

**“THE SOUTH AFRICAN DEVELOPMENTAL APPRAISAL SYSTEM (DAS):
IMPLEMENTATIONAL PROBLEMS ARISING FROM THE PERCEPTION OF DAS BY
EDUCATORS AT THE FOUR SECONDARY SCHOOLS OF THE CENTRAL CIRCUIT IN
INANDA DISTRICT, KWAZULU-NATAL”**

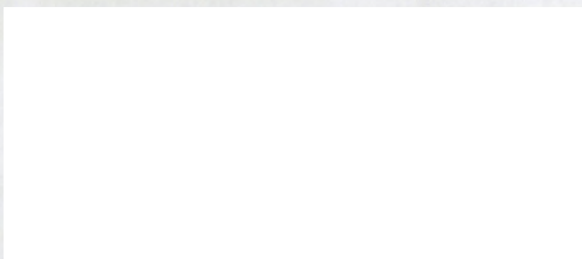
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Approved for Final Submission.



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Date

DECLARATION OF ORIGINALITY

I declare that this dissertation is my own work and that all sources I have used or quoted have been acknowledged by means of completed references.

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DATE

Approved for Final Submission.

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SUPERVISOR

Mrs. J. J. Prosser

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DATE

DEDICATION.

A special dedication is to the memory of my late grandmother who never stopped supporting me in my studies.

ACKNOWLEDGEMENTS

I thank the Almighty for giving me strength and guidance for the whole duration of the study.

A special thank you to my father for his words of wisdom that have kept me going my entire life.

To all educators in the four secondary schools who made it possible for this research to be completed, thank you: without them this study would not be a success.

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And last, but not least, to my two lovely daughters, Luyanda and Enele, for the perseverance they have shown when I did not have enough time to give them the love they deserved.

ABSTRACT

This research investigates the South African Developmental Appraisal System (DAS). It is concerned with exposing implementation problems arising from its perception by educators in four secondary schools in the Central Circuit of the Inanda District of KwaZulu-Natal.

DAS is the system that the National Ministry of Education uses to identify the developmental needs of educators so that it may provide satisfactory developmental programmes and thus improve the quality of educators' results. However, DAS is beset with problems that affect its implementation, particularly in secondary schools. This research investigates these inadequacies as they occur in the implementation of the DAS process. These include the following: problems of the DAS principles; lack of educator involvement in the design of DAS; problems arising from time constraints; problems of DAS criteria; lack of support from administrators and inadequate training of appraisers. The experience of developmental appraisal in England and Wales has been studied in order to ascertain how the system, used in South Africa, may be improved. The methodology used in this study includes a mixture of both qualitative and quantitative strategies, a review of available literature and the researcher's own observations and experience.

This research also includes recommendations for the improvement of the system of appraisal in South Africa. These are: involvement of educators in the design of DAS; adequate training for all educators; review of DAS documentation; adequate time for the DAS process; educator involvement in the design of DAS criteria and the provision of support by administrators.

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INFORMED CONSENT FORM

(To be completed by subject)

Date :

Title of Research Project:

Name of Supervisor

Please circle the appropriate answer

YES NO

- | | | | |
|----|--|-----|----|
| 1. | Have you read the research information sheet? | Yes | No |
| 2. | Have you had an opportunity to ask questions regarding this study? | Yes | No |
| 3. | Have you received satisfactory answers to your questions ? | Yes | No |
| 4. | Have you had an opportunity to discuss this study? | Yes | No |
| 5. | Have you received enough information about this study? | Yes | No |
| 6. | Do you understand that you are free to withdraw from this study? | Yes | No |
| | a) at any time | | |
| | b) without having to give any reasons for withdrawing | | |
| 7. | Do you agree to voluntarily participate in this study? | Yes | No |

If you have answered no to any of above, please obtain the necessary information before signing.

Please print in block letters:

Subject name: _____ Signature _____

Subject/Guardian _____ Signature _____

Witness name: _____ Signature _____

Research student name _____ Signature _____

CHAPTER ONE

1.1 INTRODUCTION

The KwaZulu-Natal Department of Education and Culture (KZN-DEC) adopted the policy manual, concerning the Developmental Appraisal System (DAS) put out by the National Department of Education in South Africa, in 1998.

The idea of introducing a Developmental Appraisal System (DAS) was first suggested in 1993. The former racially segregated departments of education, all teacher organizations and teacher unions were involved in negotiations to address the principles, processes and procedures for an appraisal system that was developmental in nature. The purpose of DAS was to replace traditional inspection, which was seen as judgemental: the judgemental approach had to become developmental. The main idea was to enhance the development of competent educators and raise the quality of public education in South Africa (DAS Manual 1998:51).

1.2 THE JUDGEMENTAL APPROACH

The judgemental approach is defined in terms of "inspection", "assessment" and "evaluation"; all concepts, which rest on the assumption that educators' performances should be "judged". Fault finding and negative reporting, not acknowledging the positive things that educators do and a tendency not to involve the person who is being judged in the process of making the judgement, mainly characterize the judgemental approach. A strong belief that educators cannot critically assess their own performances is encouraged by the judgemental approach. The judgemental approach is thus a way of *inspecting* educators' performances. It is summative usually quantitative and output or product orientated in nature, which means that

the judgemental approach considers only what educators do in so far as attaining what is expected of them (DAS Manual, 1998:55).

Authors like Darling-Hammond, Wise and Pease (1983:30), writing on appraisal, view the judgemental approach as bureaucratic in nature. They argue that the judgemental approach, like the bureaucratic approach, is procedurally oriented and organized with a checklist. It is designed to monitor conformance to routines.

1.3 THE DEVELOPMENTAL APPROACH

The developmental approach aims at an acknowledgement of the positive aspects of educators' performances. In a developmental approach the emphasis is on the strength of educators rather than their weaknesses, meaning that it is not based on fault finding only, but also notes the positive aspects of educators' practices. The developmental approach is formative, qualitative and stresses process rather than product, which means that it focuses on what the educator does right rather than on what the educator does not do right. It also acknowledges the fact that teaching and learning are complex processes that can be affected by various factors, which can make a lesson successful or unsuccessful. During the developmental approach the appraiser aims at giving as much support as necessary to the appraisee in order for the appraisee to attain his/her developmental objectives (DAS Manual, 1998:55).

According to Poster and Poster (1993:1) the developmental approach is a means of "improving the ability of employees to perform present or prospective roles, through the identification of personal developmental needs and the provision of subsequent training or self-development opportunities".

Therefore, DAS operates within the "developmental approach" which aims at building on what the educator knows well and not only informing the educator of what he/she does not know. DAS aims at improving what the educator perceives as problematic in his performance by providing ways in which such problems can be dealt with through a developmental approach. DAS ensures that a person, who is being appraised, is part of decision making during the appraisal process. Moreover, in DAS educators are involved in critically appraising each other.

1.4 MOTIVATION FOR THE STUDY

In 1999 when DAS was first introduced in the Inanda District of KwaZulu-Natal, each school was requested to elect three members, including the principal, to attend training in DAS processes. Inanda District officials conducted training in March 1999 so that school representatives could return back to their respective schools to train other educators.

In 2000 Inanda District officials visited all schools to monitor and support educators during the implementation of DAS. It was discovered that the majority of secondary schools had not begun with the implementation of DAS and none of them had trained its educators in DAS by the end of 2000.

In January 2001 the researcher was appointed as DAS co-ordinator in the Inanda District. His responsibilities were to monitor DAS implementation and give support to educators in all schools. On his arrival the researcher conducted an investigation to find out why secondary schools did not implement DAS. It was discovered that educators had a fear of DAS, that it was another form of traditional judgemental inspection. Educators felt that DAS was imposed on them since they were not involved in its design and the perception was that they were not given a chance to raise their concerns about it. Those educators who were trained in 1999

complained that principals had not given them support and time to train other educators in DAS. On investigation, it appeared that some schools had begun with the implementation of DAS but educators had problems in understanding the language and the terminology used in the DAS document. As a result appraisers experienced problems of guiding those who were appraised (appraisees) according to the selection of criteria during the appraisal process. Beside these problems there was an indication that educators in secondary schools had underlying negative perceptions about DAS in the Inanda District. Some of these perceptions are outlined in Chapter Two.

The researcher's observation and experiences were used to expose the central problems surrounding the implementation of DAS in the Inanda District of KwaZulu-Natal. This was done because the researcher had himself been exposed to these problems of DAS implementation on a daily basis, as he was dealing with the developmental appraisal of staff in schools in the Inanda District.

The perceptions of educators and the problems of implementation of DAS in England and Wales were also reviewed by him to ascertain how these are managed. The researcher chose England and Wales because it appears that developmental appraisal was successful there when the, then, Department of Education and Science (DES) first introduced it to schools. The researcher, therefore, believes that there are lessons to be learnt from England and Wales, which might be relevant to the situation in the Inanda District of KwaZulu-Natal.

1.5 THE PURPOSE OF THE RESEARCH

The purpose of this research was to investigate the perceptions of DAS by educators at four secondary schools in the Central Circuit of the Inanda District of KwaZulu-Natal. It was also concerned with exposing problems caused by these perceptions in the implementation of DAS

in these four secondary schools in the Central Circuit of the Inanda District of KwaZulu-Natal. This study also aimed at reviewing the perceptions of developmental appraisal of educators in England and Wales. It was also done to ascertain how these perceptions and implementational problems of developmental appraisal are managed in England and Wales, so that following the research findings, solutions to these central problems of implementation in the Inanda District of KwaZulu-Natal could be recommended.

