

**THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN TRANSLATING
SCHOOL EVALUATION INTO SCHOOL DEVELOPMENT: A CASE
STUDY OF A SCHOOL IN THE WESTERN CAPE**

CEDRIC BOOYSEN



A Mini-thesis Submitted in Partial Fulfilment of the Requirements for
the Degree of **MAGISTER EDUCATIONIS**, in the Department of
Educational Psychology, University of the Western Cape.

SUPERVISOR: Nadeen Moolla

NOVEMBER 2010

DECLARATION

I declare that:

**THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN
TRANSLATING SCHOOL EVALUATION INTO SCHOOL**

DEVELOPMENT: A case study of a school in the Western Cape, is

my own work, that all the sources used or quoted have been

indicated and acknowledged by means of complete references, and

that this dissertation was not previously submitted by me for a

degree at another University.

(Signed)

ACKNOWLEDGEMENTS

First and foremost, to my supervisor, Nadeen Moolla, I owe her enormous gratitude for all her exemplary academic guidance, advice, assistance and patience in reading my work. She gave me fruitful and plausible academic inputs that made it possible to transverse diverse epistemological chasms for the completion of this study.

Then I am also grateful to everyone who directly or indirectly contributed to the completion of this study:

- To the SMT and staff of Abraham Antha Primary School who allowed me to work with them for the purpose of data collection.
- Special thanks to Prof. Lena Green and the NRF for the bursary, it enabled me to focus on the research.
- To all my lecturers and professors in the Department of Educational Psychology, “many thanks” for their academic and moral support.
- To all my colleagues from Norwood Central Primary, and all my friends especially, Ronald Agulhas who in moments of “weakness” gave me support and encouragement to continue with my studies.

Last, but not least, I am very greatly indebted to my mother, (especially to) my wife, Wilma P. Booyesen and my lovely daughters, Chantè Booyesen and Faith Hope Booyesen, for their moral support, and understanding throughout the process of completing my studies.

SPECIAL DEDICATION

In memory of my uncle and aunt “JAMES & SARAH GOLDEN” who supported my mother, as a single parent, in putting me through school and College and taught me throughout their lives that the best way to triumph over difficulties is going to school and showing your faith through your deeds.

ABSTRACT

Since 1994, South Africa has undergone drastic fundamental changes in almost every sphere of society. Within education, the change has seen the significant transformation of the education system. One of the primary aims for the transformation of the education system was to provide quality education to all the children in South Africa. The Integrated Quality Management System (IQMS) was introduced in order to increase accountability within a transformed education system and to achieve the aim of providing equal quality education to all. Six years after the implementation of the IQMS, some schools still struggle to improve the quality of teaching and learning in the school. The aim of this study was to investigate the role played by the school management team in translating school evaluation into school development through implementation. The objectives of the study were:

- a) To investigate the role of the school management team in school evaluation,
- b) To investigate the role of the school management team in planning for school development and
- c) To determine the role of the school management team in the implementation of school development.

A mixed methods approach was employed and included a document study, questionnaires and a focus group interview. Participants included post level one teachers, and non-teaching staff and members of the school management team at one school in the Western Cape. Research findings indicated that the school management team only implemented IQMS to comply with departmental requirements and to ensure that teachers received pay progressions. It also emerged that planning was only done for compliance resulting in no real school development taking place at the school due to a number of constraints. It is recommended that the school management team employs a more balanced approach to school evaluation with a strong focus on both Developmental Appraisal (DA) and Performance Management (PM) as they employ whole school

development. It is further recommended that the school management team plans for school development with the intention to implement these in order to improve the conditions in the school. A final recommendation is that the Department of Education establish a directorate of school development in order to fund and assist schools with translating evaluation into school development.

Key words

school management

whole school evaluation

school effectiveness

organisational development

school development

whole school development

human resource development

planning

implementation

educational change



ACRONYMS

IQMS	: Integrated Quality Management System
DA	: Developmental Appraisal
PM	: Performance Management
WSD	: Whole School Development
WSE	: Whole School Evaluation
SIP	: School Improvement Plan
ELRC	: Education Labour Relations Council
DoE	: Department of Education
HoD	: Head of Department
SMT	: School Management Team
WCED	: Western Cape Education Department
DSG	: Development Support Group
PL1	: Post level 1
SGB	: School Governing Body
PGP	: Personal Growth Plan
SDT	: School Development Team



LIST OF GRAPHS AND TABLES

Figure 1.1	Conceptual frame work	14
Table 3.1	The Participants in the questionnaire	59
Figure 3.2	Mixed Method Research	48
Figure 4.1	Does the SMT collect and collate DA, PM and WSE results	75
Figure 4.2	Does the SMT implement WSE?	78
Figure 4.3	Does the SMT plan for human resource development?	80
Figure 4.4	Does the SMT coordinate DA?	80
Figure 4.5	Does the SMT plan for evaluation?	81
Figure 4.6	Does the SMT do school development planning	84
Figure 4.7	Is the SMT involve in school development?	86
Figure 4.8	The SMT monitors school development.	87
Figure 4.9	The SMT provides resources for school development	88

GRAPHS

Graph 5.1	A frame work for school development	96
Graph 5.2	A frame work for a systems approach to school development	97

TABLE OF CONTENTS

Acknowledgements	i
Abstract	ii
List of acronyms	iii
List of tables	iv
Chapter 1: Introduction	
1.1 Background of the study	1
1.2 Statement of aims and objectives	4
1.3 Research questions	4
1.4 Rational of the study	5
1.5 Research setting	8
1.6 Theoretical Framework	9
1.7 Conceptual Framework	12
1.8 Defining of concepts	16
1.9 Planning of the study	18
Chapter 1	18
Chapter 2	18
Chapter 3	19
Chapter 4	19
Chapter 5	19
Summary of Chapter One	19
Chapter 2: Literature Review	
2.1 Introduction	21
2.2 Educational change management	21
2.3 Managing the implementation of change	22
2.4 Appraisal under Apartheid	24
2.5 Integrated Quality Management System	26
2.5.1 The Purpose of IQMS	27
2.5.2 The Guiding principle of IQMS	28
2.6 Whole school evaluation	29
2.6.1 Basic functionality of the school	31



2.6.2 Leadership, management and communication	32
2.6.3 Governance and relationships	32
2.6.4 Quality of teaching and learning and teacher development	32
2.6.5 Curriculum provision and resources	33
2.6.7 School safety, security and discipline	33
2.6.8 School infrastructure	33
2.6.9 Parents and community	34
2.7 Developmental appraisal and performance management – the differences	35
2.7.1 Purpose of appraisal	37
2.8 Management and leadership	38
2.9 Developing schools as organisations	41
2.10 Planning for whole school development	44
2.11 The role of the SMT in school development	46
2.11.1 Redeveloping the school's culture	48
2.11.2 Human resource development	49
2.11.3 Physical resource development	51
2.11.4 Structures and procedures	52
2.12 Summary	53
Chapter 3: Research design and methodology	
3.1 Introduction	55
3.2.1 Statement of the problem	55
3.2.2 Research objectives	55
3.3 Case study	56
3.4 The site	58
3.5 Participants	60
3.6 Research approach	61
3.6.1 Combination of qualitative and quantitative approaches	61
3.6.2 Data collection methods	63

3.6.2.1 Document study	64
3.6.2.2 Questionnaires	65
3.6.2.3 Focus group interview	66
3.7 Data analysis	67
3.8 Trustworthiness	69
3.9 Limitations	71
3.10 Summary	71
Chapter 4: Presentation and discussion of findings	
4.1 Introduction	73
4.2 Research findings	73
4.2.1 The role of the SMT in evaluation	74
4.2.1.1 Evaluation for performance management	74
4.2.1.2 Evaluation for compliance	75
4.2.3 Whole School Evaluation	76
4.2.4 Evaluation for pay progression	78
4.2.2 The role of the SMT in planning for school development:	79
4.3.1 Planning for school development	79
4.3.2 Planning for structural development	80
4.3.3 Planning for human resource development	81
4.3.4 Materials and resource development	84
The role of the SMT in implementation:	84
4.4 Implementing school development	85
4.4.1 Implementing WSE focus areas	87
4.4.3 Monitoring implementation	89
4.4.4 Resource for implementing school development	89
4.5 Discussion	91
4.5.1 Discussion of finding on the role of the school management team in evaluation for development	91
4.5.2 Discussion of findings on the role of the school management team on planning for school development	92
4.5.3 Discussion of findings on the role of the school	

management team on implementing school development	92
4.5 Summary and conclusion	94
Chapter 5: Conclusion and Recommendations	
5.1 Introduction	96
5.2 Recommendation on Evaluation	98
5.2.1 Implementing Whole School Evaluation	99
5.2.2 School development planning	100
5.2.3 Planning for human resource development	100
5.3. Recommendations on whole school development	100
5.3.1 Implementing school development	100
5.3.2 An systems development approach to implementation	101
5.3.3 Managing change	102
5.3.3.1 Implementation of whole school development	102
5.3.3.2 Redeveloping the school's culture	103
5.3.3.3 Human resource development	103
5.3.3.4 Physical resource development	104
5.3.3.5 Redesigning the structures and procedures	104
5.4 The role of teachers in school development	105
5.5 School districts support	105
5.6 Provincial and National Departments	105
5.7 Limitations of the study	106
5.8 Suggestions for further research	107
5.8 Summary & Conclusion	107
References	109
Appendices	

CHAPTER 1

INTRODUCTION

1.1 Background

During Apartheid, a merit system and inspections were used to monitor the quality of education. However, this 'system of merits' was abused by principals who often awarded these merits to their favourites and overlooked very deserving teachers, whom they did not like. This abuse discredited the system and teachers called for its abolition.

The inspections were even more grossly abused as they were sometimes used to humiliate teachers. The inspector would arrive at school unannounced to the staff, and be briefed by the principal about the teacher who he, the inspector, was about to visit. The teachers would be lucky if they were informed about the visit prior to the inspector's knock on their doors. The inspector, like the principal, would sit in on any number of lessons and looked through the teacher's planning. They could at any given time embarrass the teacher by interrupting the lesson. No discussion of what was observed would be held and teachers seldom received a report or any feedback on the inspection. This practice turned class visits into something that was equated with Apartheid and totally unacceptable to many teachers. Apartheid South Africa, especially within education has left a legacy of extreme authoritarianism (Davidoff & Lazarus, 2002). Schools were used as 'ideological state apparatuses' (Althusser, 1971) and to some extent, reflected and reproduced the values and ideology of the state. Many schools developed as 'sites of struggle' (Giroux, 1983) against state ideologies, and in education the struggle included that against the authoritarian inspection system. During the resistance against apartheid many inspectors were forcibly removed from

schools as the inspections and merit system was vehemently opposed. This system formally ended in 1994 with the dawn of democracy.

In 2003 the South African Education Labour Relations Council (Resolution 8 of 2003) reached an agreement on the integration of existing quality management programmes in education into what is now called the Integrated Quality Management System (IQMS). This system consists of three principles aimed at developing and monitoring educational performance. These include Development Appraisal (DA), Performance Measurement (PM) and Whole School Evaluation (WSE).

The IQMS Training Manual for Educators describes these three programmes as follows (Department of Education, 2004):

1. The purpose of Developmental Appraisal (DA) is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development.
2. The purpose of Performance Measurement (PM) is to evaluate individual educators for salary progression, grade progression, rewards, incentives and affirmation of appointments.
3. The purpose of Whole School Evaluation (WSE) is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning.

Amongst the purposes of self-evaluation as highlighted in the IQMS Training Manual for Educators (DoE, 2004:7) are the following:

“The educator is compelled to reflect critically on his/her own performance and to set own targets and timeframes for improvement ... in short, the educator takes control of improvement and is able to identify priorities and monitor own progress.” (Department of Education, 2004:7). And:

“Evaluation, through self-evaluation, becomes an ongoing process.

The educator is able to make inputs when the observation (for evaluation purposes) takes place and this process becomes more participatory.” (Department of Education, 2004:8).

Within this structure, a Development Support Group (DSG) is created to play the role of critical friend for the purposes of, amongst others:

“To confirm (or otherwise) the educator’s perceptions of his/her own performance as arrived at through the process of self-evaluation.

To enable the DSG and the educator together to develop a personal growth plan (PGP) which includes targets and time frames for improve,” (Department of Education, 2004:9).

The peer in the DSG would be the evaluatee’s critical friend, someone that they took into their confidence by allowing him to observe their teaching in order to not only to critique them but assist them in their development.

Teacher evaluation, DA and PM, should be followed by school self-evaluation in order to develop a deeper understanding of the factors that hinder the school in delivering quality education. According to Swaffield and MacBeath (2005:25):

“School self-evaluation is, by definition, something that schools do to themselves, by themselves and for themselves”.

It may be argued, however, that self evaluation is too subjective and is unlikely to come to terms with the problematic and sometimes negative components of evaluation. These components must necessarily be addressed if significant organisational changes are to be made. Fidler (2002) concurs and states:

“Issues raised concern the extent to which valid comparisons can be made by those intimately involved in the activity and the extent to which unpalatable judgments will be made. Beyond that there are issues of the ability and will to make changes, particularly where

they may be radical and may have deleterious consequences for the teachers involved”.

The National Policy on Whole-School Evaluation, for example, claims that effective quality assurance is to be achieved within the WSE policy through “schools having well-developed internal self-evaluation processes, credible external evaluations and well-structured support services” (Department of Education, 2001). In terms of this policy, the responsibility for the quality of the performance of the teacher is placed primarily on the shoulders of the teacher and the school community, as well as acknowledging differences in school contexts and their different stages of development.

1.2 Statement of aims and objectives

This study investigates the role of school management team in translating school evaluation into school development through planning and implementation. The primary aim is expanded into three secondary aims in order to facilitate the study of the phenomenon under research. The following objectives were developed:

- a) To investigate the role of the school management team in school evaluation.
- b) To investigate the role of the school management team in planning for school development.
- c) To determine the role of the school management team in the implementation of school development.

1.3 Research questions

I synthesized the aims of the study and developed research questions, in order to facilitate the study, data collection and data analysis. The research aims translate into the following research questions:

- a) What is the role of the school management team in school evaluation?
- b) What is the role of the school management team in planning for school development?
- c) What is the role of the school management team in the implementation of school development?

1.4 Rationale for the Study

The crisis in our education system and the breakdown in the culture of learning and teaching has been long standing. Apartheid was a predominant factor and obstacle contributing to this breakdown and the blockage of any attempt to improve the education system. Now that Apartheid is a thing of the past, at least in legislation, we must transform education and endeavour to provide quality education in all schools. This will lead to the restoration of education to its rightful place in society. Efforts to improve the quality of teaching and learning need to focus not only on the past impediments, but also on the current conditions at schools that hamper the delivery of quality education.

Teachers at some schools feel demoralised as no planning meetings or meetings to discuss problems are held. Some teachers are gossiping and moaning about their unhappiness and everyone is working on his or her own. They complain that brief crisis meetings are held, mostly to cover up a mishap or cosmetically cover up in the face of an impending crisis. "Communication is vital to overall school co-ordination. In order for a school to organise itself to accomplish its goals, maintain itself in good working order, sound procedures of communication are essential." (Hopkins, 2001:100). The lack of communication however, remains a serious challenge and barrier to improvement of the school.

At some schools, learners are in full control of the school. Many learners arrive late at school, and play truant as they please. Even grade two's and

three's walked around during class time and go to the tuck shop. Some learners show very little respect for teachers or any adult. At such schools, fighting and bullying are often the order of the day. Here some learners can be found smoking and using drugs on the school premises.

There is a general lack of a culture of learning in the learners. Some learners would attend school while their books are at home or they claim that they have lost it. A number of learners are in class but do not actively participate in the lessons. They are not constructively busy in class. Very few learners complete their homework. Hopkins (2001) argues that the extent to which children are able to take responsibility for their education characterises the effectiveness of the school. Placing such responsibilities with children raises serious questions about the effectiveness of many schools in the country.

It has become necessary to gather information from schools to better understand where they are at in order to be able to chart a way forward for them. Hopkins (2001) indicates however, that simply collecting data, however systematically and routinely, without making use of the data, cannot improve schools. Hopkins agrees that people can only hope for development based on assessment results. Professional communities are therefore expected to use assessment data to support and promote improvement amongst them (Hargreaves, 2003).

Many teachers believe that, apart from being developed themselves, whole school evaluation would identify some other obstacles in the school that impede quality teaching and learning. Some of these impediments include a lack of teaching aids and materials, lack of libraries, laboratories, staffrooms, teacher toilets and the poor physical structure of the school building. These sometimes discourage teachers who want to experiment with new ideas as the infrastructure and resources are often lacking. This study therefore explores the IQMS in its entirety, focusing on the nature of

teacher and school evaluation and how this translates into individual and organisational development.

Many teachers, who have experienced teacher appraisal since the implementation of IQMS in 2004, are despondent as they were not developed as promised. The aim of DA is: “to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and educational management,” (ERLC, 2003:7). Linked to the above aim, IQMS is based on the principle of ‘lifelong learning and development (ELRC, 2003:7). Given the dysfunctional state of many schools, it has become clear that school development is not having the desired outcome of improving the quality of teaching and learning and management at these schools.

Further, given the rhetoric about school development and the aim of the improvement in the standard of teaching and learning, research has become necessary to determine why very little or no improvement has been experienced since the implementation of IQMS in 2004.

This research will focus on the school management team as they are tasked with the implementation of school development. It aims to understand why one school is in the state which it is, given the existence and implementation of the Integrated Quality Management System at the school. I intend to determine why this seemingly good policy is not effective at this school. This study will unpack the role being played by the school in order to improve the situation at the school.

This research has become necessary as it aims to determine what role the school management team plays in implementing IQMS at the school. Through this study it will be determined why, despite the implementation of IQMS for the past four years, very little or no improvement in the teaching and learning conditions occurred at this school. This study aims to bring to light the role the school management team could play in planning and

implementation during IQMS that may lead to school improvement. This knowledge gained from the research may be used in an attempt to assist other underperforming schools to develop.

1.5 The research setting

The school that was the focus of this study was a previously disadvantaged black primary school situated in a township in South Africa's Western Cape Province. The economic circumstances in the feeding area of the school range from desperately poor to relatively affluent people. The school was established in the 1940's and during the time of political unrest until 1994 had a reputation for excellent academic, sport and cultural performance.

The original physical structure of the school consists of 12 classrooms, and two offices; one for the principal and one for the administration clerks. The principal's office does not have a strong room to safely store private and personal information about staff. There is no staff room facility and teachers spend their intervals in groups in classrooms. Eight additional prefabricated classrooms that are hot in summer and cold in winter were provided to alleviate the shortage of accommodation at the school. The original 'collect toilets' were replaced in 1988 with flush toilets without any separate facilities for teachers, who now share the toilets with the learners. The school does not have a library or any classroom for the specialised learning areas such as science or technology.

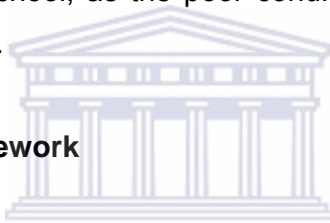
The school grounds are undeveloped; there is no demarcated area for grade R learners to play and no trees or playing fields for soccer, rugby and cricket. The fencing of the grounds has holes in and therefore cannot keep learners safe from outsiders. Learners and motorists enter the school through the same front gate and this poses a safety risks for learners. The school is on the main road and the hooting taxi and shouting taxi guards

are permanent distractions and disturbances for the learners and teachers alike.

Classrooms are relatively small and can only accommodate 30 learners, while the class sizes are generally over forty. Many windows are in disrepair with some classes leaking in during the rainy days. There are no cupboards in the classrooms meaning that teachers cannot store learners' profiles and projects at the school for moderation and progression.

It is clear from the above description that the situation at the school is poor, unattractive and de-motivating for teaching and learning. The school's infrastructure can be seen as a contributing factor to the poor performance of the school, as the poor conditions may impede efforts of teaching and learning.

1.6 Theoretical framework



The ecological or systems perspective was viewed as an appropriate framework within which to conceptualise this study. This approach emphasises the multiple contextual influences on human behaviour and effects between the individual and the environment. According to this theory there is interdependence between the different organisms and their environment (Donald, Lazarus & Lolwana, 2010). This theory sees the different stakeholders of the school as forming subsystems which impact on the functioning of the larger system, whole school. According to Bender and Heystek (2003:148): "Schools are organisations and organisations are systems."

The school system is made up of the learners, teachers, parents, non-teaching staff, the curriculum and the management structure of the school. The school further interacts with other systems outside of it and these interactions impact on how teaching and learning takes place (Donald, Lazarus & Lolwana, 2010). According to this perspective we look at

schools holistically, not in a fragmented way (Davidoff & Lazarus, 2002), in order to understand better what impacts negatively or positively on the quality of teaching and learning.

This perspective emphasises and shows how individual persons and groups at different levels interact and work in dynamic, interdependent, and interacting relationships (Donald, Lazarus & Lolwana, 2010). This perspective focuses on the broader social context in which problems occur (Ebersöhn & Eloff, 2003). In order for one to understand problems or challenges it is important that you take all factors within the context into account, (Davidoff and Lazarus, 2002). This would contribute to a more complex view and understanding as it also focuses on the interrelatedness and reciprocity between the school or individual and the environment (Donald, Lazarus & Lolwana, 2010).

The ecological or systems perspective enabled me in this research to:

- Understand how the various subsystems within the focus school interact and influence the quality of teaching and learning.
- Understand how and what needs to be evaluated in order to understand the problem better.
- Understand that the development even of only one aspect of the school will impact on other aspects and may necessitate development in them as well (Davidoff & Lazarus, 2002).

The theoretical framework of this study also draws on the theory of change as articulated by Fullan (1993; 1999; 2001; 2003). This framework is premised on the notion that the optimisation of the outcomes of IQMS is facilitated by a deep understanding of the process of change. Real, deep change that goes to the heart of the problem is achieved when systems thinking and the theory of change are simultaneously strong (Fullan, 2003). Fullan (2003:53) argues:

[You] cannot go deeply unless you create powerful new synergies between the theories.

One of the complex change lessons is that the theory of evaluation and the theory of change need each other (Fullan, 1999).

Fullan (1991) further notes that change involves constructing deep, sophisticated meaning of what change is, its purpose, and how the change process should unfold. Change involves a fundamental shift in thinking about change (Fullan, 1999). Real change in schools involves altering the underlying philosophy or belief, assumptions, goals, skills, conceptions, teaching and learning behaviour, including assessment. Change is thus more than just change on the surface but turning the surface inside out (Fullan, 1999; Davidoff & Lazarus, 2002).

