

**THE ASSESSMENT OF PROFESSIONAL DEVELOPMENT OF
EDUCATORS: IMPLICATIONS FOR WHOLE SCHOOL
EVALUATION**

by

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DECLARATION

I declare that

THE ASSESSMENT OF PROFESSIONAL DEVELOPMENT OF EDUCATORS: IMPLICATIONS FOR WHOLE SCHOOL EVALUATION

is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

This mini-dissertation has not been previously submitted for a degree at another university.



HENDRICKS I J

DATE

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I WISH TO EXPRESS MY SINCERE THANKS AND GRATITUDE TO:

Jehova Jirah for granting me strength and perseverance to complete this research study. To Jesus be all the glory!

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SINOPSIS

Hoofstuk een voorsien die agtergrond tot die navorsing asook 'n beskrywing van die probleme. Dit bevat die doel van die navorsing, die metodologie wat gevolg is en gee 'n uitklaring van konsepte wat in die navorsing gebruik is.

Hoofstuk twee fokus op 'n uiteensetting van die onderwerp van die navorsing, naamlik DIE ASSESSERING VAN PROFESSIONELE ONTWIKKELING VAN ONDERWYSERS EN DIE IMPLIKASIES VIR GEHEELSKOOL EVALUERING. Die doel van die navorsingsprojek was om te bepaal watter kriteria noodsaaklik is vir die doeltreffende professionele ontwikkeling van onderwysers. Om hierdie doel te verwesenlik is 'n literatuurstudie onderneem wat as basis vir die empiriese navorsing gedien het.

Die bespreking in hoofstuk twee is gerig op die geïntegreerde gehalte bestuurstelsel wat bestaan uit werkverrigting assessering, die ontwikkeling van 'n stelsel vir assessering en geheel skool evaluering. Die studie belig hoe bogenoemde assesseringstelsels gebruik is om die professionele ontwikkeling van die onderwyser te fasiliteer. In die geïntegreerde gehaltebestuurstelsel is klaskamer-waarneming 'n kritiese aspek wat gebruik is om die behoeftes van onderwysers te bepaal oor hoe hulle 'n klaskamer moet bestuur. Klaskamer-waarneming is gegrond op die volgende kriteria: die skepping van 'n positiewe leeromgewing, kennis van die kurrikulum, lesbeplanning, voorbereidng en aanbieding, asook leerlingassessering. Sodra die behoeftes van die onderwyser vasgestel is, is gepaste professionele ontwikkelingsprogramme noodsaaklik om klaskamer bestuursvaardighede te verbeter. Met ander woorde, wanneer onderwysers professioneel ontwikkel word, verbeter hulle die gehalte van leer en onderrig by skole deur hul betrokkenheid in en by lewenslange leer.

Die ontwerp van die navorsingsprojek is in hoofstuk drie uiteengesit. 'n Beskrywing van die empiriese ondersoek is voorsien. Die vraelys is bespreek en

die verloop van die navorsing kortliks aangeraak. Al die vrae met betrekking tot doeltreffende professionele ontwikkeling het gelei tot gemiddelde tellings tussen 2,20 en 3,23.

Die ontleding en interpretasie van die empiriese data is in hoofstuk vier bespreek. Die konstrugeldigheid van die navorsingsinstrument is deur middel van twee opeenvolgende faktoranalitiese prosedures ondersoek en sodoende is die 37 items tot twee faktore gereduseer, naamlik:

- effektiewe ontwikkelingsprogramme bestaande uit 20 items met 'n betroubaarheidskoëffisient van 0,913; en
- personeel ontwikkelingsprogramme bestaande uit 17 items met 'n betroubaarheidskoëffisient van 0,892.

Die statistiese ontleding van die navorsing is beperk tot 'n vergelyking van een voorbeeld van twee onafhanklike groepe met een voorbeeld van drie of meer onafhanklike groepe. Hipoteses is opgestel en multivariante statistieke gebruik om die data te ontleed en te interpreteer. Na hierdie oorsigtelike opsomming van die aspekte wat in die huidige navorsing aangeraak is, word belangrike bevindings wat uit die navorsing voortspruit, gemaak.

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The White Paper on Education and Training (RSA, 1995:29) observes that the Ministry regards educator education as one of the central pillars of the national human resource development strategy. It is further stated that the Ministry believes that the most direct way of raising the quality of learning and teaching is through a comprehensive reform and re-direction of professional development for educators (RSA, 1995:29). Professional development, in addition to being associated with the negative legacy of apartheid education, has to meet the mammoth task of developing educators for a new agenda within a transformation framework aimed at reconstructing the education system.

Monare (2000:7) argues that the South African Council of Educators (SACE) is concerned with developing educators and regulating the teaching profession. This includes in-service training that is relevant to the educator's professionalism. In addition, the author states that SACE deducts two rand a month from a possible 350 000 educators and of which about two million rands would be utilised annually for professional development.

According to Firestone (1996:209) efforts to enhance educator professionalism must continue. Thus, educators' knowledge, skills and attitudes need to be constantly developed in order to become lifelong learners. On the other hand, there is not enough tangible evidence regarding the quality of professional development of educators in schools (Guskey, 2000:3). Therefore, information regarding the professional development of educators' needs should be gathered which will assist in the enhancement of quality educator development. This will in

turn help improve the education achievements of all learners (Department of Education, 2001:11).

It is necessary to gather information about professional development by using set criteria to measure the effectiveness and quality of educator development in schools. Likewise, Elmore (2001:7) suggests that professional development should be focussed on the improvement of pupils' learning experiences through the enhancement of the knowledge, skills and attitudes of educators. He further suggests that the essential purpose of educator development is to improve the whole school system, not just the individuals thereof. Professional development is evaluated by the Whole School Evaluation (WSE) team when the school is evaluated. Therefore, this study focuses on the assessment of professional development and its implications for WSE.

All of the above arguments support the fact that the assessment of professional development is necessary to fulfil the aim of WSE, namely to improve the overall quality of education in South Africa (Department of Education, 2001:7). In other words, by measuring the quality of professional development and its impact on learners' learning, the quality of teaching and learning is enhanced.

1.2 BACKGROUND TO THE RESEARCH

One of the problems is that there is a lack of a culture of teaching and learning in schools. In 1994 apartheid education ended, but problems related to schooling still exist today. This was confirmed by the President's Education Initiative Research Project, which showed that South Africa had one of the least efficient schooling systems in the world (Anon, 1999:3). Therefore, it is necessary to probe some of the problems that motivated the researcher to do this study.

Hopkins, Ainscow and West (1994:5) see the school as the heart of educational change, that should be equipped to manage change effectively so that it can

become a learning organisation. Currently, educators do not prioritise the need to be involved in personal growth, development and lifelong learning to improve the quality of teaching practice in schools. Thus, educators do not have a shared vision regarding professional development, which is necessary to achieve the desired goals and vision of schools.

Another problem is the number of un(der)qualified educators in the teaching profession. Current figures of educator qualifications indicate that over one-fifth of educators in the country (22%) are still un(der)qualified (Bot & Beard, 2001:41). This equates to a figure of close to 77 000 un(der)qualified educators in the country. Table 1 illustrates provincial differences in respect of educators qualifications showing the North West Province with the highest proportions of un(der)qualified educators (39%), followed by a roughly one-quarter in the Eastern Cape, Free State and KwaZulu-Natal. By comparison, only 11% of educators in Gauteng and Western Cape are un(der)qualified. This implies that four out of the nine provinces in the country, namely, North-West, Eastern Cape, Free State and KwaZulu-Natal face the greatest challenge in ensuring the improvement in educator qualifications. Thus, qualification-driven programmes should be a priority for these provinces.

TABLE 1.1: NUMBER OF EDUCATORS BY QUALIFICATION LEVEL AND PROVINCE, 2000

	Un(der)-Qualified	%	Qualified	%	Total
Eastern Cape	17 201	26	48 033	74	65 234
Free State	5 551	25	17 086	75	22 637
Gauteng	4 182	11	35 001	89	39 183
KwaZulu-Natal	16 718	24	52 570	76	69 288
Mpumalanga	4 475	18	20 480	82	24 955
Northern Cape	1 431	21	5 404	79	6 835
Northern Province	12 269	21	45 608	79	57 877
North West	12 058	39	18 993	61	31 051
Western Cape	2 954	11	23 466	89	26 420
National	76 839	22	26 641	78	343 480

(Narsee, 2001: Teacher development and support).

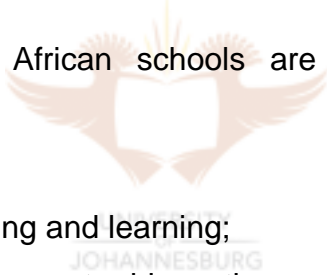
The threatening and increasing HIV/AIDS pandemic is an additional problem. Overshadowing all the policy efforts of transforming the education system is the emerging horrific reality of HIV/AIDS. Harris, Schubert and Jane (2001:4) warn that the existence of the HIV/AIDS pandemic in Africa is real and frightening because this presence permeates the core of life in every educator in school where HIV/AIDS has intruded. They also state that this pandemic will affect the education, training and development (ETD) of educators negatively since many educators will die at a time of gaining maximum experience. There is also an increasing number of learners who have dying family members. Therefore, the pastoral role of the educator increases in importance, as HIV/AIDS becomes an everyday issue in places of teaching and learning.

In addition, the implementation of the developmental appraisal system (DAS) in schools appears to have gone awry. Reports from the case studies conducted in the 27 schools of the Education 2000 Plus Project indicate that the implementation of DAS in schools "is slow" (Narsee, 2001:151). Although a number of schools had established the structures necessary for implementation of DAS, such as Staff Development Teams (SDTs) and appraisal panels, the

processes for the implementation of DAS are lacking. In fact, in many instances, the structures have become dysfunctional (Narsee, 2001:151).

According to the Department of Education (2001:7) DAS should align with WSE, but the unions experienced major problems regarding the implementation of the latter process. On 28 July 1998 a final agreement was reached with the Education Labour Relations Council (ELRC) on the implementation of DAS (Narsee, 2001:18). On the other hand, WSE never reached the ELRC for agreement. Instead, it was mandated by the Minister of Education that it should be implemented in schools to improve the overall quality thereof. Therefore, the South African Democratic Teachers Union (SADTU) protested against the system that was viewed as punitive and not developmental, since it did not focus on the educator's training needs (Mboyane, 2002:4).

The problems that South African schools are experiencing can thus be summarised as follows:

- 
- a lack of culture of teaching and learning;
 - in-service training that does not address the needs of educators;
 - the upgrading of educator qualifications that should be major priority;
 - a lack of professional support services which contributes to the low morale of the teaching force;
 - failure in the implementation of DAS, which is the basis for lifelong learning and development;
 - misconceptions of unions and educators that view WSE as judgmental and not developmental; and
 - the threat of HIV/AIDS that has a negative influence on the training of educators.

In order to overcome the above problems, schools need to change and become a better place for learners (Hopkins, Ainscow & West, 1994:3). Therefore,


improving the quality of teaching through the assessment of professional development is critical for the transformation of the education system as a whole.

The background to the problem gives rise to the formulation of the problem statement.

1.3 PROBLEM STATEMENT

In the light of the above discussion, the specific problem to be researched is: “How will professional development be assessed and what are the possible implications for WSE?”

Having introduced the central problem, the problem statement is encapsulated by the following questions:

- 
- What is WSE?
 - What is professional development?
 - What are the essential aspects involved when an evaluator assesses professional development?
 - What are the perceptions of educators regarding the assessment of professional development?
 - What recommendations can be made concerning the assessment of professional development?

Having identified the problems related to the assessment of professional development, the aims of the research will be established.

1.4 AIMS OF THE RESEARCH PROBLEM

The general aim of this research is to investigate which aspects of professional development should be assessed and to what extent this will impact on WSE.

In order to achieve the general aim, the specific aims of this research project are to:

- clarify the concept of WSE;
- explain what professional development entails;
- investigate the essential aspects involved when an evaluator assesses professional development;
- probe the perceptions of educators regarding the assessment of professional development; and
- provide recommendations concerning the assessment of professional development.

In view of the preceding problem and the aim statement, the method envisaged to research the problem of professional development can now be discussed.

1.5 RESEARCH METHODOLOGY

A literature survey will be undertaken concerning effective professional development. A quantitative research method will be used. From the literature survey a structured questionnaire will be devised in order to probe the perceptions of educators regarding the assessment of professional development

1.5.1 Literature survey

A literature survey is usually a critique of the status of the knowledge on a carefully defined educational topic (Schumacher & McMillan, 1993:112-113). It is undertaken to gain the insight, views and findings from previously conducted studies by other researchers. It is, therefore, crucial to review the literature in order to unlock the significance of the study, avoid unnecessary duplication, select the best methods, to identify flaws in the body of knowledge and suggest

possible remedies. Therefore, a literature survey will be used to develop a framework and to discuss the assessment of professional development.

1.5.2 Structured questionnaire

According to Creswell (1994:2) a quantitative study is designed to be consistent with the assumptions of the quantitative paradigm. However, this quantitative research is defined as an inquiry into a social or human problem. This is based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures, in order to determine the predictive generalisation of a theory (Babbie, 1992:34).

In view of the above, a structured questionnaire will be used to investigate the educators' perceptions concerning the assessment of professional development. The questionnaire will consist of four sections: Section A: Biographical data of respondents (personal and general information; Section B: 37 questions and Section C: 3 general questions.



