the majority of educators are not aware of any needs analysis before the educator developmental courses are conducted, while a minority of educators are aware of any needs analysis before the development courses are conducted.

On the other hand a minority of HOD's are aware of the needs analysis before educator developmental courses are conducted while the majority of HOD's are not aware.

The information gathered implies that the so-called developmental courses for Economic and Management Sciences educators are planned and organised without consulting with educators at school level. Most HOD's and principals withheld information from educators pertaining to educator developmental programme/workshops. This practice is against the Employment of Educators Act , 1998.

This study recommends that for educators to be role players in planning the content of the educator developmental workshops, the correct platform is during educators' cluster-meetings. Educators must compile the list of all their problems in various subjects, which fall within the Department of Economic and Management Sciences, and then make submission to the district office for assistance. Then the district officer will organise an expert to assist educators with their problem areas in various subjects. Thus the objectives

and aims of educator development workshops will be attained. This study further recommends that continuous educators coaching session should be organised, to enable educators to identify problem areas in subjects, which fall within the department of Economic and Management Sciences. In so doing the problem areas will be evaluated and the need for development will be identified, and taken care of.

### **6.2.5 The implementation of knowledge gained and follow-up by the course organisers**

According to data collected most educators were not given enough time to implement the knowledge acquired during the developmental courses attended, and the course organisers or facilitators made no follow-up. On the other hand, a majority of heads of department did not receive any follow-up from the course organisers.

This study recommends that educators who attend the course must give feedback to their colleagues who did not attend the course. A further recommendation is that the course organisers or facilitators must conduct a follow-up course.

Implementing the above-mentioned recommendations on the educators' developmental courses for Economic and Management Science in Mamelodi means that the standard of education (teaching and learning) will rise. The net results will be enhancement and improvement of the culture of teaching and learning.

## **6.3. CONCLUSION**

Educator developmental programmes serve as a vehicle that determines the success or failure of learning institutions, as well as the teaching and learning environment, and to improve or promote the culture of teaching and learning in schools. The success of the school is dependent upon educators acquiring the skills, perspective and knowledge necessary to transform the teaching

and learning of all learners as well as the transformation of education in general.

Subjects such as Accounting, Economics, Business Economics and Compu-tying are social, dynamic sciences, and the content of such subjects is subjects to changes. Hence it is of importance for educators teaching these subjects to continuously attend development workshops, in order to cope with the changes that are taking place.

Insufficient or inadequate development programmes and inappropriate or incoherent training of educators of various teachers colleges, universities and or technikons affected the effort to realise the Education Department's goals. The attainment of the Education Departments's goals is primarily dependent upon effective educator-learner interaction, while a successful educator-learner relation depends upon sufficient or adequate developmental programmes and appropriate or coherent training of educators. Educators' developmental programmes should be continuous and never-ending to enable educators to cope with the ever-changing curricula.

The interaction that occurs between learners and educators, the opportunity for learners to construct knowledge, the setting of high and rigorous expectations, the existence of a supportive classroom environment are dependent upon skilled, knowledgeable and compassionate educators, The support and leadership provided by the developmental programmes or workshop are important but the role of educators, however, is central.

Educator developmental programmes have a snowball effect, which implies that during the development courses or workshops, an individual educator will benefit, but the end result is that learners as well as learning institutions will benefit. If the developmental programmes or courses are properly administered and controlled the Education Department will attain its objective.

It is of vital importance for the organisers or facilitators of the developmental programmes or workshops to do a follow-up, in order to ensure that

knowledge acquired during the course is properly implemented in schools. A follow-up developmental programme should be organised to ensure continuity of educator development in the Department of Economic and Management Sciences.