I see a convergence of Fullan's change theory with systems theory discussed above on various levels. The first point of convergence is the fact that change often involves collaboration, collaboration formed inside and outside the school (Fullan, 1999). This is especially important where educational problems are complex and requires the attention of a collective force in addressing the challenge collectively. Fullan found that schools that worked collaboratively did better than those schools where isolation and individualism is at the order of day (Fullan, 1993). The collaborative context allows for a culture of sharing knowledge and skills.

Fundamental to systems thinking is the context in which the school operates. Fullan argues that local context is crucial in the implementation of any change programme. The implication of real change means changing the context, which is difficult but possible. A changed context can result in new behaviours, but the new context needs to be dramatically different to stimulate new behaviour (Fullan, 2003). According to Davidoff & Lazarus (2002) a change in the structure is necessary to facilitate the

change in the school, as according to the ecosystemic perspective the structures also influence the teaching and learning in the school.

I believe that the employment of this integration of theoretical frameworks strengthens my study in attempting to understand how to apply evaluation systemically and not in a fragmented way. It also emphasises that real change includes people and structures. Change should have a balanced internal and external focus. Both theories argue that change is a process of development and not a single event. This perspective, in addition to its potency in understanding the relationship between evaluation and development for change, guided me in choosing an appropriate methodology to gather data which would facilitate answering the research questions.

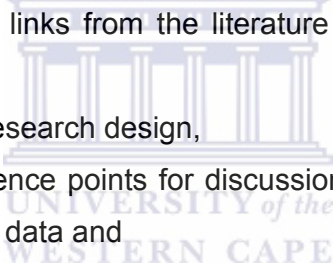
1.7 Conceptual framework

A conceptual framework is described as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reichel & Ramey, 1987; Smith, 2008). When clearly articulated, a conceptual framework is used as a tool to scaffold research and, therefore, to assist me to make meaning of subsequent findings. This framework was intended as a starting point for reflection about the research and its context. It also served as a research tool and assisted me to develop an awareness and understanding of the situation under scrutiny and to communicate this. As with all investigation in the social world, the framework itself forms part of the agenda for negotiation to be scrutinised and tested, reviewed and reformed as a result of investigation (Guba & Lincoln, 1989).

In this study regarding the translation of school evaluation into school development, I was interested in exploring whether appropriate school development management practices, identified in the educational change

and leadership literature, were evident and successful. In order to investigate these ideas found in the literature, I needed to adopt a meta-cognitive perspective. Assumptions expounded by the constructivist movement concerning the nature of knowledge provided an apparently secure philosophical theory for my investigation of complex interactions between practitioners and system administrators. These assumptions informed the development of the conceptual framework as well as the research design and the means of investigating the realities of the situation (Smyth, 2002).

In my study, the conceptual framework became the foundation of the study as the research gained momentum. It increasingly scaffold, strengthened and kept my research on track by:

- 
- providing clear links from the literature to the research goals and questions,
 - informing the research design,
 - providing reference points for discussion of literature, methodology and analysis of data and
 - contributing to the trustworthiness of the study (Goetz & LeCompte, 1984; Reichel & Ramey, 1987; Smith, 2008).

I realised that the generalist nature of the principles and descriptors forming the conceptual framework were not idiosyncratic to its context and that it may have potential to assist me to gain further insight into other aspects of the perplexing failure of many school development processes.

The conceptual framework is based on the understanding of evaluation, planning, implementation, the role of the SMT in whole school development. The framework is based on the theory of organisational development that takes into account the particular and central purpose of schools. School development has as its central focus the increase of organisational capacity through the development of people and the organisation as a whole (Lazarus & Davidoff, 2002). This framework is not

only reactive to change but also proactive, it aims to improve dysfunctional schools and further develop already effective institutions.

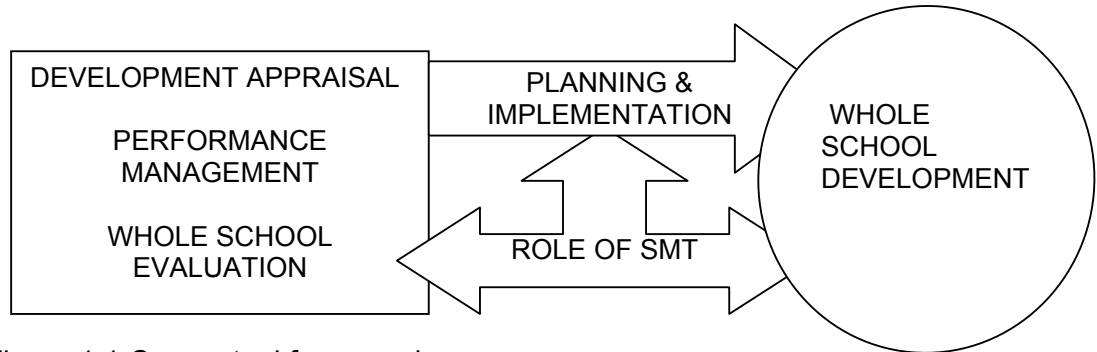


Figure 1.1 Conceptual framework

This conceptual framework is based on the understanding that whole school evaluation; developmental appraisal and performance management, on their own would not improve the quality of teaching and learning in schools. Whole school evaluation would only lead to a deep understanding of the challenges in the school. It would expose the interrelatedness and effects of the systems in the school have on one another. The data collected during the evaluation becomes invaluable in the process that follows, namely planning for whole school development.

In terms of this conceptual framework evaluation is: “a process of uncovering the unwritten rules, values and norms operating in the school, as perceived and felt by members of the school community” (Davidoff & Lazarus,2002:65). Schools ought to carry out comprehensive whole school evaluation (DoE, 2003) that consists of Development Appraisal, Performance Management as well as Whole School Evaluation; otherwise they may overlook potential barriers to quality teaching and learning. Whole school evaluation is in line with the systems perspective in that it takes account of the interrelatedness of systems in the school. Evaluation then seeks to understand not only the role of the teacher but also:

- Draws attention to the internal and external systems that affect the school.

- Helps school to understand the importance of whole school evaluation to the development of the school.
- Highlights the impact that the strengths, weaknesses, opportunities and threats of the school have on the quality of education provided.
- Ensures that whole school evaluation is a positive learning experience for the school (Davidoff & Lazarus, 2002).

This holistic view is central to the conceptual framework and is in line with international trends and draws from major organisational theories and perspectives.

Planning in terms of this conceptual framework serves to create the vision of and roadmap to the new and improved school. Evaluation is not an end in itself but should lead to planning. Planning should start with the results of evaluation as it should steer the school out of the current state of affairs. Planning refers to finding creative alternatives to the problem that has been identified during evaluation, analysing these alternatives and deciding on appropriate solutions (Theron, 2007). The planning process could be used to:

- Focus the staff's attention to what is most important to making the school relevant for the future.
- Envisage a future school of excellence and encourage staff to pursue it.
- Creating the schools shared mission and vision and the staff's commitment to actualising them in planning and implementation (Davidoff & Lazarus, 2003).
- Anticipate possible problems that might occur (Marshall, 2006).

Planning is then informed by the analysis of the strengths, weaknesses, opportunities and threats in the school in order to determine how the human resources can be used differently in order to effect the change in the school. This part of the framework also covers internal and external factors supporting or affecting the school's capacity to be effective and to

deliver quality education. It plans for the development of human and physical resources, structures and procedures in order to shift the school.

Central to this framework is the stage of implementation. Implementation means the practical creation of new structures and procedures, physical infrastructure and the provision of the resources, training, development, coordination and the implementation of teaching and learning activities in the school (Sergiovanni, 2006). Implementation is translating the school development plan into reality by:

- Rearranging resources and opportunities for members in order to achieve the school's mission and goals.
- Maximising effectiveness and efficiency in structuring the necessary human resources.
- Providing technical support in order to create an enabling environment for quality education to take place.

This framework is clear that the school management team should act as instructional leaders at the school and is responsible to ensure that whole school evaluation, planning for school development and the implementation thereof takes place. The school management team, as the official accountable structure, should ensure the delivery of quality teaching and learning at the school. In terms of this conceptual framework real, deep and effective school development should incorporate whole school evaluation and school development planning which is implemented by the school management team.

1.8 Defining key concepts

Dalin and Rust (1983) describe **organisation development** as a self-correcting, self-renewing process. It is a holistic or systemic process that improves the health and functioning of the organisation and is undertaken by the members of an organisation with some external support. However,

it is the members of the organisation themselves that are primarily responsible for the new direction the organisation is heading in.

Evaluation refers to the means of judging success of a school's performance based on the criteria in the evaluation framework established by the DoE (DoE, 2000). Evaluation is often defined narrowly as a process of calculating the extent to which teachers' measure up to pre-existing standards (Sergiovanni, 2006).

Darling-Hammond, Wise and Pease (1983) define teacher evaluation as "collecting and using information to judge." Evaluation can be formative or summative. Formative evaluation is a tool used to improve instruction through professional teacher development. Summative evaluation is a tool to make personnel decisions on pay appointments, promotions and pay progression (Danielson & McGreal, 2000). While each type is valuable, neither type of evaluation can serve a school or teacher well on its own.

Management is about holding a position of responsibility in a school, establishing certainty, confidence and security and allowing for rest and reflection (Davidoff & Lazarus, 2002).

Gultig et al. (1996:66) emphasize that management is the function which, ensures that:

- "things are operating smoothly;
- structures are in place to support forward movement;
- processes are contained and
- the school is operating efficiently."

School management is about being able to plan, organize, lead and control the processes within a school. The processes within a school include decision-making, delegating, co-ordinating activities and communicating effectively. All the tasks should be carried out in a harmonious environment (Davidoff & Lazarus, 2002; Fullan, 2000, 2003).

School effectiveness is the combined effort of the leadership, management and the general organisational arrangements in the school to influence the performance of learners. Schools differ from one another in their achievements. School effectiveness approaches often involve the rating of schools according to the impact they have on learner outcomes. It is possible to “adjust for” prior attainment, or social factors and rank schools according to how successful they are in promoting students’ progress. It is further possible to relate these rankings to internal features of the schools. School effectiveness and accountability however cannot be separated (Hargreaves, 2003).

1.8 Planning of the study

The thesis will be divided into five individual chapters organised as follows:

1.8.1. Chapter 1

In this chapter the basis for this investigation has been laid. The research goals are explained, research questions and a rationale for this study are provided. This chapter further presents the conceptual framework and the organisation of the thesis.

1.8.2. Chapter 2

This chapter is a literature review that aims to deepen the conceptual framework for the study. The first part reviews the concept of appraisal by looking at the definitions and purposes of appraisal in schools as organizations in particular. It further explores the concept of quality management in teaching and outlines the appraisal process and reviews the models of appraisal that are implemented in various educational settings. This chapter further reports on the search for literature which addresses theories of school development, strategic planning and implementation of change.

1.8.3. Chapter 3

This chapter outlines the research design and approach employed in this study. Details are provided about the data collection and data analysis procedures with particular reference to discourse analysis. The chapter also examines issues such as ethics, sampling, objectivity, subjectivity and the limitations of the study.

1.8.4. Chapter 4

In this chapter, I reflected on the data and compare the results with what has emerged in the literature review. Some of the themes that emerged include evaluation as performed for pay progression, compliance and control. This is in line with the literature. Compliance also emerged as a theme during planning for development. The findings reflect that no implementation of school development was undertaken in the school.

1.8.5. Chapter 5

This chapter concludes the thesis with a reflection on the findings and presentation of recommendations that emerged from the study, followed by the limitations of the research and suggestions for further research.

1.9 Summary of Chapter One

In this chapter the basis for this investigation has been laid. The goals were explained and rationale was provided for the study. I further advanced and articulated the ecosystemic perspective integrated with the change theory as a theoretical framework to examine and explain the relationship between IQMS, whole school evaluation, and whole school improvement or development. The importance and strengths of the conceptual framework were discussed. This chapter made three propositions:

When a problem is evaluated systemically one arrives at a deeper understanding of the problem. Secondly, that real change can only take place if people and systems are involved in the change. Lastly, the context must also change for real change to take place. This chapter ended with the definitions of concepts and brief overview of the thesis. The next chapter encompasses the review of literature in this study.



CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

This chapter is a literature review that aims to provide a theoretical basis for the study. The first part includes a discussion of educational change, management, resistance to change, managing resistance to change and managing the implementation of change. The second part presents a historical overview of how teacher appraisal has been managed in South Africa before and during Apartheid. The third part of the chapter looks at the Integrated Quality Management System (IQMS) as implemented in South Africa, whole school evaluation as well as the concept and purpose of appraisal in schools in particular. This chapter finally presents a review of literature which addresses the role of management and concerning school development as well as the aspects for whole school development. The literature supports the establishment or development of quality teaching and learning through whole school development.

2.2 Educational change management

Change can be defined as a paradigm shift from one way of thinking or doing to another. It does not happen, but is driven by agents of change. Thomas (1970) also describes it as a metamorphosis or a total transformation. He says that these agents of change, particularly the personal computer and the internet, have impacted on lives and business and is a catalyst for paradigm shifts to take place. He goes further to say that change is inevitable and that is the only true constant.

Change is difficult and human beings often resist change. "What we perceive, whether normal or meta-normal, conscious or unconscious, is subject to the limitations and distortions produced by our inherited and socially conditional nature" Fullan (2003: 16). The difficulty that we as human beings have to accept change is part of our whole being. We have

been brought up and raised by society to stay in a comfort zone and every attempt that is being made to change our current state will be seen as a means by that agent to invade our privacy. Even the most effective and promising change effort usually encounters some resistance. Strategies for planned change can help limit the cause(s) of resistance (Zaltman & Duncan, 1977).

The change that whole school development aims to bring about would result from a planned, systematic process. This change should ultimately lead to the improvement in the teaching, learning and management processes in schools. Miles and Eckholm (1985:48) define school improvement as follows:

“A systemic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively.”

According to the above definition, school improvement is about changing the school to continuously focus on improving what is happening in the school in order to achieve the school's educational objective more effectively.

2.3 Managing the implementation of change

Research shows that there are differences in opinion about the steps required to manage change. Some writers like Fullan (1991) and Lewin (1947) indicate three steps while Theron (2007) and Everard and Morris (1985) propose five. According to Theron (2007) there are five steps in the change process beginning with diagnosis, followed by planning, implementation, stabilisation and evaluation. The following three steps - evaluation, planning and implementation - are however common steps identified by most researchers, although they may use different terminology.

Diagnosis would be the initial evaluation to determine where the school is under performing. This diagnosis would identify the strengths and weakness in the performance of the whole school as a system (Theron, 2007; Davidoff & Lazarus, 2002).

Planning is the second and step where the school now uses the data obtained during the diagnosis, to seek alternatives. A very important part of this planning is creating the climate for implementation (Theron, 2007). This step of planning would also include propagating for change and convincing the critical mass in the school to buy into the process.

Implementation is what leads to change. The researcher is of the opinion that effective implementation is what brings about the desired change. Implementation is the process of altering the status quo in order to achieve more effectively certain desired outcomes for learners and the school as a whole (Fullan, 2003). Implementation, according to James and Connolly (2000), is the trigger or stimulus of the change. This is often the most difficult part of the change process and follows on the two preceding phases of diagnosis and planning. Implementation is thus the culmination of diagnosis and planning for change as it initiates the school to move forward (Theron, 2007). According to Davidoff and Lazarus (2002), James and Connolly (2000) and Horne and Brown (1997) the greatest threat to change is the non-implementation of development plans.

The monitoring of implementation should take place immediately once implementation is initiated and continue during implementation in order to immediately deal with the challenges of implementation. This would prevent that too much time is spent before unforeseen mistakes or shortcomings are detected.

Theron (2007) refers to the next step as “**stabilisation**”; however, I would like to call it **institutionalization**, as this step acknowledges that the

change has come into existence in the school, and should now be institutionalised to become part of the whole school as organisation.

The fifth step would be the **evaluation** of the entire process as it unfolded at the school. This step is very important as it would determine whether the school achieved the aims it determined at the beginning of the process. According to James and Connolly (2000: 29), monitoring further enables:

- “Optimize learning from the change,
- The different aspects of the change to be co-ordinated,
- Information about the effects on all aspects of the organisation to be collected.”

2.4 Appraisal under Apartheid

In line with classical management thinking and an autocratic repressive Apartheid government, earlier attempts at teacher appraisal were viewed as representing an autocratic philosophy of supervision. Teachers were seen as appendages of management and as such were employed only to carry out prescribed duties in a prescribed manner in accordance with the wishes of management (Sergovianni & Starrat, 1998). It characterised the earlier philosophical understanding of staff appraisal as being similar to the scientific and technist management approach. The atmosphere that prevailed in some schools under Apartheid was marked by a boss-worker relationship. Rasool (1997), Squelch and Lemmer (1994) and Davidoff and Lazarus (1997:139) described this appraisal as being bureaucratic, closed and authoritarian:

“One of the weakest areas in education in South Africa has been the appraisal of teachers - and this for various reasons. Because evaluation was managed in a top-down, hierarchical way, it was seen as a way of maintaining control and keeping surveillance over teachers.”

According to Quinlan and Davidoff (1997) the inspectors and principals of schools would visit the classes of teachers, observe their teaching and complete a record which the teacher never saw. In this way the Department of Education kept records of teachers. It was a once-off event. Teachers did not know the criteria that were used to judge them, nor were they given any feedback on strengths and weaknesses. As long as the teachers' administrative work and pupils' notebooks were neat and up to date, and the teachers delivered a lesson on that day, the teachers were judged positively. What the teacher did beyond was not important (Zynoe, 1995).

According to Egan (cited in Rasool, 1997:6) the traditional appraisal schemes were retrospective, "taking place at the end, after everything is over - in other words, when it is too late". This type of evaluation has largely come to be seen as a summative, judgemental exercise to point out the wrongdoings of teachers and punish them accordingly. This practice turned class visits into something that is equated with apartheid and something that many teachers vehemently opposed. Apartheid South Africa has left a legacy of extreme authoritarianism (Davidoff & Lazarus, 2002). Evaluation was used for promotion purposes and to judge teachers so that principals and inspectors could have a means of controlling them. This approach to appraisal came of age with the advent of the Management by Objectives (MBO) movement in the 1960s. In terms of MBO thinking, teachers were measured against pre-determined criteria; the emphasis was on "inspection" and control, rather than development (Fidler & Cooper 1992).

Mc Laughlin (cited in Bollington, Hopkins & West, 1993) has drawn attention to the fact that teachers are more likely to improve if they are provided with informed feedback and opportunities to communicate effectively about their work than if they are made to work through an uneven desultory ritual or a standard checklist. Despite evolutionary

movements in management thinking over the past century - such as the human relations drive, behaviourism and systems thinking - the "machine" seems to have been the most pervasive metaphor for management in education, and thus also for teacher appraisal. And it seems to have found its expression most happily in Weberian notions of bureaucracy (Hoy & Miskel, 1991). Schools were used as 'ideological state apparatuses' (Althusser, 1971), and to some extent, reflected and reproduced the values and ideology of the state. Many schools developed as 'sites of struggle' (Giroux, 1983) against state ideologies, and in education the focus of the struggle included the authoritarian inspector system. During the resistance against Apartheid many inspectors were forcibly removed from schools and the inspections and merit system were vehemently opposed. This system ended in 1994 with the dawn of democracy.

2.5. Integrated Quality Management System

In 1996 the Developmental Appraisal System (DAS) was introduced by the Department of Education in agreement with teacher unions. DAS was aimed at restoring the culture of learning and teaching in schools. DAS further aimed at encouraging action research in schools and classrooms where teachers were encouraged to research their own practice. This critical self-study was intended to lead to a change in teaching practice that would lead to an improvement in the quality of teaching and learning in the class.

In 2003 teacher unions and the Department of Education signed Resolution 8 of 2003 through which DAS became integrated with performance management and whole school evaluation in the Integrated Quality Management System, (ELRC, 2003). IQMS is based on three principles namely Development Appraisal (DA), Whole School Evaluation (WSE) and Performance Management (PM).

2.5.1 The Purpose of IQMS

The purpose of Developmental Appraisal (DA) is to appraise individual educators in a transparent manner with a view to determining areas of strengths and weakness, and to draw up a program for the professional development of individual teacher (ELRC, 2003).

The purpose of Performance Measurement (PM) is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives (ELRC, 2003).

The purpose of Whole School Evaluation (WSE) is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning in order to identify barriers to quality education and implement strategies to address these barriers (ELRC, 2003).

DA starts with teacher self appraisal. This then is followed by appraisal by a peer and a member of the school management team (SMT), called the Development Support Group (DSG), (ELRC, 2003). The DSG of the teacher should use the results of the appraisal to develop a personal development or growth plan. The results of each staff member's appraisal forms part of the data used to develop a school improvement plan (SIP).

The performance management tool is used to evaluate teachers. Performance measurement is done by the same peer and member of the School Management Team as for Development Appraisal. Based on the satisfactory performance of the teacher he or she will receive a salary increase.

During Whole School Evaluation (WSE) the school should engage in school self-evaluation by involving all the role players in the school, including the parents, learners and non-teaching staff. These results should also inform school improvement planning. The implementation of

the SIP at the school should lead to improvement of teaching and learning and more broadly the quality of education offered in the school.

2.5.2 The Guiding principles of IQMS

The guiding principle that distinguishes the Integrated Quality Management System (IQMS) from the old inspection system is the commitment to the development of human and organisational capacity and skills where required, together with the assurance that the process is not to be punitive or unfair.

There can be no sanction against individual educators before meaningful development takes place...(and) the system's focus is positive and constructive where performance needs to improve, (ELRC, 2003:6).

For the Department of Education – and for most educators - the main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching, and for this we are all accountable to the wider community. The Department has the responsibility of providing facilities and resources to support learning and teaching. Successful educational outcomes also depend upon empowering, motivating and training educators. Quality Management seeks to monitor and support these processes (ELRC, 2003).

Given the past history of evaluation and the resistance against it in South Africa, the purpose and the manner in which IQMS is implemented is crucial to the acceptance and success thereof. The rhetoric of IQMS states that it aims to identify specific needs of educators, schools and district offices for support and development:

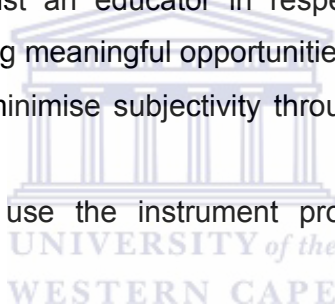
- To provide support for continued growth;
- To promote accountability;
- To monitor an institution's overall effectiveness; and

- To evaluate an educator's performance (ELRC, 2003).