1.6 ETHICAL CONSIDERATION

The researcher will ensure that the respondents remain anonymous and that all information supplied by the respondents in the questionnaire is confidential. The researcher will also attempt to ensure that data collected will not be used to the detriment of those involved in the research project.

1.7 DEMARCATION OF THE INVESTIGATION

The study on the assessment of professional development and its implications for WSE is restricted to educators from the Gauteng Department of Education. The structured questionnaire will determine the opinions of educators and the school

management team (SMT). A sample study of 500 educators will be undertaken in the Gauteng province.

1.8 CLARIFICATION OF CONCEPTS

1.8.1 Assessment

According to Guskey (2000:47) assessment means to obtain information regarding a phenomenon by using a variety of procedures, for example, testing, informal observations and documentation of performances. Sybouts and Wendel (1994:158-160) state that assessment is the act of measuring, counting and gathering basic information. According to Bush and West-Burnham (in Mestry, 1999:139) assessment is a summative process providing measurements against certain criteria.

In this research, assessment implies gathering of information that is based on certain known criteria.



1.8.2 Professional development

Professional development is the process by which educators review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop their knowledge, skills and attitudes (Day, 1999:4).

According to Dean (1991:5) professional development is the process by which individuals, groups and organisations learn to be more effective and efficient. If schools are to maintain an environment that is conducive to effective teaching and learning, the development of educators' knowledge, skills and attitudes are essential.

In this study, professional development will be defined as a program for promoting the personal and professional needs of educators so that they can improve their educational skills. Thus, the educators become experientially involved in the process of personal and professional growth (Dean, 1991:5).

1.8.3 Evaluation

Bush and West-Burnham (in Mestry, 1999:139) describe evaluation as an internal or external formative process designed to provide feedback regarding the value of a project or an activity. According to Simon and Elliot (1991:111) evaluation is an activity by an institution where the quality of provision is the subject of systematic study that includes a process of judgement based on formal and informal information.

Guskey (2000:41) interprets evaluation as the systematic investigation of merit or worth. Thus, it is systematic by being goal-driven. In other words, to determine if the goals are met or if progress towards these goals is being made. Further, it is an investigation where formal and informal information are collected and analysed. In addition, it is to determine the merit or worth of something. In other words, it means to appraise or judge the value or quality of phenomenon.

1.8.4 Whole School Evaluation (WSE)

WSE can be postulated as the process to judge the performance of the entire school by collecting and analysing information in order to determine the quality of education at a particular institution (Department of Education, 2001:12).

Furthermore, WSE is a system by which the quality of education is assessed by linking the school's self-evaluation with the external evaluation carried out by the supervisors of the Office for Standards in Education (OFSTED, 2001:1).

After clarifying the key concepts of the research, attention is drawn to the order in which this study will be discussed.

1.9 EXPOSITION

Having clarified the key concepts used in this research the following is an outline of the study to be pursued:

CHAPTER ONE: This chapter outlines the orientation of the study. In this chapter the background to the study, the research problem and its aims, research methodology, ethical consideration and the demarcation of the investigation will be discussed.

CHAPTER TWO: The literature study, which is the theoretical framework of the research will be conducted. Lesson observation and the criteria that the WSE team will use to observe educators in that classrooms will be critically reviewed as the focus of professional development.

CHAPTER THREE: The purpose of quantitative research, design of the questionnaire and questions related to the questionnaire will be discussed.

CHAPTER FOUR: This chapter encompasses the research design, development of the research instrument and sampling. In this chapter the reliability and validity of the research will be explained. The empirical data will be obtained, analysed and interpreted.

CHAPTER FIVE: It contains the summary and conclusions on the findings tabulated, analysed and interpreted.

1.10 SUMMARY

This chapter introduced and highlighted the background to the study. The critical role of professional development in schools was discussed and the research problem was put into context with regards to the effective professional development of educators. In order to promote effective professional development it is necessary to identify and understand the criteria that is needed to assess the professional development of education and to determine ways in which professional development can be made effective.

The next chapter (chapter two) will involve a literature study to ascertain the essence of professional development and its implications for WSE.



CHAPTER TWO

LITERATURE STUDY

2.1 INTRODUCTION

The first chapter of this research provides the background and motivation for the study on the assessment of professional development and its implications for WSE. In this chapter the researcher will review literature related to the study, so that a base can be found to support the research. A literature review will therefore place the present project into perspective and also provide direction to the present research and, it will assist the researcher in developing a conceptual framework that will be used to collect, examine and analyse the data.

The focus in this chapter is on professional development since there is currently a much greater emphasis on the professional development of educators than ten years ago (Dean, 1991:3). This is due to changes initiated by government and the rapid development of knowledge that make existing knowledge out-of-date very quickly. Thus, due to changes in the education system, educators need to continually develop themselves professionally. For example, Development Appraisal (DA), Performance Appraisal (PA) and Whole School Evaluation (WSE) that were separately implemented to enhance the quality of education are integrated into one programme, namely, the Integrated Quality Management System (IQMS), and it is necessary for educators' to gain knowledge of this new system in order to keep abreast of educational changes. These programmes are discussed since they are needed to enhance and monitor the professional development of educators as well as the overall quality of the education system (ELRC, 2003:3).

Furthermore, this research focuses on classroom management as an aspect of professional development with special emphasis on classroom observation.

Classroom management is used to identify the instructional responsibilities of the educators since the educator's primary role is to educate learners (Kellough, 2003:77). The observation instrument is used to identify the needs of educators in the classroom. Criteria that the WSE team will focus on during classroom observation are discussed.

A professional development programme is also emphasised that will assist the educator in meeting their needs by changing classroom management weaknesses into strengths. In other words, a professional development programme is a vehicle through which educators can enhance their skills and remedy deficiencies since it helps educators to be better equipped in their profession (Rebore, 1991:164).

A detailed discussion that explains what professional development entails is elucidated.



2.2 PROFESSIONAL DEVELOPMENT

Educators' performance is good or outstanding when they are able to fulfil their roles as classroom managers. This includes creation of a positive learning environment, knowledge of curriculum and learning programmes, lesson planning, preparation and presentation, and learner assessment/achievement (ELRC, 2003:10-17). However, if an educator shows weaknesses in any of the abovementioned domains he/she has to be professionally developed. Therefore, it is necessary for educators to understand what professional development entails.

2.2.1 What is professional development?

In order to have a good understanding of professional development, it is important to establish what is meant by educator development, staff development

and in-service training (INSET). It is important to be knowledgeable concerning educator development, staff development and in-service training (INSET), in order to have a better understanding of professional development.

Ntombela (2000:6) describes educator development as a programme for promoting the professional and personal growth of educators so that they can improve teaching-learning opportunities for learners.

According to Oldroyd, Elsner and Poster (1996:9) staff development is a process that includes activities designed to improve staff and organisational knowledge, skills and performance.

The Department of Education (1998b:130-137) purports that INSET should be seen as an ongoing process of professional development. In-service education and training is thus seen as a process whereby educators continuously update their skills, knowledge and attitudes while continuing their employment: the process is also known as professional development (Farrel, Kerry & Kerry, 1995:115). Oldroyd et al. (1996:19) state that professional development is the process of developing the capacities, status and understanding of a person in a professional occupation.

Staff development and in-service training (INSET) focus on a group of educators with a specific need, while educator- and professional development focus on educators with individual unique needs. Irrespective of the above, professional development is used as a generic term to cover all the definitions discussed (Tomlinson, 1997:27). From the above explanation it is evident that professional development focuses on the continuous improvement of educators' skills, knowledge and attitudes in order to function optimally at school.

Furthermore, professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be

of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, individually and with others, educators review, renew and extend their commitments as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with learners and colleagues through each phase of their teaching lives (Day, 1999:4).

It is evident that in this research, professional development refers to educator development, staff development and in-service training (INSET), since each emphasises the development of the knowledge, skills and attitudes of the educators and in this research these terms are thus used interchangeably.

Every plan for school improvement emphasises the need for high-quality professional development (Guskey, 2000:3). Thus, the importance of professional development is discussed.

2.2.2 Importance of professional development

Since professional development is considered to be important, Bradley (1991:2) and Craft (2000:9-10) state that there are many reasons for undertaking professional development, such as to improve the job performance skills of an individual, extend the experience of an individual educator for career development or promotion purposes, develop the professional knowledge and understanding of an individual educator in order to fulfil his/her responsibilities more effectively, extend the personal or general education of an individual, make staff feel valued, promote job satisfaction, develop an enhanced view of the job, enable educators to anticipate and prepare for change and to derive excitement from it, and make educators feel willing and competent to contribute constructively to the development of the school.

Furthermore, professional development is needed to meet the classroom management needs of educators of which the main goal is to improve learner learning. To identify the needs of educators the appraisal process is used as a system that is necessary for assessing the performance of educators (Lawton & Gordon, 1996:51). Dunham (1995:94) and Poster and Poster (1991:1) draw a distinction between two main trends in appraisal, namely performance appraisal and developmental appraisal. Performance appraisal will be the first to be elucidated.

2.3 PERFORMANCE APPRAISAL SYSTEM

Performance Appraisal (PA) or Performance Measurement System (PMS) is the process of determining and communicating to an employee how he or she is performing on the job whilst ideally establishing a plan of improvement (Fisher, Alder & Avasaly, 1998:153; Loock, 2003:70). When properly conducted, performance appraisals not only let employees know how well they are performing but also influence their future level of effort and task direction (Gane & Morgan, 1992:193).

According to the Department of Education (1998a:258) one of the most common uses of performance appraisal is to make administrative decisions relating to promotions, discharge of staff, layoffs, and merit pay increases. For example, the present job performance of an educator is often the most significant consideration for determining whether to promote the person. Successful performance in the present job does not necessarily mean that an educator will be an effective performer in a higher-level job.

Performance appraisal information can also provide needed input for determining both, individual and organisational training and development needs (Gordon, 1990:184). For example, the information obtained via appraisal can be used to identify an individual educator's strengths and weaknesses. This data can then

be used to help determine the right person to be promoted to a higher post or to determine the organisation's overall training and development needs. For an individual educator, a completed performance appraisal should also include a plan outlining specific training and development needs.

Another important use of performance appraisal is to encourage performance improvement. In this regard Shea (1991:114) states that performance appraisal can be used as a means of communicating to educators how well they are doing and suggesting needed changes in behaviour, attitude, skills or knowledge. This type of feedback should clarify the job expectations that the principal holds for educators.

Two other important uses of information generated through performance appraisals are input to validation of selection procedures and input to human resource planning. However, the negative history of educator appraisal, the suggestion that learners should also appraise educators, a lack of training and the educator's heavy workload often stand in the way of the smooth implementation of the performance appraisal system. Furthermore appraisal is aimed at facilitating the personal and professional development of educators in order to improve the quality of teaching practices and education (Hewton, 1990:143).

All schools in South Africa are expected to develop themselves as learning organisations. This means that schools and staff (principals, educators, learners and members of the school management team (SMT) are continually learning. Appraisal is a crucial part of this process, hence the term, developmental appraisal and not 'judgmental appraisal'. Developmental appraisal, which is another aspect of appraisal, is discussed.

2.4 DEVELOPMENTAL APPRAISAL SYSTEM

The system of developmental appraisal is used 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 (ELRC, 2004:1). In other words, developmental appraisal concentrates through identification of individual developmental needs and subsequently training or self-development, on improving the ability of the employees to perform in their present or future roles (Poster & Poster, 1991:1). This appraisal is concerned with the educator's professional development needs and training opportunities in order to improve educators' performance in present and future roles. Fletcher (1996:77) states that developmental appraisal is needed to assist educators in the development by helping them to see their shortcomings and commit themselves to improvement. Salaries and other rewards should be kept out of the process but the developmental appraisal records should be considered when educators apply for promotion.

To have a better understanding of professional development, Mokgalane, Carrim, Gardiner and Chrisholm (1997:33-34) emphasise the characteristics of development appraisal. It is a transparent and open process since educators have access to all the appraisal documents including their performance outcomes or results. This is conducive to a non-threatening environment for conducting appraisal and a supportive environment for teaching effectively.

Furthermore, the appraisal process not only improves the educators' classroom performance, teaching methodology and skills, but also their working relations. Thus, this process is a vehicle to promote team spirit amongst educators and within the appraisal panels which enhances mutual respect amongst colleagues.

Educators have the opportunity to select their own panel which makes it a democratic process and it is also reliable since class visits are conducted by more than one person.

Due to appraisal being located within a “developmental approach” and not “judgmental approach” it seeks to improve educators’ weaknesses and build on their strengths (Department of Education, 2002:9) (See Table 1). Furthermore, this process not only motivates educators but also change their attitude towards their work and, most importantly, change the learners’ attitudes towards their particular learning areas. It enhances educators’ self-confidence which leads to professional growth.

TABLE 2.1: SOME DIFFERENCES BETWEEN THE JUDGMENTAL AND DEVELOPMENTAL APPROACHES

JUDGMENTAL	DEVELOPMENTAL
Negative	Positive
Fault-finding	Acknowledging
Blames the educators	Finds ways to improve educators’ performances
Excludes the educator	Includes the educator
Leads to forms of failure	Leads to ways of improvement
Policing	Supportive

(Source: Department of Education, 2002)

In 1992 the Department of Education introduced WSE that goes hand in hand with the developmental appraisal system since both systems are meant to be supportive and developmental rather than punitive and judgmental. The main aim is to strengthen the weaknesses of educators and schools. WSE is a process of evaluating schools literally.