1.6 RESEARCH METHODOLOGY

The study investigated implementation problems arising from the perceptions of DAS by educators at four secondary school in the Central Circuit of the Inanda District of KwaZulu-Natal. The research method used was the researcher's observation, a literature review, simple random sampling of schools and the application of a Likert Scale questionnaire. The researcher used his experience and observations to collect some of the information, since he himself was a specialist in teacher development, with years of experience working with the developmental appraisal of educators in schools. A study of developmental appraisal literature in South Africa and other teacher development related documents was carefully done in preparation for this research. Recent literature in developmental appraisal in England and Wales was reviewed. Four secondary schools were randomly selected from 22 secondary schools in the Central Circuit of the Inanda District so that all secondary schools in the Circuit got an equal chance of being included in the research sample. The Central Circuit was chosen because, when this study was conducted, it had more secondary schools than any other circuits in the Inanda District.

The Likert Scale questionnaire was used to allow respondents to indicate the degree of agreement or disagreement with a series of statements concerning perceptions about DAS. A

Likert scale questionnaire was used because the sum of the responses of each subject reveals his/her perceptions.

1.7 THE DIRECTION OF THE RESEARCH

Chapter Two will focus on the literature review and the observations and experiences of the researcher as a teacher development specialist. The introduction and the processes of teacher appraisal in England and Wales will be dealt with. This Chapter will also examine and discuss perceptions of secondary school educators in the Inanda District with regard to DAS. Problems of implementation of DAS at schools, especially at four secondary schools in the Central Circuit of the Inanda District, will also be described.

Chapter Three will be concerned with the empirical study. The questionnaire design will be described and procedures for data collection and limitation of the study outlined. The response data, analysis and discussions of data will be considered.

Chapter Four will be concerned with solutions to the problems of DAS implementation as identified in Chapter One. Problems will be solved with the use of solutions from Chapters Two and Three and recommendations suggested.

1.8 CONCLUSION

The researcher believes that if it is said that DAS experienced problems of implementation in schools, especially secondary schools in the Inanda District of KwaZulu-Natal, these implementation problems were caused by the perceptions of secondary school educators. The researcher from his observations and experiences also believes that DAS implementation in secondary schools in the Inanda District would be possible if the negative perceptions of educators were addressed timeously and efficiently by the KwaZulu-Natal Department of Education and Culture.

1.9 SUMMARY

Chapter One was concerned with the introduction of the research study. A description of the judgemental approach and the developmental approach were examined in order to differentiate between a judgemental appraisal system and a developmental appraisal system. The developmental appraisal system was also described. The motivation for the research was explained. This Chapter also outlined the purpose of the research and the methodology used for the research was described. Finally, the researcher concluded that DAS had problems of implementation that were the result of its perception by educators in schools, particularly in four secondary schools in the Central Circuit of the Inanda District of KwaZulu- Natal.

1.10 REFERENCES

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CHAPTER TWO

2.1 INTRODUCTION

This Chapter is concerned with two issues. These are firstly, the perceptions of secondary school educators concerning the Developmental Appraisal System in the Inanda District of KwaZulu-Natal and secondly, problems in the implementation of DAS in secondary schools in the Inanda District. These issues will be examined in the light of a literature survey of educator developmental appraisals in England and Wales. The researcher's experiences and observations in South Africa, with regard to developmental appraisal, will also be used. This Chapter will, therefore, relate the perceptions and experiences of secondary school educators in the Inanda District concerning DAS to the field experiences of research practitioners with regard to the perceptions of educators about educator developmental appraisal in England and Wales.

Educators have been experiencing problems in the implementation of DAS in the Inanda District of KwaZulu-Natal since the scheme was first introduced in 1999. Some of these problems were mainly caused by the perceptions of educators concerning DAS and some were caused by misunderstanding its processes. As the perception of DAS is key to its successful implementation, the focus of this Chapter is on how educators perceive it and its implementation.

The researcher, as an experienced teacher and education specialist with years of experience in dealing with the developmental appraisal of staff in schools, has observed various perceptions of DAS by educators in the Inanda District, some of which have caused serious problems in

its implementation. Thus, the discussion below is intended to outline and describe these perceptions and problems in the implementation of DAS, particularly in the secondary schools of the Inanda District of KwaZulu-Natal.

2.2 THE PERCEPTIONS OF DAS BY SECONDARY SCHOOL EDUCATORS IN THE INANDA DISTRICT

2.2.1 Perceptions concerning the democratic principle of DAS

The researcher was concerned with the way in which democracy was used by the "appraisal panels" in the Inanda District. The DAS Manual (1998: 66) defines an appraisal panel in terms of its composition and the fact that it should be based on three principles, namely, democratic participation, transparency and collaboration. DAS was designed to ensure democratic participation in the appraisal process (DAS Manual, 1998: 66). However, it would seem that secondary school educators perceived democratic principles in different ways.

An appraisal panel, according to DAS Manual (1998:66), should be composed of at least four people. These people are drawn from the following: the appraisee, a peer (colleague with adequate experience and knowledge in the same learning area of the appraisee) nominated by the appraisee, a union representative, a senior management level person such as a head of department, deputy principal or principal, a person from outside the institution. This person may be drawn from local non-governmental organizations or from the Circuit Offices, local colleges, universities or from other support services (DAS Manual, 1998: 66).

It is important to note that appraisees should themselves choose members of their panels. The problem with this was that educators tended to select social friends when choosing their peers,

perceiving "peer" as friend. As a result DAS tended to lose some of its objectivity and its aim of professional development.

According to the literature on DAS the members of the panel should debate different views until a shared understanding on an issue is reached. This takes time, often a lengthy period before the members of panels reach consensus. The deadlocks or disagreements resulting from lengthy debates did impact on the implementation process of DAS and dates frequently had to be extended. In addition, the researcher found that bias dominated so that when there was criticism and decisions had to be taken, peers were not objective but favoured the appraisee. As a result the appraisal process lost much of its real purpose.

During the implementation of DAS there were often serious problems when classes were left unattended. This occurred because educators, who were part of the appraisal panel, sometimes left their classes unattended. Often more than one panel was engaged in interviews at the same time and as some schools used the same educators for several panels, the same classes were frequently affected. Appraisees also complained that when there was more than one panel member present during classroom observation, learners tended to lose concentration on the lesson: they turned most of their attention to the appraisers present.

2.2.2 Perceptions concerning the principle of development in DAS

The Developmental Appraisal System was introduced in South Africa for the purpose of teacher development. However, secondary school educators in the Inanda District did not perceive it this way. They believed that DAS did not attend to their specific needs and they complained that it was used in their schools for punitive reasons; as a form of "spying" on teachers as to whether they were teaching or engaging in other activities. School managers themselves often chose areas of development instead of letting educators decide for

themselves. Also educators complained about unannounced visits by heads of department and claimed that they were not for educator development, but just another form of inspection.

According to Hopkins and Howard (1991:13) and Kyriacou (1995:3), concerning appraisal in England and Wales, educators there perceive developmental appraisal as indeed “developmental” because they are able to identify areas of development and their team leaders assist them to achieve their targets. However, Kyriacou (1995) also mentions that, although a staff development plan in schools in England and Wales incorporates developmental appraisal, some educators feel that this incorporation is at the level of timetabling and budgeting for appraisal within the development plan rather than on "how an individual's appraisal can usefully be set in the context of a school's development priorities": so educators perceive the issue of aligning the developmental appraisal of educators with learner achievement a problem in England and Wales. Some educators believe that there is very little that learners achieve through teacher appraisal.

2.2.3 Perceptions concerning the principle of transparency in DAS

According to the DAS Manual (1998:61) DAS should be as transparent as possible, especially in report writing and when decisions are taken about the appraisee. This means that appraisers should involve appraisees when planning for appraisal and discussing the outcomes of developmental appraisal. Also the DAS Manual mentions that appraisees should take part in report writing about their performances during the appraisal process. The researcher's experience was that some principals of schools were not using appraisal panels when conducting class visits. Moreover, some principals would not discuss the results of their appraisals with appraisees. As a result educators perceived DAS as inspection, ignoring the developmental aspect.

The appraisal report of Bollington *et al.* (1990: 10) reveals that in England and Wales educators perceive educator appraisal as a two-way process because the appraisee has an opportunity to discuss the outcome of the appraisal process with his appraisers and appraisers give the appraisee a chance to complain about procedures that were used when he/she was appraised, if he/she feels unhappy about the outcome of the appraisal process. In addition, appraisees there are involved when appraisers write reports. Bollington *et al.* (1990) argue that appraisal schemes employ more than one observer or appraiser in England and Wales and as a result, educators perceive developmental appraisal as reliable and valid as well as credible, particularly because peers are involved, as well as superiors.

2.2.4 Perceptions concerning the lack of educator involvement in DAS

Educators complained that they were not involved when DAS was designed in 1998 and that all schools in KwaZulu- Natal were excluded in testing the pilot studies. Yet, when DAS was introduced, schools in the province were expected to implement it. Educators in the Inanda District perceived this behaviour to be imposition and as a result, they felt that DAS was just another form of inspection. To add to this confusion, educators in KwaZulu-Natal were told by unions to stop implementation until all problems of DAS were resolved by the Education Labour Relations Council (ELRC). Accordingly, schools that had started with implementation abandoned DAS for a period of almost two years, that is 1999-2000.

When Bollington *et al.* (1990:9) write about educator developmental appraisal in England and Wales they report that educators there supported national teacher appraisal because they were involved in the design of the appraisal process.

2.2.5 Perceptions concerning the lack of training of appraisers

Educators in the Inanda District complained about the poor training of appraisers in 1999. The general perception was that DAS training was inadequate. The training period (two days) was

very short so that many aspects of DAS were too briefly handled and justice was not done to important aspects. Moreover, educators there felt that the training offered did not cover all aspects and often was only an overview of DAS instruments, that is Needs Identification and Prioritisation for Post Level 1 educators, heads of department, deputy principals and principals, Personal Details Forms, Professional Growth Plan, Discussion Paper and Appraisal Report. Educators complained that they were not trained in setting a "climate" for DAS; in data collection; in classroom observation skills; prioritisation of criteria and filling in of forms; report writing; ways of conducting follow-up and review meetings. Several educators in the Inanda District maintained that there should be training in their own schools as they had not received training from the Inanda District officials of the KwaZulu-Natal Department of Education and Culture.