The purpose of IQMS as it is contained in the Resolution 8 of 2003 is very important as it places the system in line with democratic principles and symbolises a break and shift away from the historically abusive autocratic approach of appraisal. It further attempts to ensure quality education to all as opposed to the differentiated provision of education, as was the case under the Apartheid regime.

In terms of ELRC (2003), the implementation of the IQMS is guided by the following principles:

- The need to ensure fairness. For example, there can be no sanction against an educator in respect of his/her performance before providing meaningful opportunities for development.
- The need to minimise subjectivity through transparency and open discussion.
- The need to use the instrument professionally, uniformly and consistently



A key principle that makes IQMS acceptable to teachers is the promise of fairness and the provision of development where development needs were identified. It also covers current management thinking, where self-management is seen to be the ideal, as well as with the philosophy of "fourth generation" evaluation, where the process is characterised by participation and empowerment (Guba & Lincoln, 1989).

2.6 Whole school evaluation

Appraisal models developed around improvement can be aimed at individual educators or the whole school. Whole school evaluation is designed to "ensure credibility and uniformity" (Jantjies, 1996: 52) as well as to link appraisal to whole school improvement. The literature on educator appraisal distinctly illustrates that when educators and school

management work jointly in integrating appraisal processes for professional growth with school improvement efforts, both individuals and institutions improve (Iwanicki, 1991).

According to Swatfield and MacBeath (2005), “school self-evaluation is, by definition, something that schools do to themselves, by themselves and for themselves”. It may be argued, however, that self evaluation, viewed in this way, is too subjective and is unlikely to come to terms with the problematic and sometimes negative findings of evaluation. Negative components, such as teacher absenteeism, poor performance and classroom management, poor financial management and leadership, must necessarily be addressed if significant organisational changes are to be made. Fidler (2002: 225) concurs and states:

“Issues raised concern the extent to which valid comparisons can be made by those intimately involved in the activity and the extent to which unpalatable judgments will be made. Beyond that there are issues of the ability and will to make changes, particularly where they may be radical and may have deleterious consequences for the teachers involved”.

Schools are not merely a place where teachers teach and learners learn. Schools also have other aspects or elements which make up that system and each element needs to be functionally healthy in order for the whole school to function effectively. Whole school evaluation is about developing an understanding of the functionality of these elements, their strengths and weaknesses, in order to determine where one needs to focus on effecting the change (Davidoff & Lazarus, 2002). Real whole school evaluation would thus encompass not only the evaluation of teachers but all the elements of the organisation and their interrelations. Whole school development would consequently look at more than one of the following elements: human resources, the students and parental involvement,

structures of the school, management structures and procedures and the school environment.

School self-evaluation, which is internal whole school evaluation, is a process through which the whole school identifies and records good practices and then implements corrective measures where weakness in the school were identified in order to improve the provision of quality education (WCED, 2001). Internal whole school evaluation is an annual process engaged in by the school with the aim of producing a report on the critical analysis of the operations in the school and presenting proposals for improvement on a continual basis, (WCED, 2001).

The Government Gazette (DoE, 2000) identified nine key focus areas to be used by internal supervisors and external evaluators for evaluation. These are: basic functionality of the school; leadership, management and communication; governance and relationships; quality teaching and learning and educator development; curriculum provision and resources; learner achievement; school safety, security and discipline; school infrastructure; parents and community.

2.6.1 Basic functionality of the school

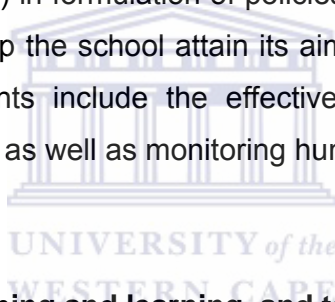
The Department of Education (2001) asserts that this focus area evaluates whether basic conditions exist in the school to enable it to function effectively and efficiently. This focus area looks at how smoothly the school is running; the effectiveness of procedures that deals with late-coming and truancy and learners' overall behaviour as well as their contribution to the positive ethos of the school (DoE, 2000).

2.6.2 Leadership, management and communication

The main aim of this focus area is to determine the effectiveness of leadership and management in the various levels of the school's structures. It further aims to determine the clarity and extent to which the school management team communicates their intentions, visions, procedures and policies with staff and community in order to help the school to achieve its objectives of improvement.

2.6.3 Governance and relationships

The main aim here is to judge the effectiveness of the role of the school governing body (SGB) in formulation of policies and to evaluate the extent to which the SGB help the school attain its aims for learner learning. Two further key judgements include the effectiveness of monitoring of the school's performance as well as monitoring human and financial resources of the school.



2.6.4 Quality of teaching and learning, and teacher development

According to Department of Education (2001) whole school evaluation should lead to quality teaching. The first purpose is to evaluate the overall quality of teaching throughout the school and how well it helps learners to learn and raise their levels of performance and achievement. Amongst others the planning, lesson preparation, teaching strategies and assessment methods are judged. This focus area furthermore judges the extent of participation of the teacher in professional development activities and quality and relevance of the development offered to the teacher.

2.6.5. Curriculum provision and resources

The main aim of this focus area is to determine if the curriculum of the school is in line with the National requirements and if it fulfils the needs of the learners. The Department of Education (2001) contends that the evaluators should make a judgement on the effectiveness of the following: the balance between national and local curriculum; the structure of the curriculum; the planning process; suitability for the different learner needs, ages and abilities and the provision of extra-mural activities.

2.6.6 Learner achievement

The aim of this area is to determine the extent and quality of learning outcomes, knowledge, skills, values and attitudes acquired by learners. The supervisors make judgements on learner progression in the light of their own prior achievement with particular focus on the most able and those experiencing barriers to learning (Department of Education, 2001).

2.6.7 School safety, security and discipline

This focus area makes judgement on the implementation of legislation which concerns learners' rights and the effectiveness of the implementation of these rights by the school. It further makes judgements on the safety and security of learners and the school as well as the support and care given to learners by educators at school (DoE, 2001).

2.6.8 School infrastructure

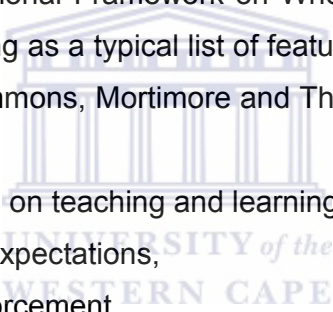
The Department of Education (2001) contends that the aim of this focus area is to assess to what extent the school has sufficient staff, resources and accommodation for its purpose. It further looks at the efficient use of

the resources in the school as well as the quality of the monitoring and control of these resources (DoE, 20001).

2.6.9 Parents and community

This area aims to determine the extent to which parents are communicated with and welcomed to be involved in the education of their children. This area further makes judgement on the education provided to parents in order to assist them to help their children at home (DoE, 2001). It looks at the effectiveness of the links between the school and community and to what extent the school serves the community.

The guidelines of National Framework on Whole School Evaluation, DoE (2003) put the following as a typical list of features of effective schools that corresponds with Sammons, Mortimore and Thomas (1996) salient factors of effective schools:

- 
- Concentration on teaching and learning,
 - Explicit high expectations,
 - Positive reinforcement,
 - Pupil rights and responsibilities,
 - Purposeful teaching,
 - A learning organisation,
 - Home-school partnerships.

A school's performance is rated on each criterion using a sliding scale ranging from, one to five ("unacceptable" to "outstanding"). The Department of Education (2001) contends that when summarising the scores on the various focus areas evaluated, the overall performance of the school is rated using the following five point scale:

- 1 Unacceptable
- 2 Unsatisfactory
- 3 Acceptable, Needs Improvement

4 Good

5 Outstanding

Schools achieving 1 and 2 in their overall ratings will receive a “follow up” visit by the external evaluators. The purpose of the follow up visit is to check whether the school has implemented the recommendation of the external evaluators. If a school performs annual whole school evaluation, the school could timeously identify areas for development and implement strategies to address those areas. The identification of these areas could assist the school to develop a well informed factually based school development plan in order to guide the school out of its the current situation. However the SIP needs to become a living document in that the school management team must ensure that it is implemented. Whole school evaluation would then lead to whole school development and improvement in the quality of education at the school.

2.7 Developmental Appraisal and Performance Management – The differences

The concern around improving quality is probably the most important task facing any organization; hence the importance of appraisal in any organisation cannot be over emphasized (Sallis, 1993). Schools as educational institutions are pursuing quality improvements for a number of reasons. Some are linked with professional responsibility, others as a result of competition in the educational marketplace or the need to demonstrate accountability (Sallis, 1993). Bollington *et al.* (1993) believe that the introduction of appraisal in education has been characterized by the concern for improved quality, greater degree of accountability, and more efficiency as well as a move to develop educators as professionals. In this context, appraisal is viewed as a means of accountability that forces teachers to comply in order to improve the quality of teaching and learning. Appraisal also identifies in-service training needs. Studies in appraisal identify the two predominant models, namely, the accountability

model and the professional development model. Lacey (1996), Hargreaves and Hopkins (1994) and Jones (1993) concur that confusion still exists over recurring tensions, such as whether appraisal is for professional development or for accountability. In South Africa development appraisal and performance management attempts to distinguish between professional development and accountability. Developmental appraisal aims to encourage professional development while performance management seeks to ensure accountability. Is it meant to be a supportive form of professional development or is it a device for assessing educator competence, rewarding the effective and dismissing the underperforming educators? The prevailing tensions in relation to the accountability model versus the developmental model will be examined after a discussion of these two approaches.

The terms “performance management”, “evaluation” and “appraisal” are used interchangeably in much of the literature dealing with the topic. In this study the evaluation would be used in referring to performance management (PM) whilst appraisal would refer to developmental appraisal (DA). According to Hartle, Overall and Baker (2001) performance management in organisations is, firstly, a process that links educators, support staff and their respective roles to the success of learners and the school. Secondly, it is a process of establishing a shared understanding of what has to be achieved and how, and of managing staff in such a way that it will be achieved. Thirdly, it is a process for ensuring that staff is doing the right things in the most effective way to the best of their ability.

Jones (1993: 1) defines appraisal as:

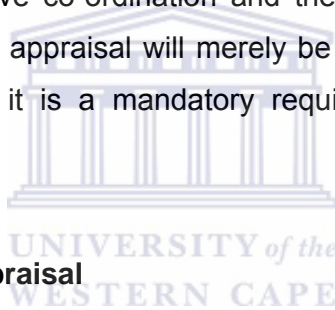
“A continuous process for securing the extension of the professional skills of teachers and the improvement of schools.”

Appraisal does this by offering a means of assisting educators take to stock of their professional performance, their career aspirations and their

targets for action. The most critical benefit for the educator during the appraisal process is that:

“It creates opportunity for dialogue about performance based on observation and reflection on practice” (Middelwood & Cardno, 2001:1).

This means that appraisal is about the crucial process of giving and receiving feedback, not only to measure current performance, but also to reinforce strengths and identify deficiencies, thereby creating possibilities for educator development. All educators can benefit from appraisal if they wish and if the school organises appraisal as a meaningful process. Horne and Pierce (1996) posit that its success depends on commitment from the school's SMT, effective co-ordination and the support of individual staff. Without this, support, appraisal will merely be a process which has to be undertaken because it is a mandatory requirement, for compliance or bureaucratic control.



2.7.1 Purpose of appraisal

Studies in performance appraisal present differing views on the purposes of appraisal. Cullingford (1997) maintains that recognizing that there is a plurality of purposes, reminds us that appraisal is a complex and sensitive area. Nolan and Hoover (2004) believe that if a system of educator supervision and evaluation is to work as designed, then all stakeholders must understand the basic purpose of the system and the various processes used to achieve these goals.

Hartle, Everall and Baker (2001), therefore, suggest that the first key step management has to take in communicating the performance management process is to convince their staff of its benefits to them. Schools that base their model on one of educator improvement do so with the intention of improving educator performance. In this approach the educator's strengths

and areas for improvement are identified with a view to develop a personal development plan for the educator. Nolan and Hoover (2004) concur with this view by stating that an effective educator appraisal system must be capable of remediating or eliminating poor performance as well as nurturing excellent performance.

2.8 Management and leadership

Management and leadership have always been seen as one of the most important factors contributing to the effectiveness of a school. However, defining management and leadership is often complex.

A manager is involved in implementing policy and handling the day-to-day, routine functions and activities of the school to keep it running smoothly. Leaders focus on creating a vision of the future state of affairs of the organisation and on building the capacity of the organisation to accomplish it (Bennis & Nanus as cited by Atkinson, Wyatt & Senkhane, 1993). According to these definitions managing and leading are two different functions, as they pursue their roles differently. Being an effective manager ought not to be divorced from being a good leader and vice versa. Managers for example, may focus on carrying out policy but could increase their effectiveness by involving staff and focusing on the vision and future state of the school.

For leaders to be effective they should portray certain leadership characteristics. Ribbins, Glatter, Simkins, and Watson (1990: 159) list a number of characteristics of an effective leader:

- “Posses a vision of what the organisation with which they are connected should be like.” This characteristic may also be present in managers; however managers seldom create a shared vision within the group.

- “Knows how to inspire and motivate those with whom they work.” Leaders realise that they work with human beings to achieve their shared goals, while a manager depends on his authority to achieve his goals.
- “Understand the major operational levers which can be employed to control or change on the organisation’s course.” Managers often believe that nothing in school could happen if they are not in control of it.
- Are intensely sensitive to and continually reflect upon the interaction of external environmental conditions and internal dynamics.”

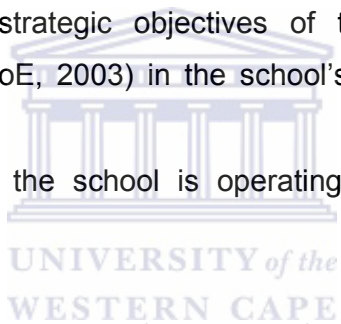
After all a manager needs all the qualities of leadership, but a leader does not necessarily have to be a good manager.

School management structures in South Africa have changed from the individual school manager, the principal, to a team of managers, the school management team (SMT). For a team to work together they need to develop a system of management that is followed by the whole team in order to deliver (Busher & Harris, 2000). Teamwork can only be said to exist when a groups work together on the basis of shared perception, a common purpose, agreed procedures, commitment, co-operation and resolving disagreements openly through discussion (Busher & Harris, 2000; Coleman & Bush, 2000).

For the SMT to be effective they should amongst others be:

- Setting direction, aims and objectives (Thurlow, Bush & Coleman, 2003; Fullan, 2003; Dimmock, 1993).
- Planning how progress will be made or goals achieved (Manganyi, 2001).
- Organising available resources (people, time, materials) so that the goals can be achieved in a planned way (Manganyi, 2001).

- Controlling the process through measuring achievement against the plan and taking corrective action where appropriate.
- Setting and improving organizational standards (Fullan, 2003: Everard & Morris as cited by Bush & Coleman (2000:4).
- Developing an implementation plan for all IQMS programmes including Developmental Appraisal, Performance Management and Whole School Evaluation (DoE, 2003)
- Informing parents, educators and learners of forthcoming evaluations and the purpose thereof (DoE, 2003).
- Together with the school development team, developing the school improvement plan (SIP) based on information gathered during Developmental Appraisals (DoE, 2003).
- Incorporating strategic objectives of the strategic plan of the department (DoE, 2003) in the school's own school improvement plan.
- Ensuring that the school is operating efficiently and effectively (DoE, 2003).



In order for the SMT to perform the aforementioned functions, the individual team members should adopt the different roles of management and leadership within the team in order for the team to function optimally.

None of the aforementioned roles of the SMT is in any way less or more important than the other. However for the SMT to be effective, they need to perform all these functions, since a deficiency in even one would impact on the effectiveness of the school in providing quality education. As schools are operating as a system, changes in one aspect of the school can result in change in other aspects. Changes should be implemented throughout the school in order to bring about improvement and change that is deep and sustainable.

2.9 Developing schools as organisations

According to Basson, Van der Westhuizen and Newmann, as cited by van der Westhuizen (2000:37):

“An organisation is the framework within which human activities are directed and coordinated.”

The school is a unique kind of organization and therefore would be defined somewhat differently. Beare, Caldwell and Millikan as cited by Davidoff and Lazarus (2002:6) define the school as an organisation as follows:

“Organisations are essentially collectives of people, who define policies, generate structure, manipulate resources and engage in activities to achieve their desired ends in keeping with their individual and collective values and needs. In the human service organisation called a school, one of these desired ends is helping people to learn.”

Thus with this definition it becomes clear that the school as an organisation aims to educate people.

School development strategies are implemented to change the way the school is operating, to make it more effective. School development is a strategy to improve organisational effectiveness. It involves the entire staff in the identification of group goals, the development of group skills, the appropriate restructuring of the school, and the evaluation of the results. School development addresses itself to improving communication skills and making useful structural changes in the organization (Hord, 1997).

As a justification for the need for school development Christie (1998:293) explains:

“Instead of being able to focus on their substantive task of learning and teaching, schools have become caught up in forms of conflict,

aggression and uncertainty that cannot be contained within a weak organizational structure...The breakdown in school is in part at least a breakdown of rhythmical, disciplined learning and teaching-the ostensible, conscious goal of the work group.”

The aim of the study is to determine the role of the school management team at Abraham Antha Primary School¹ in translating school evaluation into school development through planning and implementation.

School Improvement (SI) is about change, however Fullan (2001:33) cautions that:

“Not all change is improvement but all improvement leads to change.”

The change that whole school development aims to bring about will result from a planned, systematic process.

Hopkins (1996:32) suggests that there are two ways in which the term school development is used. One of these highlights:

“the efforts to make schools better places for students to learn (and) ... as a strategy for educational change that enhances student outcomes as well as strengthening the school’s capacity for managing change”.

According to Fullan (1999) and Harris (2002) this definition highlights the importance of school development as a process of changing school culture.

School development reforms have attempted to change the professional and organizational culture of schools – to promote a more collegial environment with emphasis on collaboration and professional relations among the staff and extended to the local community.

¹ This is a pseudonym that is used throughout this thesis report to preserve the anonymity of the school which was the focus of the study.

Two important assumptions about school development are, first, it is those managing the school from within who are the critical agents of change. Secondly, internal conditions in terms of management, ethos, support system and policies are important to motivate and sustain the school's effort to develop. Apart from mobilising change at the school level, the literature also raises the importance of multi-level intervention to promote school development (Harris, 2002).

Considerable attention has been given to teacher development activities as a way to improve student behaviour, learning and achievement (Joyce, Calhoun & Hopkins, 1999; Hopkins 2002). Change is sought at all levels of the school: classroom, teacher, engaging teachers in professional dialogue and development and change in the school culture with the support of external professional agencies (Joyce, Calhoun & Hopkins, 1999; Hopkins 2002; Harris, 2002). Thus the focus is on the school as the unit of change.

The change that we seek in the school will not happen out of its own and on its own. Someone needs to introduce it and see it through. However, if we have to take a deeper look at some schools as organisations we will find that they are hierarchical implying that not anyone can implement change effectively.

“The hierarchy is the general structure in all developed cultures of achieving work objectives that are beyond the control of the single individual. Through a series of manager-subordinate relationships it explicitly locates accountability for work. The manager in the hierarchy is accountable not only for his or her performance, but also for the work of the subordinates” Parkwood (1997:1).

Schools in the South African context also have a hierarchy, with the principal as manager at the top. S/he will be followed by the deputy principal then the Heads of Department (HoD), the teachers and lastly the non-teaching staff. Some teachers act as phase heads, others as learning

area coordinators all of whom will have some limited delegated authority from the manager above them.

The principal, deputy principal and Heads of Departments form the school management team (SMT) of the school. A school management team may include a post level one teacher for developmental purposes. Bush in *Theories of Educational Management* (1996) cites Wallace and Hall who describe “school management team” as the team which is responsible for the effective functioning of the school.

The school management team should plan for the improvements that the school envisages to achieve. Once this planning is done they should communicate their expectations to every member on the staff. Plans and processes to monitor the staff members’ performance should then be put into place. Monitoring is done to gather evidence and used to provide feedback on the performance of each member of staff. Development assistance would be provided if a member of staff is not performing according to expectation. The assessment and rating of the all members of staff would follow at the end of the year. Those members of staff who have performed satisfactorily would be rewarded financially (Western Cape Department of Education, 2003).

2.10 Planning for school development

Planning offers a framework which can be used to guide the analysis of problems, thinking about solutions and the monitoring of any changes affected. The school management team should provide the foundation upon which plans for the development of quality education and learning are built by the other role players in the school (Leask & Terrell 1997; Davies, 2006). Planning allows the school management team to identify opportunities, anticipate and avoid possible problems or (threats) through

the development of a course of action that takes account of the risks (Oosthuizen, 2002; Davies, 2006). Planning gives direction to the organisation and ensures that teams and groups interact effectively in order to synergise practice and strive to achieve set goals. It further helps members of the organisation to remain focused and look forward to a bright future.

Van der Merwe (1998:22) states that:

“Planning encompasses the setting of objectives and the day-to-day decisions on how these objectives can be best achieved. Hence it involves the determination of both ends and means. Planning can be defined as ‘thinking before you act, from which we may infer that it is a thought activity.’”

Leask and Terrell (1997) emphasise that the advantages in development planning includes that it provides opportunities for team building, for developing consensus about priorities for development and the means of achieving and evaluating development.

MacGilchrist, Myers and Reed (2007) and Busher and Harris (2000) agree that development planning is constructed to carry forward the vision of the school or to maintain good practice and improve other practices. In doing so, planning needs to include:

- Working with staff,
- Establishing baselines by measuring current performance,
- Having a clear vision of where to go,
- Creating sensible maps, timetables, and ladders to achieve these goals and
- Creating a means of monitoring progress on the road to achieving goals

MacGilchrist et al. (2007) as well as Busher and Harris (2000) posit that including staff from the original phase of planning would eliminate

resistance and make managing the change much easier. This is also supported by the change management theory.

2.11 Whole School Development

Whole school development strategies are implemented to change the way the school is operating, to make it more effective. It is a strategy to improve organisational effectiveness. School development is a systematic and structured intervention to assist schools in becoming more integrated, coherent, and able to manage change and develop creatively and effectively (Davidoff & Lazarus, 2002).