2.5 WHOLE SCHOOL EVALUATION

WSE is an interactive and transparent process used to evaluate the holistic performance of the school measured against agreed criteria with a view to improving the quality of education (Scottish Office of Education and Industry, 1996:IX; ELRC, 2003:3).

The process to evaluate schools by external supervisors is carried out with integrity and respect, taking into account the various schools' contextual conditions. The basic principle of WSE is to inform schools where they are.

In this way it is possible that an important contribution also achieved in the development of educators whereby the educator's weaknesses in classroom management are strengthened and their performance improved in order to enhance the quality of education.

WSE measures the contribution of educators and learners against set criteria (standards), as well as the performance of the support system to the school by using the nine focus areas, namely:

1. Basic Functionality of the School
2. Leadership, Management and Communication
3. Governance and Relationships
4. The quality of Teaching and Learning, and Educator Development
5. Curriculum Provision and Resources
6. Learner Achievement
7. School Safety, Security and Discipline
8. School Infrastructure
9. Parents and the Community (ELRC, 2003:3).

These focus areas that include professional development cover every aspect of the day-to-day functioning of an institution and provide feedback to further standard setting in order to improve all schools holistically.

WSE is introduced to bring about an effective monitoring and evaluation process, which is vital to the improvement of the quality and standard of performance in schools (Steyn, 2003:6).

Thus, the main purpose of WSE is to facilitate improvement of school performance by enhancing the educators' classroom management skills through approaches characterised by partnerships, collaboration, mentoring, guidance, and district, for example, workshop support. It enables a school and external supervisors to provide an account of the school's current performance, and to show the extent to which a school is able to meet the national goals, while able to meet the needs of the community and public in general (Du Plooy & Westrand, 2004:34).

The purpose of external evaluation is two folded. One the one hand it is for the school to be accountable for quality performance and to prove its worth. The other is for development and to improve quality (Hardie, 1995:55).

From the above discussion, it is evident that WSE is directly linked to quality assurance since WSE is the cornerstone of quality assurance (QA) in schools. WSE provides an account of the school's current performance, shows to what extent the school meets national goals and needs of the community, acknowledges the achievement of schools identifies areas that need attention, suggests the need for schools to find continuous ways for improvement and commitment of government to support their efforts (Department of Education, 2002:2).

In an attempt to ensure that the quality of assessment is of a very high standard and that unions and educators are more positively inclined towards the system, the Department of Education decided to pay attention to an “Integrated Quality Management System”.

2.6 THE INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)

An agreement was reached by the ELRC to integrate the existing programmes by signing resolution 8 of 2003 (Department of Education, 2004:11) on quality management in education. Thus resolution brought about the Integrated Quality Management System (IQMS) which was passed at the Education Labour Relation Council (ELRC) on 27 August 2003 (Gardiner, 2004:22).

The IQMS is an integrated quality management system that consists of three programmes, which are aimed at enhancing and monitoring performance of the education system. These are:

- ❑ Developmental Appraisal System (DAS);
- ❑ Performance Measurement System (PMS).Performance Appraisal; and
- ❑ Whole School Evaluation (WSE)(ELRC, 2003:3).

The purpose of IQMS is to identify specific needs of educators, schools and district offices for support and development; provide support for continued growth, promote accountability, monitor an institution’s overall effectiveness; and evaluate an educator’s performance (ELRC, 2003:1).

In IQMS, lesson observation is an instrument that is used to assess the needs of educators in order to determine how equipped they are in the management of their classrooms as well as to decide on their need for professional development. Due to its importance, lesson observation is used for Developmental Appraisal, Performance Measurement and WSE (Gardiner, 2004:23).

2.7 LESSON OBSERVATION

One of the best ways to learn is by being observed by others for example, by educators or by learners and receive specific feedback from that observation. Analysing and reflecting on this information can be a valuable means of professional growth (Guskey, 2000:22).

The observation of educators in their classrooms uses collegial observation where colleagues observe each other. This promotes team-building amongst educators in schools since the observer discusses the feedback on the performance of the educator with the observed (Wragg, Wickely, Wragg & Haynes, 1996:144). Observation of classroom educators may focus on lesson design, instructional practices, for example, teaching skills and the improvement thereof, classroom management or other issues. According to Good and Brophy (2000:34) it allows educators to classify what they are doing as they do it, making it possible for them to be aware of what they do and to remember it later. In other words, observation enables the educator to generate and regulate patterns of behaviour and thus has a great effect on the practice of teaching (Moon, Butcher & Bird, 2000:135).

The major advantage of observing lessons presented by educators is that it provides important benefits to both, the observer and the one being observed (Showers & Joyce, 1996). The observer gains professional expertise by watching a colleague, preparing the feedback, and discussing classroom management issues. The educator that is observed benefits from the observer's helpful feedback. It is evident that on the quality of the educators performance, observation helps to break down the isolation of teaching and administrative duties by having colleagues work together on shared improvement goals (Ackland, 1991).

Lesson observation requires the commitment of significant time from both the observer and the one being observed. Both must be willing to co-ordinate their schedules in order to accommodate the needs of the other. Observations need to be well planned, focused on specific issues, and provide follow-up to document the need for classroom improvements in order to be effective (Guskey, 2000:24).

The protocol for lesson observation that is followed when the WSE team visits the school is emphasised.

2.7.1 The protocol for lesson observation during WSE

The protocol is a set of step-by-step processes and procedures, which are to be followed in any instance where an educator is observed in practice (ERLC, 2003:8-10).



Step 1

The WSE team draws an external evaluation plan and informs the Regional/District/Area Office regarding it. The WSE team leader communicates with the principal, school management team (SMT) and school development team (SDT) to advise them about the evaluation process. Schools must be informed timeously (at least 4 weeks in advance – excluding recess) of the dates of the forthcoming visit of external evaluators for the purpose of conducting the external WSE.

Step 2

If the educators of the school are not trained to implement IQMS, the WSE team leader needs to request the Regional/District/Area Manager to provide advocacy and training around IQMS. The Regional/District/Area Office makes the necessary arrangements with the principal to do so. The WSE team leader informs the principal of documentation required before the visit, including

assessment reports, learner profiles, learning programmes, timetables, school policies, DA (Development Appraisal) and PM (Performance Measurement) documentation. The school management should also inform parents, educators and learners of the forthcoming evaluation, and its purpose.

Step 3

The team leader visit the school prior to evaluation and meet with the school management team and school development team to collect abovementioned documentation, finalise arrangements for on-site visits, confirm the appointment of a school-based WSE co-ordinator (who should be a member of the SDT – it need not, to be the principal) in accordance with WSE Policy and discuss the process to be followed, and impress the need to maintain the normal routine of the school.

Step 4

After the WSE team has received the relevant documentation of the school, the team leader and supervisors identify a sample of educators for observation in practice, and communicate this to the school as soon as possible, preferably two days prior to the external evaluation. The WSE team should consist of supervisors with appropriate knowledge of the learning areas to be evaluated.

Step 5

Before the sample of educators are observed in the classroom the school management team introduces the WSE team to the staff, and remind them of the purpose of the visit. The supervisors confirm which educators are to be observed and finalise a timetable for the week with the SMT and SDT. Evaluation of the other seven focus areas goes on simultaneously with the lesson observations. Supervisors involved in observations meet with DSGs (Development Support Groups) and appraisees to consider/complete the pre-evaluation educator profile checklist (Appendix B) and collect other significant information on the individual educator, including the professional growth plans (Appendix C). Members of

Development Support Group (DSG) and WSE supervisor observes the lesson by using the same criteria (Appendix D) and instrument, each completing a separate form (Appendix D) compare findings and discuss these with the appraisee. The appraisee may request copies of evaluation forms. Confidentiality regarding the identification of the appraisee is assured in any documentation leaving the school as part of the WSE (the name of the appraisee is recorded in the form for DA and PM purposes only).

Step 6

After WSE the supervisor prepares a written report which must include information regarding the quality of learning and teaching where the performance of educators are assessed via lesson observation as well as the quality of Developmental Appraisal and Performance Measurement processes.

When members of the external WSE team observe the educators in the classroom they will focus on the following specific assessment criteria that is based on classroom management skills in order to assess the performance standard of educators.



2.8 ASSESSMENT CRITERIA USED BY THE WSE TEAM TO OBSERVE EDUCATORS IN THE CLASSROOM

Lawton and Gordon (1996:51) purport that assessment criteria are statements which describe performances and place them in context with sufficient precision to give valid and reliable assessment.

Each performance standard includes a number of criteria. For each of these criteria there are four descriptors which are derived from the four point rating scale (ELRC, 2004:18) (See Appendix C).

Rating 1: Unacceptable

This level of performance does not meet minimum expectations and requires urgent interventions and support.

Rating 2: Satisfies minimum expectations

This level of performance is acceptable and is in line with minimum expectations, but development and support are still required.

Rating 3: Good

Performance is good and meets expectations, but some areas are still in need of development and support.

Rating 4: Outstanding

Performance is outstanding and exceeds expectations. Although performance is excellent, continuous self-development and improvement are advised.

When the WSE team observe the educators in the classroom they would focus on specific performance standards and criteria based on the educators classroom management skills in order to have clarity regarding the quality of teaching and learning that occur in the classroom. The different performance standards and their criteria are discussed.

2.8.1 Performance standard one: Creating a positive learning environment

A positive learning environment is a classroom where learners are accepted and respected by the educators and peers for who they are irrespective of their background, there is active engagement and involvement amongst learners and clear rules regarding learner behaviour (Ridley & Walter, 1995:12-13)

The WSE team expects the educator to create a positive learning environment that enables the learners to participate actively and to achieve success in the

learning process. It addresses the following question: Does the educator create a suitable environment and climate for learning and teaching? Learning space, learner involvement, discipline and diversity are the first set of criteria that the WSE team would focus on when they observe the educator in the classroom. It is important to note that for each criterion of a specific performance standards the educator would be scored as follows: Score 1 – unacceptable, Score 2 – satisfies minimum expectations, Score 3 – good; Score 4 – outstanding. Further since every educator should be good or outstanding or would like to be rated as such every criterion is discussed on what is expected from a good or outstanding educator.

2.8.1.1 Learning space

Ridley and Walter (1995:2) state that a positive learning environment is a place of responsibility and meaningful learning. The classroom must be a learning space that shows creativity and enables learners to be productively engaged in individual and co-operative learning.

Co-operative learning is when small groups of learners of mixed backgrounds and capabilities work together toward a common goal (Kellough, 2003:299). It has been used for different purposes, namely to reach academic goals ranging from basic skills to higher-order and critical thinking, improve learner's interaction skills, help different racial and ethnic groups learn to work together. Furthermore, it increases the acceptance of learners with exceptional abilities who are in the regular classroom and is necessary for problem solving, investigations, project work, etcetera, but as any other type of instructional strategy, it should not be overused (Eggen & Kauchak, 1995:281).

2.8.1.2 Learner involvement

To involve is to share experiences regarding a given situation (Oxford, 1984:389). Learner involvement is the act of learners being actively involved in the teaching-learning situation by being able to identify and solve problems and make decisions using critical and creative thinking. It means to work effectively with others and members of a team and group, for example, co-operative learning (Department of Education, 1997:4).

Therefore, the environment needs to be stimulating and learners have to participate actively and they should be encouraged by the educator to exchange ideas with confidence.

2.8.1.3 Discipline

Discipline should be maintained by using positive reinforcement which contributes to self-discipline of the learner. Positive reinforcement is essential in providing both motivation and guidance to learners. Good behaviour that is reinforced is likely to be repeated, but behaviour that is not reinforced is likely to be extinguished. Positive reinforcement is desirable, if not essential, on the grounds that it helps learners to appreciate their successes, develops positive self-concepts, boosts motivation, and develops a sense of accomplishment (Good & Brophy, 2000:137). To enhance positive reinforcement, learners' accomplishments can be rewarded not only with high grades, but also with verbal praise, for example, favourable comments made publicly and/or privately to the class or individually (Ayers & Gray, 1998:29), public recognition (hanging examples of good work for public display, describing accomplishments in the school newspaper), symbolic rewards (stars, happy faces, stickers), extra privileges or activity choices, or material rewards (snacks, prizes). In other words the learners are encouraged and motivated through positive reinforcement and they accept self-discipline without feeling threatened.

2.8.1.4 Diversity

Grant (1994:7) states that diversity refers not only to those individuals whose ethnic heritage originates in another country, but also those among us who may have special educational and other needs (hearing impairment, the visually impaired), those who may share significantly different lifestyles (rural and urban children, children who live in extreme poverty, drug dependents), those whose identity is critically influenced by their gender, and those who are significantly influenced by variations in class and religion.

Cole (1995:47-69) suggests various inclusive strategies that can be used by the educator to promote and respect the individuality and diversity of learners.

In order to achieve the above in classrooms, educators should:

- maintain high standards and demonstrate high achievement expectations for all ethnically, culturally, and linguistically diverse learners; this includes offering challenging and advanced coursework. Since learners learn more when they are challenged by educators who have high expectations for them;
- learn about their learner's home-community culture in order to better comprehend learners behaviour in and out of the classroom;
- inform parents of the importance of talking with their children, taking the time to read to them (in their home and other language), sharing oral histories and traditional folktales, and labelling objects and events around the home;
- recognise that learning is strongly influenced by learners' cultural backgrounds. Although learners differ in their knowledge of oral and written language, research demonstrates that all children come to school with a background of experience that educators can capitalise on during the learning process;

- use culturally relevant curriculum and instructional materials that recognise, incorporate, and accurately reflect learners' racial heritage and the contributions of various ethnic groups;
- use language and instructional resources that are non-sexist, non-racial, and non-ethnocentric; if stereotypes are present in lessons or texts, educator's should point them out to learners;
- recognise the influence of learner's learning styles, culture, and native language on the ways in which they learn and use language;
- use co-operative learning approaches that increase the likelihood of interethnic friendships and improve attitudes and behaviours towards classmates of different backgrounds. Methods that include group goals and individual accountability are the most effective; and
- construct lessons in ways consistent with learners' home-community culture and language to take advantage of learners' cognitive experiences and to allow learners opportunities to engage in behaviours conducive to achievement.