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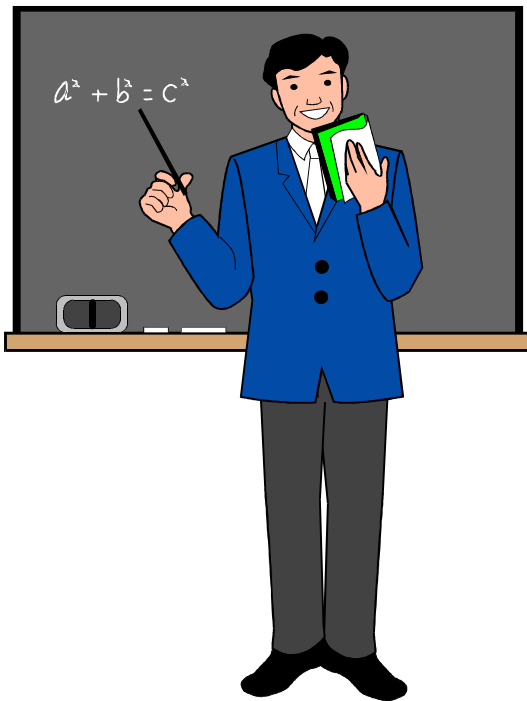
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## ANNEXURE A



Dear interviewee

You are humbly requested to complete the questionnaire yourself. You may find some of the questions to be sensitive. Try to answer each question as it applies to you and not as you think should be the case. Please carefully consider each question and answer it by using a pen.

The information gathered from this questionnaire will not be used to affect your role as an Economic and Management Sciences educator. Your responses will be treated as confidentially as possible. To maintain confidentiality, please do not write your name on the questionnaire.

Thank you for taking part in this research project.

**QUESTIONNAIRE FOR TEACHERS, ECONOMIC MANAGEMENT AND SCIENCES'S EDUCATORS AND HOD.**

**Your gender**

	M	F
Code	1	2

**Age Cohort**

	20-25	26-30	31-35	36-40
Code	1	2	3	4

**Years of training**

	2	3	4
Code	1	2	3

**Specialised subject during training**

	Econ	Acc	B. Econ	Typing
Code	1	2	3	4

If others specify.....

**Teaching experience**

	1-5	6-12	13-18	19+
Code	1	2	3	4

**Subject(s) taught**

	Econ.	Acc	B.Econ.	Typing
Code	1	2	3	4

If others specify.....

**Grade(s) taught**

	8	9	10	11
Code	1	2	3	4

**Highest Qualification(s) obtained**

	Certificate	Diploma	Degree	Hons
Code	1	2	3	4

**Level of qualifications in the subject(s)**

	Matric	1st Level	2nd Level	3rd Level
Code	1	2	3	4

**How many educator's developmental courses did you attend?**

	0	1	2	3
Code	1	2	3	4

**Who communicated the course to you?**

	Friend	Colleagues	Principal	HOD
Code	1	2	3	4

If others, specify.....

**How was the course communicated to you?**

	Verbal	Circular	Memo	Fax
Code	1	2	3	4

If other, please give details

**How many days' notices were you given to attend the developmental course?**

	less 1 day	1 day	2 days	3 days
Code	1	2	3	4

**Are you aware or not aware of a needs analysis done before the course was structured?**

	Aware	Not aware
Code	1	2

**Was the course irrelevant or relevant to the subject taught?**

	Relevant	Irrelevant
Code	1	2

Was the course irrelevant or relevant to the grades taught?

	Relevant	Irrelevant
Code	1	2

Was the course irrelevant or relevant to the subject speciality?

	Relevant	Irrelevant
Code	1	2

Did you benefit or not benefit from the course?

	Benefited	Did not
Code	1	2

Did the course meet your expectations?

	Yes	No
Code	1	2

Indicate your assessment of the facilitator's understanding of the subject matter

	Poor	Moderate	Good	Excellent
Code	1	2	3	4

Was the course facilitator audible enough?

	Poor	Moderate	Good	Excellent
Code	1	2	3	4

Who facilitated the course?

	Colleague	Dept Official	NGO
Code	1	2	3

Who organised the course?