It involves the entire staff in the identification of group goals, the development of group skills, the appropriate restructuring of the organization, and the evaluation of the results. Through whole school development, the school addresses and develops aspects like, school culture and identity, physical resources, structures, procedures, communication, human resources and finances, all of which impact on delivering quality education (Davidoff & Lazarus, 2002). However, whole school development is not only about developing the aforementioned aspects but also involves creating a conducive context, environment within and beyond the school in which these changes could be effected (Davidoff & Lazarus, 2002).

According to Davidoff & Lazarus (2002) the culture of the school is central to the school development as it both reflects and determines how the other elements of the school develop. The culture of the school illuminates the values and underlying norms as they are expressed in the day to day activities of the school.

2.12 The role of the school management team in school development

It is important that the school management team must know how to manage and lead school development. The school management team should ensure that they understand the necessary policy documents, circulars and guidelines provided by the district and provincial offices.

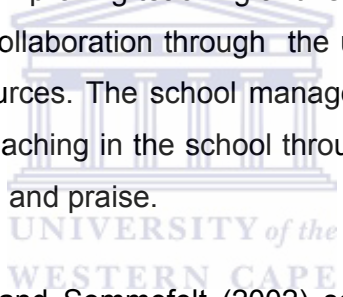
The school management team assumes the role of instructional leaders in the school and must lead the implementation of IQMS which encompasses DA, PM and whole school evaluation and consequently, the development of the school. According to Hoy and Miskel (2005), instructional leadership includes those actions the school management team takes, or delegates to others, to promote an improvement in teaching and learning. Instructional leadership of the school management team has a positive, direct effect on the quality of learning in the school. According to Mazibuko (2003), the school management team should assist teachers to change, rearrange, and reinterpret the curriculum and their teaching. They should organise an effective instructional programme, create a positive school climate, exercise effective behaviour management and overcome barriers to teaching, learning and development by dealing with community inputs effectively.

Mason (2004) posits that the school management team provides direction for the staff, motivates and mediates educational policy, mentors and supports the staff and monitors this progress. He further indicates that the school management team will also do the following:

- Oversee the planning for whole school evaluation.
- Develop the school to be ready to embrace whole school evaluation.
- Develop and manage whole evaluation and development strategies.

- Ensure that whole school development is aimed primarily at learner achievement.
- Develop whole school development strategies.
- Develop and manage teaching and learning resources.
- Ensure the proper implementation whole school development.
- Provide for the necessary resource to facilitate the implementation.

Blasé and Blasé (2004) identified three primary foci of the school management team as instructional leaders. They conduct instructional conferences which includes such behaviours as making suggestions, giving feedback, modelling, asking for advices and the opinion of staff. The school management team would also provide staff development with the emphasis and aim at improving teaching and learning. They would provide support, encourage collaboration through the use of action research and the provision of resources. The school management team should instil a culture of reflective teaching in the school through classroom observation, dialogue, suggestions and praise.



According to Briggs and Sommefelt (2002) school development implies that the school management team must work through the following phases with staff: diagnosing the problem, planning for change, implementing change and reviewing the school development undertaken after some time. Working as a team with staff according Mason (2004) would ensure that those who are affected by the implementation of school development are involved from the beginning in the planning stages.

The school management team should therefore implement school development by facilitating the necessary planning and implementation of school development. This team should also provide the necessary learning and teaching material and should be able to facilitate staff development and create opportunities for the professional growth of the staff.

2.12.1 Redeveloping the school's culture

The values and norms in a school relates to the way in which the internal and external environment promotes supports or hinders teaching and learning in the school (Davidoff & Lazarus, 2002; Fullan, 2003). According to Davidoff and Lazarus (2002) as well as Sergiovanni (2006) whole school development would then aim at changing. According to Davidoff and Lazarus (2003:21) the schools culture is manifested through:

- “The way in which learners are involved in the life of the school;
- The attitudes and patterns of parental participation in the life of the school;
- The way in which people relate and interact with one another;
- The leadership and management style;
- Time-management;
- The way in which the school cares for the well-being of its population;
- The values the school community attached to quality teaching and learning”.

The reculturing of the school through whole school development would employ strategies to address the cultural barriers in the school in order for effective teaching and learning to take place.

2.12.2 Human resource development

The guiding principle that distinguishes IQMS from the old inspection system is the commitment to the development of human capacity and skills where required, together with the assurance that the process is not to be punitive or unfair. Thus:

- “There can be no sanction against individual educators before meaningful development takes place...(and) the system's focus is

positive and constructive where performance needs to improve,” (ELRC, 2003:6).

Schools have different educators who possess different skills, knowledge, talents and attitudes. The school’s management team must utilize its available human resources optimally, to achieve its goals of quality teaching and learning. Participation by all the educators based on planning, collegial problem-solving, constant information sharing and development can heighten job satisfaction and consequently increase learning by learners (Fullan, 2003; Sergiovanni, 2006).

“Development is a systematic, planned experience to provide employees with knowledge, skills, abilities, insights and attitudes to prepare them to perform duties that the organisation will need in the future. Development therefore refers to improvement of competencies over the long-term, not only for the current job, but also beyond that” (Marx, 2002:264).

The South African government puts a very high premium on development and performance, hence the enactment of the Skills Development Act (Act No. 97 of 1998). The workplace, the school, should therefore be used as an active learning environment to acquire new skills and to provide opportunities to grow and develop.

Mentz (2007) and Welch (2001) posit that to transform a school, the school management team should become deeply involved in human resource development. They should invest in their staff, train them and develop them in order to tap their creative and latent talents. Welch (2001), Rhodes (2001) and Fullan (2003) further advise that every ounce of intelligence in the school should be mobilised. The human resource aspects includes issues concerning all members of staff, both teaching and non-teaching staff as well as capacity building of the school governing body (SGB).

Rhodes (2001) argues that human resource development that is most likely to lead to successful change in school could include clustering or peer networking where teachers team up with colleagues at other schools to share knowledge, discuss and implement the best practices that they discover amongst them. In so doing they develop each other for the benefit of better education in the community they serve.

When educators collaborate, they have opportunities to share strengths and seek guidance from colleagues. When teachers collaborate to plan lessons and assessments, learners benefit from the collective expertise of all the teachers involved. In schools where collaboration among educators is routine, great teaching becomes a reality for every learner in every classroom (Hirsh & Killion, 2009; Hord, 2004).

Coaching is the art of facilitating the performance, learning and development of another (Hord, 2004; Downey, 2001; James & Connolly 2000). Through coaching members of the school management team could provide guidance and support to the teachers in a non threatening climate. Mentoring includes coaching, but also embraces broader counselling and support, such as career counselling (Hord, 2004; Landsberg, 1996). Both mentoring and coaching are strategies that require nothing else but opportunities for the teacher to be able to discuss their needs and guidance to overcome them.

The potential benefits of coaching, mentoring and peer-networking activities within schools stem from the requirement for close partnership between colleagues within an environment of trust, safety, support and mutual respect (Harris, 2000, 2001; Thompson, 2001).

The abovementioned forms of teacher support and development are inexpensive and could be complimented by various other forms of in-service training such as workshops, seminars and short-courses. Once again, the school management team could play a critical role in identifying

suitable and appropriate workshops, seminars and short-courses to send the teachers on.

2.12.3 Physical resource development

A lack of resources may reflect negatively on the achievement of learners (Dalin, 1994). Whole school evaluation from a systems perspective would show the impact resources or the lack thereof could have on the quality of education. According to Ndawi and Peasuh (2005) teachers may not be held accountable for failure to reach desired educational goals when operating with inadequate resource. These physical resources include the school building and school grounds. School development is multi-dimensional and includes a number of different elements including resources. As stated previously, a change in one element will impact on the others because schools operate as systems. Thus, the element of technical support cannot be ignored when real whole school development is the aim.

“We are only too conscious of how the lack of resources has affected schooling in South Africa, and some even believe that this is a priority element to address in the context of school development,” (Davidoff & Lazarus, 2002:125).

Management should, as part of their planning for implementation plan for the procurement and maintenance of necessary resources and in so doing they will address one of the main reasons of resistance to change and enhance chances for success.

2.12. 4 Structures and procedures

Central to the political motivation for school development in South African schools would be to realign the structures and procedures in schools in line with South Africa’s constitution, democracy and freedoms. It is further necessitated by the development of numerous education policies since

1994 that resulted in the creation of various committees and structures within schools (Davidoff & Lazarus, 2002).

In order for the school to achieve its core purpose structures and procedures need to be developed and these should:

- Reflect the principle of democracy,
- Facilitate effective and efficient management,
- Provide for collaborative and comprehensive strategies and programmes and
- Facilitate decision-making processes (Davidoff & Lazarus, 2002; Fullan, 2006).

The development of appropriate structures is not only a managerial requirement but it also impacts on the culture of the school and influences the hidden curriculum of the school, which contributes to the quality of education (Taylor, Muller & Vinjevold, 2003).

2.13 Summary

This chapter presented a literature review that provided a theoretical basis for the study. The first part included a discussion of educational change, management, resistance to change, managing resistance to change and managing the implementation of change. The second part presented a historical overview of how teacher appraisal has been managed in South Africa pre-apartheid and during apartheid. The third part of the chapter looked at the Integrated Quality Management System as implemented in South Africa, whole school evaluation as well as the concept and purpose of appraisal in schools as organizations in particular. This chapter finally presented a review of literature which addresses the role of management and in school development focusing on specific aspects of school development. The literature supported the establishment or development of quality teaching and learning through whole school development.

The study has reflected on school effectiveness literature in order to identify what it is that schools need to change to. However, the research was grounded in school development with the key focus on development through planning and implementation.



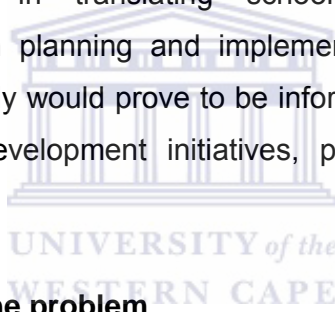
CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter 2 laid the theoretical basis in the form of a literature study for this research. This chapter includes a discussion of the research paradigm and methodology used, it describes the site, the participants, data collection and data analysis procedures as well as the validity and reliability of the methods employed.

The purpose of this study was to investigate the role of the school management team in translating school evaluation into school development through planning and implementation. It was hoped that findings from the study would prove to be informative and useful in school improvement and development initiatives, particularly from within the school.



3.2.1 Statement of the problem

This study aimed to investigate the role of the school management team in translating school evaluation into school development. The study thus challenges the notion that evaluation automatically results in development and argues that evaluation is only the first step to a deeper understanding of the problem facing schools. School development or change follows evaluation through development planning and implementation. The study presumes that such planning and implementation should be driven by the school management team.

3.2.2 Research objectives

The following objectives framed the study:

3.2.2.1 To investigate the role of the school management team in school evaluation.

3.2.2.2 To investigate the role of the school management team in planning for school development.

3.2.2.3 To determine the role of the school management team in the implementation of school development.

3.3 Case study research

A case study approach was employed in the research. The case study approach provides the researcher with an intensive and holistic picture of the phenomena that is being studied. The researcher has the opportunity to examine and describe, for instance, a specific event or situation in depth and detail, in context and holistically (Patton, 1990; Wiersma, 2000; Neuman, 2003).

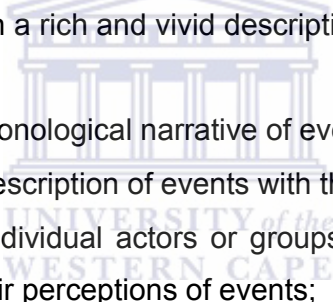


This case study is an intrinsic case study, in that it is undertaken because one wants a better understanding of a particular case. It is not undertaken primarily because the case represents other cases or because it illustrates a particular trait or problem, but because, in all its particularity and ordinariness, this cases itself is of interest.

According to Cohen, Manion and Morrison (2000), one of the strengths attributed to case studies is related to their capacity to observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects by providing in-depth investigations. For this reason, in conducting case studies, contexts are considered as unique and dynamic. The case study allows for a report on the complex dynamic, describing interactions of events, human relationships and other factors in a unique instance.

The conceptual framework underpinning this study (Chapter 1) is in consonance with the above view. It emphasises the context in which the process of school evaluation and school development takes place as well as the interactions between various interveners in the process, from human to material resources (Easton, 1996). The conceptual framework stems from my understanding that evaluation, as it is stated by the ELRC (2003) is not the end in itself but should inform the school's development plan. It further emphasises that planning should be followed by implementation in order to effect the change in schools.

Cohen *et al* (2000) outlines some characteristics of a case study as:

- 
- Concerned with a rich and vivid description of events relevant to the case;
 - Providing a chronological narrative of events relevant to the case;
 - Combining a description of events with the analysis of them;
 - Focusing on individual actors or groups of actors, and seeking to understand their perceptions of events;
 - Highlighting specific events that are relevant to the case;
 - Expecting the researcher to be integrally involved in the case and
 - Attempting to portray the richness of the case in writing up reports.

Cohen *et al.* (2000) as well as Yin (2003) warns against the following limitations of a case study:

- Case studies are prone to problems of observer bias, despite attempts made to address reflexivity;
- They provide little basis for scientific generalization;
- They are not easily open to cross-checking; hence they may be selective, biased, personal and subjective;
- They take too long and result in massive, unreadable documents and;

- They lack rigor in that the case study investigator may be sloppy, and not follow systematic procedures, or allow equivocal evidence or biased views to influence the direction of the findings and conclusions.

3.4. The site

The site for the purpose of this study and anonymity will be called Abraham Antha Primary School. This school is situated in South Africa, a developing country.

Leadership, management and governance in the school do not act as a collective. Although the principal has a very good relationship with the SGB, there is no relationship between the rest of the school management team or other teachers with the SGB. Policy may be found in files but they are non-existent in the practice at school. The school seems to be directionless as it lacks the strategy to deliver organisational and effective curriculum development.

The school lacks a common identity as it does not have a commonly formulated or mutual accepted vision. The principal may say that the school has a vision statement but learners, parents and other members of staff are not aware of it. This is also evident in the way in which as teachers work in isolation.

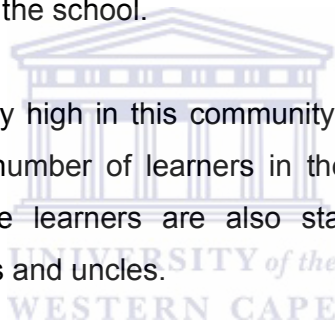
The human resources available in the school would include the teaching and non-teaching staff, learners and SGB of the school. The school is a relatively big primary school with 780 learners and 22 teachers. Three janitors and two admin clerks are employed at the school. The school community is mostly from the working class.

The physical structure of the school consists of 21 classrooms and has no administration block or staffroom. There is no strong room that could serve

as a safe. Ten of the 21 classrooms are prefabricated structures. These classrooms are very hot in the summer and very cold in winter. The school has no library. There is also no sickbay at the school or room for private counselling. The classrooms are small and can accommodate thirty learners, although there are forty and more learners in most classes. The teachers share the toilets with the learners. As they have no staff room, most teachers spend their intervals in groups in different classrooms. Staff meetings are held in any classroom during intervals, with teachers having to cramp into the desks designed for learners.

The playground is undeveloped therefore no sport can be practiced there. Sport matches are played on the community sport fields in the area three kilometres away from the school.

Unemployment is very high in this community and many households live off social grants. A number of learners in the school come from single parent homes. Some learners are also staying in the care of their grandparents or aunts and uncles.



There exists a lack of a positive culture in the school with learners showing very little discipline and commitment to their education. They often arrive late for school and prefer not to be in class during periods. Many learners will stay absent on a Friday with no excuse. Teachers are also sometimes late for school and occasionally leave school early.

The structure and procedures of the school is distorted as everything is centred on the principal. There is a school management team but they have no delegated powers and they cannot do anything without the permission of the principal, even when they are given a task, they are required to get the principal's final approval before executing the task. This structure then give rise to the practice that teachers would pass their head of department and deal directly with the principal on matters that the head of department was suppose to assist them. Very few meetings take place.

The staff is normally informed through a notice of decisions made by the principal.

3.5 Participants

Participants in Questionnaire									
Gender		Post Level		Years Experience		Qualifications		Nature of appointment	
Male	27% (6)	PL1	73% (16)	< 5	4% (1)	Teaching Diploma	55% (12)	Perm	68% (15)
		Senior	9% (2)	>5<10	23% (5)	1 st Degree	27% (6)	Temp. Dept	23% (5)
Female	73% (16)	Master	0	<10>15	0	2 nd Degree	18% (4)	Temp. SGB	9% (2)
		Other	18% (4)	<15>20	59% (13)	3 rd Degree	0		
				<20=30	14% (3)	4 th Degree	0		

Figure 3.1 Participants in the questionnaire

This data of the participants was used in analysing the other research data. However, it is interesting to note that 75% of this school's population are female and 25% males. This would be consistent with the literature the female teacher are form the majority in primary schools.

Another striking point is that 73% of the participants are working for more than 15 years. What is also standing out is that 55% of the teachers only have a teacher's diploma. A key and striking observation could be that 33% of the staff is not secure about their position at the school as they are permanently employed. This could have a negative impact on

performance as so many teachers are uncertain about their future at the school.

Roscoe (cited in Mouton, 1996) defined a population as a collection of objects, events and individuals having some common characteristics that the researcher is interested in studying. Central to this research was the school management team of the school. They are responsible for the implementation of IQMS at the school. As the management structure they are also responsible for the day to day functioning of the school. The school management team at the school consisted of five persons; the principal, deputy principal, and three heads of departments.

3.6 Research approach

3.6.1 Combination of Qualitative and Quantitative Approaches

I followed the mixed methods approach which included both qualitative and quantitative approaches. According to Neumann (2003) the combination of quantitative and qualitative data gathering techniques is advantageous and good research practice in that it often combines the features of each enabling a confirmation or corroboration of each other through triangulation.

Mixed methods research is an intellectual and practical synthesis based on qualitative and quantitative research; it is the third methodological research paradigm. ... it relies on qualitative and quantitative viewpoints, data collection, analysis and inference techniques combined according to the logic of mixed methods research to address one's research questions (Johnson, Onwuegbuzie & Turner 2007:13).

The mixing of the methods occurs from the first stage of data collection and includes the data analysis (Johnson, Onwuegbuzie & Turner, 2007:17).

Figure 3.2 illustrates the research design outlining the various steps taken in the study and when and how qualitative and quantitative approaches were integrated in the study.

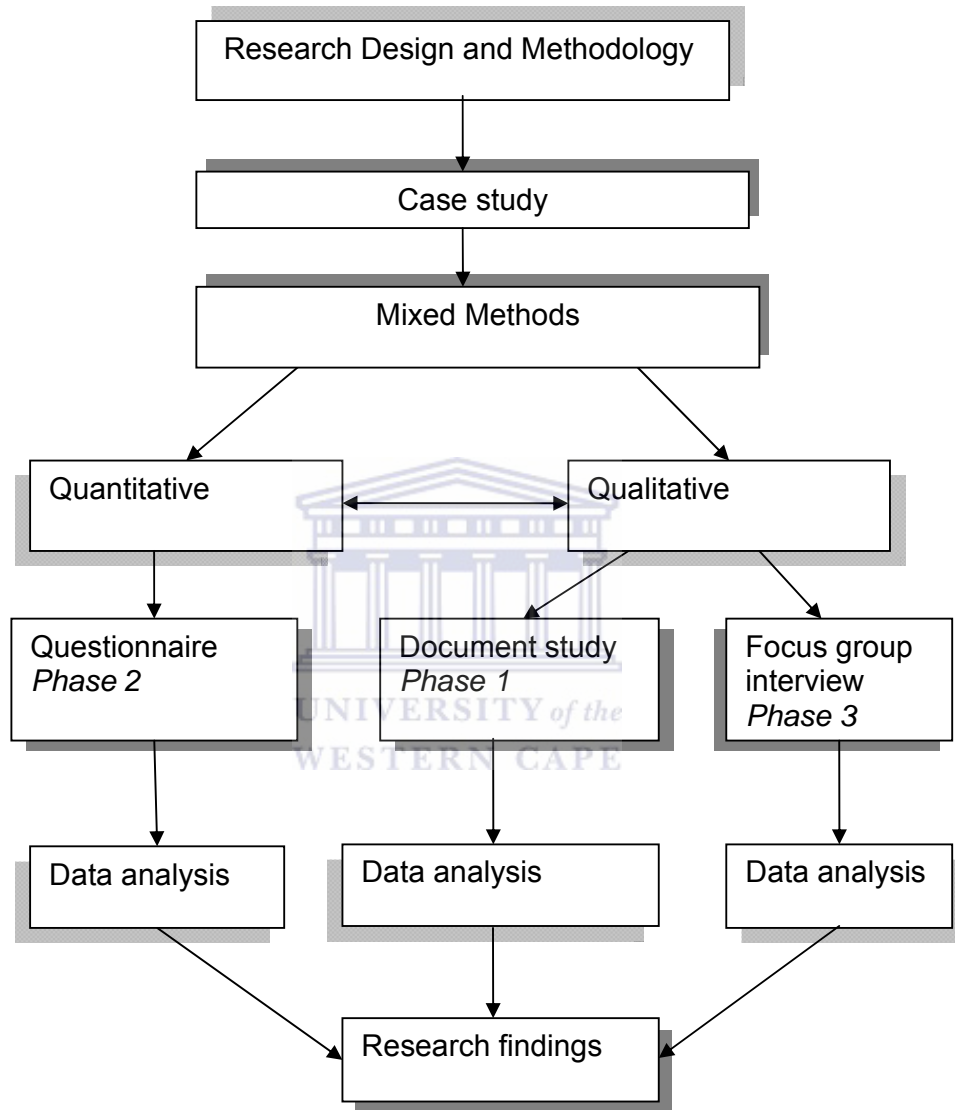


Figure 3.2 Mixed Method Research Design

The key features of the qualitative methods can be seen when contrasted with quantitative methods. Qualitative methods as opposed to quantitative methods are best understood as data enhancing. They allow the researcher to see key aspects of cases more clearly. In addition, Miles

and Huberman (1994) and Patton (1990) present several reasons for combining qualitative and quantitative methods of data collection such as:

- (a) enables confirmation or corroboration of the gathered-data;
- (b) makes possible an elaboration or development of analysis by providing richer data;
- (c) quantitative methods make it possible to measure the reactions of a group to a limited set of questions while qualitative methods produce a wealth of detailed information about a much smaller number of people and cases;
- (d) quantitative methods provide broad, generalisable set of findings presented concisely whereas qualitative methods increase understanding of the cases and situations studied but reduces generalisability.