The WSE team expects the educator to possess appropriate content knowledge, which is demonstrated in the creation of meaningful learning experiences. It addresses the following question: Does the educator demonstrate adequate knowledge of the learning area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners? Knowledge of the learning area, skills, goal-setting and involvement in learning programmes are the second set of criteria that the WSE team would focus on during classroom observation.

2.8.2 Performance standard two: Knowledge of curriculum and learning programmes

Ornstein and Hunkins (1993:9) purport that a curriculum is a plan of action or a written document that includes strategies for achieving desired learning

outcomes. They also state that learning outcomes are statements that precisely indicate what the learners are expected to learn, for example, the Revised National Curriculum Statements (RNCS). Thus, curriculum knowledge refers to knowledge that the educator should have about the range of curriculum materials and programmes which represent the learning area or subject which are used in teaching it. This includes a knowledge of schemes of work, textbooks, computer software, audio-visual materials, etcetera, which are available for teaching and learning. The educator must also have the ability and expertise to evaluate and assess the various ways in which the content is embodied in curriculum materials (McNamara, 1994:90).

2.8.2.1 Knowledge of learning area

McNamara (1994:90) states that subject or learning area knowledge refers to the amount of subject matter knowledge acquired by the educator and the way it may be organised in his/her mind. This should include not only knowledge of facts or concepts within a subject or 'domain of knowledge' but also the underlying structure of its subject matter such as the way in which truth or validity are established within the subject. Good and Brophy (2000:2) also state that subject matter knowledge includes the specific information needed to present content.

No matter how skilful one might be in getting learners to learn, the quality of one's teaching depends on one's understanding of the learning area which include to choose appropriate learning material and to design plans that do not violate the nature of the subject matter (Crossman, 1991:7).

Educators need to use their learning area knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies. Anderson (1995:21) states that this can be done by asking the learner higher and lower cognitive questions. Thus, the educators need to be confident in the learning area they teach.

2.8.2.2 Skills

Educators need to experiment with new teaching skills/techniques in order to make the learning context interesting for the learners. This is achieved by allowing the learners to learn actively with others through co-operative learning to discover knowledge in ways similar to doing what mathematicians do. In other words they are invited to think about their own and others' questions or assumptions in order to develop concepts for further exploration (Steinberg & Kincheloe, 1998:114).

Therefore, educators use the skill of critical thinking where learners construct meaning cooperatively by interpreting, analysing, and manipulating information in response to a problem or question that requires more than a direct one-right-answer application of previously learned knowledge (Adams & Hamm, 1994:16).

Johnson (2002:111) further describes that critical thinking is used to solve problems and it focuses on the following questions:

- What is the problem?
- What results do I seek?
- What solutions are possible and what reasons support them?
- What is the conclusion?

Thus, critical thinking is any mental activity that helps formulate or solve a problem, make a decision, or fulfil a desire to understand; it is a searching for answers, a reaching for meaning.

Silberman (1996:99) discusses various learner-centred techniques that educators can use to promote critical thinking and problem solving, namely:

Collaborative learning

Learners work in small groups to solve a problem.

Peer teaching

Learners teach each other different ways of solving problems.

Jigsaw

Learners leave their groups and form new groups where each group learns how to solve a specific problem. Thereafter, the learner within the new group return back to their original group and each learner discuss the solution to the specific problem to the rest of the learners.

2.8.2.3 Goal-setting

Ornstein and Hunkins (1993:213) define goals as statements of purpose with some outcome in mind. The educator needs to achieve the curriculum outcomes by being creative and innovative in the setting of goals.

2.8.2.4 Involvement in learning programmes

Lotz, Tselani and Wagiet (1998:8) explain that a learning programme provides guidance for teaching and learning within an outcome-based framework. It is planning for the whole phase, for example, intermediate phase which includes guidance on activities, assessment and the application of specific outcomes (learning outcomes) and critical outcomes (assessment standards). The activities outline in the learning programme should be designed by the educator with specific learning outcomes in mind. Through engaging learners in these planned activities, learners should show evidence of achievement of specific learning outcomes. A learning programme should include ideas on how to assess the learners' achievement. A typical learning programme will thus contain:

- **A guide framework** indicating the phase, theme (previously called the phase and programme organiser, learning outcomes and assessment standards.
- **Activities** which indicate how educators plan to engage the learners.
- **Assessment guidelines** which indicate how assessment will take place.

The educator needs to maintain an excellent balance between the clarity of goals of the learning programme and the expression of learning needs, interests and background by displaying a great enthusiasm in interpreting learning programmes in the interest of the learners (Lotz et al., 1998:8).

2.8.3 Performance standard three: Lesson planning, preparation and presentation

The WSE team expects the educator to demonstrate competence in planning, preparation, presentation and management of learning programmes. It addresses the following question: Is the planning clear, logical and sequential and is there evidence that individual lessons fit into a broaden learning programme? Planning, presentation, recording and learning programmes are the third set of criteria that the WSE team would focus on when they observe the educator's performance in the classroom (ELRC, 2003:14).

2.8.3.1 Planning

The educator must clearly indicate the outcomes when planning lessons and this would be determined well before the educator enters the classroom. In this regard, Cohen, Manion and Morrison (1996:59) stress that outcomes constitute the basic elements in educational planning and that these make up the building blocks of the total learning programme. Thus, the objectives must be meaningful, clear and relevant. This is further clarified by Capel, Leask and Turner (1996:59)

when they say that objectives help you to be clear about exactly what the learners should be achieving and it helps the learners understand what they should be doing. According to Petty (1993:292) outcomes are like compass directions, indicating the general direction in which the educator wishes to travel. From the above, one can conclude that it is vital to state outcomes clearly and meaningfully in order to achieve success and make learning effective.

In order to use the time with the learners effectively, the educators have to plan logically for each lesson, taking into account how learners learn, the requirements of the curriculum, the most appropriate methods of teaching the topic and the resources available as well as the evaluation of previous lessons. The lesson design should be such that it reflects quality and its layout should be logical. In order for educators to plan logically, they must ensure that specific objectives of the lesson have been clarified and that they have incorporated differentiation into the planning, by considering the individual abilities of learners, the time available for a specific lesson, the availability of resources for that specific lesson, and that the teaching strategies and the learning situation are appropriate and relevant to the lesson. The educator must also consider what learners already know at that particular moment about the lesson (Capel, et al. 1996:55).

It is clear that lesson planning is not a task to be taken very lightly. Cullingford (1995:5) points out that in preparing for a lesson, it is not enough to rely only on knowing one's subject/learning area. He maintains that it is necessary to think through what and how we are teaching. It is for this reason that a detailed anticipation of what it will be like, is important.

In lesson planning the topics must be sequenced in order to express meaningful teaching. Forsyth, Jolliffe and Stevens (1995:52-53) emphasise the various ways to sequence various topics, namely:

- **Chronological.** Using the chronological approach, your topics would be arranged according to when various events occurred. A typical example here would be a history lesson.
- **Order of performance.** Here topics are arranged in the order they are performed. A typical example here might be taking apart a machine or similar device where it is important for the learner to know the correct sequence of events.
- **Known to the unknown.** This approach asks the educator to consider what the learner already knows and build on its foundations. An example of this approach might be the calculation of perimeter, area and volume of an object. Here the educator could use prior knowledge of the characteristics of different objects to introduce the new topic.
- **Taxonomic.** This approach is common in science and engineering and had, of course, been used in education to classify educational objectives. A typical example might be the structure of organisms in biology.
- **Simple to complex.** Here the topic is arranged to begin with the most simple concept or task and to progress to the more complex in a logical fashion until the topic has been covered. An example of this might be the very young child learning about the members of their immediate family and the relationship of each to the other, then moving upward and outward into the wider community as new topics are introduced. The simple to complex approach also has some of the elements of the known to unknown approach.

Another aspect is sequencing your learning topics, each learning event must of course have its own internal sequence. It must have a sound beginning that contains an overview of what is to come. This overview should also motivate the learners to expand their energies in learning the topic at hand. The learning event also needs a middle, a place where the presentation portion of the lesson is made, and it must have an end where what has happened is all brought together for the learner (Forsyth et al., 1995:52-53).

Furthermore, the lesson plan needs to contain developmental activities that consist of the specifics by which educators intend to achieve their lesson objectives. They include activities that present information, demonstrate skills, provide reinforcement of previously learned material, and provide other opportunities to develop understanding and skill. The educators' actions and words during lesson development model the behaviours expected of the learners. By effective modelling, the educator can exemplify the anticipated learning outcomes. Activities of this section of the lesson plan should be described in some detail so that educators will know exactly what to do and not to forget important details and content during the intensity of the class meeting. It is for this reason that educators should consider, for example, noting answers (if known) to questions they intend to ask and solutions (if known) to problems intended for the learners to solve (Kellough, 2003:242).

2.8.3.2 Presentation

The lesson has to be presented clearly to the learners. The form of presentation must have an internal logic and a sequence that does not cause confusion to the learner. This logic should also conform to the educator's logic of presentation of the course. In other words, the presentation sequence and the sequence of presentation in material should not be conflicting. The lesson material that the educator uses needs to coincide with the lesson presentation.

The lesson has to be exceptionally well structured. It needs to clearly fit into the broader learning programme with evidence that it builds on previous lessons as well as fully anticipating future learning activities (Forsyth et al., 1999:53).

2.8.3.3 Recording

The educator needs to keep records of the lesson planning and the progress that the learners made in the lesson, for example, to what degree did the learners grasp the content of the lesson and whether the learners' understanding increased or decreased during the pace of the lesson.

2.8.3.4 Management of learning programmes

To manage learning programmes educators need to involve the learners in the lesson in a way that fully supports their needs and contribute to the development of their skills and knowledge. Another technique other than co-operative learning and critical thinking used to actively involve learners in their learning is questioning. Educators not only use questions to challenge learners to think and to capture their attention but also to detect their needs, regarding a topic/concept with the intention of satisfying them. Questions also tend to motivate a learner to want to know the answer and they develop curiosity in the learner. Arousing the curiosity in learners is important since the learners are most receptive at that time and are ready to interact with the learning matter which will develop their skills and knowledge. It goes without saying, then, that educators need to develop skills of questioning so that their questions are not used simply for the sake of questioning but as tools to enhance learning by being informed of the learners' need regarding skills and knowledge.

Capel et al., (1996:85) agree with the above when they state that effective questioning is a skill you should develop as an educator. It requires you to be able to ask clear, appropriate questions, use pause to allow learners to think about an answer before responding, use prompting to help learners having problems answer a question, use follow up questions for further investigations, encourage learners to develop their answers, extend their thinking, change the

direction of the questioning and involve the whole class by distributing questions to learners in the class.

2.8.4 Performance standard four: Learner assessment/achievement

The WSE team expects the educator to demonstrate competence in monitoring and assessing learner progress and achievement. It addresses the following question: Is assessment used in order to promote teaching and learning? Feedback for learners regarding progress, knowledge of assessment techniques, application techniques and record keeping are the fourth set of criteria that the WSE team would focus on during classroom observation.

Learner assessment is performance assessment that is concerned with learners demonstrating their total understanding of the topic. This is the evaluation portion of the learning event in which the educator must devise a methodology to determine if the event has been successful and learning has taken place (Forsyth et al., 1999:55).

2.8.4.1 Feedback to learners

Forsyth et al. (1999:55) and Anderson (1995:249) argue that it is essential to provide feedback to the learners regarding performance. In this part of the learning event, feedback is given to the learners to determine whether they have achieved the outcomes. If true learning is to take place, the learner has to be able to judge how well they have performed compared to predetermined criteria.

Giving feedback is one of the most important responsibilities of an educator. By providing ongoing feedback you can help your learners evaluate their success and progress. Feedback can take a number of forms: giving praise and encouragement; correcting; setting regular tests; having discussions about how

the group as a whole is doing and giving individual tasks (Grower, Phillips & Walters, 1995:163).

Freeman and Lewis (1998:53) indicate that an educator should always check that the feedback given to the learner is: positive, prompt, timeous, clear, accurate, relevant, regular, informed and that it encourage self-assessment and dialogue. Furthermore, feedback must be built into the lesson design.

2.8.4.2 Knowledge of assessment techniques

The educator needs to use different assessment techniques to cater for learners from diverse backgrounds with multiple intelligence and learning styles. The following assessment techniques are suggested by the Department of Education (2002:6) project work, role-play, panel discussions, posters, presentations and demonstrations, debates, construction of design, drawings of graphs and maps and other such techniques.