Bollington *et al.* (1990:45), in their report about the introduction of teacher appraisal in England and Wales, mention that some educators perceived training in developmental appraisal as inadequate and they found choosing specific areas of development quite difficult. Educators also complained that some appraisers were not skilled in objective reporting that could be used for developmental purposes. As a result, appraisers found it difficult to ensure that development following classroom observation occurred. In addition educators felt that frequently no feedback was given to appraisees. However, these problems were ultimately resolved by the training of appraisers in observation and feedback skills.

2.2.6 Perceptions concerning DAS documentation

Secondary school educators in the Inanda District were concerned about DAS documentation. Their perception was that it was not "user-friendly", in that the DAS document lacked information. Furthermore, the DAS document did not have clear instructions for the prioritisation of needs. Educators maintained that they did not even understand the implication

of "A" and "B" symbols that were used when appraisees prioritised needs. Educators complained about the language used in the document: they said it was not clear and too complicated. In addition, educators complained that it was very difficult to complete forms since clear instructions were not given.

In the appraisal report of Bollington *et al.* (1990:42) it also appears that educators experienced problems with regard to written materials intended to provide guidance for appraisers and appraisees in classroom observation in England and Wales. Bollington *et al.* (1990) report that educators in England and Wales complained that materials tended to focus on organizational and procedural matters, rather than on the skills required for observation.

2.2.7 Perceptions concerning time constraints

Secondary school educators in the Inanda District of KwaZulu- Natal perceived DAS as time consuming. They complained that so many meetings were involved in the DAS process that they spent most of their time in planning for appraisal rather than teaching learners. When it was first introduced in the Inanda District, educators also complained about the timing of DAS. The training in DAS was done in October 1999 when examinations were about to start. Educators also complained that there was a lengthy time span between their training and the implementation process. It had been impossible to implement DAS at the beginning of the Year 2000 because of problems encountered in the admission of learners, shortage of stationery and the pressure of sporting activities. Moreover, educators believed that the introduction of DAS was inconvenient because they were busy with training in Outcomes Based Education. Implementation of DAS was, therefore, often delayed as most of the schools sent their staff to workshops in Outcomes Based Education.

Educators in England perceive time problematic, especially for classroom observation. Research reports by Kyriacou (1995:6) and Mortimore and Mortimore (1991:11) on teacher appraisal in six local education authorities in England indicate that the most frequent concern of educators was that the whole process of appraisal was very time consuming, that too much teaching time was lost. The appraisal report of Mortimore and Mortimore (1991) also mentions that some educators felt that pupils suffered as a result of the time spent on appraisal. The Mortimore and Mortimore report mentions that educators felt that the process of educator appraisal lasts for too long and it is also mentioned that educators in England said appraisal was introduced in schools during the period when they were busy: that is why educators could not get the most benefit out of the process. Some educators felt that there was too long a gap between the end of their training and when they were appraised (Kyriacou, 1995:6).

2.2.8 Perceptions concerning DAS criteria

Educators in the Inanda District did not view DAS as important for them. They argued that the DAS criteria designed by the KwaZulu-Natal Department of Education and Culture did not address their individual needs, as well as the needs of schools. They mentioned that it was difficult to align their needs with those stipulated in the document since DAS criteria were not specific. They found DAS confusing rather than developmental in nature.

Bollington *et al.* (1990:32), Fitz-Gibbon (1990:34), Moyles (1988:40), Johnes and Taylor (1990:37), writing about criteria, mention that educators reacted negatively to developmental appraisal in England and Wales when it was first introduced, because they felt that educator appraisal was judgemental rather than developmental, since piloted appraisal schemes used checklists of which, they thought, they were not part. Educators also felt that there was little opportunity for criteria to be designed by both appraisers and appraisees. As a result they

perceived developmental appraisal as an insignificant aid to their own professional development.

2.2.9 Perceptions concerning support from principals and superintendents

The perception of educators in secondary schools was that secondary school principals were not committed to DAS. Moreover, those who had undergone appraisal did not get support either from their schools or the Inanda District of the KwaZulu-Natal Department of Education and Culture. As a result secondary school educators did not take DAS seriously. The principals in secondary schools in the Inanda District also did not commit themselves to DAS. Staff development teams, who were responsible for educator development in schools, did not get support from school management teams, including principals. Moreover, educators complained that there was not anybody in the Inanda District Office who was employed as a DAS co-ordinator and as a result, they could not get any help. They also complained that it was very difficult to initiate developmental programmes since their schools did not have sufficient financial support. The unavailability of physical resources including classrooms, teaching and learning materials, adversely affected the objective of DAS, which was good teaching.

2.3 PROBLEMS OF IMPLEMENTATION

The perceptions of secondary school educators, when DAS was first introduced, that training of appraisers was not sufficient, appraisees perceived peers as friends, appraisees believed that DAS lacked a developmental aspect, DAS was another kind of inspection, they were not involved when DAS was first introduced, time was a problem, DAS criteria were not specific to educators' needs and the perception that school principals lacked commitment to DAS, all caused problems in the implementation of self-appraisal, interviews, classroom observation and the review processes of DAS in the Inanda District of KwaZulu-Natal.

2.3.1 Problems with self-appraisal

Educators in the Inanda District lacked knowledge of how to begin self-appraisal. They did not, as individuals, identify areas of development since they were unable to prioritise criteria for themselves. Self-appraisal in the Inanda District was dominated by over estimation of ability and performance in that educators tended to rate themselves with "A" symbols in all aspects, which implied that they did not need professional development. Educators experienced problems when filling in the Professional Growth Plan, which is supposed to be used as a structured objective plan providing guidelines for individual educator development. Some appraisees used this plan to plan pupils' lessons when they were supposed to plan their own professional development. Furthermore, educators complained that they did not have enough time to acquire knowledge for their professional growth since they spent most of their time teaching. They complained that they did not get time for self-appraisal since schools in the Inanda District did not create a platform for self-evaluation.

Other authors of teacher appraisal in England and Wales such as Humphreys (1992: 2) point out that teachers have always found appraisal in general a problematic issue, particularly self-appraisal since it has a "dubious credibility". Among other sources of concern in implementing the developmental appraisal process were the appraisees, that is teachers who appraise their own work, but have not been trained in the self-appraisal process (a similar situation to that in the Inanda District). Humphreys (1992: 2) mentions that not only do teachers lack knowledge of how to begin self-appraisal, but are also unable to cope with the emotional issues involved. They feel insecure when facing appraisal panels, fearing that there may be a lack of confidentiality as certain information about them may be made known to the appraisal panel. In addition, the goals of appraisees are sometimes not realistic. All these factors may prevent self-development occurring.

Unlike the situation in the Inanda District, Kyriacou (1995:3) mentions that the perceptions of educators, when the developmental appraisal process was first introduced in England and Wales, were positive because appraisees were trained in the self-appraisal process. Kyriacou also mentions that educators in England found a handbook on self-appraisal very useful since they were involved when it was designed. Mortimore and Mortimore (1991:8) report that during training appraisees were asked to identify their strength and weaknesses by considering what they did well and what problems they encountered.

In ensuring that developmental appraisal in England and Wales began smoothly the, then, Department of Education and Science introduced whole school evaluation, prior to the developmental appraisal of educators. This was done in order to create a good context for teacher self-appraisal in English schools so that problems of teaching and learning resources were exposed and addressed before individual educators were expected to identify their needs of development and in-service training. Bollington *et al.* (1990:15) when writing about the relationship between whole institution self-evaluation and educator appraisal mention that, during this process, individual educators in England and Wales get an opportunity to identify their strengths and weaknesses. Staff development and teacher self-appraisal are used to meet the developmental needs of educators so that learner performance is drastically improved in classrooms. They also report that individual educators were able to set their own self-appraisal goals in tandem with those of the school.

According to Poster and Poster (1993:19), teacher self-appraisal becomes effective if it is aligned with the goals of a school: this means that school self-evaluation should shape the goals of the individual educator if he/she is to meet the needs of the school. Poster and Poster (1993) argue that whole school evaluation ensures that the relationship between educator

development and the school continues throughout the planning, delivery process and the evaluation of outcomes. Appraisees thus need support from their appraisers throughout the process of educator development. Poster and Poster (1993) conclude by mentioning that in English schools the problems of teacher self-appraisal have been reduced through alignment between individual developmental appraisal and whole school self-evaluation.

2.3.2 Problems with interviews

Interviews in the context of DAS means there will be interaction between panel members who must work collaboratively to assist the appraisee to identify his/her needs, formulate objectives, choose professional development activities, implement such activities within time frames and provide timeous feedback (DAS Manual, 1998:3).

Bollington *et al.* (1990:10), writing about England and Wales, define interviews in developmental appraisal as discussions between appraisers and appraisees that are held during preliminary meetings (pre-appraisals), actual appraisals and in report writing (post-appraisals) with the purpose of planning, through setting attainable objectives for appraisal, giving feedback through constructive criticism, as well as setting realistic targets for development. Allinson (1977: 179-191), in studying the effects of a training course for managers, offers the caution that deputy principals and principals should develop their interviewing skills because these skills are not only used in the appraisal process, but also in the wider context of the problem-solving processes. Interviews in the Inanda District of KwaZulu-Natal followed a different pattern and appraisees complained that appraisers did not know what should be discussed during the preliminary meetings. The appraisers could not clarify “who” were doing “what and when” during the DAS processes. Feedback was not given to appraisees by appraisers after classroom observation. Appraisers wrote appraisal reports in the absence of appraisees.

2.3.3 Problems with classroom observation

Appraisers in the Inanda District were not skilled in producing objective data records or reports that could be used for developmental purposes. In addition, appraisers went to classroom observation without having first discussed with appraisees what areas to observe when the appraisees presented their lessons. Some appraisers made final judgements, without getting the opinions of the appraisees. As a result classroom observation ended as being subjective rather than being objective. Appraisers had no understanding of the procedures and purpose of classroom observation because they lacked training in classroom observation. In addition to these problems, educators in the Inanda District mentioned the fact that appraisers with substantive knowledge of the subject being taught were sometimes not available during classroom observation and this created the problem of postponing the observation process.