3.6.2 Data Collection

For the purpose of the study I needed to generate data about the role of the school management team in aspects of school evaluation and school development. To this end, information about the implementation of IQMS at the school was central. The data collection methods included a, (i) **document study**; (ii) **questionnaire**; and (iii) **semi-structured focus group interview**. The study took place during the second semester of the academic year of 2009.

The data collection focused on the role the school management team played in implementing developmental appraisal, whole school evaluation and performance management and how they ensured that the results of evaluation were used to plan for and implement programmes and processes that lead to school improvement.

The data collection began with the document study, which was followed by the administration of the questionnaire and then the focus group interviews.

3.6.2.1 Document study

A document study involves the analysis of written material that contains information about the phenomenon that is being researched (Strydom & Delpont, 2005). These documents may include personal documents, official documents, mass media and archival material.

The IQMS process entails planning for school evaluation, planning and conducting meetings, record sheets and reporting documents which could shed light on the implementation of the IQMS. The study of these documents helped to determine how the IQMS was implemented and what was put in place to ensure that the IQMS leads to school development.

The advantage of this approach is that these documents should be filed at school and be available. It also ensures that the content of the documents is thus not affected by the activities of the researcher (Bailey, 1994). Another advantage of using this secondary analysis would be the fact that I could verify the findings of the focus group interview with it. The documents would give a clear picture of how the school management team planned or failed to plan for the translation of evaluation into school development. The analysis of the documents would place simultaneously with its collection and in so doing helped prepare and assisted me with the development of interview schedule for the focus group interview and the questionnaire.

The study of these documents presented the researcher with certain benefits or advantages. They were more affordable than conducting a survey (Monette, Sullivan & De Jongh, 1994). Unlike during observation where the participants may 'stage play' the content of the documents were primarily complete for the IQMS process and was thus use in the study for secondary analysis. Another fundamental advantage of a document study was the fact that it allowed the researcher to access inaccessible subjects.

The researcher did not need to make contact with a respondent as the documents gave access to the information.

3.6.2.2 Questionnaires

Questionnaires are defined as a set of questions on a form which is completed by a respondent in respect of a research project (New dictionary of social work, 1995). The purpose of the questionnaire is to collect data, facts and opinions, from respondents about a phenomenon under research or in question. Questionnaires may be mailed, telephonic or self-administered to obtain the data.

Before administering the questionnaires to the respondents I first ran a pilot study. Johnson (1994) explained that the experience of pilot respondents is used to improve and amend the questionnaire before sending it out to the main research population. The pilot study helped me in restructuring some of the questions so that they could be better understood by the respondents.



A questionnaire was used to obtain data from the remaining teachers at the school. The questionnaire protected their anonymity and afforded them an opportunity to express themselves freely. The questionnaire was self administered and I restricted my contribution to the minimum (Delpont, 2005). Different types of questions were used in the questionnaire with short but clear instructions introducing them. For the questionnaire see appendix C.

This questionnaire was administered amongst the non-SMT members of the staff. All the post level one teachers, clerks and janitors of the school were gathered in a classroom at one time and were asked to complete the questionnaire. This saved time and money. It ensured that I received all the questionnaires back as, all the respondents were in the room and I was available to assist and retrieve the completed questionnaires.

The Likert scale of 1 – 5 was used, wherein the respondents had to tick in the appropriate boxes. For statistical purposes, responses for all the items were indicated and for the generalization of items. I strongly agree and agree will be taken as one category, neutral (undecided) on its own and strongly disagree and disagree will be categorized as one.

3.6.2.3 Focus group interview

According to Morgan (1997) as cited by Greeff (2005:300) there are three reasons for using semi-structured focus group interview which include:

- “They are used as a self-contained method in studies in which they serve as the principle source of data.”
- “They are used as a supplementary source of data in studies that rely on some other primary method, such a survey.”
- “They are used in multi-method studies that combine two or more means of gathering data in which no one primary method determines the use of the others.

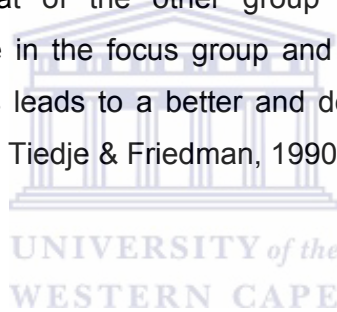
The semi-structured focus group interview (see appendix B) was held with the school management team as they are responsible for the implementation of IQMS and knew best about how it is implemented at the school. The whole the school management team was included in my focus group for data collection. This was a small enough group and allowed everyone in the group the opportunity to speak (Morgan & Krueger, 1998).

I employed the semi-structured focus group interview as it strengthened my mixed method of data collection. It also afforded me the opportunity to engage in a firsthand conversation with the participants, especially the school management team, who had firsthand information about my research questions as the study is primarily about their performance.

A tape recorder was used to record the interviews. A transcription of the recordings was made to help recall the events and content and served as evidence of the process. The interviews were in-depth as it enabled the participants to tell me what is important to them, to share their experiences, perceptions and feelings. It also facilitated continued reflection and interaction with interviewees. I could observe attitudes, body language and silent moments and probe where necessary.

The strength of this approach is that it produces data directly from the subjects (Greeff, 2005). Another advantage of the focus group is the fact that one could obtain concentrated amounts of data. A further advantage of the focus group was that group members can compare their own experiences with that of the other group members (Morgan, 1997) Members feel secure in the focus group and reveal ideas freely without fear of criticism. This leads to a better and deeper understanding of the phenomenon (Kingry, Tiedje & Friedman, 1990).

3.7 Data analysis



The data of the documents study, questionnaire and semi-structured focus group interview were triangulated in order to enhance the quality of the findings.

Data analysis involves examining, sorting, categorising, evaluating and comparing information. My aim with the analysis was to look for trends and patterns that emerged in all three data collection procedures (Greeff, 2005). The research questions were used as a guide through the analysis of the data. The data was analysed for evidence of their evaluation, planning and implementation of school development based on the results of DA, PM and WSE at the school.

When analysing the data I first focused on obtaining a holistic understanding of the data. I went through the transcripts in order to gain a general understanding of the respondents' views and opinions. I studied the transcripts in order to determine which issues were repeatedly discussed. Data was compared by making comparisons. Concepts and data were simultaneously re-examined and reflected on. Data was organised into categories on the basis of themes, concepts or similar features.

Unitising of the data involved placing conceptual labels on the data collected that linked to the research questions. Each unit or concept was then dissected further to establish the smallest piece of information about something that could function on its own and still have meaning without any information added to it. This unit could be a single concept, phrase or paragraph (Strauss & Corbin, 1990).

I read through the data over and over in order to do the unitising. The purpose was to find recurring words, phrases and topics in the data, which could be refined into categories in order to explore the relationship between them. Emerging patterns were noted to obtain an understanding of how the school management team is translating school evaluation into school development using the IQMS.

Chunks or units of concepts or meaning were identified by carefully reading the through the documents, completed questionnaires and transcripts of the interviews. Each unit of meaning was compared to all other units and subsequently grouped with similar units of meaning. These groups of similar units formed initial categories that were further refined by writing and rewriting a rule for inclusion in each category (Maykut & Morehouse, 1994).

Categorising was done by grouping similar concepts as well as

separating unlike or dissimilar concepts (Strauss & Corbin, 1990). I also looked at recurring themes in the units of data and grouped them into categories. The units of data from the document study, the questionnaire and interviews were group on the basis of their similarities and their relationship to the research question.

Strauss and Corbin (1990) refer to **patterning** as to the identification of patterns with repeated relationships between properties and dimensions of categories. Patterns within categories with similar themes were grouped together using the research questions as the framework.

3.8 Trustworthiness

As the researcher, I was aware of the fact that I should consider the trustworthiness of the process at various moments in the research process.

The question of the trustworthiness of a document needs to be addressed in a document study as it could have a bearing on the findings of the research. When a researcher uses a document study it then becomes imperative that the researcher evaluates the authenticity, or validity and reliability of the document.

For instance, Guba and Lincoln (1981) proposed four criteria for judging the soundness of qualitative research and explicitly offered these as an alternative to more traditional quantitatively-oriented criteria. They felt that their four criteria better reflected the underlying assumptions involved in much qualitative research.

To test the validity and reliability of a document the researcher may give the writer of the document an opportunity to read the document and then self-critique it. During the collection of the documents at the school, I had a discussion with the principal and IQMS co-ordinator of the school about the documents, in order to afford them the opportunity to raise issues

around the content of the documents. The purpose of this self-critique is to determine if the writer of the documents still feels the same about the content of the document. I also compared the content of the minutes with the content of other relevant documents. In so doing, I checked for consistency of data. An interview with a knowledgeable person, or person with the same role who was involved in the event, may serve to verify the information in the document. The reliability of documents may be tested either by similar documents at two or more points in time (Bailey, 1994). This technique is used to determine interdocument reliability.

As the researcher, I ensured that the questionnaire could stand the test of validity and reliability. The questionnaire was piloted at a pilot school where similar conditions prevail. The aim of the pilot study was to ensure that the questionnaire could stand the test of validity and reliability.

According to Babbie (2004) validity refers to the extent to which a measuring instrument accurately reflects the concepts it is intended to measure. This was achieved by addressing the content, face and criterion validities of my questionnaire. I have ensured content validity by handing the questionnaire to some peers and experts to check for bias or misrepresentation. Face validity was obtained by ensuring that the questionnaire is a relevant measurement of what it wants to measure. Criterion validity was achieved by comparing the questionnaire's criteria with external criteria.

The school management team might not have been totally objective and left me only with an insider's view. However, to overcome this, I used the remaining teachers, clerks and janitors in a survey to obtain their opinions and views about the implementation of IQMS by the school management team. In administering the questionnaire, I triangulated the data collected by employing a variety of methods and involving various role-players as participants in the study.

3.9 Limitations

The chief limitation of my study is, the fact that it is a single case study, involving few respondents. I was limited by the scope of this mini-thesis, and severe time constraints. I am consequently not able to generalise my findings to a broader population. I hope the description of the site and participants provided in this chapter enables the reader to decide about the extent to which learnings can be drawn from this study for other schools.

A particular problem I faced, which turned into a limitation, was the fact that I embarked on the study during the period that a curator principal was appointed at the school. I was consequently refused permission to collect data at first, although I was later permitted to.

3.10 Summary

This chapter presented the research design and methodology. It started with a short introduction followed by a brief restatement of the research problem and objective of the study. It is followed by a description of the case study method, its advantages and limitations, the site and participants. This is followed by the description of the three data collection methods employed, their strengths and limitations as well as the order in which they were employed. The data collection method was followed by the description of the data analysis and the steps to ensure that data analysis is trustworthy. This chapter ends with the discussion of the limitations of the study as well as this summary and conclusion. This chapter is followed by chapter 4 that deals with the presentation of the findings.



UNIVERSITY *of the*
WESTERN CAPE

Chapter 4

PRESENTATION AND DISCUSSION OF FINDINGS

4.1. Introduction

This chapter is a presentation and discussion of the findings of this research which investigates the role of the school management team in translating school evaluation into school development through planning and implementation. This discussion will focus on the role played by the school management team in school evaluation, planning and implementation towards development. The findings will be presented starting with the emerging themes around the role of the school management team in evaluation, then planning, followed by development and finally, some themes that are shared by two or more focus areas. All quotations are from the focus group discussion and are identity coded T1, T2, etc. and refer to all the school management team members.

4.2 Research findings

The findings of the empirical investigation are based on the main categories that emerged from the data that was collected during the document study, the administration of the questionnaire and semi-structured focus group interview. These are organised and discussed under the following headings:

- 4.2.1 The role of the school management team in school evaluation;
- 4.2.2 The role of the school management team in planning for school development planning;
- 4.2.3 The role of the school management team in implementing school development.

4.2.1 The role of the SMT in evaluation

The school management team through their actions and attitude determines the purpose of evaluation. As evaluation can be employed to obtain different objectives it is imperative that the school management team directs the implementation of evaluation in order to derive the maximum benefit from it.

4.2.1.1 Evaluation for performance management

Evaluation can be implemented in order to achieve different goals, however in terms of the IQMS agreement and documents (ERLC, 2003), IQMS aims to hold schools accountable for their performance and improve the quality of teaching and learning. It also aims to develop teachers' shortcomings as well as addressing underperforming or dysfunctional schools. The 1% pay progression was included as an incentive for teachers to improve their performance. Thus the aim for which teachers will be evaluated will determine the results of the said evaluation.

To the first question: What do you understand is the aim of IQMS?

Respondent: T1 placed emphasis on the 1% pay progression:

Um, I believe it is there to monitor teachers' work and to determine who will receive the 1%.

T2 placed her emphasis on improving the standard of teachers work as she emphasised:

It's also to get teachers up to standard.

T 3 in her response summarised what T1 and T2 said and added that:

It is about the improvement of the quality of teaching and learning in the school.

This collective response of the SMT indicates that they have an idea of the purpose of IQMS. However this response does not correlate with the

document study that shows no evidence of development planning or discussion thereof in the meetings of the SMT. The documents are silent on evaluation to identify impediments of school development. The school management team's understanding of IQMS focused primarily on pay progression. This finding is in line with the requirements of the department of education. However, there appeared to be far less focus on developmental appraisal and whole school evaluation. Their main focus seems to be on performance management which would lead to pay progression.

4.2.1.2 Evaluation for compliance

A key part of evaluation is class visits and as prescribed by the system a teacher should as part of their performance management receive one classroom visit. In order to assist and effectively deal with the development of the teachers, one classroom observation would not be sufficient, especially, if teacher needs assistance with teaching strategies and or control in the classroom. The school management team were asked if they used informal assessment and if so, to identify those.

T2: No, teachers don't allow us to observe them if it is not an IQMS visit.

T4: We are only allowed to do one formal lesson observation for evaluation.

T1: However, I could say that in the foundation phase, I from time to time walked into some classes to see what is happening in there. I would not speak to the teacher about my observation, but during my phase meeting I would raise some of these issues.

Only T1 indicated that she employs informal observation. However it is clear from the majority of SMT members that they only comply with regulations. The document study also confirms this as there was no mention made of alternative strategies to evaluate teachers' performance at the school. This data highlighted the fact the evaluation is only done to comply with the departmental requirements as no other forms of evaluation are employed at the school.

4.2.1.3 Whole School Evaluation

The primary aim of IQMS is whole school development through teacher and whole school development (ELRC, 2003). However, in line with the systems theory that the systems impact on each other, IQMS proposes the evaluation of the whole school in order to bring about improvement in the quality of teaching and learning. The school's improvement plan should be informed by the results of developmental appraisal, performance management, and internal whole school evaluation.

During the interview the school management team was given the opportunity to explain what processes or procedures they follow when engaging whole school evaluation?

We've never received external whole school evaluation (T2).

There is no time for internal whole school evaluation (T1).

We think it would be a waste of time as most parents would not complete and return the forms to school. Parents would not know what is happening as they are not involved in the school and do not attend meetings here (T3).

From these responses it is clear that the participants understand that there are two processes of whole school evaluation, external and internal but they as T1 indicated did not have the time for it. This data was strengthened by the response of the teachers in the questionnaire:

Regarding the question of whether the school management team collects and collate the developmental appraisal, performance management and whole school evaluation results and plan accordingly, the following are the respondents' responses: Sixteen respondents, (73%) disagree.

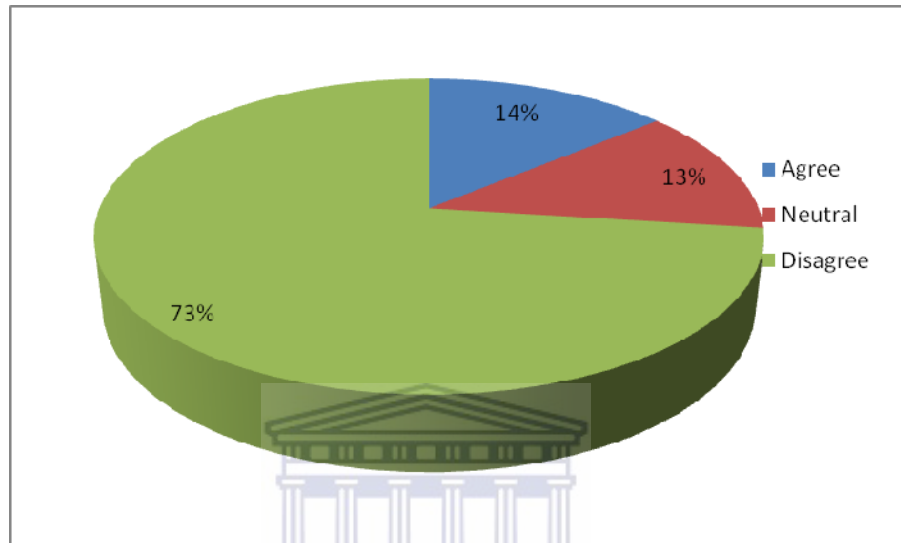


Figure 4.1: Does the SMT collect and collate DA, PM and WSE results?

One can conclude this topic of whole school evaluation based on the response of T4 in the focus group interview when asked the following question. Discuss how you do internal whole school evaluation?

We only do teacher evaluation and the evaluation of the non-teaching staff and submit that results in order for head office to allocate the 1% pay progression (T4).

As they, T1 and T3 said earlier, whole school evaluation never took place at the school, internal or external. We only did what we could (T2).

The conclusion one can make from the above responses is that whole school evaluation, a key component of IQMS, has not been taking place at the school. The school management team only implemented IQMS as it is not a requirement to show compliance with whole school evaluation.

4.2.1.4 Evaluation for pay progression

Pay progression was included in the IQMS agreement in order to ensure that the teachers participate in the process of evaluation. Pay progression was never the primary aim of the system, but school development and teacher development was.

The first response from the school management team when asked the first question on their understanding of IQMS was that it was:

Um, I believe it is there to monitor teachers work and to determine who will receive the 1% (T1).

The same reply was given by T4 to the question on how they engage in whole school evaluation:

We only do teacher evaluation and the evaluation of the non-teaching staff and submit that results in order for head office to allocate the 1% pay progression.

The document study revealed that the only complete set of data that exists is the summary of teachers' performance management results that was forwarded to Head Office for the processing of the pay progression. One can thus deduce that the IQMS was implemented at the school with the aim to receive the pay progression.

The focus of evaluation only for progression and compliance could contribute to the perception at the school that the old inspection has been reintroduced under a new name, IQMS. Teacher evaluation took place, however no whole school development (WSD) or teacher development is taking place and this could also undermine IQMS.

4.2.2 The role of the school management team in planning

A key aspect of deep change or school development is planning. Through planning the school management team creates the vision for the future school.

4.2.2.1 Planning for school development

Whole school development can only be successful if there is an understanding of the strengths and weaknesses of the whole school. Whole school development planning should be based on the results of whole school evaluation in order to address the barriers in the school, such as human resource development, management and resources, structures, procedures and the culture of the school in order to improve the quality of teaching and learning (Davidoff & Lazarus, 2003).

During the interview the school management team was afforded the opportunity to explain how they engage in planning for school development? The respondents from the focus group discussion emphasised the role they play in the operational planning to facilitate the smooth start at the beginning of every year or running of the school.

We do our planning at the end of every year, the planning around timetables, learner enrolment etc., but never specifically school development. There are so many uncertainties at the end and beginning of every year that it is very difficult to plan for any improvements or changes (T1).

Very little was said about how they plan and the researcher had to focus the respondents' attention and probe around this.

We very seldom meet as a school management to discuss any things but or to do the planning for class visits. We would

individually work out our time tables and just hand it to the principal (T3).

Each one of us over the years had certain tasks to perform, like T1 would divide learners into their classes and T3 would draw up the time table and so on (T4).

No data was found in the documents of the school that could illustrate that whole school evaluation is in fact taking place at the school. The response from the questionnaire was as follows:

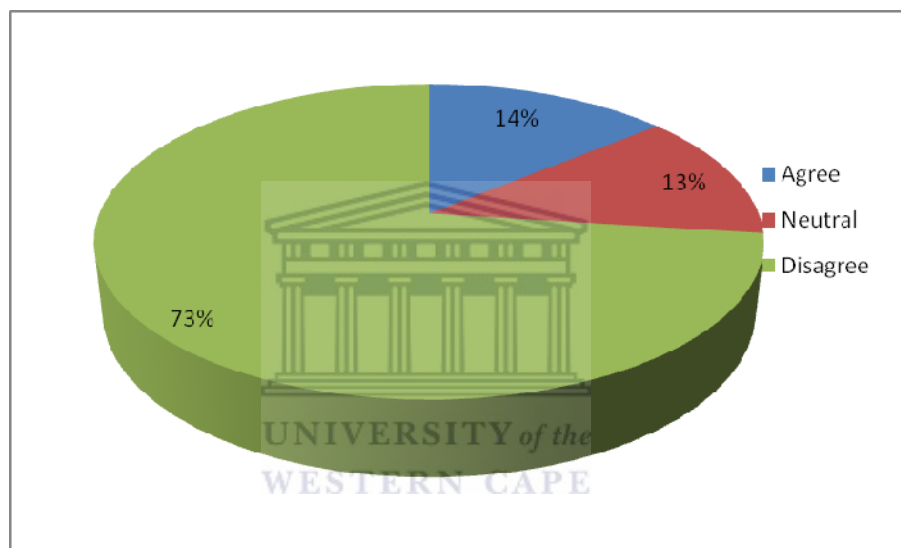


Figure 4.2: Does the SMT implement WSE?

Regarding the following question which enquires whether the school management team collects and collate the developmental appraisal, performance management and whole school evaluation results and plans accordingly, the following are the respondents' responses: Sixteen (73%) disagree. Thus a significant number of respondents feel that no whole school evaluation took place.

4.2.2.2 Planning for structural development

The school functions as a system, change in one aspect of the organisation would impact on the other parts of the system. If only one

aspect is developed the other non-developed aspects could impede the change.

The school management team was asked if they planned for structural and procedural changes in the school as part of the implementation of the SIP in order to facilitate school development.

No, the SIPs that we've submitted did not require of us to change anything, structural or procedural (T3).

Even if we wanted or had to change things structurally or procedurally we would not have had the money to implement our plans. The things that we feel need to change, like getting a staff room where we can meet as a staff, safe and proper toilet facilities for the teachers and learners would require thousands of rands and that is money that we do not have (T2).

The document study also confirmed this as there was no record found of decisions to change things in the school in order to implement a school improvement plan. Only one incomplete school improvement plan, with no reference to structural or procedural changes was found.