2.8.4.3 Application of techniques

Multiple assessment techniques have to be applied to address the specific needs of all learners in order to motivate their learning process. In other words, the educators uses the techniques to provide opportunities for learners to demonstrate their performance in various ways and thus satisfy their needs (Department of Education, 2002:6)

2.8.4.4 Record keeping

The educator needs to maintain well-organised and complete records of learner achievement (Kellough, 2003:389). These records need to be easily accessed and they must provide insights into individual learner's progress. After the WSE team has observed the educator in the classroom, the members of the team

discuss the findings in the evaluation with the educators concerned and his/her development support group (DSG). The WSE team give feedback to the educator and they resolve possible differences. Once the educator and the evaluators have reached agreement, the completed instrument and report are submitted to the principal, SMT and SDT to discuss the findings of the educator's classroom performance and resolved before the final report is accepted. The school uses the final report as part of its quality management records. A copy of this report is made available to the District office and discussed with them. Support and provision of appropriate in-service training (INSET) and other programmes must be highlighted in the report (ELRC, 2003:29-30).

After the WSE team has assessed the needs of the educators through classroom observation, the staff development team (SDT) has to design a staff development programme which should be implemented in order to satisfy the needs of the educator and to achieve educator growth.

2.9 IMPLEMENTATION OF A STAFF DEVELOPMENT PROGRAMME

The school should have a development team, namely the staff development team (SDT) who together with the school management team (SMT) would be liaising with educators as well as the district office to co-ordinate the provision of developmental programmes for educators. The management of the school should also encourage professional development at school in order for the educators to become lifelong learners. On the other hand, educators who are found to be incompetent should attend compulsory development programmes. Thus, staff development programmes are essential to produce effective classroom instruction (Rebore, 1991:165)

Rebore (1991:164) maintains that careful planning is required before devising a staff development programme, and that one should not approach it from the "Let's have a workshop model". As the WSE team evaluates and supervises

educators in order to improve instruction, staff development programmes become a vehicle through which educators can enhance their skills and remedy deficiencies.

In figure 1, Rebore (in Mestry, 1999:167-169) reflects and discusses a general model for a staff development programme, that should be included in the school's year plan.

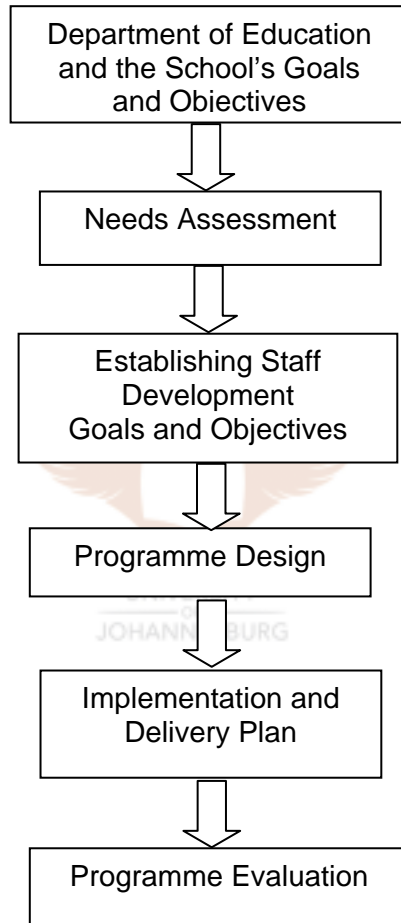


Figure 2.1: A model for a staff development programme

The model for an effective staff development programme starts with the principals and their staff establishing goals.

2.9.1 The goals and objectives

Educational goals and objectives, taken in the broadest sense, are the same throughout the country. Schools are concerned about educating learners in the basic skills and developing in our children those cultural values that will perpetuate our heritage (Rebore, 1991:165).

The genesis of a staff development programme originates from educational goals and objectives. When these goals and objectives are formulated into written policies, a staff development programme gives the guidance necessary for integrating the individual goals of the educators with those of the school and the Department of Education (Rebore, 1991:165).

Once the goals and objectives have been formulated and agreed upon by all stakeholders a needs survey must be undertaken.

2.9.2 Need assessment

The primary purpose of a staff development programme is to increase the knowledge and skills of educators and thereby increasing the potential for the school and the Department of Education to attain its goals and objectives. The needs of the school should be considered when a development programme is designed. The process of assessing educators' needs is essentially the process of determining the discrepancy between the existing and the needed competencies of the staff. It is essential that the staff development activity must be in line with the educator's needs, by ensuring that educators attend the development programmes according to their needs. In this study, the WSE team assessed the needs of the educators according to the stated criteria through classroom observation (Rebore, 1991:167).

The needs assessment will be used to develop staff development goals and objectives.

2.9.3 Staff development goals and objectives

Staff development goals and objectives are formulated after the needs assessment of staff members have been undertaken. These goals will continually change to meet the continually changing needs of individual staff members and the school.

Objectives specifying the goals could be formulated as follows:

- To develop a sense of appreciation for cultural differences on the part of the educators and management.
- To develop strategies for learner behaviour management should conflict arise between learners of different heritages (Rebore, 1991:167-168).

Such a goal with accompanying objectives provides direction to the next phase in creating a staff development programme – designing the programme.

2.9.4 Designing the programme

The environment in which in-service training, seminars, workshops, and other forms of staff development are held can be a critical element in the success of the programme. Programmes can be enhanced if they are offered at convenient times for participants, presented by individuals who are knowledgeable about the material and skilled in presentation methods, relevant to the needs of the participants, and held in an atmosphere that support learning and transfer of learning (Mestry, 1999:174).

Designing a programme is a process of matching needs with available resources through an effective delivery method. Therefore, it is unproductive to assign or

endorse an activity without considering how this activity helps to meet the goals and objectives. Methods that are used in the delivery programme are classes and courses, workshops, professional reading and individual conferences.

The principal and school management team should provide sufficient resources, financial, material and human resources, to facilitate staff development programmes. A variety of specialists will also enhance a staff development programme. Among the most available and knowledgeable persons are educators, professional consultants, educator organisation representatives and senior staff members (Mestry, 1999:174).

The final stage of the staff development programme is the implementation and delivery phase.

2.9.5 The implementation and delivery phase

A critical aspect in staff development programmes is the implementation and delivery phase. The very best of intentions and planning may result in failure unless attention is paid to satisfactory time arrangement and appropriate incentive for educators to participate (Rebore, 1991:169-170).

Time is a valuable commodity to all employees, especially when the professional development programme occurs after formal teaching time. It is a key factor in organising and encouraging employee participation in development programmes. It is essential for these programmes to be aligned with the school's development plan. There is a growing trend to incorporate staff development programmes as an extension of the day (Rebore, 1991:169-170).

The programme must be implemented when all concerned are happy with the arrangements and agree to participate in the programme (Mestry, 1999:175). This implies that the SMT and SDT collaboratively with the educators must

suggest possible programmes to be implemented. The educators should view it positively and should be convinced that at the end of the programme they will benefit from it.

The learning process does not end when a workshop, seminar or discussion is concluded. Instead, learning is an on-going, life-long process. The following professional development programmes could be implemented and attended by educators.

□ **Study groups/collaboration**

The study groups model of professional development involves the entire staff working collaboratively in finding solutions to common problems. Staff members are generally divided into groups of four to six members each. Groups may be homogeneous or heterogeneous, and generally, they stay together for at least a school year with rotating leadership. Although all groups focus on the same general issue or problem, each group selects a different aspect of the problem on which to concentrate. In a school where the focus is improving the quality of learners' writing work, for example, one group may investigate the use of technology in teaching writing, another may consider better planning strategies with educators to score learners written assignments and provide appropriate feedback, and a third may focus on the use of writing assessments in science and social studies. Opportunities are then provided for groups to share their findings and recommendations with other staff members. The major functions of study groups are to facilitate implementation of curricular and instructional innovations, collaboratively plan school improvement efforts, and study research on teaching and learning. Study groups bring focus and coherence to improvement efforts, especially if groups are carefully structured, well trained, and well supervised. By involving all staff members, they help break down the isolation that many educators experience. Study groups also reinforce the idea of schools as learning communities for learners and educators alike (Murphy, 1992:72).

Through the process of collaboration educators acquire the capacity to understand in order to challenge and ultimately to transform their own practices (Freese, 1996:26). Participation is seen as a device, which will assist in preventing or minimising conflict and resistance (Oosthuizen, 1997:41). People will co-operate when they feel that they are involved and acknowledged for their contributions.

Action research

For many educators, a particularly rewarding form of professional development that is directly linked with practice is action research. Here the educator aims to identify an aspect of his or her work for investigation in order to develop, implement and evaluate a new approach.

In action research an educator would start by collecting data and analysing his/her classroom practice and aim, if possible, to compare his/her perceptions with those of learners or an observer. The aim is to use the analysis to identify issues for possible development. Once the analysis has taken place, then a problem or issue would be selected and a strategy identified for improving practice in the area (Craft, 2000:28).

Elliot (1991:49) states that the fundamental aim of active research is to improve practice rather than to produce knowledge. The production and utilisation of knowledge is subordinate to this fundamental aim. Furthermore, action research is used as a strategy for helping educators to maximise learners' achievements of national curriculum outcomes.

Mentoring

Mentoring is a key professional development activity. Current practice varies and educators have found benefits from mentor relationships with other educators. In many cases the relationship offers the mentor as much opportunity to develop as

the person being mentored. It is used as a framework of positive support by skilled and experienced practitioners to other practitioners who need to acquire complex new skills. This apprenticeship model is based on the mentor as 'interpreter' or guide, providing access to the craft of the classroom by collaborative teaching, modelling, observation and discussion (Moon, Butcher & Bird, 2000:97). Effective mentoring is a difficult and demanding task and educators performing the role need the time and in-service support appropriate to the increased responsibilities being placed on them (McIntyre, Hagger & Wilken, 1994:82).

□ **Training**

In the minds of many educators, training is synonymous with professional development, for example, participation in district in-service activities. Shaw (1992:16) states that team training is used to embrace on-going professional development. It is the most common form of professional development and the one with which educators have the most experience. Training typically involves a presenter or team of presenters who share ideas and expertise through a variety of group-based activities.



Training formats include large group presentations and discussions, workshops, seminars, etcetera. Effective training generally includes an exploration of theory, demonstrations or modelling of skills, simulated practice, feedback about performance, and coaching in the workplace. Training is the most efficient and cost-effective professional development programme for sharing ideas and information with large groups of educators. It provides all participants with a shared knowledge base and a common vocabulary (Guskey, 2000:23).

Effective evaluation is the final stage in a staff development programme.

2.9.6 Evaluating the staff development programme

The evaluation of a professional development programme, for example, a workshop and in-service training is necessary for schools in order to be informed of how the program has benefited the school and its educators as a whole. Guskey (2000:82-86) designed an evaluation tool, including five critical levels of professional development evaluation. This tool could be used by schools to assist their educators in evaluating whether a specific programme has benefited their needs. Questions that are addressed at each level should be used to inform the SDT of the development experience and to advise the district offices how to improve in-service programmes.

The five critical levels of professional development education are elucidated (Guskey, 2000:82-86). The educator's reaction regarding the development experience is discussed.



2.9.6.1 Educator's reaction

It is necessary to assess whether the educator is satisfied with the development programme experience. This information is used to improve program design and delivery. It includes questions such as:

- Did you find the development programme valuable?
- Was your time well spend?
- Did the material make sense?
- Will it be useful?
- Was the leader knowledgeable and helpful?
- Did they attend to basic human needs for example the provision of refreshments, comfortable chairs and room temperature?

The educator's learning/knowledge that is gained in the professional development programme is elucidated.

2.9.6.2 Educator's learning

The development programme needs to assist the educators in acquiring the intended knowledge and skills to meet their specific needs and to fulfill the purpose of the development programme. In other words, it is assessed whether the new knowledge and skills obtained by the educators would satisfy their professional needs. This information would be used to improve program content, format and organisation of the development activity. It includes the following question:

- Did you acquire the intended knowledge and skills that are needed to improve your classroom management skills?

The educator needs to be aware of the way in which his/her knowledge gained during the development programme would support the organisation/school and the positive change it would bring about in the school. Therefore, the organisation's support and change is elaborated.

2.9.6.3 Organisation support and change

It is essential to be informed about the effect that the professional development program had on the school of the educator. In other words, it is measured whether the program supported the school, for example, by making sufficient resources available that would support or change the school positively.

This information is used to document and improve the support provided to the schools. It includes the following questions:

- Were problems experienced in schools addressed quickly and efficiently?
- Were sufficient resources made available to the school?

The knowledge, skills and attitudes that the educators acquire in the development programme have to satisfy their needs. Thus, the educator's use of new knowledge and skills is discussed.

2.9.6.4 Educator's use of new knowledge and skills

The central question is whether the educators needs have been met and whether what they have learnt made a difference in their professional practice. It is evident that the degree and quality of the implementation of the development programme is evaluated. This is utilised to document and improve the implementation of program content. The following question is addressed:

- Would you be able to effectively apply the new knowledge and skills in practice?

The educator's acquired knowledge needs to benefit the learners to such an extent that it enables the learners to achieve their learning outcomes. Hence, the learner's learning outcomes is elucidated.

2.9.6.5 Learners learning outcomes

It was used to assess whether the professional development programme had a positive effect on the learners in such a way that it assisted them in achieving their learning outcomes and improving their learning abilities. This information was useful to focus and improve all aspects of program design, implementation and follow-up and to demonstrate the overall impact on professional development. The following questions were emphasised:

- Would the development activity benefit the learners in any way? Explain.
- Would it affect learner performance or achievements positively? Explain.

The abovementioned five critical levels of professional development evaluation need to be implemented by schools in order to ensure that the quality of teaching and learning in the classroom are enhanced.