As in the Inanda District of KwaZulu-Natal Mortimore and Mortimore (1991:13) mention that when developmental appraisal was first introduced in England and Wales, educators perceived it as something that lacked the accepted standard of classroom observation procedure: this made for the questionable reliability and validity of some of the judgements. Educators also complained that appraisers took decisions without involving appraisees. Byrne (1983:85) and Dockrell (1986:12) writing about classroom evaluation in England and Wales, highlight the fact that educators questioned the validity of classroom observation, maintaining that it was judgemental rather than developmental. Dockrell (1986) mentions that educators were worried about lack of consistency of appraisal: as a result they viewed developmental appraisal as a system that lacked commonalities. Kyriacou (1995: 7) points out that to resolve this problem there is a strong need for better training of appraisers regarding classroom observation in England and Wales.

2.3.5 Lack of review meetings in DAS

Jones (1993: 108) defines the "review meeting" as a stage of the appraisal process when the appraiser and appraisee have an opportunity to discuss progress and prepare for the next stage of the appraisal. Appraisees in the Inanda District experienced problems during this stage, as appraisers did not assist them to achieve their targets. Appraisers there believed that it was the sole responsibility of the appraisees to ensure that targets were reached. The appraisers played an "inspection" role rather than a "developmental" role in that they evaluated appraisees' progress rather than providing assistance in the attainment of goals.

Jones, (1993:108) in writing about educator appraisal in England and Wales, maintaining that appraisees and appraisers perform specific tasks during a review period. Appraisers assist appraisees in reaching the targets set at appraisal interviews. Appraisers talk to appraisees to check progress. Jones also mentions that appraisers in England and Wales suggest ways and means to reach targets, if agreed strategies do not work. In return, appraisees, usually, are willing to discuss progress with appraisers, ask for support and give extra time for discussions on targets.

2.4 CONCLUSION

Following the observations and experiences of the researcher and with the help of field experiences of researchers on appraisal in England and Wales the problems on the perceptions of educators in secondary schools in the Inanda District of KwaZulu-Natal were identified. Appraisees perceived peers as friends, they believed that DAS lacked a developmental aspect and was another kind of inspection. Educators also believed that they were not involved when DAS was first introduced. Appraisees had found that the training of appraisers for DAS was insufficient, that time was a problem, DAS criteria were not specific enough to meet

educators' needs and school principals and superintendents lacked support for and commitment to DAS.

Problems of implementation arising from these perceptions of educators in secondary schools in the Inanda District were as follows: educators had a problem when conducting interviews for the pre-appraisal, appraisal and post-appraisal stages since they were not trained in interviewing skills; appraisers could not provide feedback for the appraisees; educators could not fill in the forms for DAS since they found the instructions unclear; educators did not understand the language in the DAS document since the language was complicated; they were not able to prioritise criteria using "A" and "B" ratings; they found the individual self-evaluation process difficult because the DAS preparation was not done or a preliminary meeting was not held; educators found the DAS process very threatening because they believed that DAS was used for "spying" on them; educators were confused by the many processes of DAS that had to be learned in a short time; educators had the pressure of a lack of time to acquire the necessary knowledge; they were worried about missing out on areas that ought to be addressed but for which there was insufficient time.

2.5 SUMMARY

This Chapter dealt with the perceptions of educators about DAS in secondary schools in the Inanda district of KwaZulu-Natal. Problems of implementation of DAS arising from these perceptions were exposed. In the next Chapter the research methodology, used for the collection of data and the discussion and analysis of responses, will be presented.

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CHAPTER THREE

3.1 INTRODUCTION

This Chapter presents the method used in the collection of data. Design of the questionnaire, procedures and data collection are also indicated, as are the limitations of the study. In this Chapter the results of the responses of educators in four secondary schools in the Central Circuit of the Inanda District are reported and analysed.

3.2 THE QUESTIONNAIRE

The questionnaire was designed to measure the perceptions of secondary school educators with regard to the Developmental Appraisal System in the Central Circuit of the Inanda District in KwaZulu-Natal. It was constructed after relevant literature was reviewed. Sixteen questions, both structured and open, were divided into two sections, that is Section A and Section B. Section A consists of 2 questions and Section B consists of 14 statements to which the subjects were asked to respond. In all there were 16 questions that the respondents were asked to answer.

The questions were kept simple but comprehensive. The Likert approach was used and respondents had to choose one out of five responses, which ranged from "strongly disagree", to "disagree", to "unsure", to "agree" and to "strongly agree". Each response carried a numerical value. An average of fifteen minutes was considered sufficient for completion of the questionnaire. The researcher was present to clarify any problems that respondents encountered while completing the questionnaire.

3.3 THE RESEARCH SAMPLE

The researcher's sample was drawn from four out of twenty-two secondary schools in the Central Circuit in the Inanda District of KwaZulu-Natal and comprised Post Level 1 educators and members of school management teams, that is heads of department, deputy principals and

principals. At each school the principal was asked to ensure that only educators with more than three years of service completed the questionnaire, that is only those who had been in service when DAS was first introduced in 1999.

3.4 PROCEDURES FOR DATA COLLECTION

The researcher personally delivered letters and questionnaires in the first week of October 2002 to four secondary schools in the Central Circuit in the Inanda District of KwaZulu-Natal. An attempt was made to reduce the numbers of "non-response" returns by ensuring that the questionnaire was available in English and set out in a simple format for easy reading and completion and that it was made as understandable as possible. An introduction was also included on the first page of the questionnaire. It was hoped that this would encourage subjects to complete the questionnaire. The questionnaire was handed to educators who had more than three years' teaching experience at secondary schools. The length of teaching experience was a factor to be considered, not the rank attained by the subject. The researcher personally collected questionnaires on the same day that they were completed.

3.5 RESULTS

Sixty-six responses were received in all. This constituted a response rate of 100%. Details of the number of questionnaires distributed and the responses returned are indicated in Table 3.1. Tables 3.1, 3.2 and 3.3 show the number of completed questionnaires returned and personal details of the respondents.

Table 3.1

QUESTIONNAIRE DISTRIBUTION AND RETURNS

School	No. Distributed	No. Return	Returns (%)
School 1	20	20	100
School 2	08	08	100
School 3	17	17	100
School 4	21	21	100
TOTAL	66	66	100

Table 3.2

NUMBER OF YEARS OF TEACHING EXPERIENCE

TEACHING EXPERIENCE IN YEARS	PRINCIPAL	DEPUTY PRINCIPAL	H.O.D	LEVEL 1	TOTAL
3-10				27	27
10- 15			10	25	35
ABOVE 15	2	2			04
TOTAL	2	2	10	52	66

Table 3.2 showed the results of Question 1 of Section A which asked the number of years of teaching experience. This detail had relevance for the responses obtained from Section B of the questionnaire because it provided evidence that all the subjects were present when DAS was first introduced in 1999. It was interesting to note that the majority of responses came from personnel who had ten to fifteen years of teaching experience.

Table 3.3

ACADEMIC AND PROFESSIONAL QUALIFICATIONS OF RESPONDENTS

QUALIFICATION			RANK		
GRADE	PRINCIPAL	DEPUTY PRINCIPAL	HOD	POST LEVEL 1 EDUCATOR	TOTAL
C			4	22	26
D	1	1	3	20	25
E	1	1	3	10	15
F					
G					
TOTAL	2	2	10	52	66

Table 3.3 showed the results of Question 2 of Section A, which asked about the academic and professional qualifications of the respondents in order to ensure that subjects were qualified to teach in secondary schools in terms of Category classification. The results showed that the highest number of respondents came from Category "C" which indicated the possession of a three years' Secondary Teaching Diploma at an institution of education and training. Category "G" required the minimum of a Master's Degree, in addition to a professional teaching qualification. It was interesting to note that five in management (principal, deputy principal, three heads of department) were in category "D" meaning that they had four year degrees in teaching and one principal, a deputy principal and three heads of departments were Category "E" meaning that they had Bachelor of Education Degrees. Twenty Post Level 1 educators were also Category "D" and ten were Category "E". All respondents had teaching qualifications.

3.6 ANALYSIS OF DATA

Tables 3.4 and 3.5 show the respondents' perceptions concerning the Developmental Appraisal System in percentages (%).

3.4 RESPONSES OF POST LEVEL 1 EDUCATORS AT FOUR SECONDARY SCHOOLS IN THE INANDA DISTRICT (QUESTIONS 3 TO 17)

STATEMENT	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE
3. DAS Manual is difficult to use.	17	12	38	23	10
4. DAS forms are clear and understandable.	4	21	48	19	8
5. Putting DAS into practice takes a long time.	2	17	31	33	17
6. Taking part in DAS is democratic.	14	27	44	15	0
7. DAS addresses the developmental needs of educators.	6	8	22	46	18
8. The staff development team of the school is very active.	19	25	25	29	2
9. Educators should prioritise criteria for themselves.	2	2	42	36	18
10. School Management Teams do administer DAS effectively.	26	10	33	23	4
11. Educators were consulted about DAS before it was implemented.	10	13	25	46	6
12. DAS was thoroughly explained before implementation.	7	29	0	57	7
13. DAS attends to the specific needs of my school.	7	14	43	36	0
14. DAS training was thoroughly done in 1999.	21	19	52	8	0
15. DAS is different from traditional school inspection.	10	4	50	28	8
16. DAS should be monitored by Departmental co-ordinators.	10	10	37	31	12

3.5 RESPONSES OF SCHOOL MANAGEMENT TEAMS (HEADS OF DEPARTMENT, DEPUTY PRINCIPALS AND PRINCIPALS) AT FOUR SECONDARY SCHOOLS IN THE INANDA DISTRICT

STATEMENT	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE
3. DAS Manual is difficult to use.	21	21	14	11	33
4. DAS forms are clear and understandable.	14	21	7	29	29
5. Putting DAS into practice takes a long time.	7	14	36	21	22
6. Taking part in DAS is democratic.	15	43	21	7	14
7. DAS addresses the developmental needs of educators.	0	0	23	39	38
8. The staff development team of the school is very active.	21	36	29	14	0
9. Educators should prioritise criteria for themselves.	7	8	21	57	7
10. School Management Teams do administer DAS effectively.	7	14	14	36	29
11. Educators were consulted about DAS before it was implemented.	0	7	7	79	7
12. DAS was thoroughly explained before implementation.	15	21	0	57	7
13. DAS attends to the specific needs of my school.	14	14	36	36	0
14. DAS training was thoroughly done in 1999.	14	22	43	21	0
15. DAS is different from traditional school inspection.	8	14	21	57	0
16. DAS should be monitored by Departmental co-ordinators.	7	0	43	36	14

The Likert Scale was used to determine the perceptions of secondary school educators concerning DAS. The Likert Scale is a simple method of attitude or perception measurement. It involves the selection of a set of attitude statements to which subjects are asked to indicate their agreement or disagreement along a 5-point Scale. Assigning a numerical value to each of the answers tabulated the subjects' score: for example, 1 for "strongly disagree" to 5 for "strongly agree". The numerical values of the answers to all questions were totalled.