4.2.2.3 Planning for human resource development

School development aims at improving the quality of teaching and learning. However to achieve this, the people in the school must change. This then implies that even if a school only wants to change a procedure the people in the school will have to change in order for that procedural change to be successful. School development must therefore incorporate the development of human resources and the school management team ought to plan for this development to improve the effectiveness of the school as a whole.

During the discussion with the school management team it became clear that they focus on performance management in order to comply with the departmental requirements and no developmental appraisal takes place as teachers do not allow the SMT to do class visits outside of the IQMS requirements.

In the questionnaire the respondents were given three questions relating to the planning of teacher or staff development.

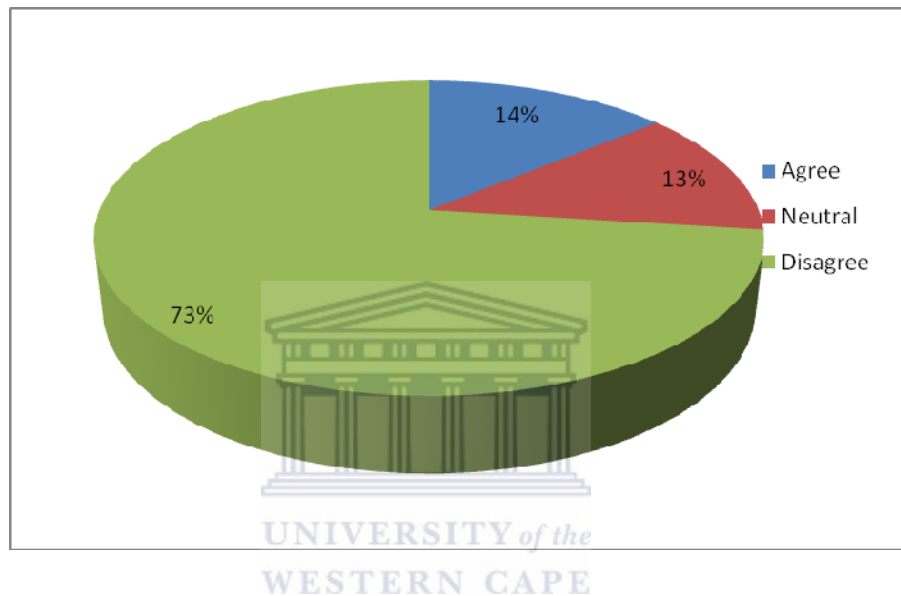


Figure 4.3: Does the SMT plan for human resource development?

Sixteen respondents, 73% disagree that the school management team plans for human resource development in order to impact on school development.

The response to the question inquired whether the school management team coordinates developmental appraisal, at the school through planning for class visits, sixteen, 73% of the respondents disagree.

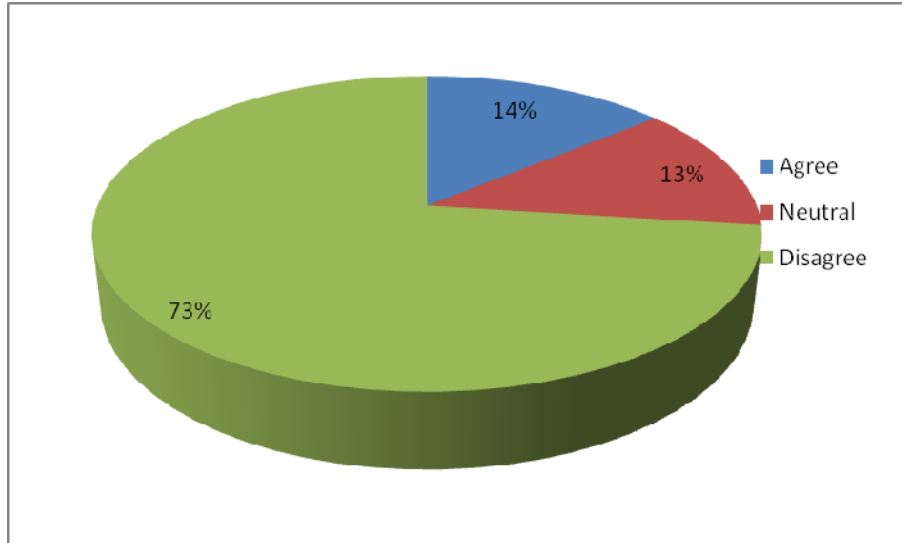


Figure 4.4: Does the SMT coordinate DA?

Responding to the third question which enquired whether the school management team is fully involved in planning for performance management of teachers, 5 respondents, 23% agree, Fourteen, 66% respondents disagree.

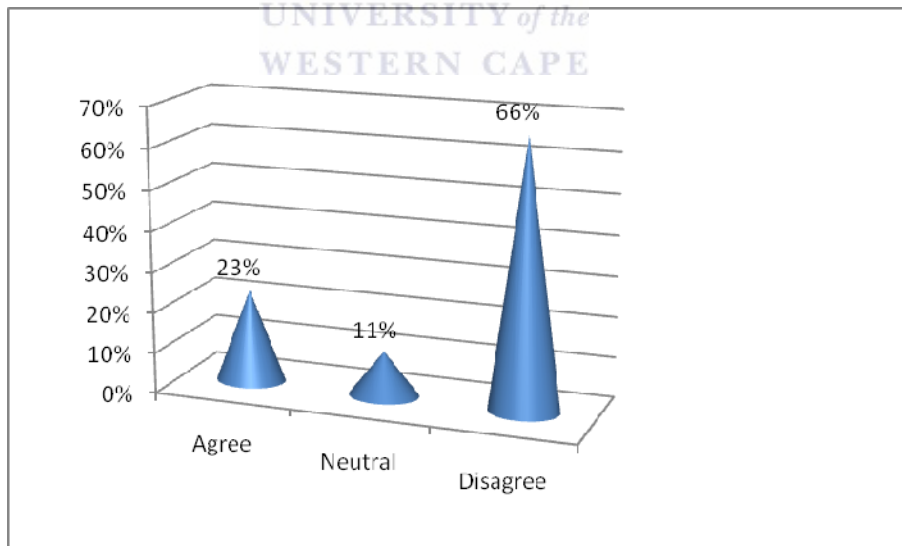


Figure 4.5: Does the SMT plan for evaluation?

During our further discussion the school management team was asked: Did your planning for the SIP include on your material and human

resources planning? In what way? The data revealed that no real consideration was given to the impact that the SIP would have on the material and human resources at the school.

The respondents unanimously responded as follows:

Not as far as I know, we've only employed additional teachers because our staff establishment shrank and in order not to have classes of 50 or more learners, we employed new staff (T4).

We are a financially challenged school and do not receive support from the department to buy new teaching aid. What's the use in planning for something if you know that you will not be able to afford it (T2).

In a follow up question on the statement of T4, I asked if the SIP influenced their criteria for selecting the new staff members.

No, not really, we've just followed the normal procedure as set by WCED (T1).

In the documents, no human resource development plan was found and apart from the occasional reference to the type of teacher (only with reference to the subject or grade) that they were looking for when an appointment was to be made. This was not part of their school development strategy.

4.2.2.4 Materials and Resource development

The change in society necessitates changes in materials and resources in order for teaching to be in touch with society and the changes in the world. As stated previously, a change towards improved teaching methodology would not be effective if the teacher and learners have to work with the old, outdated materials and resources. During our discussion the school management team was asked: Did the planning of the SIP impact on their material and human resources planning? In what way?

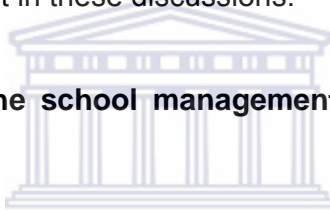
The respondents in the focus group discussion unanimously responded as follows:

T4: No, the additional teachers that we employed were because our staff establish shrank and not to have classes of 50, we employed new staff.

T2: What's the use in planning for something if you know that you would not be able to afford it? We don't receive enough financial support from the department to do it.

The document study confirms the fact that the school is financially challenged since the school management team meetings primarily focussed on the issue of the poor payment of school fees. No link is made to school development in these discussions.

4.2.3 The role of the school management in implementing school development



For the school management team to be successful in changing the conditions at the school, they should develop and implement school development plans. It is this implementation that brings the change about.

4.2.3.1 Implementing the school development

Evaluation and planning on their own cannot lead to effective and sustained school improvement as both of them only highlight the need for and direction that change should take. Real effective sustainable change only starts at implementation. Implementation brings the planning and the aims or vision of the future state of the organisation to life. Implementation could start with creating the common vision of the future, leading to the improved future, state of the school. In order to assist the teachers to cross over to the future state they would need time, resources, assistance and development to make the transition as painless as possible.

The school management team was asked to explain the requirements for the successful implementation of a school development plan.

It is difficult to implement something you don't understand; we were not trained to do school development. We've only received training on how to implement performance management and how to complete the schools development plan, that's all (T3).

This argument was confirmed by faxes from the IQMS co-ordinator at the District Office where in the principal and school's IQMS co-ordinators were invited to workshops regarding capacity building only on the implementation of PM at the school. The result of the questionnaire is also consistent with this view as 73 % of the respondents agree that the school management team is not facilitating school development.

We need to be positive about the change and communicate it to the rest of the staff, however we are despondent at the moment and do not have the time for it (T1).

The document study revealed that no meetings were held at the school to discuss the implementation of the school development plan or strategies to improve the situation at the school.

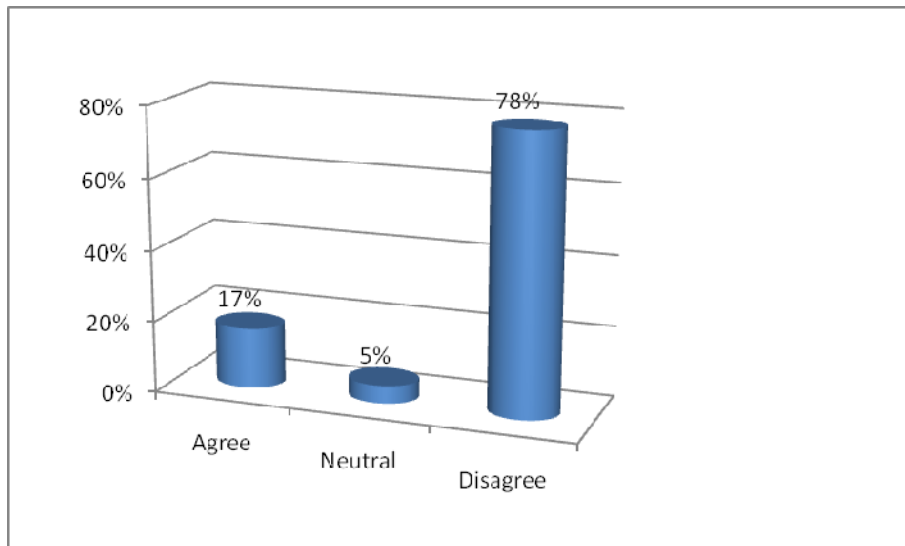


Figure 4.6: Does the SMT do school development planning?

The results from the question confirms this as 73% of the respondents disagree that the school management team creates a shared understanding before the implementation of any changes.

School development or change is a departmental obligation on the school management team. They are required to submit a school improvement plan and implement it in order to provide quality education at the school. The school management team was asked to discuss their role in the implementation of school development in order to determine if they understand what it is they should be doing to change the situation in the school.

We need to ensure that the teachers teach in the classes, they plan their lessons and that they are prepared for every lesson (T1).

If we can ensure that learners are safe in the class then everything will be ok and then teacher will have less stress (T4).

The document study reflects that planning by teachers and learner safety are recurring topics in a number of the school management team meetings that were held. This is however, a restricted view of the role of the school management team in developing the school.

4.2.3.3 Focus areas for whole school development

Whole school evaluation, in terms of IQMS comprises of nine focus areas for evaluation which implies that whole school development would include those nine focus areas in order to comply but also to achieve the aim of school development as envisaged by IQMS.

The school management team was asked to identify the focus areas that they would develop in the school in order to improve the situation in the school.

Resources, resources and financial resources (T1).

Maybe if the parents could cooperate a little more, we may change things around (T4).

Support from the department, our district (T3).

Their response once again confirms that they have a limited understanding of what WSD entails. They emphasise the fact that they do not have the resources as if all the changes that need to take place require money and resources. The document study further discloses that there was no discussion of the nine focus areas as contained in the IQMS documents in any meeting held at the school.

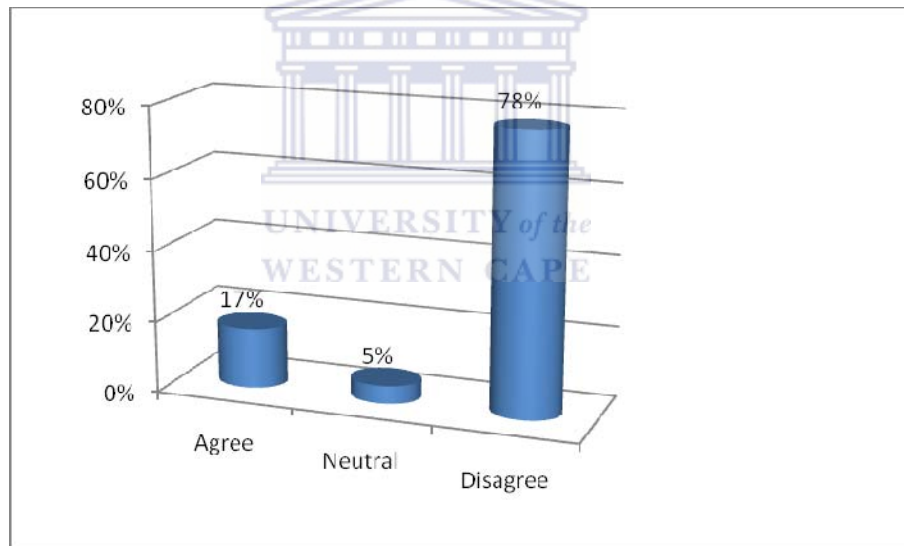


Figure 4.7: Is the SMT involved in school development?

The respondents in the questionnaire also concur with the finding in document study and 77% disagree with the statement that the school management team is involved in school development at the school.

4.2.3.4 Monitoring of implementation

Any new plan needs to be monitored in order to determine its correct implementation and smooth running and to immediately address barriers to effective implementation. The SMT were further asked about: How and when they monitor the plans that they implemented. They just confirmed their previous response by restating that they did not really implement any school development programmes as they struggled to obtain the resources to do this.

According to the response of the questionnaire 78% of the respondents agree that no monitoring took place. The document study is also silent on strategies or planning to monitor implementation.

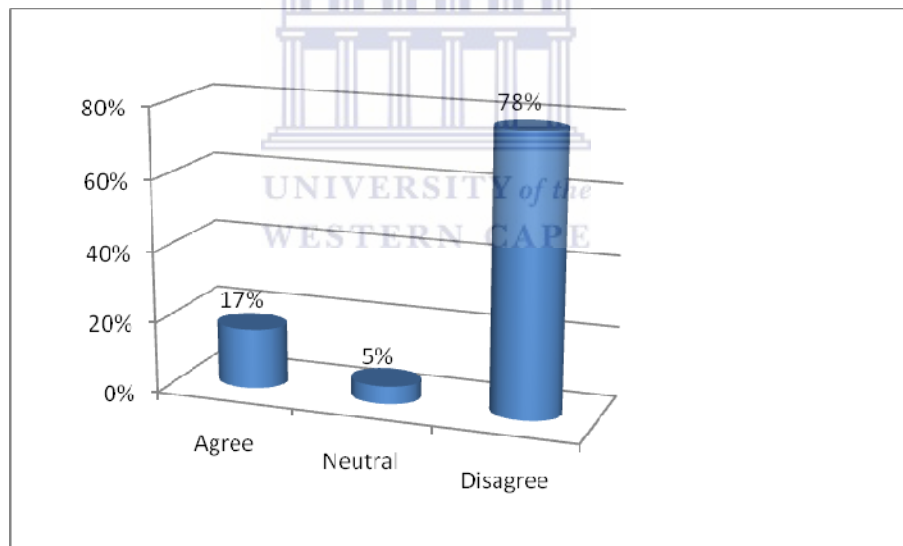


Figure 4.8: The SMT monitors school development.

All the data including the school management team confirmed that no monitoring of school development took place as they never implemented any school development plans in the school.

4.2.3.4 Resources for implementing school development

To implement any programme one would need resources (T2)

Being honest would mean saying that we don't implement our programmes as we lack the resources to do so (T1).

This position was reflected in the documents as no mention was made of resources or time allocation to assist implementation or development of teachers in order to facilitate school development.

In follow up on the above response the researcher wanted to know if changing the vision of the school would require resources and what those resources would be.

Not all changes would require those resources where you need money but in terms of the development that we need at the school we need a lot of resource (T3).

When asked if the school management team plans for the necessary resources and provide space and time for school development, 73% of the respondents disagree with the statement.

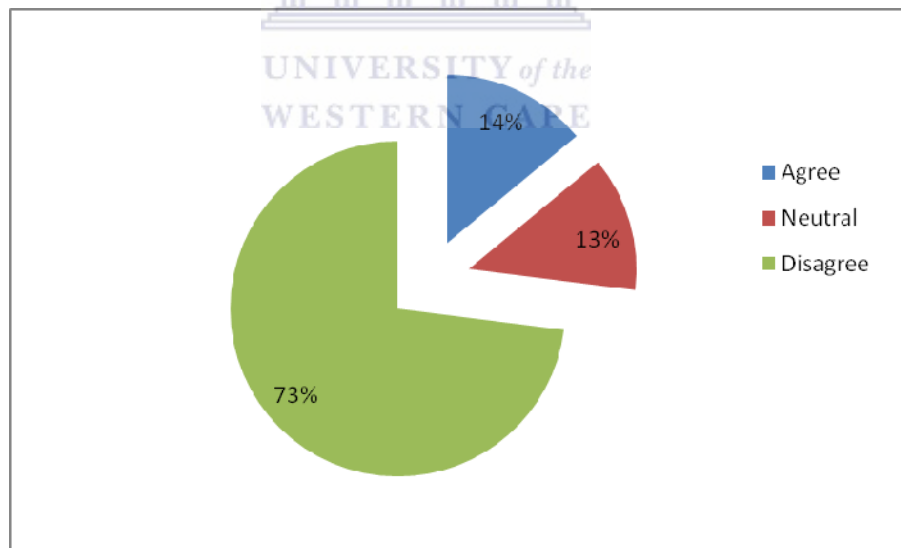


Figure 4.9: The SMT provides resources for school development

Given the situation at the school as discussed in Chapter 1, section 1.5 some aspects of school development will need more resources than the others. This would then mean that the school management team should

find ways to acquire the necessary resources in order to facilitate effective school development.

4.3 Discussion

The following discussion aims to validate the findings by linking it to the literature in Chapter 2. The discussion will be presented based on the three research questions.

4.3.1 The role of the school management team in evaluation for development

The research on the role of the school management team in school development indicates that the school management team only plans for performance management in order to comply with the departmental requirements to receive the 1% pay progression for the teachers. No planning for developmental appraisal or internal whole school evaluation took place. The aim is to employ evaluation for compliance in order to receive pay progression, accountability and performance management is in line with IQMS (ELRC, 2003). However, for evaluation to impact on the quality of teaching and learning it should simultaneously focus on developmental evaluation as well (Fullan, 2003; MacGilchrist, 2004; Naidu et al., 2008).

The research also reveals that internal whole school evaluation was never undertaken by the school. It further reveals that the school management team did not know that they should conduct an annual internal school self-evaluation in order to obtain feedback from all role players in the school about the effectiveness of the school. It is further revealed that there is a lack of parental involvement in the school that is seen as a challenge by the school management team for whole school evaluation. The study

further identified that only teacher evaluation, performance management was implemented and used as if it was whole school evaluation. Only these results were used to complete the school's development plans. This finding is in contrast with the literature on whole school evaluation and whole school development (Naidu et al., 2008; Davidoff & Lazarus, 2002; Fullan, 2003). This finding may be an indication as to why the school is stagnating and things are not changing. In terms of the organisational theory Davidoff and Lazarus (2002) as well as the theory of change by Fullan (1999, 2000, 2001, 2003) whole school evaluation should lead to a deeper understanding of the developmental barriers in the school.

4.3.2 The role of the school management team on planning for school development

The findings revealed that no real planning for school development took place at this school. The school management team conceded that they draw up a school improvement plan only because they needed to comply in doing so (ERLC, 2003). The focus group interview, document study and questionnaire revealed that they perceive the planning for the day to day running of the school; "timetabling, placement of learners, school readiness planning for the start of the year" etc. as the only planning that they should do. However this kind of planning is not going to assist the school in moving forward. Planning is the next logical step after evaluation in that it creates favourable conditions for the implementation of school development (Fullan, 2003; Theron, 2007; Naidu et al., 2008).

The incomplete school improvement plan (document study) responses of the questionnaire and admission by the school management team that they did not plan for structural, procedural and human resource development, is contrary to literature on whole school development. Davidoff and Lazarus (2002), Fullan (2003) and Sergiovanni (2006) posit that a change in one aspect of the school would necessitate the development of others as well in order to deepen the change. Superficial

change, the change in one aspect would not be sustained if it is not accompanied by change in the whole system. Thus, the planning for development should include structural, procedural, and human resource development is crucial in order to enable the sustainability of development in the school (Davidoff & Lazarus, 2002; Fullan, 2003). A school development plan that is derived from a deep understanding of the barriers as obtained through whole school evaluation could lead to the regeneration of the school (Van der Merwe, 1998; Leask & Terrell, 1999; Busher & Harris, 2000; Davidoff & Lazarus, 2002 and MacGilchrist, 2007).

Central to schools as organisations are the human beings in it. It is primarily the interaction of these humans that are reflected in the organisations culture (Van der Westhuizen, 2000). Change in the school, can only happen through the people in the school. The finding that discloses that no human resource development is taking place, stands in contradiction to the literature. Davidoff and Lazarus (2003); MacGilchrist (2003); Rhodes (2001); James and Connolly (2000); Downey (2001); Mentz (2001); Welch (2001) and Fullan (2003) all advise that the school management team should invest in the development of human resources in order to tap from it.

As stated by the school management team and confirmed by document study and respondents in the questionnaire, no planning for structural and procedural changes was made by the school management team. This position would stand in contradiction to the view that the school management team ought to aim to develop the school in order to change the condition in it. The structures of an organisation follow its vision and function (Davidoff & Lazarus, 2002; Fullan, 2003). Through school development the school management team aims to change the vision of the school, therefore a change in the structures and procedures would follow logically.