2.10 SUMMARY

In this chapter professional development was discussed. The different assessment systems, namely the performance appraisal system, the developmental appraisal system and WSE were explained. Lesson observation was used to assess the needs of educators in terms of effective classroom management skills by focusing on set criteria. Furthermore, development programmes were reviewed as a strategy whereby educators could develop their classroom management skills, knowledge and attitudes.

In chapter three a discussion of the research instrument and empirical investigation will be given.




CHAPTER THREE

RESEARCH DESIGN

3.1 INTRODUCTION

The specific aim of the study was highlighted in chapter one, namely to assess professional development and establish its implications for WSE. The literature study carried out in the preceding chapter forms a framework for an empirical study.

This chapter outlines the methodology used by the researcher to collect data and also focuses on the research design, which provides clarity on the following aspects of the research:

- 
- the purpose of quantitative research;
 - the design of the questionnaire as a research instrument;
 - a review of the empirical investigation; and
 - a discussion of some questions used in the questionnaire

A brief discussion of the purpose of the quantitative research is emphasised.

3.2 THE PURPOSE OF QUANTITATIVE RESEARCH

The goal of quantitative research is to collect information that will investigate a research problem or question. This goal is attained only if the research is conceived and executed in such a manner that the data collected are accurate and directly relevant to the question posed. In addition, the quantitative research method involves the usage of a questionnaire as a data collection technique to ensure that the research remain as objective as possible (Schumacher &

McMillan, 1993:157). This data collection in turn, enables a researcher to generalise the findings from a sample of responses to a larger population (Babbie, 1992:237; Creswell, 1994:117).

Quantitative research is used to gather information about people's attitudes, opinions, beliefs, demographics and behaviour. Information gathered from a sample of respondents can be generalised to a population (Cohen et al., 2000:73).

Another purpose of quantitative research is to describe the frequency, incidence, the distribution of the characteristics of an identified population and to explore relationships between variables (Schumacher & McMillan, 1993:279; Creswell, 1994:118). In quantitative research the aim is to determine the relationship between an independent and dependent variable in a population. The purpose of quantitative research is therefore to make objective descriptions of a limited set of phenomena, and to determine whether the phenomena can be controlled through certain interventions. This initial quantitative study of a research problem typically involved a precise description of the phenomena and a search for pertinent variables and their interrelationship. Ultimately, a theory is formulated to account for the empirical findings (Ross & Mahlck, 1990:1-3).

Lastly, quantitative research is inclined to be deductive, in other words it tests theory. The aim of such a conclusion is to find general laws that are applicable to similar situations or populations represented by the sample that has been investigated. Researchers believe that such trends or laws are sufficiently strong to have practical value, but they do not allow perfect prediction or control. Quantitative researchers use the deductive form of reasoning and begin with hypotheses and by proving these hypotheses (Hopkins, 2000:1).

A brief discussion of the design of the questionnaire as a research instrument now follows.

3.3 THE DESIGN OF THE QUESTIONNAIRE AS A RESEARCH INSTRUMENT

The design of the empirical investigation was a structured questionnaire consisting of biographical information and thirty-seven items. The advantages of questionnaires are that they are the most economical of the available data-gathering techniques. Using the questionnaire ensures that there is clarity concerning the different respondents and standardisation among a large group. Questionnaires are therefore most likely to give the researcher the most accurate results.

The questionnaire was divided into three sections (see Annexure D). A letter was addressed to the respondents, who were principals/educators of schools where WSE was conducted in Gauteng in 2004. The letter explained their role in the research and a set of instructions that the principals/educators were to follow when completing the questionnaire.

The first part of the questionnaire (Section A) gathered biographical information, such as gender, age, position the respondent holds at school and the union that the respondent belong to. The second part of the questionnaire (Section B) was made up of thirty-seven items. The questions aimed at gathering data on the experiences and perceptions of educators regarding professional development. The third and last part (Section C) which consisted of three open-ended questions that dealt with: the quality of teaching and learning in schools with regard to the effectiveness of schools; promotion of educators and the essential aspects needed to prepare learners for life.

In this investigation the respondents answered the questions according to a six-point scale, where 1 represented “strongly disagree” and 6 represented “strongly agree”. The fact that an even number has been chosen helps to avoid a neutral

opinion on the questions (Eiselen & Uys, 2002:22). However, in the results the six-point scale was reduced to a four-point scale because a small number of respondents chose 1 – strongly disagree, 2 – disagree, 3 – partially disagree rather than 4 – partially agree, 5 – agree and 6 – strongly agree. In other words the manner in which the respondents answered the questions resulted in a negatively skewed correlation. Therefore, 1 – strongly disagree, 2 – disagree, 3 – partially disagree are grouped together as disagree. The new four-point scale is regrouped as follows:

- 1 – disagree
- 2 – partially agree
- 3 – agree
- 4 – strongly agree

Furthermore, question B26, that read as “At my school learners assess educators” was inversed to “At my school learners do not assess educators” in order to form a definite negative correlation.

Fifty schools were sampled and each school received ten questionnaires. A total of 500 questionnaires were distributed. It is believed that as the size of the sample increases, it becomes likely that the researcher will obtain accurate results purely by chance (Mouton, 1996:139).

The questions were grouped according to the two factors, namely effective development programs (factor 1) and staff development programs (factor 2) (see Table 3.1 and 3.2).

TABLE 3.1: ITEMS ASSOCIATED WITH FACTOR 1 – EFFECTIVE DEVELOPMENT PROGRAMMES

Item no	Description Effective development programmes	Mean score	Rank order
B4	Educator development is an important aspect of whole school evaluation	3,11	1
B2	Educator development has a positive influence on the performance of learners	3,10	2
B1	Professional development enhances an educator's ability to fulfil his/her responsibilities more effectively	3,07	3
B5	Educator development improves the teaching skills of educators	3,00	4
B3	At our school educator development is considered to be important	2,97	5
B6	I have a clear understanding of what educator development entails	2,99	6
B7	The time invested in educator development programmes has improved the learning ability of learners	2,57	7
B8	The ultimate goal of educator development is to enhance learner's learning	2,94	8
B29	Educators need to learn how to work collaboratively	2,80	9
B30	Educator development programmes should take place after formal teaching time	2,52	10
B35	Developmental appraisal (IQMS) records should be taken into consideration when educators apply for promotions	2,93	11
B36	Professional developmental programmes benefits the school as a whole	3,23	12
B34	Peer appraisal of educators contributes to team building in schools	2,65	13
B31	Educators appreciate feedback about their performance	3,02	14
B32	The SMT should be responsible for organising educational developmental programmes	2,93	15
B33	At my school the principal conducts classroom visits	2,71	16

Item no	Description Effective development programmes	Mean score	Rank order
B37	Educators found to be incompetent should attend compulsory developmental programmes	3,15	17
B10	Educators at my school engage in conversations about ways to improve professionally	2,73	18
B11	I am enthusiastic about planning with other educators	2,94	19
B9	I like to experiment with new teaching techniques	3,08	20
Average		2,922	

The score of 2,922 (3,0) means that the respondents agreed regarding factor one which is effective development programmes.

TABLE 3.2: ITEMS ASSOCIATED WITH FACTOR 2 – STAFF DEVELOPMENT PROGRAMMES

Item no	Description Staff development programmes	Mean score	Rank order
B22	Staff developmental programmes in my school are included in the year plan	2,9338	1
B24	The needs of the school are taken into consideration when designing an appropriate school development programme	2,9389	2
B23	Educators at my school attend staff development programmes according to their needs	2,8753	3
B21	My school has a school development team	2,8626	4
B25	Educators are confident in the learning areas they teach	2,9771	5
B14	Professional development activities at my school are aligned with our whole school's development plan	2,8651	6
B20	Educators at my school show a willingness to acquire new knowledge	2,7176	7
B15	Staff members work together to plan professional development activities	2,7178	8
B13	Management encourages professional development at our school	2,9924	9

Item no	Description Staff development programmes	Mean score	Rank order
B17	At my school classroom observation is a means to improve teaching skills	2,4275	10
B16	At my school professional development programmes are evaluated	2,2010	11
B27	In my school staff development is in line with educators' needs	2,3868	12
B18	Educators at my school participate in district in-service activities	2,8753	13
B19	Educators at my school realise the importance of life long learning	2,9084	14
B28	At my school the implementation of DAS (IQMS) leads to professional growth	2,2163	15
B26	At my school learners do not assess educators	2,7481	16
B12	At my school educators observe lessons of other educators	2,2468	17
Average		2,6994	

The score of 2,6994 (3,0) means that the respondents partially agreed regarding factor two, namely staff development programmes.

The distribution of responses pertaining to factor one and two is illustrated in table 3.3 and 3.4.

TABLE 3.3: DISTRIBUTION OF RESPONSES PERTAINING TO FACTOR ONE

ITEM NO	RANK ORDER	FREQUENCY OF RESPONDENTS				TOTAL	% SELECTING 1 OR 2	% SELECTING 3 OR 4
		SCORING FROM 1-4						
		1	2	3	4			
B4	1	15	68	180	151	414	20,0	80,0
B2	2	29	64	154	167	414	22,5	77,5
B1	3	31	64	161	156	412	23,1	76,9
B5	4	23	77	184	130	414	24,2	75,8
B3	5	29	79	177	128	413	26,2	73,8
B6	6	13	86	209	106	414	23,9	76,1
B7	7	59	119	171	63	412	43,2	56,8
B8	8	28	76	196	114	414	25,1	74,9
B29	9	39	106	164	103	410	34,9	65,1
B30	10	89	96	157	70	412	44,9	55,1
B35	11	37	71	195	111	414	26,1	73,9
B36	12	20	43	171	180	414	15,2	84,8
B34	13	71	97	156	90	414	40,6	59,4
B31	14	30	63	188	131	412	22,6	77,4
B32	15	33	73	190	113	409	25,9	74,1
B33	16	86	81	121	125	413	40,4	59,6
B37	17	38	44	142	186	410	0,2	80,0
B10	18	47	108	171	88	414	37,4	62,6
B11	19	30	80	182	122	414	26,6	73,4
B9	20	20	69	187	137	413	21,5	78,4

TABLE 3.4: DISTRIBUTION OF RESPONSES PERTAINING TO FACTOR TWO

ITEM NO	RANK ORDER	FREQUENCY OF RESPONDENTS				TOTAL	% SELECTING 1 OR 2	% SELECTING 3 OR 4
		SCORING FROM 1-4						
		1	2	3	4			
B22	1	53	59	164	138	414	27,1	72,9
B24	2	45	72	160	136	413	25,2	71,7
B23	3	46	75	182	111	414	29,2	70,8
B21	4	58	68	158	128	412	30,6	69,4
B25	5	32	80	164	138	414	27,1	72,9
B14	6	32	91	194	97	414	29,7	70,3
B20	7	36	100	187	91	414	32,9	67,1
B15	8	58	92	171	93	414	36,2	63,8
B13	9	30	69	185	129	413	24,0	76,0
B17	10	77	142	131	63	413	53,0	47,0
B16	11	98	173	97	41	409	66,3	33,7
B27	12	90	137	125	61	413	55,0	45,0
B18	13	33	95	168	113	409	31,3	68,7
B19	14	32	83	183	115	413	27,8	72,1
B28	15	101	148	125	35	409	60,9	39,1
B26	16	157	89	67	100	413	59,6	40,4
B12	17	133	101	120	55	409	57,2	42,7

Tables 3.3 and 3.4 individually illustrate the number of respondents that answered the questions pertaining to factor one and two respectively on a scale from 1-4. For example, Question B4 which is grouped under factor one with rank order 1, clearly indicates that 15 respondents disagreed, 68 partially agreed, 180 agreed and 151 strongly agreed that educator development is considered as an important aspect of WSE (B4). From the table it is apparent that a total of 414 respondents answered this question of which 20% selected 1 or 2 while 80% selected 3 or 4 on the scale from 1 to 4.

An elaboration of the empirical investigation is given.

3.4 THE EMPIRICAL INVESTIGATION

3.4.1 The respondents

Respondents were chosen from the various post levels of the teaching profession. It was felt that the perceptions of the educators at the various post levels relative to professional development should vary and hence it was important to sample educators at different post levels (see Section A question 3 of the questionnaire).

3.4.2 The research group

In this research study, a convenient random sample was used. The sample was representative of primary and secondary school educators in the Gauteng Province. The sample consisted of 414 respondents. Five hundred questionnaires were handed out to educators in Gauteng West of which 414 were returned and used for this research.

Principals were approached in order to obtain their co-operation. The questionnaires were handed to the principals by the researcher and personally collected again after completion. Co-operation in most instances was excellent and this enabled a good return of questionnaires.

3.4.3 Return of the questionnaires

The following table summarise the information relevant to the questionnaires:

Handed out	Returned – usable	Percentage return
500	414	82,8%

The number returned (82,8%) is a very high return rate, which is well above the rate of 70% that provides a quantity of data large enough to draw valid and reliable conclusions.

3.4.4 Biographical information

The following biographical information were requested from the respondents: Gender, age, present post, teaching experience, educator organisations, highest qualification, mother tongue, religion, language of instruction, attendance of educators, gender of the principal and the type of school. The abovementioned biographical information are indicated in the form of tables which indicates the representivity of the sample as follows:

TABLE 3.4.4.1: GENDER

GENDER	FREQUENCY	PERCENTAGE
Male	100	24,1
Female	312	75,4
No response	2	0,5
Total	414	100

The above table is a representation of educators in Gauteng, which indicates that most respondents in the school surveyed were females. Thus, it would appear that more females than males are in the teaching profession.