	DoE	GDE	District	NGO
Code	1	2	3	4

Did the course organiser(s) give you an opportunity to evaluate the course?

	Yes	No
Code	1	2

Did the course organiser visit you, to discuss how you implement what you have learned from the course?

	Yes	No
Code	1	2

Were you given enough or not to apply what you have learnt during the course?

	Enough	Not enough
Code	1	2

How was the layout or arrangement of the venue?

Overcrowded	Not organised	Organised	Excellent	
Code	1	2	3	4

Your participation in this project is highly appreciated.

Thank you in anticipation

## Annexure B

**Table 2/1: Duties and Responsibilities of Principal**

<b>Administrative</b>	<b>Personnel</b>	<b>Teaching</b>	<b>Extra curricular</b>	<b>Interaction with stakeholders</b>	<b>Communication</b>
<ul style="list-style-type: none"> <li>• To be responsible for the professional management of public schools.</li> <li>• To give proper instructions and guidelines for timetabling, admission and placement of learners.</li> <li>• To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of learners in</li> </ul>	<ul style="list-style-type: none"> <li>• To provide professional leadership within the school.</li> <li>• To guide, supervise and offer professional advice on the work and performance of all staff in the school.</li> <li>• To ensure that workload</li> </ul>	<ul style="list-style-type: none"> <li>• To be class teacher if required.</li> <li>• To assess and record the attainment of learners taught.</li> <li>• To engage in class teaching as per workload of the relevant post level and the need of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• To play an active role in promoting extra and co-curricular activities in the school.</li> <li>• To plan major school functions and encourage learners voluntary participation.</li> <li>• To serve on recruitment,</li> </ul>	<ul style="list-style-type: none"> <li>• To serve on the governing body of the school.</li> <li>• To participate in community activities in connection with educational matters and community building.</li> </ul>	<ul style="list-style-type: none"> <li>• To co-operate with members of the school staff and the school governing body in maintaining the efficient and smooth running of the school.</li> <li>• To liaise with relevant structures regarding such curricular and curriculum development.</li> <li>• To meet parents concerning learners progress and conduct.</li> <li>• To liaise with other Government Departments.</li> </ul>

<p>consultation with the appropriate structures.</p> <ul style="list-style-type: none"> <li>• To ensure that a School Journal records all-important event connected with the school is kept.</li> <li>• To make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained.</li> <li>• To ensure Departmental circulars and other</li> </ul>	<p>s are equitably distributed among the staff.</p> <ul style="list-style-type: none"> <li>• To be responsible for the development of staff programmes.</li> <li>• To assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance</li> </ul>		<p>promotion, advisory and other committees as required by the school.</p>		
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<p>information received affecting members of staff are brought to their attention timeously and are stored in an accessible manner.</p> <ul style="list-style-type: none"> <li>To handle all correspondence received at school.</li> </ul>	<p>ce with the need of the school.</p> <ul style="list-style-type: none"> <li>To ensure that all evaluation / forms of assessment conducted in the school are properly and efficiently organised.</li> </ul>				
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## Annexure C

**Table 2/2: Duties and Responsibilities of Deputy Principal**

<b>Administrative</b>	<b>Teaching</b>	<b>Extra and Co-curricular</b>	<b>Personnel</b>	<b>Interaction with Stakeholders</b>	<b>Communication</b>
<ul style="list-style-type: none"> <li>• To assist the Principal in his/her duties and to deputise for the Principal during his/her absence from school.</li> <li>• To assist the Principal, or, if instructed be responsible for: School administration, School finance and maintenance of services and buildings.</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in class teaching as per workload to the relevant post level and need of the school.</li> <li>• To assess and to record the attainment of learners taught.</li> </ul>	<ul style="list-style-type: none"> <li>• To be responsible for school curricular and pedagogy.</li> <li>• To assist the principal in overseeing learner counselling and guidance, discipline.</li> <li>• To assist the principal to play an active role in promoting extra and co-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• To guide and supervise the work and performance of staff.</li> <li>• To participate in agreed school / educator appraisal processes.</li> </ul>	<ul style="list-style-type: none"> <li>• To supervise / advise the Representative Council of Learners.</li> </ul>	<ul style="list-style-type: none"> <li>• To meet with parents concerning learners progress and conduct.</li> <li>• To liaise on behalf of the Principal with relevant government departments.</li> <li>• To assist the Principal in liaison work with all organisations, structures, committees, and groups crucial to the school.</li> </ul>