In an interview with a random sample of subjects who had marked answers "Unsure", the researcher discovered that they would have preferred to answer "agree" or "disagree" but they were scared that they would be victimised by the KwaZulu-Natal Department of Education and Culture.

3.7 DISCUSSION OF RESULTS

Concerning the questionnaire to Post Level 1 educators in four secondary schools in the Central Circuit in the Inanda District of KwaZulu-Natal, it was interesting to find that there were no important differences in the attitudes of educators in any of the four secondary schools. The responses of Post Level 1 educators in the four secondary schools were also compared with the responses of school management teams in these four secondary schools.

Statements 3 and 4 of the questionnaire were used to measure the perceptions of secondary school educators concerning DAS documentation. The results indicated that 33% of Post Level 1 educators agreed that, "DAS Manual is difficult to use" and 38% were unsure. However, the researcher interviewed individuals from the group of "Unsure" and it was found that they meant "Agree". 25% of the subjects disagreed that, "DAS forms are clear and understandable". 48% of Post Level 1 educators initially were "Unsure" but after the

interview indicated that they meant "Disagree" that "DAS forms are clear and understandable". 44% of school management teams (heads of department, deputy principals and principals) in the four secondary schools agreed that the "DAS Manual is difficult to use" and in addition to this percentage, 14% of the members of school management teams, who initially were "Unsure" later, when the researcher interviewed them, indicated that they meant "Agree". The fact that 35% of school management teams in four secondary schools disagreed and 7% became "Unsure" that "DAS forms are clear and understandable" also emphasised the seriousness of the language and instructional problems experienced by educators in DAS documentation in secondary schools in the Inanda District.

Referring to the responses in four secondary schools in the Central Circuit in the Inanda District of KwaZulu-Natal, educators had the same problems as teachers in England and Wales regarding written materials, which were intended to provide guidance to appraisers and appraisees in classroom observation. Bollington *et al.* (1990:42) report that developmental appraisal material in England and Wales tends to focus on organizational and procedural matters rather than on skills required for observation.

Statement 5 of the questionnaire measured the perceptions of secondary school educators in the Inanda District that it took them "a long time to put DAS into practice". 50% of Post Level 1 educators agreed: "Putting DAS into practice takes a long time". What makes the case even stronger was that 42% of school management teams came to very similar conclusions. This "long time" affected teaching as the researcher discovered in interviewing educators and members of management teams.

The responses of educators in four secondary schools in the Central Circuit in the Inanda District show that "time" was problematic in the implementation of DAS. A survey of the literature on the issue of "time" also indicates that teachers in England and Wales find it problematic, especially when it comes to classroom observation. Research reports by Kyriacou (1995:6) and Mortimore and Mortimore (1991:11) on teacher appraisal in six local authorities in England indicate that the issue of most frequent concern is the fact that the whole process of appraisal is time consuming, and that too much teaching time (which is difficult to make up) is lost. Mortimore and Mortimore (1991) also mention that educators in England complain that pupils suffer as a result of the time spent on appraisal of teachers and that there is little evidence of any improvement in pupils' learning as a result of this appraisal. Research reports of Kyriacou (1995: 6) and Mortimore and Mortimore (1991: 11) also indicate that the developmental appraisal process lasts for too long and that it is sometimes held up for long periods, particularly by report writing. Appraisers do not meet frequently enough to discuss the results of appraisal with appraisees because they do not get common free periods of time. Several teachers in England say appraisal was phased in too hastily during a period in the term when they were busy. As a result they did not get the most benefit out of the process. Kyriacou (1995:6) also reports that some educators felt that there was too long a gap between their training and when they were appraised.

The perception that DAS lacked support from principals and superintendents in secondary schools in the Inanda District was shown in Statements 8, 10 and 16 of the questionnaire. Only 31% of Post Level 1 educators agreed that "The staff development team of the school is very active" and 27% of Post Level 1 educators also agreed that "School management teams administer DAS effectively". What makes the situation even worse is that only 14% of members of school management teams at the four secondary schools agreed that "The staff

development team of the school is very active". According to the DAS Manual (1998:72) staff development is a function of a school's management team. Failure to support the development of educators reflects on a school's management team. The principal is, by virtue of being an accountable official appointed by the KwaZulu-Natal Department of Education and Culture, in charge of staff development as head of the school's management team, while the deputy principal and heads of department should also play leading roles on appraisal panels. The fact that staff development teams in the four secondary schools were rated as "inactive" reflected on the failure of school management teams to administer DAS. The fact that 65% of the school management teams of the four secondary schools agreed that "School management teams administer DAS effectively" may be viewed as contradicting the perceptions of educators: a most significant response and one which requires investigation.

The responses of educators in four secondary schools in the Central Circuit in the Inanda District indicated that there was a need for a DAS co-ordinator to monitor the DAS process. 42% of Post Level 1 educators and 50% of the members of the school management teams agreed that, "DAS should be monitored by Departmental co-ordinators". Realising that many respondents showed uncertainty about Statement 16, which was "DAS should be monitored by Departmental co-ordinators," that is, 37% of Post Level 1 educators and 43% of members of school management teams, the researcher randomly selected individuals from both groups, that is Post Level 1 educators and school management teams, to find out why most educators were "unsure". Educators indicated that this was the first time that they had heard about DAS co-ordinators. They said that the Department of Education and Culture in KwaZulu-Natal had never employed these people in the Inanda District. After being given an explanation by the researcher of the roles and functions of DAS co-ordinators, educators welcomed the idea of DAS co-ordinators being employed.

The situation in the Inanda District differs from that of local education authorities in England and Wales in that educators there are fully supported by their senior managers (Bollington *et al.*, 1990:91). According to Jones (1993:119-120) each local education authority has appointed a teacher-appraisal co-ordinator, whose function is to support and ensure that appropriate training is given to appraisers, support and ensure appropriate training for appraisees, co-ordinate the timetabling and administration of the appraisal process for each member of staff, oversee the completion of the appraisal process for each individual, support the resolution of any disagreement concerning appraiser and appraisee and the allocation of a particular appraiser to an appraisee, focus on data collection during the appraisal and on the appraisal statement or report or any other issue which may arise during the appraisal process.

The perceptions that DAS was imposed on educators in the Inanda District were tested by Statements 6 and 15 of the questionnaire. 41% of Post Level 1 educators disagreed that "Taking part in DAS is democratic". The case was even stronger when 58% of members of the school management teams also disagreed. 44% of Post Level 1 educators and 21% of members of the school management teams who initially responded "Unsure", after the discussions held by the researcher with them, indicated that they meant "Disagree". One must bear in mind that DAS is democratic: the researcher considers it to be so as there is a collective agreement which has been reached between the KwaZulu-Natal Department of Education and Culture and its educators to engage in an appraisal system which is developmental in nature. Educators should identify their own developmental needs as well as be part of decision making about programmes of development. In fact "it is in the educator's interest to put himself/herself forward for being part of the appraisal process" (DAS Manual, 1998:76). The responses of the subjects, nevertheless, increased the perception that DAS was imposed on

educators in the Inanda District, despite the fact that, according to the DAS Manual, educators, after being equipped with the necessary skills to participate in the DAS process (1998:83), were given autonomy to put themselves forward for the appraisal process in their own institutions. What makes the case of imposition even stronger is that 50% of Post Level 1 educators and 21% of the school management teams in four secondary schools in the Inanda District were unsure that "DAS is different from traditional school inspection" and when the researcher interviewed this group of subjects, they indicated that the purpose of DAS was not clear to them. Perhaps this is because DAS was not properly introduced to educators in the Inanda District of KwaZulu-Natal.

Statement 9 of the questionnaire were used to test the perceptions of educators and the members of the schools' management teams in the Inanda District that they should have been involved in the design and prioritisation of criteria. With regard to the statement that "Educators should prioritise criteria for themselves", 54% of Post level 1 educators and 64% of members of school management teams in four secondary schools in the Inanda District "agreed".

The responses of educators in four secondary schools in the Central Circuit in the Inanda District showed that educators in the Inanda District had problems with criteria (as in England and Wales). However, this problem was resolved by involving educators in England and Wales in designing criteria for teacher-appraisal. These criteria encouraged educators to plan lessons and prepare schemes of work so that effective teaching and learning took place in classrooms. Educators in England and Wales agreed that developmental appraisal criteria should involve a variety of teaching and learning strategies, which would make active demands on pupils, while allowing opportunities for a variety of outcomes at different levels.

Developmental appraisal criteria in England and Wales were designed in a way that encouraged fair and consistent systems of reward and punishment. Educators also suggested that criteria should create high levels of expectation to ensure that pupils are punctual, well behaved and attain high standards of work (Jones, 1993:114).