TABLE 3.4.4.2: AGE

AGE GROUPS	FREQUENCY	PERCENTAGE
21-29	66	15,9
30-39	148	35,8
40-49	115	27,8
50-68	85	20,5
Total	414	100

In this table it is evident that most of the respondents were between 30 and 39 years while the least number of the respondents were between 21 and 29 years old. This could be that fewer young people have the desire to become educators while those who are in the education remain there probably due to job security.

TABLE 3.4.4.3: PRESENT POST

POST	FREQUENCY	PERCENTAGE
Principal	11	2,7
Deputy Principal	18	4,3
Head of department	34	8,2
Educator	351	84,8
Total	414	100

351 respondents are educators and 63 respondents are part of the school management team (SMT). This table represents the number of educators on the SMT as relatively small when compared to the educators in post level one. The reason for this is due to the post provisioning norm. Based on the number of learners, a school is entitled to educators calculated according to the post provisioning norm.

TABLE 3.4.4.4: TEACHING EXPERIENCE

YEARS	FREQUENCY	PERCENTAGE
1-5	73	17,7
6-9	53	12,9
10-15	105	25,5
16-20	58	14,1
21 +	123	29,8
Total	414	100

This table indicates most of the educators as being 21 years and more in the profession. Many of the educators seem to be reluctant to leave the teaching

profession. This could probably be due to educators wanting security in their jobs.

TABLE 3.4.4.5: EDUCATOR ORGANISATIONS

ORGANISATION	FREQUENCY	PERCENTAGE
NUE	209	49,0
SAOU	100	23,4
Other	118	27,6

More respondents are affiliated to the National Union of Educators (NUE) and Suid-Afrikaanse Onderwys Unie (SAOU) while the rest of the respondents belong to other educator organisations, such as the South African Democratic Teachers Union (SADTU). A reason for this could be that these educator organisations are more professional in the presentation of development programmes where educators' needs regarding professional skills, knowledge and attitudes are considered.

TABLE 3.4.4.6: HIGHEST EDUCATIONAL QUALIFICATION

QUALIFICATION	FREQUENCY	PERCENTAGE
Post school diploma/certificate	36	8,7
Teachers diploma & FDE	195	47,1
Bachelor's degree & higher qualification	183	44,2
Total	414	100

This sample indicates that more educators have a teacher's diploma and a further diploma in education than degrees. A reason for this could be that educators are not motivated to improve their qualifications because they do not receive salary increases by studying further and there are not many promotion opportunities.

TABLE 3.4.4.7: MOTHER TONGUE

LANGUAGE	FREQUENCY	PERCENTAGE
Afrikaans	232	56,0
English	146	35,3
Other	36	8,7
Total	414	100

Most of the respondents are Afrikaans-speaking while there is a small percentage that speaks other languages, for example Zulu, Xhosa and Tswana. Therefore, most of the schools in the survey use Afrikaans as their mother tongue.

TABLE 3.4.4.8: RELIGION

RELIGION	FREQUENCY	PERCENTAGE
Christian	403	97,3
Other	10	2,4
Missing	1	0,3
Total	414	100

In this survey it is evident that the respondents were predominantly Christians. This could mean that the educators in the schools surveyed in Gauteng West belong to the Christian faith.

TABLE 3.4.4.9: LANGUAGE OF INSTRUCTION

LANGUAGE OF INSTRUCTION	FREQUENCY	PERCENTAGE
Afrikaans	63	15,7
English	277	66,9
Double medium	9	2,2
Parallel medium	63	15,2
Total	414	100

This sample representation indicates that although the educators' mother tongue is Afrikaans (table 3.4.4.7), they teach in English. Thus, it would appear that most schools in Gauteng use English as the language of instruction.

TABLE 3.4.4.10: ATTENDANCE OF EDUCATORS

ATTENDANCE OF EDUCATORS	FREQUENCY	PERCENTAGE
Excellent	285	68,8
Average	113	27,3
Poor	13	3,1
No response	3	0,8
Total	414	100

This sample presentation shows that most of the educators surveyed attend schools regularly throughout the year. This could mean that educators are committed to their work and they have the best interest of the learners at heart.

TABLE 3.4.4.11: GENDER OF YOUR PRINCIPAL

GENDER OF PRINCIPAL	FREQUENCY	PERCENTAGE
Male	347	83,8
Female	61	14,7
No response	6	1,5
Total	414	100

This sample presentation indicates that most of the principals at the schools surveyed are males at the schools. The reason for this could be that governing bodies probably regard males as more efficient managers than females.

TABLE 3.4.4.12: TYPE OF SCHOOL

SCHOOL	FREQUENCY	PERCENTAGE
Primary school	205	49,5
Secondary school	184	44,5
Combined school	3	0,7
Special school	20	4,8
Other	2	0,5
Total	414	100

This sample presentation shows that most of the schools surveyed are primary schools. This indicates that there are more primary than secondary schools in Gauteng West.

The last part, Section C of the questionnaire is discussed.

3.5 SECTION C OF THE QUESTIONNAIRE

Three questions were asked in this section and a graphical summary of the responses will be provided.



3.5.1 Effectiveness of the school relative to other schools in the Province

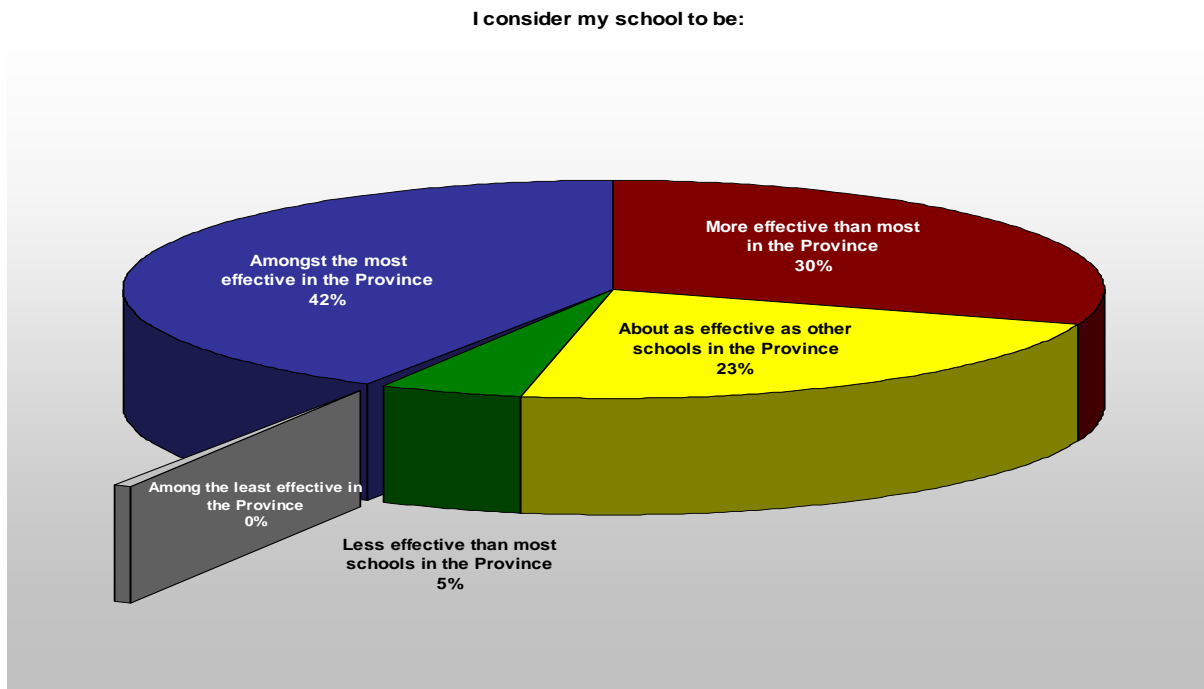


Figure 3.1: School effectiveness

The above graph represents how effective educators regard their schools compared to other school in the Gauteng Province. 42% of the educators regard their school amongst the most effective in the Province. 30% regard their school as more effective than most schools in the Province. 23% of the educators regard their school to be about as effective as other schools in the Province. 8% view their school as less effective than most schools in the Province and 0% regard their school as least effective in the Province.

The possible reason for these responses could be that their educators are functioning optimally when they have to meet curriculum deadlines.

3.5.2: Which one of the following would you say is the most important to prepare a learner for life?

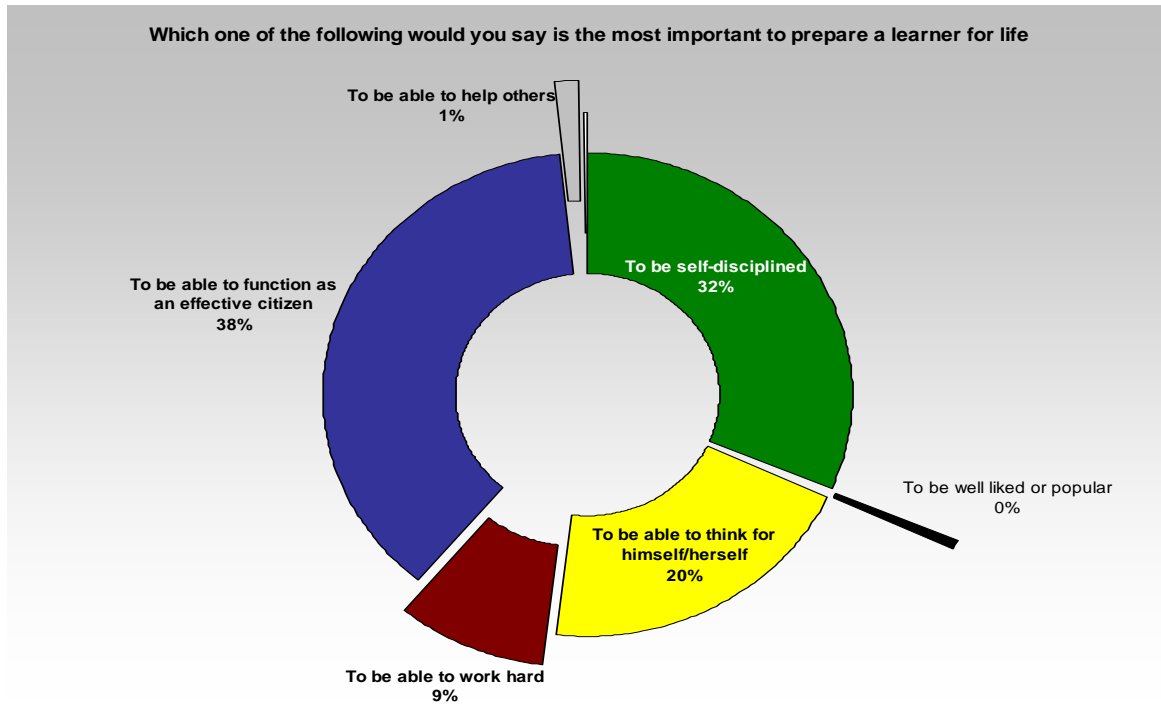


Figure 3.2: Preparing a learner for life

The graph represents the opinion of educators regarding the most important factor that is needed to prepare a learner for life.

38% of the educators state that to be able to function as an effective citizen is the most important to prepare a learner for life. 32% of the educators state that to be self-disciplined is the second most important factor to prepare a learner for life. 20% of the educators state that to be able to think for himself/herself is the third important factor to prepare a learner for life. 1% of the educators state that to be able to help others is the fifth important factor to prepare a learner for life and 0% of the educators state that being liked or popular is the least important factor that is need to prepare a learner for life. The possible reason why educators regarded the ability to function as an effective citizen as the most important factor

to prepare a learner for life could be that they view it as an important critical outcome of outcomes-based education (OBE).

3.5.3 The three most important factors in being promoted in the current education system

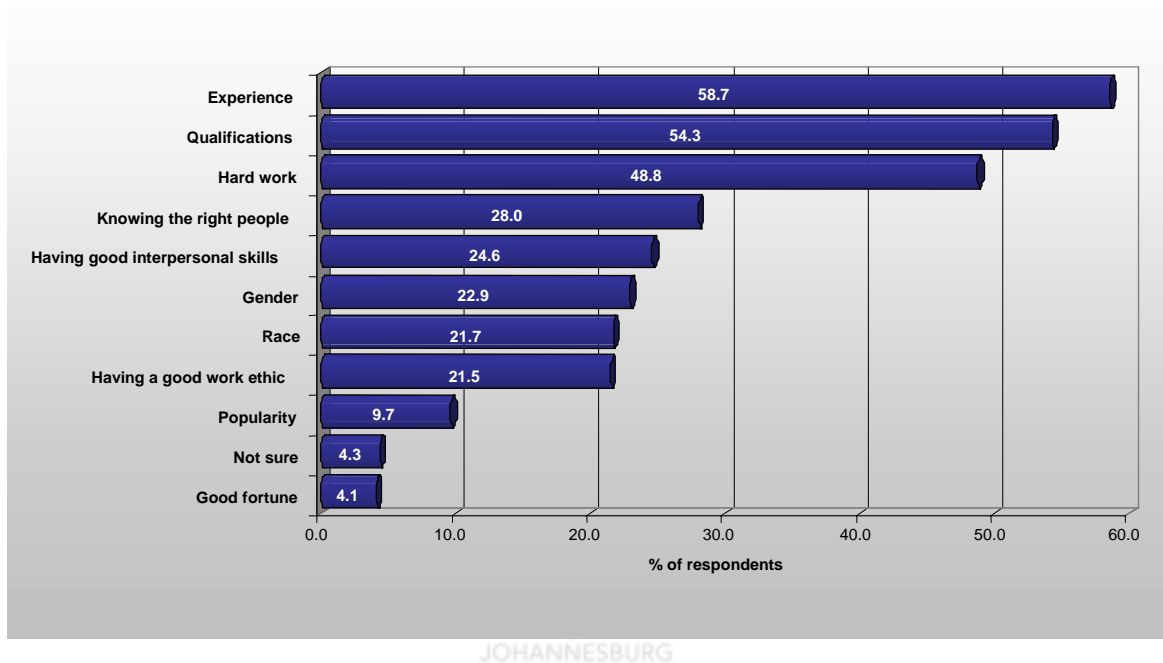


Figure 3.3: Three most important factors in gaining promotion in the current education system

The graph indicates that educators regard experience, qualifications and hard work as the three most important factors for gaining promotion in the current education system. The reason for this could be that these three factors play an important role in the criteria that is used in the shortlisting of educators.