## Annexure D

### Performance standards for heads of departments and principals

Number	Performance Standard	Explanation
1.	Lesson Plan, Preparation, Presentation and Management	The educator must demonstrate competence in planning, preparation, presentation and management of learning programmes that will enable the learners to actively participate and be successful in the learning process.
2.	Creation of a learning environment and classroom management.	The educator must create a positive learning environment and maintain effective discipline that supports the development of learner abilities.
3.	Monitoring and Assessment of Learners.	The educator must demonstrate competence in monitoring and assessing learner progress and achievement.
4.	Professional Development in field of work/career and participation in professional bodies.	The educator should be engaged in professional development activities consistent with his/her own goals and objectives including that of the school.
5.	Human relations and contribution to school development.	The educator should be engaged in appropriate interpersonal relationships with

		learners, parents and staff. The educator should contribute to the development of the school.
6.	Knowledge of curriculum and subject matter.	The educator is prepared and knowledgeable of the content and demonstrates appropriate preparation for teaching and learning.
7.	Leadership, Communication and Servicing the Governing Body.	The educator should provide an environment that create and foster commitment and confidence among teaching staff, learners, administrative staff, the governing body and the community. The educator should communicate and interact effectively with all stakeholders in order to ensure that all information is both accessible and understood.
8.	Extra-Curricular and Co-Curricular participation.	The educator should participate in extra as well as co-curricular activities in such a way hat it supplements teaching and learning and which will lead to the holistic development of learners.
9.	Administration	The principals and heads of departments should administer resources and keep records in an effective and efficient manner in order to ensure the smooth functioning of the learning

		institution.
10.	Personnel	The principal and heads of departments should manage and develop personnel under his/her supervision in such a way that the vision and mission of the learning institutions are accomplished.
11.	Decision-making and accountability.	The principal and heads of department should establish procedures that will ensure democratic decision-making and accountability within the learning institution.
12.	Strategic, planning, financial planning and educational management development.	The principal should display competence in planning and educational development.

Source: Education Labour Relations Council, ELRC, 2003: Collective Agreement Number 1 of 2003. 10 April 2003.

## Annexure E

### Performance rating form for heads of departments / principals and educators

EDUCATOR: \_\_\_\_\_ NAME OF SCHOOL: \_\_\_\_\_

PERSAL NO: \_\_\_\_\_ DATE: \_\_\_\_\_

	<b>Out- standing</b>	<b>Very Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Un Acceptable</b>
1. Lesson Planning, preparation, presentation and management.					
2. Creation of a learning environment and classroom management.					
3. Monitoring and Assessment of learners.					
4. Professional development in field of work/career and participation in professional bodies.					
5. Human Relations and Contribution to school development.					
6. Knowledge of curriculum and subject matter.					
7. Leadership, communication and					

servicing the Governing Body.					
8. Extra-Curricular & Co-Curricular participation					
9. Administration.					
10. Personnel.					
11. Decision making and accountability.					
12. Strategic planning, financial planning and education management development.					
<b>OVERALL PERFORMANCE RATING (OPR)</b>					

Comments:

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I agree / do not agree with overall performance rating.

Principal /Head of Department: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

Source: Education Labour Relations Council, ELRC, and Collective Agreement 1 of 2003, 10 April 2003.