Statement 14 of the questionnaire measured the perceptions concerning the training of educators in the Inanda District. 36% of Post Level 1 educators and 36% of the members of the school management teams of the four secondary schools in the Inanda District disagreed that "DAS training was thoroughly done in 1999". 52% of Post Level 1 and 43% of members of the school management teams who were initially "Unsure", changed their response to "Disagree" when interviewed by the researcher.

It is interesting to note that the problems of training, as shown by the responses of educators in four secondary schools in the Central Circuit in the Inanda District, were also experienced by educators in England and Wales. However, there this problem was resolved by extending the week spent on the initial training of appraisers to a year. By so doing appraisers were trained in all the important aspects of developmental appraisal, including interviewing, classroom observation and feedback skills (Bollington, *et al.*, 1990:45).

Statement 7 of the questionnaire measured the perceptions regarding the developmental aspect of DAS in the Inanda District. 64% of Post Level 1 educators and 77% of members of school management teams agreed that, "DAS addresses the developmental needs of educators".

Although 43% of Post Level 1 educators and 36% of the members of school management teams regarding Statement 13 that "DAS attends to the specific needs of a school" agreed, but

21% of Post Level 1 educators and 28% of the members of the school management teams disagreed with this statement. If DAS has to address the needs of the school, educator involvement in its design should have been considered.

Statements 11 and 12 of the questionnaire measured the perceptions with regard to consultation of educators about DAS. 52% of Post Level 1 educators and 86% of the members of the school management teams in four secondary schools agreed that, "Educators were consulted about DAS before it was used". In addition, 64% of Post Level 1 educators and 64% of the members of the school management teams of four secondary schools also felt that "DAS was thoroughly explained".

3.8 CONCLUSION

The researcher concluded that implementation of DAS would have been successful if educators were involved in its design since it was meant to address their needs of development. The reports of various researchers in Chapter Two have shown how important is the involvement of those who will be appraised in the design and approval of criteria that are to be used during the developmental appraisal process. The analysis of the findings in this Chapter indicated that educators in schools, particularly at the four secondary schools in the Central Circuit in the Inanda District of KwaZulu-Natal, had not been involved in the design of DAS.

The research analysis has shown that educators in four secondary schools in the Central Circuit in the Inanda District of KwaZulu-Natal had problems understanding instructions in the DAS document. The importance that appraisal documentation be simple and

understandable is emphasised in a number of appraisal reports in England and Wales (as has been discussed in Chapter Two).

The findings of this Chapter have shown that educators in four secondary schools in the Central Circuit in the Inanda District had found time problematic during the implementation of DAS. In Chapter Two the problem of time was outlined. It is a common complaint by educators both in the Inanda District and in England and Wales.

The research also proved that principals and superintendents were not supportive and helpful in ensuring that DAS was implemented in all schools. This was the case particularly in four secondary schools in the Central Circuit in the Inanda District of KwaZulu-Natal. This perception of DAS was also indicated in Chapter Two. The researcher believed that the authority that principals and superintendents had over educators made them accountable officials when resolutions of the KwaZulu-Natal Department of Education and Culture, such as DAS, were not implemented in schools. Moreover, principals, as managers, had a prominent role to play in the motivation of educators to improve their skills of teaching through DAS. Therefore the researcher believed that principals and superintendents should carry the blame for the failure of DAS in secondary schools. Although the researcher had concluded this, it is also important to note that educators were responsible for their own self-development therefore they should be self-motivated to take the initiative for their own development.

In Chapter Two perceptions with regard to the training of appraisers in the Inanda District of KwaZulu-Natal, England and Wales were reviewed. The researcher agreed with the respondents that two days training of appraisers in all the aspects of DAS was insufficient.

The researcher's review of available literature shows that training of appraisers in England and Wales is done throughout the year and also during Saturdays and holidays.

Although DAS was designed specifically for educator development, the researcher concluded that teacher development was valueless if it did not address the educational needs of learners in the school. In Chapter Two the research findings of Kyriacou (1995), in his study of teacher appraisals in England and Wales, show that educators believed that there was very little that learners achieved from the developmental appraisal of their educators. Should we reach the same conclusion in the four secondary schools in the Central Circuit in the Inanda District? This is a matter for further research and may indicate a reason why educators are reluctant to implement DAS.

3.9 SUMMARY

In this Chapter the researcher examined and discussed the methodology used, the results of the research and the analysis of the questionnaire. The researcher concluded that problems of implementation of DAS in four secondary schools in the Central Circuit in the Inanda District of KwaZulu-Natal resulted from its perception by educators. In the next Chapter, the researcher recommends means by which the KwaZulu-Natal Department of Education and Culture could use to resolve the central problems surrounding the implementation of DAS.

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CHAPTER FOUR

4.1 INTRODUCTION

This Chapter is concerned with the recommendations for solving the main problems concerning the implementation of DAS in school, particularly in four secondary schools in the Central Circuit of the Inanda District of KwaZulu-Natal. Among the key problems that the study identified in Chapters One, Two and Three the following were mentioned: firstly, educators were not involved by the KwaZulu-Natal Department of Education and Culture when DAS was designed; secondly, training of appraisers was perceived by educators as insufficient and too short; thirdly, educators found the DAS documents were not "user-friendly" which meant that educators had a problem understanding the language and terminology used in the DAS Manual; fourthly, educators also found time problematic especially when DAS was introduced and when it was implemented in schools; fifthly, educators also complained that they were not involved when criteria for DAS were decided and as a result educators had not approved them. In addition educators complained that principals and superintendents lacked commitment to DAS.

According to the researcher's review of relevant literature, problems of implementation were experienced by educators when a National Developmental Teacher Appraisal Scheme was first introduced in England and Wales. The, then, Department of Education and Science (DES) recommended a series of solutions, many of which the researcher believed are relevant to the situation in the Inanda District of KwaZulu-Natal.

4.2 RECOMMENDATIONS

In providing recommendations for this study the researcher presented the problem of DAS implementation and outlined what the DAS Manual (1998) suggested about the areas of

concern and explained briefly how educators in the Inanda District had perceived the DAS Manual. The researcher used his experience as an educator and education specialist in dealing with developmental appraisal with staff in schools, as well as his review of literature pertaining to developmental appraisal in England and Wales in order to recommend solutions.

4.2.1. Implementation problems arising from the perception of democracy in DAS

An appraisal panel, as outlined in Chapter Two, should be composed of at least four people. These people should be drawn from the following: the appraiser, a peer, a union representative, a senior person, such as a head of department, deputy principal or principal and someone with special knowledge of the subject(s) taught by the appraisee, who may be someone drawn from local non-governmental organizations or from circuit offices, colleges or universities or from other support services (DAS Manual, 1998: 66).

The problem with "peer" was that educators in the Inanda District tended to select social friends when choosing their peers, perceiving "peer" as "friend". As a result DAS tended to lose objectivity and its aim of professional development. In England and Wales the appraisee chooses "peer", who is someone with knowledge of the subject concerned. Appraisal panels there are chosen according to specific areas of educator development. For example, the appraisee, who wants development in coaching soccer to learners, will choose for the appraisal panel members who are experts in soccer, regardless of their positions in the school. So Bollington *et al.*, (1990: 4) suggest that the selection of appraisal panels should be done according to the developmental needs of the appraisee.

For the appraisal to be objective the researcher recommends that the appraisal panel should be tailored to the problems that the appraisee is experiencing and which the DAS process must solve. The appraisee should choose an appraisal panel according to his/her special needs of

development. If the appraisee needs development in classroom management he/she should select a panel with people who have good managerial skills in the classroom. However, in this context appraisers must not be chosen because they occupy management positions: they might not be good managers in these positions. A principal, therefore, should not be selected as an appraiser by virtue of his/her position, but he/she must be chosen on the basis of his managerial skills and ability. If this is done the researcher believes that the problems experienced by appraisees in the Inanda District which arise because appraisers with relevant knowledge sometimes are not available during classroom observation, can be resolved. Also members of the panel will be able to continue with their appraisal duties, even if the "peer" is not available during appraisal observation, since all appraisers will be experts in the specific area of development.

4.2.2 Implementation problems arising from the perception of transparency in DAS

According to the DAS Manual (1998:61) appraisers should be as transparent as possible, especially when writing their reports and also when decisions are taken about the appraisee. The appraisers should involve the appraisee from the beginning to the end of the appraisal process. The appraisees should be part of the discussions that are held after classroom observations. The Manual also indicates that the appraisees should participate when the appraisal panels write reports.

Principals and heads of department in schools, particularly in secondary schools in the Inanda District, (as outlined in Chapter Two) had not observed the principle of transparency. Principals had excluded appraisees in report writing and they had conducted educator developmental appraisal without involving appraisal panels. In addition to the fact that principals in the Inanda District violated the principle of the policy stipulated by the KwaZulu-Natal Department of Education and Culture, they also deprived educators of their

rights to develop since, sometimes, principals appraised appraisees in subjects in which they were not expert. As a result the appraisal ended up being judgemental rather than developmental.

The review of literature showed that this was not a problem in England and Wales because principals used appraisal panels for the educator developmental appraisal process. Day (1989:3-15) writing about teacher appraisal in England and Wales, mentions that a top-down-management-led system of reporting was supplemented by a two-way system of communication, which encouraged greater respect for appraisees. Communication lines between appraisers and appraisee were strengthened by discussions that were held by the appraisers and the appraisee. In England and Wales the appraisee was involved when the appraisal panel wrote a report on the appraisee's performance. This was done to keep the report as honest as possible (Bollington *et al.*, 1990: 10). According to the reports of Holly and Southworth (1989:10), Rudduck (1991:21) and Smyth (1991:15), appraisers and appraisees in England and Wales worked collaboratively during the developmental appraisal process.