4.3.3 The role of the school management team implementing school development

Whilst planning can be described as creating the mental picture of the future school, implementation gives life to that picture by making it real. As stated previously neither evaluation nor planning can deliver change but implementation. Implementation literally means to get your hands dirty and make the changes happen. The finding that the school management team does not implement their school development plans seems to be their biggest barrier to school development. According to James and Connolly (2000) implementation is the trigger or stimulus of change. Implementation is the most difficult part of the change process and follows on the two preceding phases of evaluation and planning. Implementation is thus the culmination of evaluation and planning for change as it initiates the school to move forward (Theron, 2007). It is also about making the resources, including time, and development available in order to enable the change to happen in the school.



4.4 Summary & conclusion

This chapter presented the findings of the study based on the answering of the three research objects:

- a) To investigate the role of the SMT in school evaluation.
- b) To investigate the role of the SMT in planning for school development.
- c) To determine the role of the SMT in the implementation of school development.

It further provided a discussion of the finding and a link it with the literature study in Chapter 2. This chapter explored the role of the school management team in whole school evaluation in answering the first

research question. It concludes that the school management team only implements evaluation to comply with the departmental requirements. Secondly, it explores the role of the school management team in planning for school development through the use of the school evaluation results. Here it was found that the school management team only used the performance management results to draw up the school development plan. Thirdly, this chapter explored the role of the school management team in implementing the school's improvement plan in order to develop the school. The findings in this chapter show that the aims of the research have been achieved. The role that the school management team should play in translating school evaluation into school development was explored and discussed. The fourth aim of the research was to determine how the findings of this study could contribute to strengthening the role of the school management team in the implementation of whole school development. This is dealt with in chapter five through presentation of recommendations.

This chapter discussed the role of the school management team in translating school evaluation into school development through planning and implementation. Proper whole school evaluation needs to be done in order to get a deep understanding of the needs of the school. The school management team should further grasp the impact of the different sub-systems in the school on one another. The school management team should further understand change and the process of implementation in order to successfully implement effective school development.

Chapter 5 concludes the research with an overview of the investigation, synthesis of significant findings and recommendations and suggestions for further research.

CHAPTER 5

CONCLUSION & RECOMMENDATIONS

5.1 INTRODUCTION

The focus of this concluding chapter will be on how the research findings are related to the objective and aims of the investigation, as well as a link between the chapters. Proposals will be made for different role-players in education so as to forge a link between this study and contextual realities in education.

Chapter One introduced and formed the basis for this investigation. The goals were explained and rationale was provided for the study. It further advanced and articulated the ecosystemic perspective integrated with the change theory as a theoretical framework to examine and explain the relationship between IQMS, whole school evaluation, and whole school improvement or development. The importance and strengths of the conceptual framework were discussed. Chapter one further made three propositions that when a problem is evaluated systemically one arrives at a deeper understanding of the problem. Secondly, that real change can only take place if people and systems are involved in the change. Lastly, the context must also change for real change to take place. Chapter one ended with the definitions of concepts and brief overview of the thesis.

Chapter Two reviews the literature both locally and internationally on the subject of school development and change. The purpose of this chapter was to link the questions with possible claims or inferences to be made at the end of the investigation. Other researchers seem to have engaged in deep investigation into the matter of change and school development. Management tasks of planning, organizing, leading are also important to this study because management is about people doing the work through

other people and relevant resources. It further explores the whole school evaluation process itself, looking at different types of evaluation and presents a wider view of whole school development as a school management team activity. Other activities like strategic planning and development are also discussed especially in relationship to how they, which give rise to corrective measures, like action planning. The difference between leadership and management is also discussed and the main issue of school development is outlined.

Chapter Three provides an overview of the research design and also outlines methods and instruments used. The choice of the method of investigation in this study was basically founded on the previous studies taken on the subject, which really give rise to the appropriateness of my research questions. The issue of sampling, reliability and validity are also discussed in this chapter.

In **chapter 4** I reflected on the data and compared the results with what has emerged in the literature. Some of the themes that emerged include evaluation as performed for pay progression, compliance and control. Compliance also emerged as a theme during planning for development. Regarding implementation, the theme that emerged through the data was that no implementation of school development was undertaken in the school. This chapter especially answered the research questions and attempted to make connections with the literature.

Chapter 5 concludes the thesis with a reflection on the findings and presentation of recommendations that emerged from the study, followed by the limitations of the research and suggestions for further research.

5.2 Recommendations

The recommendations for the findings will be presented in the following two frameworks.

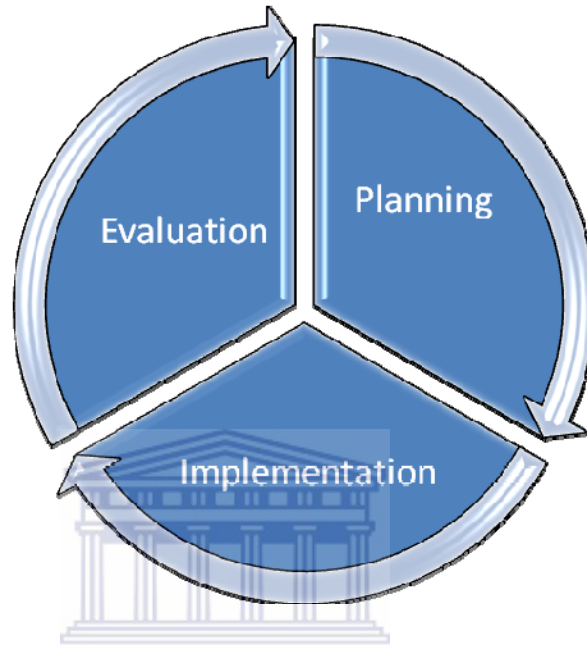


Figure 5.1: A framework for school development

This framework illustrates a balanced approach in school development that includes these three key steps: evaluation, planning and implementation. This framework further suggests that school development is cyclical and the non-implementation of one step would render the process incomplete, with the obvious result that school development would suffer negatively.

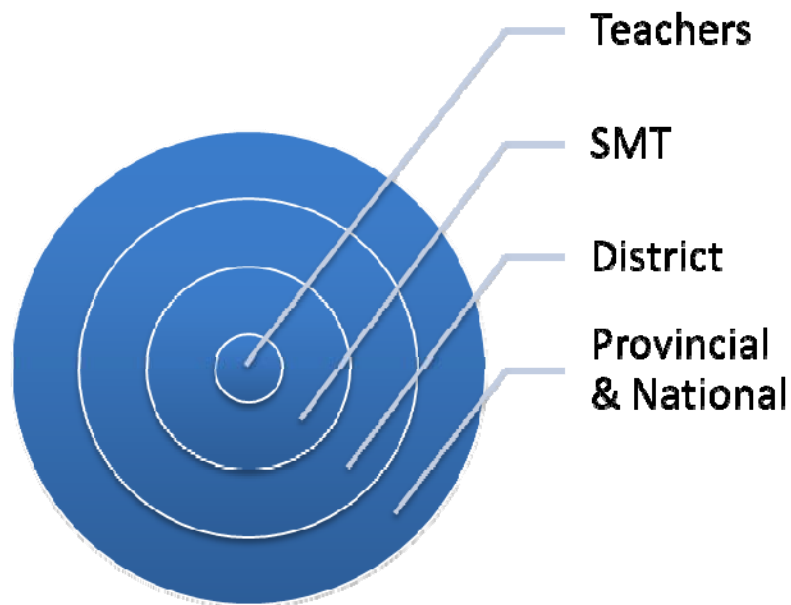


Figure 5.2: A framework for a systems approach to school development

This framework illustrates the interrelatedness of the sub-systems in the school. It shows the different levels in the system and what sub-system can directly impact or influence the other one. This framework also suggest that if one sub-system changes, say if one sub-system expands and the others around it does not expands, changes, the expansion would not be optimal. But if all sub-systems expand simultaneously, the expansion could be optimal and the change deeper.

5.2.1 The role of the school management team in school evaluation

The school management team should implement, DA, PM and WSE in order to come to a deeper understanding of the challenges or barriers that the school experiences. They should employ all three principles of the IQMS in order to enable the school to get a holistic view of the developmental needs of the school. They should further include development as part of their aim for evaluation and ensure that evaluation is indeed followed by development.

5.2.1.1 Implementation of Whole school evaluation

The school management team should, through their management of the implementation of IQMS, evaluate all nine focus areas of WSE. They should make time for the annual WSE and plan for the necessary resources.

5.2.1.2 The role of the school management team in school development planning

I recommend that development planning is constructed to carry forward the vision of the school or maintaining good practice and improving other practice and needs to interlock. The plan should include:

- Having a clear vision of the future state of the school.
- Measurable and achievable targets.
- Creating sensible maps of implementation, timetables, and ladders to achieve the goals.
- Creating a means of monitoring progress on the road to achieving goals.
- Acquiring the necessary resources.
- Identify responsible persons for different activities.

I further recommend, according to MacGilchrist (2007) and Busher and Harris (2000) that, including staff from the original phase of planning would eliminate resistance and make managing the change much easier.

5.2.1.3 The role of the school management team in planning for human resource development

It was also disclosed that the school management team was not planning for human resource development. As it was revealed by the school

management team and document study disclosed that the school was not financially in a position to provide staff with development.

The school should create a non-threatening climate in the school, under which teachers feel free to share their shortcomings with each other. Teachers should also be encouraged to share best practice, mentor and coach each other in terms of teaching practices (MacGilchrist, 2007). Time for sharing information gained at workshops should be planned for in order for the cascading of development to take place in the school. Human resource development should include the SGB and parents of the school and they should be developed in order to strengthen their participation in the school.

5.3 Recommendations on whole school development

5.3.1 The role of the school management team in implementing school development

The research cautioned that the greatest threat to implementation is the non-implementation of development plans. I further recommend that change should be implemented through the diagnosis, planning, implementation and monitoring (Theron, 2007; Davidoff & Lazarus, 2002).

5.3.2 A systems approach to implementation

The recommended framework to regenerate an underperforming school should be based on an integrated approach to school development. The emphasis here should be on the development of the school through the development of the people in the school. The focus would particularly be on effective and open problem-solving through democratic collaboration.

5.3.3 Managing change

I recommend that the school management team develops their knowledge of the change process and skills to manage resistance to change. They should start by creating a shared vision of the change. Create a common understanding of what is to happen.

5.3.3.1 Implementation of whole school development

The study reveals that the school management team restricts its role in the implementation of school development to motivating teachers and getting learners into classrooms. This limited understanding of the role of the school management team can be attributed to their lack of training as indicated in the focus group interview, document study and the questionnaire. This rightly suggests that the school management team is not playing their proper role in creating conditions for the implementing school development.

I further recommend that the school management team goes for training on the entire process of school development and change, in order to better understand and strengthen their role. The district should also have meetings and workshops with the school management team in order to capacitate them with the skills and knowledge on the implementation of school development.

5.3.3.2 Redeveloping the school's culture

The study revealed that the school management team did not address the development of the school's culture in developing the school in any way.

The values and norms in a school relates to the way the school supports or hinders teaching and learning in the school. In order to effectively develop the school care should be taken on aspects of the schools culture and review:

- Ways in which learners are involved in the life of the school,
- The attitudes and patterns of parental participation in the life of the school,
- Ways in which people relate and interact with one another.
- Leadership and management style.
- Ways in which the school cares for the well-being of those who work and learn in it.

5.3.4 Human resource development

The study depicts minimal involvement in human resource development by the school management team.


I recommended that:

- The school management team commits to the development of human capacity and skills where required, together with the assurance that the process is not to be punitive or unfair.
- The school's management team utilize its available human resources to the maximum, to achieve its goals of quality teaching and learning.
- Clustering or peer networking where teachers team up with colleagues' of other schools to share knowledge, discuss and implement the best practices that they discover amongst them. In so doing they develop each other for the benefit of better education.
- The school management team encourages teachers to experiment and to action research in order to improve their classroom practice.

The school management team should encourage coaching amongst members of staff as it is the art of facilitating the performance, learning and development of another. Through coaching teachers are assisted by a more knowledgeable or skilful peer to master a shortcoming in a non-threatening climate. The school management team should encourage and allow mentoring amongst teachers as they would have opportunities to share strengths and seek guidance from colleagues. In schools where collaboration amongst educators is routine, great teaching becomes a reality for every student in every classroom

5.3.5 Physical resource development

I recommend that the following roles be incorporated by the school management team:

- 
- Plan for the repairs, service and replacement of resources.
 - Manage and control the already available resources by ensuring that they are used appropriately and effectively.
 - Acquire appropriate resources that will promote and strengthen the teachers in achieving their aims.

5.3.6 Redesigning structures and procedures

In order for the school to achieve the schools core purpose, structures and procedures need to be developed that:

- Reflect the principle of democracy.
- Facilitate effective and efficient management
- Provide for collaborative and comprehensive strategies and programmes.
- Facilitate decision-making processes.

- Change the culture of the school and influence the hidden curriculum of the school, which contributes to the quality of education.

5.4 The role of teacher in school development

Teachers should become agents of change or development that they want to see in the school. They should practice action research in order to improve their classroom performance. Teachers should not fear failure and continue with experimenting in the classroom. They should build trusting relations amongst themselves in order to share best practices with each other. Teachers should become lifelong learners.

5.5 School districts supporting school management teams with school development

District offices must capacitate school management teams on the full implementation of IQMS. They should then monitor the implementation of IQMS and SIP's in schools. They can assist school management teams in securing private sector funding for school development .They can roll out more focussed school development training for school management teams.

5.6 Provincial and National Departments

- These spheres of the education fraternity need to take responsibility for the funding of school development programmes in schools.
- Policy needs reviewing in order to include the evaluation district officials and the SGB in the evaluation of the whole school.
- School management teams should be evaluated on the implementation of the SIP as a focus area of IQMS.
- The department must re-orientate itself and balance its focus on teacher development and performance management.

- The department should create a directorate for school development different from the directorate quality assurance to assist schools with development.

5.7 Limitations of the study

The main aim of this study was to determine the role of the school management team in translating school evaluation into school development. However, this study had certain limitations.

The obvious limitation of the study is the size of the sample which is often typical of qualitative research. This study was designed to be exploratory and descriptive in nature and as a result no attempt was made to generalize or quantify the findings of the study.

The fact that I am a full-time teacher did not allow me the opportunity to spend more time in the research field. Spending a whole day in the research field would have produced additional data through observation. The fact that my contact with the research participants was mostly after school, also impacted negatively.

A further limitation is the fact that school development stretches over years and that the three visits to the school did not expose me to their practical implementation of their development plans.

In spite of the above mentioned limitations the multi-method data collection and triangulation of the data during data analysis was an attempt to mitigate the limitations and contribute to a better understanding of the role of the school management team in translating school evaluation into school development.

5.8 Suggestions for further research

The findings suggest a comparative study, of the role of school management teams, at two schools, one a struggling and the other an effective school. A comparative study of this nature could reveal more clearly what the two school management teams are doing differently in implementing school development. It is also suggested that the study should be conducted over a longer period of time in order to observe how the school management teams operate on a day-to-day basis.

5.9 Summary and conclusions

The role of the school management team in translating school evaluation into school development has been investigated and successfully analysed. I have identified key areas which form part of the role of the school management team in implementing school development. This research revealed the inability of the school management team at this school to fully implement whole school evaluation. It revealed that IQMS is mainly implemented to comply with the departmental requirements. It further revealed that planning was also undertaken only to submit a school improvement plan to the district office. School development was never undertaken as the teachers of the school felt overwhelmed by the conditions at the school.

A mixed method approach was followed as a research method to obtain information from the participants. This approach enhanced the quality, validity and reliability of the information gathered. Furthermore the combination of qualitative and quantitative approaches was suitable to meet the aims of the research.

I, however also managed to reveal the research factors hampering the school management team from developing the school. Factors hampering the implementation of school development are: a lack of training of the

school management team, parental involvement and the physical resources of the school.

All the research questions that were identified were dealt with and answered in the study. An extensive literature study on IQMS, whole school development, effective schools and change management was conducted.

I earnestly hope that the study will be instrumental in encouraging educators, school management teams and the Department of Education to re-evaluate their roles in trying to address the concerns of improving education especially for the disadvantage child.

Chapter 5 concludes the study on the role of the school management team in translating school evaluation into school development.



References

- Althusser, L. (1971). Lenin and philosophy and other essays. (Translated by B. Brewster) in *New York monthly review: Ideological state apparatuses*.
- Agwu, E.I.C. (2006). The Crises in Planning Education in Nigeria. In *NITP 40th Anniversary Celebrations (1966-2006)*. Tomprints Lagos, Nigeria, pp. 92-94.
- Amokaye, G.O. (2004). *Environmental law and Practice in Nigeria*. Lagos: University of Lagos Press.
- Angen, M.J. (2000). Evaluating interpretive inquiry: Reviewing the validity debate and opening the dialogue. *Qualitative Health Research*. 10(3) pp. 378-395.
- Armstrong, M (2009) 3rd ed. *Performance Management: Key Strategies and Practical guidelines*. London and Philadelphia: Kogan Page.
- Babbie, E. (2001). *The practice of social research*, 9th ed. Belmont: Wenthworth.
- Babbie, E. (2004). *The practice of social research*, 10th ed. Belmont: Wenthworth/ Thomson Learning.
- Basson, C.J.J., V.d. Westhuizen, P.C. and Niemann, G.S. (1995). Organisational theory. In P.C. V.d. Westhuizen (Ed). *Effective educational management: Pretoria: Kagiso*. (593-658).
- Beare, K.; Caldwell B.J. and Millikan, R.H. (1989). *Creating excellent schools*. London: Routledge & Farmer.
- Bender, C.J.G. & Heystek, J. (2003). South Africa: Educational leadership and the community. In Gelsthorpe, T. West-Burnham, J. (Eds) *Educational leadership and the community: Strategies for school improvement through community engagement*. Great Britain: Pearson Education Limited.
- Blasé, J. & Blasé, J. (2004). *Handbook of instructional leadership: How successful principals promote teaching and learning*. California: Corwin Press.
- Bollington, R., Hopkins, D and West, M. (1993). *An introduction to teacher appraisal*. London: Cassel.
- Briggs, A.R.J. & Sommefelt, D. (2002). *Managing effective learning and teaching*. London: Sage Publications.
- Bush, T. (1995). *Theories of educational management*. Leicester: University of Leicester Press.

- Bush, T. & Coleman, M. (2000). *Leadership and strategic management in education*. EMDU. Leicester: University of Leicester Press.
- Busher, H. & Harris, A. (2000). *Subject Leadership and school improvement*. . California: Sage Publications Inc. Thousand Oaks.
- Bunnies & Nannus (1985). In Atkinson, R.R.; Wyatt, J.L. & Senkhane, Z.A. Ed (1993). *The effective principal: School management and leadership for a new South Africa*, vol.1. Facilitator's guide. Cape Town: Teacher Opportunity Programmers.
- Burrell, Gibson and Gareth Morgan (1979). *Sociological paradigms and organisational analysis: elements of the sociology of corporate life*. London: Heinemann.
- Chilisa, B., and Pearson, J. P. (2005). *Research methods for adult educators in Africa*. London: SAGE Publications
- Christie, P (1998). 'Schools as (dis)organization'. *Cambridge Journal of Education*, 28(3). 281- 300.
- Cohen, L., Manion, L., and Morrison, K. (2002). *Research methods in Education*. London and New York: Routledge & Falmer.
- Cohen, L., Manion, L., and Morrison, K. (2004). *Research Methods*. London: Routledge & Falmer.
- Cosh, J. (1999). Peer observation: a reflective model. *ELT Journal: An International Journal for Teachers of English to Speakers of Other Languages*. 53 (1): 22-27.
- Creswell, J.W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. London: SAGE Publications.
- Creswell, J.W. (2003). *Research Design: Qualitative and Mixed Methods Approaches*. London: SAGE Publications.
- Cullingford, C. (1997). *Assessment versus Evaluation*. London: Cassel.
- Danielson, C. & McGreal, T.L (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA Association for supervision and curriculum development & educational testing service.
- Darling-Hammond, L.; Wise, A.E. & Pease, R. (1983). Teacher evaluation in organisational context: A review of literature. *Review of educational research* 53 (3): 285-328.
- Davidoff, S., and Lazarus, S. (2002). *The learning school. An organizational development approach*. Cape Town: Juta & kie.

- Davies, B. (2006). *Leading the strategically focused school. Success & sustainability*. California. Sage Publications Inc. Thousand Oaks.
- Delpont, C.S.L. (2005) Quantitative data collection methods. In De Vos, A.S. Strydom, H. Fouche, C.B. & Delpont, C.S.L. *Research at grassroots. For the social sciences and human services profession*. 3rd Edition. Pretoria: Van Schaik publishers.
- Denzin, N.K and Lincoln, Y.S. (1998). *Strategies of Qualitative Inquiry*. London: SAGE Publications.
- Denzin, N.K and Lincoln, Y.S. (2000). *Handbook of qualitative research*. London. Thousand Oaks: Sage Publications.
- Denzin, K.D and Lincoln, Y.S. (2003). *The Landscape of Qualitative Research*. London: SAGE Publications.
- Department of Education. (1999). *Developmental Appraisal for Educators (DAE)* Government Gazette 18 February No 19767, Vol. 404.
- Department of Education (2001). *The National Policy on Whole School Evaluation*. Pretoria: Government Printer.
- Department of Education (2004). *Integrated Quality Management System (IQMS): Training Manual for Educators*. Pretoria: Government Printer.
- Dimmock, C. (1993). *School-based management and school effectiveness*. London: Routledge.
- Donald, D., Lazarus, S., & Lolwana, P. (2007). *Educational psychology in social context: Challenges of development, social issues and special needs in Southern Africa*. Cape Town: Oxford University Press.
- Downey, M. (2001) *Effective Coaching*. London: Texere Publishing Limited.
- Durrheim, D. (1999). Research Design. In Terre Blanche & K.Durrheim (Eds) *Research in practice*. Cape Town: UCT Press, 29-53.
- Dye, J. F., Schatz, I.M., Brian, A. R., & Coleman, S.T. (2000). Constant Comparison Method: A Kaleidoscope of Data. *The qualitative Report*, 4(1/2). www.nova.edu/ssss/QR/QR4-1/dye.html
- Easton, P. A. (1996). *Shaping Our Tools. Improving Evaluation in Adult and Nonformal Education*. Hamburg, Germany: UNESCO Institute for Education.
- Ebersöhn, L. & Eloff, I. (2003). *Life skills and assets*. Pretoria: Van Schaik.