## Annexure F

### Individual Performance Criteria Rating Form

STANDARD 1: LESSON PLANNING, PREPARATION, PRESENTATION AND MANAGEMENT

The teacher demonstrates competence in planning, preparation, presentation and management of learning programmes, which enables the learners to actively participate and be successful in the learning process.

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Lesson plans are clear, logical and sequential.					
B. Includes teaching methods and procedures appropriate to the outcomes.					
C. Uses knowledge of learners to design educational experiences.					
D. Designs lessons to elicit and sustain learners' attention, interest and involvement.					
E. Demonstrates learning area knowledge and conveys this knowledge clearly to learners.					
F. Provides clear instructions and explanations that are matched to learners' needs					
G. Involves learners in the lesson in a way that supports the development of their skills and knowledge					
OPR					

COMMENTS:


**STANDARD 2: Creation of a learning environment and classroom management**

The educator creates a positive learning environment and maintains effective discipline that supports the development of learner abilities.

<b>PERFORMANCE CRITERIA</b>	<b>O</b>	<b>VG</b>	<b>G</b>	<b>A</b>	<b>U</b>
A. Establishes a climate that is purposeful, and with a good sense of order.					
B. Conveys clear rules and expectations regarding learner behaviour and appropriate times.					
C. Deals with learner misbehaviour by an appropriate use of intervention.					
D. Demonstrates respect for cultural diversity.					
E. Demonstrates fairness and consistency in the handling of learner problems					
<b>OPR</b>					

Comments:

<b>STANDARD 3: MONITORING AND ASSESSMENT OF LEARNERS</b>

The educator demonstrates competence in monitoring and assessing learner progress and achievement.

<b>PERFORMANCE CRITERIA</b>	O	VG	G	A	U
A. Applies a variety of formal and informal assessment techniques to enhance and monitor learners' knowledge and skills.					
B. Monitors and marks learners' work on a regular basis.					
C. Provides feedback to learners regarding the quality of performance.					
D. Maintains accurate records of learners' work and performance.					
E. Demonstrates understanding of assessment policies.					
OPR					

Comments:

**STANDARD 4: Professional Development in field of work/career and participation in professional bodies**

The teacher engages in professional development activities consistent with his own goals and objectives and that of the school.

<b>PERFORMANCE CRITERIA</b>	O	VG	G	A	U
A. Participates in school and district in-service activities.					
B. Demonstrates a willingness to acquire new knowledge and					

additional skills.					
C. Participates in professional activities.					
D. Stays informed regarding policies and regulations applicable to his/her position.					
E. Shares information obtained from professional development opportunities with colleagues.					
<b>OPR</b>					

Comments:

<b>STANDARD 5: Human relations and contribution to school development</b>
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The teacher engages in appropriate interpersonal relationships with learners, parents and staff and contributes to the development of the school.

<b>PERFORMANCE CRITERIA</b>	<b>O</b>	<b>VG</b>	<b>G</b>	<b>A</b>	<b>U</b>
A. Creates and maintains sound human relations with and amongst colleagues and learners.					
B. Expresses views and ideas and also listens to others in a professional manner.					
C. Handles confidential information and difficult situations ethically.					
D. Develops cooperative					

partnerships with the parents / guardians and members of the school community.					
E. Demonstrates transparency, offers advice and constructive criticism.					
F. Demonstrates respect, understanding, and acceptable of different racial, ethnic, cultural and religious groups.					
<b>OPR</b>					

COMMENTS:


STANDARD 6: Knowledge of curriculum and subject matter

The teacher is prepared and knowledgeable of the content and demonstrates appropriate preparation for teaching.

<b>PERFORMANCE CRITERIA</b>	<b>O</b>	<b>VG</b>	<b>G</b>	<b>A</b>	<b>U</b>
A. Selects and creates learning experiences that are appropriate for curriculum goals and outcomes.					
B. Interprets learning programmes by identifying the needs and interests of learners, relevance and learner background.					