The researcher believes that fear should be eradicated completely during the appraisal process and a friendly atmosphere should be created so that the appraisee trusts his/her appraisers. To achieve this goal the researcher recommends that appraisers and appraisees should work co-operatively and develop mutual trust. He believes that collegiality (as emphasised by Hargreaves (1990) in his sociological analysis) should be visible between appraisers and the appraisee during educator professional development. The researcher further recommends that appraisers should be tactful when giving feedback to principals. For example, when the school principal asks about the teaching of an appraisee the appraisers should always respond saying

"there is still a room for improvement", even if they found that the appraisee was not very good.

4.2.3 Implementation problems arising from the perception of DAS documentation

According to the DAS Manual (1998:46) DAS documentation was meant to "equip people within the South African education system with an understanding of the development and the nature of the new developmental appraisal system". It aimed at the following:

- a general understanding of the historical development of DAS;
- an operational understanding of the guiding principles that inform DAS;
- a critical understanding of the notion of "appraisal" and its links with "whole institution development" and processes of educational change;
- a clear understanding of procedures and processes the "appraisal teams" need to follow and;
- a thorough understanding of the nature of the "appraisal instrument" in all of its aspects.

However, according to the research findings in Chapters Two and Three, it appeared that DAS documentation had not achieved its critical objectives as outlined above. Educators in the Inanda District of KwaZulu-Natal perceived DAS documentation to be very confusing and not "user-friendly", meaning that appraisers and appraisees could not understand the language and terminology used in the documents (see Chapters Two and Three). As appraisers found the instructions very difficult to understand, this resulted in problems in the completion of DAS instruments, such as the Needs Identification and Prioritisation Form for all levels of educators, Professional Growth Plan, the Discussion Paper, and Appraisal Report (as shown in Appendix D).

In England and Wales local education authorities designed a handbook which provided a good framework and structure for the appraisal process. The handbook there was designed to guide appraisers when dealing with the processes of developmental appraisal such as self-appraisal, classroom observation, the interview, report design, and review meetings. Educators there found the handbook very useful in ensuring that appraisers followed procedures and processes systematically across the country (Kyriacou, 1995:3)

The research findings in Chapters Two and Three indicate that DAS documentation has been a problem since 1999, when DAS was first introduced. In 2002, when this study was conducted in the Inanda District of KwaZulu-Natal, this was still perceived by educators as a problem. The researcher, therefore, recommends that DAS documentation should be reviewed yearly. The researcher believes that this review would create an opportunity for the KwaZulu-Natal Department of Education and Culture (KZN-DEC) to assess whether DAS documentation achieved its objectives. By so doing KZN-DEC could gather information with regard to the progress of DAS in schools. The researcher also recommends that language used in the DAS documentation should be simple and clear so that all educators get the message of DAS. The researcher believes that DAS is a continuous process in which educators need skills to develop so that they were able to implement it properly. In the light of this the study recommends that DAS documentation should be divided into four modules and these should provide the necessary information and skills for a particular process of DAS: for example, DAS should have modules, which provide a detailed explanation of the interview process, self-appraisal, classroom observation and report writing.

4.2.4 Implementation problems arising from time constraints

Although the KwaZulu-Natal Department of Education and Culture suggested that professional development programmes for the individual educator should be given a

maximum of 80 hours per annum (KwaZulu-Natal Department of Education and Culture; Operations Manuals for KwaZulu-Natal Schools: 867) but it did not stipulate precisely when during the year educators should use these 80 hours for professional development. It was not made clear whether professional development time should be taken either during the working days of the week, on Saturdays or holidays. As a result schools in the Inanda District of KwaZulu-Natal have been implementing DAS during teaching hours and this has created a problem so that most of the time is spent in planning for appraisal, rather than in teaching learners. Moreover, some educators have complained that several classes were left unattended when developmental appraisal was taking place during teaching times, since most educators were part of appraisal panels. This has caused chaos in some schools in the Inanda District (see Chapter Two).

Developmental appraisal is the continuation of pre-service training and of in-service training (DAS Manual, 1998:2). From this perspective the researcher believes that principals should make time available for the professional development of educators in schools. The researcher recommends that principals and superintendents should negotiate with teacher unions for developmental appraisal to be done after school hours and on Saturdays or holidays.

4.2.5 Implementation problems arising from the training of appraisers

The DAS Manual (1998: 47) suggests that a minimum of two days, that is ten hours, should be used for conducting workshops for training appraisers in DAS. However, appraisers in the Inanda District complained that this training period was very short (refer to Chapter Two).

According to the researcher's review of literature, training of appraisers is spread throughout the year in England and Wales. In-service training of educators there is done on Saturdays and holidays so that interruptions of teaching and learning processes are not experienced.

Educators in England and Wales find developmental appraisal interesting because enough time is spent on each appraisal process. In addition knowledgeable and experienced people are appointed for training appraisers.

The researcher has noticed that those educators who were given an opportunity to attend training facilitated by District officials in the Inanda District did not go back to their respective schools and train their colleagues. So in this context the researcher recommends that the training period of appraisers should be increased to at least ten hours per term, that is, in three month intervals, so that appraisers will be trained in all processes of DAS sufficiently and efficiently. The researcher also recommends that the KwaZulu-Natal Department of Education and Culture negotiates with teacher unions for the training of appraisers in developmental appraisal to be done on Saturdays and holidays so that there is no disruption of classes by training workshops conducted during school hours.

4.2.6 Implementation problems arising from the lack of educator support from principals and superintendents

According to the DAS Manual (1998: 72) the principal should convene a staff meeting to elect and establish a staff development team and as the senior member in the staff development team, he/she should also initiate, co-ordinate and monitor the appraisal process and ensure that the training of appraisers in DAS is done in the school. However, the research findings in Chapter Two indicated that principals in the Inanda District did not carry out the duties mentioned above and did not provide support for educators during the developmental appraisal process. Similarly, superintendents did not agree to serve on principals' appraisal panels.

In England and Wales educators were fully supported by local education officials and principals of schools (Bollington *et al.*, 1990:91). Each local education authority had its own developmental appraisal co-ordinator whose primary responsibility was to support and monitor the developmental appraisal process in schools (Jones, 1993:119).

The researcher recommends that principals and superintendents should support educators in professional development activities such as DAS. One of the major roles of principals and superintendents is to ensure that educators are professionally developed through in-service training programmes, but it appears that this is not done in the Inanda District of KwaZulu-Natal. The researcher therefore recommends that the KwaZulu-Natal Department of Education and Culture, through its Education Management and Development (EMD) Unit, organize workshops for principals and superintendents in motivation and teambuilding, coaching, mentoring and monitoring processes to equip them with necessary skills for providing support to educators in schools.

4.2.7 Implementation problems arising from the lack of educator involvement in the design of DAS criteria

DAS has three kinds of criteria and these are core criteria, optional criteria and additional criteria. According to the DAS Manual (1998: 5) "core criteria are primary elements of the responsibility of the person's job on which the person has no choice but to be appraised on, optional criteria are criteria that are listed as core criteria and some of which may be made optional by the appraisal panel because of the contextual factors in institutions, and additional criteria are criteria that may be added depending on the needs of an institution and /or individual educator". Educators in the Inanda District of KwaZulu-Natal found these criteria confusing because they could not differentiate between core criteria and optional criteria. The problem concerning these criteria was that educators did not know when and how core criteria

became optional since these were defined as compulsory for all educators. Moreover, educators complained that they were not consulted when these criteria were designed: as a result they perceived DAS as something imposed on them (refer to Chapter Two).

The review of literature indicated that educators were involved in the design of criteria in England and Wales. Moyles (1988:50-61) and Biott (1988:56-58) writing about criteria, mention that educator appraisal criteria in England and Wales were defined and negotiated between appraisers and appraisees. As a result the criteria there addressed educators' developmental needs (Jones, 1993: 114).

The researcher recommends that educators should be involved in the design of criteria so that they get an opportunity to decide on the criteria they want for their professional development and school needs. While it was good to divide criteria into core, optional and additional the researcher recommends that the KwaZulu-Natal Department of Education and Culture should use one set of criteria which is compulsory for all educators.

The research findings in Chapter Three indicated that prioritisation of criteria should be done by educators during the developmental appraisal process. The researcher, therefore, recommends that prioritisation of criteria should be done through the use of four symbols, that is, A, B, C, D rather than two symbols A and B which are used. Symbol A should indicate "area of improvement" which should mean that the educator should seek development of the particular area. Symbol B should indicate "improving" which would mean that educator was improving. Symbol C should indicate "improved" which would mean that the educator was keeping up with the standards of teaching in the KwaZulu-Natal Department of Education and Culture. Symbol D should indicate "excellent performance" which would mean that the

educator was excellent in his/her performance and this should be used as a pre-requisite for the National Teacher Award. This is the State President's award which is presented to excellent educators in South Africa every year. The researcher is confident that if the KwaZulu-Natal Department of Education and Culture adopts this strategy, educators in the Province will be motivated and strive for excellence in performance. In this context DAS may turn out to be a motivating and developing instrument rather than demotivating as it is at present.

4.3 CONCLUSION

Perceptions of educators concerning DAS have caused serious problems of implementation in schools. The KwaZulu-Natal Department of Education and Culture should attend to these perceptions so that problems of implementation of DAS in the Province are eradicated once and for all. This study, therefore, provides solutions for implementation problems of DAS. The researcher has concluded that the KwaZulu-Natal Department of Education and Culture, Districts and schools should work for improvement in the Province by using DAS effectively.

Despite the fact that initial teacher training in South Africa lasts four years, the researcher believes that DAS is the only instrument that can bridge the gap between pre-service training and in-service training requirements. Educators and KZN-DEC officials are advised to take DAS seriously if they want to improve the quality of teaching and learning in schools.

4.4 SUMMARY

This Chapter provided recommendations for solving the central problems of implementation surrounding DAS. These have arisen from its perception by educators as exemplified by those at four secondary schools in the Central Circuit of the Inanda District of KwaZulu-Natal. The

researcher believes that if these recommendations are used the problems of DAS implementation will be eradicated completely.