- Education Labour Relations Council (ERLC) (2003). *Integrated Quality Management System*. Resolution 8 of 2003.
- Everand, K.B., & Morris, G (1996). (3rd Ed.) *Effective school management* London: Chapman.
- Fidler, B., & Cooper, R. (Eds.). (1992). *Staff appraisal and staff management in school and colleges: A guide to implementation*. Essex: Longman.
- Fullan, M. (1991). *The New Meaning of Educational Change*. New York: Teacher's College Press.
- Fullan, M. (1992). *Successful school improvement: The implementation perspective and beyond*. Buckingham. Philadelphia: Open University Press.
- Fullan, M. (1993). *Change Forces: Probing the depth of educational reform*. New York: Falmer Press.
- Fullan, M. (1999). *Change Forces: The sequel*. London: Falmer Press.
- Fullan, M. (2000). "The three stories of educational reform". *Phi Delta Kappan*, April, pp 581-584.
- Fullan, M. (2001). *The Meaning of Educational Change*. London: Cassell.
- Fullan, M. (2003). *Change forces with a vengeance*. New York: Routledge Falmer.
- Fullan, M. (2003a). *The moral imperative of school leadership*. India, New Delhi: Sage Publications
- Giroux, H.A. (1983). *Theory and resistance in education: pedagogy for the opposition*. Bergin and Garvey, South Hadley, Mass.
- Greeff, M. (2005). Information collection: Interviewing. In De Vos, A.S. Strydom, H. Fouche, C.B. & Delpont, C.S.L. *Research at grassroots. For the social and human service organization*. 3rd Edition. Pretoria: Van Schaik Publishers (285-313).
- Guba, E.G. (1990). *The Paradigm Dialogue*. London: SAGE Publications.
- Guba, E. G., & Lincoln, Y. S. (1981). *Effective evaluation*. San Francisco: Jossey Bass.

- Guba, E.G. and Lincoln, Y.S. (1994). "Competing paradigms in qualitative research." In NK Denzin and YS Lincoln (Eds.) *Handbook of Qualitative Research*. pp. 105-117.
- Hakim, C. (2000). *Research design: successful design for social and economic research*. London: Routledge.
- Hammersley, M. (1990). *Reading Ethnographic Research*. New York: Longman.
- Hargreaves, A. (2003). *Teaching in the knowledge society: Education in the age of insecurities*. Buckingham: Open University Press.
- Hargreaves, D.H. & Hopkins, D. (1994). *Developmental Planning for School Improvement*. London: Cassell.
- Harris, A. (2000). What Works in School Improvement? Lessons from the Field and Future Directions, *Educational Research*, 42, 1-11.
- Harris, A. (2001). Building the Capacity for School Improvement, *School Leadership and Management*, 21, (261-270).
- Harris A (2002). *School Improvement*, Routledge Falmer, London & New York. Routledge Falmer,
- Henning, E. (2004). *Finding your way in Qualitative Research*. Pretoria: Van Shaik Publishers.
- Hartle, F., Everall, K and Baker, C. (2001). *Getting the best out of performance management in your school*. London: Kogan Page.
- Hirsh, S. & Killion, J. (2009). When Educators Learn, Students Learn. In Phi Delta Kappan; March 2009. Vol. 90 Issue 7, 464-469.
- Hord, S. (1987). As cited in: *The meaning of Educational Change*. London; Cassell.
- Hord, S. (2004). *Learning together leading together. Changing schools through professional learning communities*. Columbia: Teacher College Press.
- Horne, H. and Brown, S. (1997). *500 Tips for school improvement*. Kogan Page Limited, London.
- Hopkins, D. (2001). *School improvement for real*. London: Routledge Farmer.
- Hopkins D (2002). "Educational Innovation: generic lessons learned from (a) regional practice in *International Learning on education reform: towards more effective ways of cooperation* (Eds.) Thijs A., Feiter L., & Van der

- Akker J. Dutch expertise consortium for international development of education.
- Hoy, W.K., & Miskel, C.G. (1991). *Educational administration-theory, research and practice* (4th Ed.). New York: Mc Graw-Hill.
- Hoy, W.K. & Miskel, C.G. (2005). *Educational leadership and reform*. Greenwich: Information age.
- Iwanicki, E.F. (1991). Teacher Evaluation for school improvement. In Millman, J. & Darling-Hammond, L. (Eds) *Teacher evaluation. Assessing elementary and secondary school teachers*. 158-171. California: Corwin Press Inc.
- James, C. and Connolly, U. (2000). *Effective change in schools*. London and New York: Routledge Farmer.
- Jantjies, E.M. (1996). Performance-based teacher appraisal: from judgment to development. *South African Journal of Education* 16(1): 50-7.
- Johnson, D. (1994). *Research methods in educational management*. Harlow: Longman.
- Johnson, R.B., Onwuegbuzie, A.T. & Turner, L.A. (2007). Towards a definition of mixed methods research. *Journal of mixed methods* (1):112. Available at: [http:// www.sagepublications.com](http://www.sagepublications.com)
- Jones, J. (1993). *Appraisal and Staff Development*. London: David Fulton Publishers.
- Joyce, E., Calhoun, E. and Hopkins (1999). The structure of school improvement. Inquiring schools and achieving students. Buckingham: Open University Press.
- Karash, R. (2002). What is a 'learning organization'? Cambridge, MA: Learning-Org Dialogue on Learning Organizations. Available at: <http://world.std.com/~lo/>.
- Knight, P.T. (2002). *Small scale research*. London: SAGE Publications Limited.
- Kingry, M.J., Tiedje, L.B. & Friedman, L. (1990). Focus groups: a research technique for nursing. *Nursing Research*, 39(2): 124-125.
- Kuhn, T.S. (1970). *The structure of scientific revolutions*, 2nd Ed. Chicago: University of Chicago Press.
- Landsberg, M. (1996). *The Tao of Coaching*. London: Harper Collins.
- Leask, M. and Terrell, I. (1997). *Development planning and school improvement*.

- London: Kogan Page Ltd.
- Lewin, K. (1947). *Frontiers in group dynamic*. *Human Relations*, 1(1): 5-41.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage Publications.
- MacBeath, J. (1999). *Schools must speak for themselves: the case for school self-evaluation*. London: Routledge.
- MacGilchrist, B., Myers, K., Reed, J. (2004). *The intelligent school*. 2nd Edition. London. Sage Publications
- Manganyi, M.M. 2001. *Strategic planning as an aspect of school management: Implications for Whole school development*. M.Ed dissertation (unpublished). Johannesburg: Rand Afrikaanse University.
- Marx, A.E. (2002). *Human resources management*. In Nieman and Bennet (Eds). *Business management. A value chain approach*. Pretoria: Van Schaik Publishers.
- Maxwell, J.A. (1992). *Understanding validity in qualitative research*. *Harvard Educational Review*. 62(3), pp. 279-300.
- Mazibuko, S.P. (2003). *The role of the principal in the implementation of Outcomes Based Education in Kwamashu schools*. Unpublished Med. Dissertation, Unisa.
- McMillan, J.H., & Schumacher, S. (1993). *Research in Education: A Conceptual Introduction*. New York: Harper Collins College Publisher.
- Mentz, P.J. (2007). *Organisational climate in schools*. In Van der Westhuizen, P.C. (2007) 3rd Ed. *Schools as organisation*. Pretoria: Van Schaik Publishers.
- Mertens, D. (1998). *Research methods in Education and Psychology: Integrating diversity with Qualitative and Quantitative Approaches*. London: SAGE Publications.
- Miles, M.B., and Huberman, A.M (1994). *Qualitative data analysis: an expanded sourcebook*. London: Sage Publications.
- Middelwood, D. and Cardno, C. (2001). *Managing Teacher Appraisal and Performance*. London: Routledge Falmer.
- Monette, D.R., Sullivan, T.J. and De Jongh, C.R. (1994). *Applied social research: tool for the human services*, 4th Ed. Fort Worth: Harcourt Brace.

- Morgan, D.L. (1997). *Focus group as qualitative research*, 2nd ed. Thousand Oaks: Sage Publications.
- Myers, M.D. (2001). *Quality Research in Information Systems*. Accessed March 2006 from: <http://www2.auckland.ac.nz/msis/isworld/>
- Ndawi, O. and Peasuh, M. (2005). "Accountability and school obligation: A case study of society's expectations of the schools curriculum in Zimbabwe". *South African Journal of Education* 25(3): 210-215.
- Neuman, W. L. (2003). *Social research methods: qualitative and quantitative approaches*. USA: Pearson Education.
- Nolan, J.R. and Hoover, L.A. (2004). *Teacher Supervision and Evaluation: Theory into practice*. United States of America: John Wiley & Sons, Inc.
- Olayemi, A.B. (2000). *Town Planning – A Balancing Factor Between Development and Environmental protection*. Text of a Paper Presented at the Annual Dinner of The Nigerian Institute of Town.
- Oosthuizen, T.F.J. (2002). General management and leadership. *In G. Nieman, and A. Bennet. (Eds) (2002). Business Management. A value chain*. Pretoria: Van Schaik Publishers.
- Parkwood, T (1997). The school as a hierarchy, *Educational Management and Administration*, Vol. 5, no2. P 1-6.
- Patton, M.Q. (1990). *Qualitative evaluation and research methods*. Newbury Park: Sage Publications.
- Patton, M.Q. (2002). *Qualitative evaluation and research and evaluation methods*, 3rd ed. Thousand Oaks, CA: Sage Publications.
- Posvac, E.J. & Carey, R.G. (1989). *Program evaluation: methods and case studies*, 3rd Ed, New Jersey: Prentice Hall.
- Preedy, M., Glatter, R. & Wise, C. (2003) *Strategic leadership and educational improvement*. London: Paul Chapman Publishing.
- Rasool, M. (1997). Appraising for the future. *The Teacher*, 2(5), 6.
- Rhodes, C. (2001). *Resource Management for schools. A handbook for staff development Activities*. London: David Fulton Publishers.
- Rubbin, A and Babbie, E. (2001). *Research methods for social work*, 4th ed. Belmont, CA: Wadsworth.

- Sallis, E. (1993). *Total Quality Management in Education*. London: Kogan Page Ltd.
- Sammons, P., Thomas, S. & Mortimore, P. (1997). *Forging links: Effective schools and effective departments*. London: Paul Chapman Publishing.
- Samoff, J. (1992). 'The intellectual/financial complex of foreign aid'. Review of African Political Economy, Vol. 53. (60-73).
- Schultz, M, and Hatch, M. (1996). Living with multiple paradigms: The case of paradigm interplay in organizational culture studies. *In Academy of Management Review*, Apr., 21(2): 529-557.
- Seifert, E.H. & Vornberg, J.A. (2002). *The new school leader for the 21st century: The principal*. Maryland: Scarecrow education.
- Sergovianni, T.J., & Starrat, R.J. (1988). *Human perspective* (4th Ed.). New York: Mc Graw-Hill.
- Sergiovanni, T. (2006). *The principalship. A reflective practice perspective*. 5th Edition. Texas. Trinity University San Antonio.
- Silverman, D. (2001). *Interpreting Qualitative Data: Methods for Analyzing Talk, Text, and Interaction*. 2nd Edition. Thousand Oaks: Sage Publications.
- Smyth, R. (2002). *Knowledge, interest and the management of educational change*. Unpublished Doctoral Thesis, University of New England, Armidale.
- Strydom, H. (2005). Ethical aspects of research in the social and human service profession. *In De Vos, A.S. Strydom, H. Fouche, C.B. & Delpont, C.S.L. Research at Grassroots. For the Social and Human Service Professions*. Pretoria: Van Schaik Publishers.
- Squelch, J., & Lemmer, E. (1994). *Eight keys to effective school management in South Africa*. Durban: Southern Africa.
- Taylor, N; Muller, J., & Vinjevd, P. (2003). *Getting schools working: Research and systemic school reform in South Africa*: Maskew Miller Longman (Pty) Ltd.
- Theron, A.M. (2007). Change in educational organisations. *In Van der Westhuizen, P.C. (2007), 3rd ed. Schools as organisation*. Pretoria: Van Schaik Publishers.

- Thurlow, M. , Bush, T and Coleman, M. (Eds) (2003). *Leadership and strategic management in South African schools*. London: Commonwealth Secretariat.
- Thompson, M. (2001) Towards Professional Learning Communities? *In D. Gleeson & C. Husbands (Eds)*. The Performing School: managing, teaching and learning in a performance culture. London: Routledge Falmer.
- Van der Merwe, H.M. (1999). School Leadership and Management. Study guide Edu 7042 SG/0123. Pretoria: Vista University.
- Van der Westhuizen, P.C. (2007). *Schools as organisation*. 3rd Edition Pretoria: Van Schaik Publishers.
- Wallace, M. & McMahon, A. (1994). *Planning for change in turbulent times*. London: Cassell.
- West, M. and Ainscow, M. (1991). *Managing Schools Development. A practical guide*. London: David Fulton Publishers.
- Welch, J. (2001). Transformational leadership transcends mere management of what already exists, to create something fundamentally new. *Management today*, 17(5): (36-40).
- Western Cape Department of Education, (2003). Staff Performance Management and Development System for Public Service Personnel (SPMDS). Procedural Manual.
- Wiersma, W. (2000). *Research Methods in Education: An Introduction*. 7th Ed. USA: Allyn & Bacon. A Person Education Company.
- Willmott, Hugh, Jackson, Norman and Carter, Pippa (1993), Breaking the paradigm mentality; Comment; Reply. *In, Organization Studies*. 14(5): 681-730.
- Wragg, E.C., Wikeley, F.J., Wragg, C.M., & Haynes, G.S. (1996). *Teacher appraisal observed*. London: Routledge.
- Quinlan, O., & Davidoff, S. (1997). *Valuing teachers through appraisal*. Pretoria: Via Africa.
- Zaltman, G., & Duncan, R. (1977). "*Strategies for planned change*." New York, NY: John Wiley and Sons.

Zynoe, P. (1995). National Conference on Teacher Development: A teacher's perspective. *Perspectives in Education*. Vol. 16(2), 379-386.

Yin, R. K. (2003). *Case study research: design and methods*. Thousand Oaks, California: Sage Publications.



Navrae
Enquiries **Dr RS Cornelissen**
IMibuzo
Telefoon
Telephone (021) 467-2286
IFoni
Fax (021)425-7445
IFeksi
Faks
Verwysing
Reference **20090624-0053**
ISalathiso



Wes-Kaap Onderwysdepartement
Western Cape Education Department
i A/TJ- . ^ .
ISEbe leMfundo leNtshona Koloni

Mr Cedric Booysen
268 Halt Road
ELSIES RIVER 7500

Dear Mr C. Booysen

RESEARCH PROPOSAL: THE ROLE OF THE SMT IN TRANSLATING SCHOOL EVALUATION INTO SCHOOL DEVELOPMENT THROUGH PLANNING AND IMPLEMENTATION.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from 25th June 2009 to 30th August 2009.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services Western Cape
Education Department Private Bag X9114 CAPE
TOWN 8000** We wish you success in your research.

Kind regards.

Signed: Ronald S. Cornelissen
for: **HEAD: EDUCATION**
DATE: 25th June 2009

NCEDA UBHALEINOMBOLO ZESALATHISO KUYO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, KAAPSTAD 8000
GRAND CENTRAL TOWERS, LOWER PARLIAMENT STREET, PRIVATE BAG X9114, CAPE TOWN 8000

WEB: <http://wced.wcape.gov.za>

INBELSENTRUM/CALL CENTRE

INDIENSNEMING- EN SALARISNAVRAE/EMPLOYMENT AND SALARY QUERIES 90861 92 33 22
VEILIGE SKOLE/SAFE SCHOOLS 9 0800 45 46 47

APPENDIX B

LETTER OF CONSENT

Cedric Booyesen
31 Frederick Street
Parow Valley
7500
Ph: 021932 0841
Fax: 021 932 9254
Email:
cwpbooyesen@telkomsa.net

TO WHOM IT MAY CONCERN

Consent to participate in focus group and questionnaire

I am a teacher at Norwood Central Primary. I have 16 years teaching experience and acted as principal at two rural schools. I am an executive member of the South African Democratic Union and M. Ed student at the University of the Western Cape. As teacher, I am concern with the state of schools in working class communities and the general lack of successful school development.

I have embarked on a M. Ed in educational psychology which is being supervised by Nadeen Moolla. The study explores the roles and practices of school management team who implements school evaluation. In particular, it investigates the SMT's practice in the context of the challenge translating the results of school evaluation into school development.

You are invited to participate in the research which will deepen understandings of the roles of the school management team and their practices in relation to school improvement. This study will also inform the translation of school evaluation into whole school development in particular.

The research objectives are:

1. To investigate the practices of the school management team in school evaluation.
2. To determine whether and how the school management team plan for school development.
3. To understand the challenges faced by the school management team in planning for school development.
4. To determine whether and how school management team implement their plans for school development.

5. To understand the challenges faced by the school management team in implementing their school improvement plans.
6. To draw out recommendations for the planning and implementation of school development.

The research activities which will be pursued include an extensive literature review and documentary analysis, a semi-structured focus group interview surveying the practices of the school management team and questionnaires with the teaching staff employed in the Western Cape Education Department at your school.

I am required by the ethical guidelines of the Faculty of Education, UWC, to obtain your consent to participate in the above study. Please find attached a consent form to be signed by you should you agree to participate in the study.

Should you require any further information please feel free to contact me directly at 021932 0841(w) / 021932 7483 (h) / 0718777500 (cell).

Sincerely

Cedric Booysen



APPENDIX C

INSTITUTIONAL EVALUATION QUESTIONNAIRE

This questionnaire is applicable to all post level1 & non CS- educators

SECTION A: BIOGRAPHICAL INFORMATION

Kindly complete the following questions by putting (X) in the appropriate boxes

1. Gender

- Female
- Male

2. Your home language:

- African (e.g. Setswana, IsiZulu, etc.)
- Afrikaans
- English
- Other (please specify) _____

3. The grade which you teach:

- Foundation Phase (Grade 1 – 3)
- Intermediate Phase (Grade 4 – 6)
- Senior Phase (Grade 7)
- LSEN
- Other (please specify) _____

4. Your post level in the school:

- Post level 1 – Educator
- Post level 1 – Senior
- Post level 3 – Master
- Other (please specify) _____

5. Age in completed years as on day of completion:

- 20 – 29 yrs
- 30 – 34 yrs
- 35 – 39 yrs
- 40 – 44 yrs
- 45 –49 yrs

- 50 – 59 yrs
- 60 yrs and over

6. Your completed number of years teaching or work experience at this school:

- Nil to 5 yrs
- Between 6 and 10 yrs
- Between 11 and 15 yrs
- Between 16 and 20 yrs
- Between 21 and 30 yrs
- Between 31 and 40 yrs
- More than 40 yrs

7. Please indicate your highest level of academic and professional qualifications:

- Nil
- First level degree (e.g. BA or B Prim Ed)
- Second level degree (e.g. BA (Hons) or Bed (Hons))
- Third level degree (e.g. MA or M.Ed)
- Fourth level degree (e.g. D.Ed or D.Phil)

8. Diplomas and degrees:

- Nil
- M + 3 or REQV 13
- M + 4 or REQV 14 B. Tech
- One year post-graduate (e.g. HDE, FDE, ACE, etc)
- Postgraduate research (e.g. M.Tech in Education)

9. Indicate the nature of your appointment at the school:

- Temporary – governing body
- Temporary – state
- Permanent – state
- Pool/Roving – state

SECTION B

Kindly complete the following questions by putting (X) in the appropriate boxes

Statement	Strongly A g r e e	Agree	Neutral	Disagree	Strongly Disagree
The SMT is fully involved in planning for Development Appraisal of teachers.					
The SMT coordinate DA at the school through there planning for the class visits.					
They facilitating teacher development programmes.					
SMT members actively encourage the professional development of the staff.					
They are actively involved in their own personal and professional development.					
They monitor the implementation of the development programs of every teacher.					
The SMT is fully involved in planning for Performance Management of teachers.					
They collect the Performance Management results and assist in facilitating person development programmes					
The SMT provide the necessary resources, space and time for staff development.					

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
They are taking part in the professional development of the staff.					
They monitor the implementation of the professional development of the staff					
The SMT is fully involved in planning for internal Whole School Evaluation.					
The SMT coordinate WSE at the school through there planning.					
They collect and collate the WSE results and plan accordingly.					
The SMT provide the necessary resources, space and time for WSE.					
SMT members actively encourage the Whole School Development of the school.					
They are taking part in the WSD programmes of the school.					
They monitor the implementation of the WSD.					
Before implementation of any plan, the SMT creates a shared understanding of what is about to happen.					
The implementation of DA, PM and WSE always runs smoothly.					
Resource are planned for and provided for the implementation of IQMS					
IQMS is implemented consistently throughout the school.					

APPENDIX D
INTERVIEW SCHEDULE
Questions to School Management Team

Section A is to determine the SMT's understanding of IQMS

1. *What do you understand to be the aim of IQMS?*
2. *Who do you believe should be responsible for the implementation of IQMS at your school?*
3. *How often and where do you as the SMT discuss the IQMS process?*

Section B is to determine how the SMT engages in evaluation

4. *Do you use informal assessment methods and what are they?*
5. *What process do you follow when you engage in WSE?*
6. *Do you have interviews with learners and parents when you evaluate the school? Explain how this is done?*
7. *Do you observe the learners on the playground as part of your evaluation? Why?*
8. *When, where and how do you evaluate the PDP's and staff development programmes?*
9. *Discuss how you do internal WSE?*
10. *Would you do a SWOT analysis and why?*

Section C is to determine how the SMT engages in planning.

- 11 *Who is involved in planning for school development?*
- 12 *Did you plan for structural and procedural changes in the school as part of the implementation of your SIP? Provide some examples.*

13 Did the SIP impact on your material and human resources planning? In what way?

Section D focuses on implementation of the SIP by the SMT?

14. Once the SIP is drafted how do you embark on implementation of school development?
15. What are the requirements for the successful implementation of your school development plan?
16. Who is involve in the implementation of school development and how?
17. Who assist the school with the implementation of school development, and what kind off support do you get?
18. What do you do to ensure smooth implementation?
19. How and when do you implement your staff development programmes?

Section E focuses on recommendations to IQMS and SD implementation.

20. What changes would you like to see being introduced into the IQMS process that would facilitate evaluation and planning for development?
21. What changes would you like to introduce to facilitate the successful implementation of school development at your school in the future?
22. Name the focus areas of whole school development that you need to develop and why?