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APPENDIX A

CONFIDENTIAL QUESTIONNAIRE

I am a Master of Technology (Education) student at the Durban Institute of Technology. This questionnaire is for my research into the South African Developmental Appraisal System (DAS) for educators. It will take only a few minutes to fill it in, so I would be grateful if you would do this as soon as possible. **Please note: your name is NOT required. Filling in of this questionnaire is voluntary and you will remain anonymous. Neither you nor your school will be identified.**

Please circle the letter showing your response to each statement in the questionnaire.

Example:

Number	Statement	STRONGLY AGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE
0	The weather is very cold today	A	B	C	D	E

PLEASE TURN OVER THE PAGE.

SECTION A

1. How long in years have you been in your present post?

Post Level		Head of the		Deputy		Principal	
1 Educator		department		principal			

2. Please state your academic and professional qualifications in the boxes below.

<u>Academic</u>	<u>Professional</u>

SECTION B

For each statement:

- (a) choose one response
- (b) circle the letter under it.

STATEMENT	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE
3. DAS Manual is difficult to use.	A	B	C	D	E
4. DAS forms are clear and understandable.	A	B	C	D	E
5. Putting DAS into practice takes a long time.	A	B	C	D	E
6. Taking part in DAS is democratic.	A	B	C	D	E
7. DAS addresses the developmental needs of educators.	A	B	C	D	E
8. The staff development team of the school is very active.	A	B	C	D	E

9. Educators should prioritise criteria for themselves.	A	B	C	D	E
10. School Management Teams administer DAS effectively.	A	B	C	D	E
11. Educators were consulted about DAS before it was implemented.	A	B	C	D	E
12. DAS was thoroughly explained before implementation.	A	B	C	D	E
13. DAS attends to the specific needs of my school.	A	B	C	D	E
14. DAS training was thoroughly done in 1999.	A	B	C	D	E
15. DAS is different from traditional school inspection.	A	B	C	D	E
16. DAS should be monitored by Departmental co-ordinators.	A	B	C	D	E

Thank you for your help.

SIFISO MASIKANA (Mr.)

APPENDIX B

Durban Institute of Technology
Steve Biko Campus
Durban
4001
30 September 2002

The District Manager
Inanda District
Private Bag x40918
Redhill
Durban

Dear Sir

REQUEST FOR ACCESS TO SCHOOLS TO CONDUCT EDUCATION RESEARCH

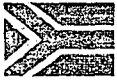
I hereby request permission to conduct an investigation into the problems (arising from the perception of educators) concerning the implementation of the Developmental Appraisal System at four selected secondary schools in your District. A questionnaire and interviews will be used to gather information about the perceptions of DAS. Educators will be asked to fill in questionnaires in their own time and interviews will be conducted informally. Therefore, there will be no disruptions of classes. This research will constitute the dissertation part of a Master in Technology: Education (Management) I am in the process of completing.

I believe that this study will contribute towards solving problems experienced in the implementation of the Developmental Appraisal System in our schools.

Thank you in anticipation of your cooperation.

Yours Faithfully
Sifiso Masikana (Mr)

APPENDIX C



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

NORTH DURBAN REGION

ISIFUNDAZWE SENYAKATHO NETHEKU

NOORD DURBAN STREEK

Address: Inanda District
Ikheli: 105 Haig Road
Adres: REDHILL
4056

Private Bag: Inanda District
Isikhwama Seposi: 105 Haig Road
Privaatsak: REDHILL
4056

Telephone: (031) 564 0340
Ucingo:
Telefoon:
Fax: (031) 564 0351

Enquiries: N.J. Ntombela
Imibuzo:
Navrae:

Reference: SL Masikana
Inkomba:
Verwysing:

Date: 2003/04/11
Usuku:
Datum:

Mr S. Masikana
The Registrar (Academic)
Durban Institute of Technology
Steve Biko Campus
DURBAN
4001

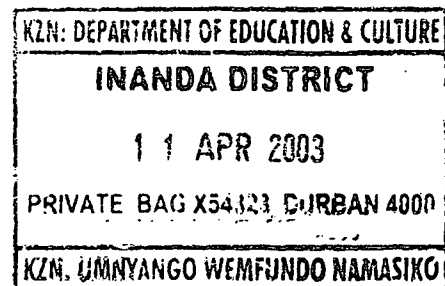
REQUEST FOR ACCESS TO SCHOOLS TO CONDUCT EDUCATION RESEARCH

This is to acknowledge receipt of your letter. I am pleased to say that permission to conduct research as per request is hereby granted.

We wish you luck in your project.

Yours faithfully

NJ NTOMBELA
ACTING DISTRICT MANAGER



APPENDIX D

INSTRUMENTS FOR DEVELOPMENTAL APPRAISAL

1. PL 1
2. HOD
3. DEPUTY PRINCIPAL/PRINCIPAL
4. OFFICE BASED EDUCATORS

NEEDS IDENTIFICATION AND PRIORITISATION FORM FOR PL1 EDUCATOR

CRITERIA	SYMBOLS A or B - rating by appraiser, 2 identified appraisers and members of the panel - needs identification - prioritise the identified needs in the order of importance for the PGP		
1. CORE	APPRAISEE	PEER/HOD/ DP/PRIN.	PANEL
1.1 Curriculum development			
1.2 Creation of a learning environment			
1.3 Lesson presentation and methodology			
1.4 Classroom management			
1.5 Learner assessment			
1.6 Recording and analysing data			
1.7 Development of learning field competency			
1.8 Professional development in field of work/career and participation in professional bodies			
1.9 Human Relations			
1.10 Leadership			
1.11 Community			
1.12 Extra-curricular work			
1.13 Contribution to school development			
2. OPTIONAL			
3. ADDITIONAL			

MOTIVATION FOR CHANGING CORE CRITERIA TO OPTIONAL CRITERIA

NEED IDENTIFICATION AND PRIORITISATION FORM FOR HEAD OF DEPARTMENT (HOD)

CRITERIA	SYMBOLS A or B <i>rating by appraisee, 2 identified appraisers and members of the panel</i> <i>needs identification</i> <i>prioritise the identified needs in the order of importance for the PGP</i>		
1. CORE	APPRAISEE	PEER/ DP/PRIN.	PANEL
1.1 Curriculum development			
1.2 Creation of a learning environment			
1.3 Lesson presentation and methodology			
1.4 Classroom management			
1.5 Learner assessment			
1.6 Recording and analysing data			
1.7 Development of learning field competency			
1.8 Professional development in field of work/career and participation in professional bodies			
1.9 Human Relations			
1.10 Leadership			
1.11 Community			
1.12 Extra-curricular work			
1.13 Contribution to school development			
1.14 Generation of the departmental policy			
1.15 Professional support to colleagues			
2. OPTIONAL			
3. ADDITIONAL			

not optional

MOTIVATION FOR CHANGING CORE CRITERIA TO OPTIONAL CRITERIA

NEED IDENTIFICATION AND PRIORITISATION FORM FOR DEPUTY PRINCIPAL/PRINCIPAL

CRITERIA	SYMBOLS A or B <i>- rating by appraiser, 2 identified appraisers and members of the panel</i> <i>- needs identification</i> <i>- prioritise the identified needs in the order of importance for the PGP</i>		
1. CORE	APPRAISEE	PEER/DEPT OFFICIAL	PANEL
1.1 Curriculum development			
1.2 Creation of a learning environment			
1.3 Lesson presentation and methodology			
1.4 Classroom management			
1.5 Learner assessment			
1.6 Recording and analysing data			
1.7 Development of learning field competency			
1.8 Professional development in field of work/career and participation in professional bodies			
1.9 Human Relations			
1.10 Leadership			
1.11 Community			
1.12 Extra-curricular work			
1.13 Contribution to school development			
1.14 Communication			
1.15 Decision-making and accountability procedures			
1.16 Establishment and servicing of representative bodies			
1.17 Servicing the governing body			
1.18 Establishing and maintaining a learning environment			
1.19 Record keeping			
1.20 Strategic Planning and Transformation			
1.21 Financial Planning and Management			
1.22 Educational Management Development (EMD)			
1.23 Programmes for appraisal			
2. OPTIONAL			

3. ADDITIONAL			

MOTIVATION FOR CHANGING CORE CRITERIA TO OPTIONAL CRITERIA

PROFESSIONAL GROWTH PLAN (PGP)

This section is to be completed by the appraisee and finalised in consultation with appraisal Panel. A new form will be used for each cycle.

- Formulate objectives.
- Identify specific activities that will be necessary to achieve these objectives.
- State resources needed to achieve these objectives.
- State your key performance indicators.

	PERIOD
OBJECTIVES	
PROFESSIONAL DEVELOPMENT ACTIVITIES	
RESOURCES NEEDED	
KEY PERFORMANCE INDICATORS	

DISCUSSION PAPER WITH PANEL

Form to be completed by appraisee before the post appraisal meeting

1. Were your objectives for the period under review realistic?

2. Given your programme, what has not been completed?

3. What are the reasons for the backlog or shortfall if any?

4. What have been the most difficult problems you have had to cope with during this period?

5. To what extent have you managed to improve your skills?

6. Is there anything you need that could help you develop your job and become more effective?

7. Do you receive sufficient support from your colleagues/senior staff/principal/governing body/departmental officials?

8. Are there any other general matters you would like to discuss? e.g. factors affecting your work? Refer to Contextual Factors

THE APPRAISAL REPORT

- All forms that have been filled during appraisal form part of the Appraisal Report
- The following information must also be filled
- This Report must be signed by all parties to the Appraisal panel

1. Prioritised Criteria

2. Identified Needs

3. Strengths of the Educator

4. Suggested Development Programme

5. Suggested Provider of Developmental Programme

6. Dates for developmental programme delivery

Signatures:

Appraisee: _____

Date: _____

Appraisal Panel Members:

1. _____

Date: _____

2. _____

Date: _____

3. _____

Date: _____