3.6 DISCUSSION OF SOME QUESTIONS USED IN THE QUESTIONNAIRE

Questions were formulated in such a way that the respondents, namely educators and members of the SMT, could indicate the extent to which they

agreed or disagreed with the statements which related to their perceptions of professional development and its implications for WSE. For example:

At my school professional development activities are evaluated.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

According to the results points 1, 2 and 3 were grouped together and the following new scale was formulated:

Disagree

1	2	3	4
---	---	---	---

 Strongly agree

The respondents could indicate their response as follows:

- 1 - disagree
- 2 - partially agree
- 3 - agree
- 4 - strongly agree



Selected questions will now be discussed and motivated, using relevant data extracted from the tables.

Question B8: The ultimate goal of educator development is to enhance learner's learning.

Mean score = 2,94

Rank order = 8

% respondents selecting 3 or 4 = 74,9%

The data indicates that 74,9% of the respondents agreed to strongly agreed that the ultimate goal of education is to enhance learners' learning. Educators are thus of the opinion that their professional development for example via

workshops, should contribute to the improvement of learners' learning. In other words a workshop that would benefit the learners is worthwhile to attend (See section 2.2.3).

Question B37: Educators found to be incompetent should attend compulsory development programmes.

Mean score = 3,15

Rank order = 17

% respondents selecting 3 or 4 = 80,0%

The data indicates that 80,0% of the respondents agree to strongly agree that it is compulsory for incompetent educators to attend development programmes. Educators who are incapable or lack teaching skills need to attend development programmes such as workshops or they need to be mentored by an educator who is capable to help them to become skilful (See section 2.9).

Question B30: Educator development programmes should take place after formal teaching time.

Mean score = 2,52

Rank order = 10

% of respondents selecting 3 or 4 = 55,1%

The data indicates that more than half of the respondents agree to strongly agree that educator development programmes should occur after formal teaching time. Time that educators are supposed to use for teaching should not be used for development programmes, although the development might be for the benefit of the learners. When the educator development programmes, for example, workshops are after school, the educators can be trained properly and without having to deprive the learners that they are supposed to teach (See section 2.9.4).

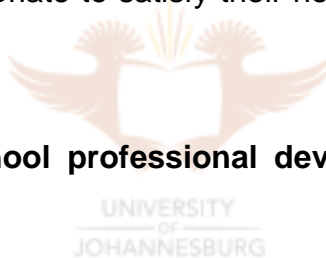
Question B23: Educators at my school attend staff development programmes according to their needs.

Mean score = 2,88

Rank order = 3

% respondents selecting 3 or 4 = 70,8%

The data indicates that 70,8% of the educators agree to strongly agree that educators should attend staff development programmes based on to their needs. It is useless to attend a workshop if it is not going to support an educator in the area of this/her weakness. Therefore, it is important for educators to first identify their needs or weaknesses before they can decide what staff development programme would be appropriate to satisfy their need or weakness (See section 2.9.2).



Question B16: At my school professional development programmes are evaluated.

Mean score = 2,20

Rank order = 11

% respondents selecting 3 or 4 = 33,7%

The data shows that a relatively small percentage of respondents agree to strongly agree that professional development programmes are evaluated at their schools. In other words most of the school surveyed do not assess the effectiveness of implemented professional development programmes. They do not evaluate whether the development programmes has satisfied the needs of their educators or not even though it is regarded as an important step in the implementation of professional development programmes (See section 2.9.6).

Question B25: Educators are confident in the learning areas they teach.

Mean score = 2,98

Rank order = 5

% respondents selecting 5 and 6 = 72,9%

The data indicates that 72,9% of the respondents agree to strongly agree that educators are confident in the learning areas they teach. The educators are experts in their learning area because they have been teaching a specific learning area for many years. They also attend regular workshops that assist them in converting their weaknesses in teaching into strengths (See section 2.8.2.1).

3.7 SUMMARY

In this chapter a description of the empirical investigation was provided. The questionnaire was discussed and the course of the research was briefly indicated. Relevant tables were provided and the questions pertinent to professional development were also tabulated. It was evident that respondents regarded professional development as an important aspect.

In chapter four the following aspects will receive attention:

- Reliability and the validity of the instrument.
- Some aspects of the data flowing from the statistical analysis will be examined and interpreted.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF SELECTED EMPIRICAL DATA

4.1 INTRODUCTION

In chapter three the following aspects were discussed:

- the instrument of research which included the design of the questionnaire and a discussion of the items in the questionnaire related to the assessment of parental involvement in WSE; and
- the empirical investigation which entails the respondents chosen, biographical data, the research group and the return of the questionnaire.

In this chapter the following aspects will receive attention:

- the reliability and validity of the structured questionnaire;
- a discussion of the various factors involved;
- a comparison of two independent groups stating the appropriate hypotheses and analysing the data by means of multivariate statistical tests;
- a comparison of three or more independent groups, stating the hypotheses and analysing the appropriate statistical data; and
- a discussion of the significance of differences between the factor means of various groups for each of the factors involved.

When one attempts to determine the perceptions of educators using a structured questionnaire it is important that it is valid and reliable. Validity is concerned with whether what one is measuring is what one really intends to measure. Reliability

refers to the consistency and dependability of measures (Rose & Sullivan, 1996:19).

It is essential to establish the reliability and validity of the research instrument used in the research. This will now be discussed.

4.2 RELIABILITY AND VALIDITY

In order to establish the reliability and validity of the research instrument it is necessary firstly, to clarify these concepts and secondly, to relate it to this research.

According to Jaeger (1990:378) reliability is a considered measurement concept that represents the consistency with which an instrument measures a given performance or behaviour. A measurement instrument that is reliable will provide consistent results when a given individual is measured repeatedly under near-identical conditions.

Validity on the other hand, is a measurement concept that is concerned with the degree to which a measurement instrument actually measures what it purports to measure. Validity is not absolute, but depends on the context in which a measurement instrument is used and the inferences that are based on the results of the measurement (Jaeger, 1990:384).

There are, however, different types of validity but for the purposes of this research only content and construct validity will be clarified.

- **Content validity:** A test has content validity to the extent that its items represent the content that the test is designed to measure (Borg, Gall & Gall, 1993:120).

- **Construct validity:** A test has construct validity to the extent that it can be shown to measure a particular hypothetical construct. Psychological concepts such as competency, intelligence, anxiety and creativity are considered hypothetical constructs because they are not directly observable but are rather inferred on the basis of their observable effects on behaviours (Borg et al., 1993:12).

To ensure content validity the researcher designed 37 items to probe the perceptions of educators and educators in promotion posts (school-based) as to the extent that they agree or disagree with certain statements relative to professional development within the context of WSE (see Appendix A).

The construct validity of the measuring instrument was investigated by means of factor analysis. According to Jaeger (1990:345) factor analysis is used extensively in research. It is particularly useful as a tool for examining the validity of tests or the measurement characteristics of attitude scales.

Borg et al. (1993:269) defines factor analysis as a correlation technique that examines a large number of items and determines whether they cluster into a smaller number of underlying factors. The principle objective of factor analysis is to construct a smaller number of variables (called factors) that do as good a job of conveying the information present in the larger number of variables.

The construct validity of the instrument in this research was investigated by means of successive first and second order factor analytic procedures performed on the 37 items.

The first order procedure involves a principal factor analysis (PFA1). These procedures were performed using the SPSS 11,0 programme (Norusis, 1998) to identify a number of factors that may facilitate the processing of the statistics. The first order procedure resulted in 7 factors that were used as input for the

second order procedures which resulted in 2 factors. This consisted of a principal component analysis (PCA2) followed by a principal factor analysis (PFA2).

These procedures resulted in the 37 items being reduced to two factors namely:

Factor 1 consisting of 20 items that was named effective development programmes with a Cronbach-alpha reliability coefficient of 0,892. The 20 items can thus be regarded as forming one scale with a minimum value of $20 \times 1 = 20$ and a maximum value of $20 \times 4 = 80$.

Factor 2 consisting of 17 items that was called staff development programmes with a Cronbach-alpha reliability coefficient of 0,915. The 17 items thus form one scale with a minimum value of $17 \times 1 = 17$ and maximum value of $17 \times 4 = 68$.

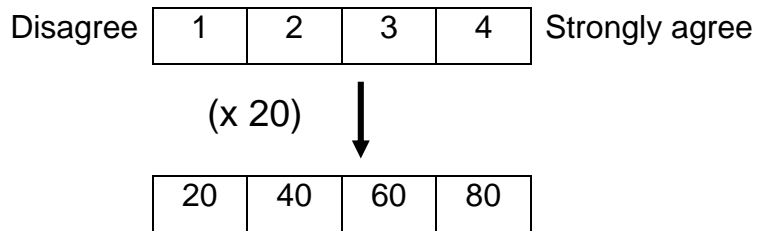
The items that formed effective development programmes are shown in table 4.1, the items involved in staff development programmes are given in table 4.2.

TABLE 4.1: ITEMS ASSOCIATED WITH THE FACTOR EFFECTIVE DEVELOPMENT PROGRAMMES

Item no	Description Effective development programmes	Mean score	Rank order
B4	Educator development is an important aspect of whole school evaluation	3,11	1
B2	Educator development has a positive influence on the performance of learners	3,10	2
B1	Professional development enhances an educator's ability to fulfil his/her responsibilities more effectively	3,07	3
B5	Educator development improves the teaching skills of educators	3,00	4
B3	At our school educator development is considered to be important	2,97	5

Item no	Description Effective development programmes	Mean score	Rank order
B6	I have a clear understanding of what educator development entails	2,99	6
B7	The time invested in educator development programmes has improved the learning ability of learners	2,57	7
B8	The ultimate goal of educator development is to enhance pupil's learning	2,94	8
B29	Educators need to learn how to work collaboratively	2,80	9
B30	Educator development programmes should take place after formal teaching time	2,52	10
B35	Developmental appraisal (IQMS) records should be taken into consideration when educators apply for promotions	2,93	11
B36	Professional developmental programmes benefits the school as a whole	3,23	12
B34	Peer appraisal of educators contributes to team building in schools	2,65	13
B31	Educators appreciate feedback about their performance	3,02	14
B32	The SMT should be responsible for organising educational developmental programmes	2,93	15
B33	At my school the principal conducts classroom visits	2,71	16
B37	Educators found to be incompetent should attend compulsory developmental programmes	3,15	17
B10	Educators at my school engage in conversations about ways to improve professionally	2,73	18
B11	I am enthusiastic about planning with other educators	2,94	19
B9	I like to experiment with new teaching techniques	3,08	20
Average		2,922	

The above 20 items can thus be regarded as one scale or factor and the four-point scale should be understood in terms of a new scale that can be presented as follows:



A score between 60 and 80 would thus indicate that respondents agree to strongly agree with the factor concerned. A score of 40 would represent partial agreement by the respondents. A score of 20 would indicate that respondents disagree with the items in the factor.

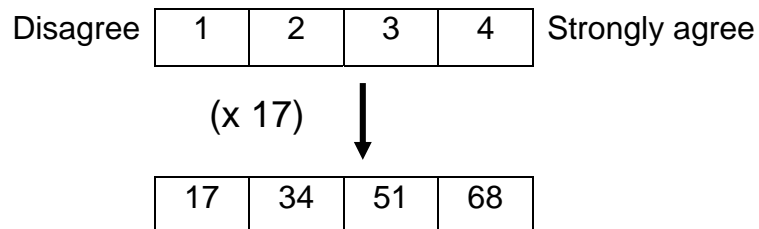
Having presented the items associate with factor one and discussed the appropriate scale, factor two will now be discussed.

TABLE 4.2: ITEMS ASSOCIATED WITH THE FACTOR STAFF DEVELOPMENT PROGRAMMES

Item no	Description Staff development programmes	Mean score	Rank order
B22	Staff developmental programmes in my school are included in the year plan	2,9338	1
B24	The needs of the school are taken into consideration when designing an appropriate school development programme	2,9389	2
B23	Educators at my school attend staff development programmes according to their needs	2,8753	3
B21	My school has a school development team	2,8626	4
B25	Educators are confident in the learning areas they teach	2,9771	5
B14	Professional development activities at my school are aligned with our whole school's development plan	2,8651	6
B20	Educators at my school show a willingness to acquire new knowledge	2,7176	7
B15	Staff members work together to plan professional development activities	2,7178	8
B13	Management encourages professional development at our school	2,9924	9

Item no	Description Staff development programmes	Mean score	Rank order
B17	At my school classroom observation is a means to improve teaching skills	2,4275	10
B16	At my school professional development programmes are evaluated	2,2010	11
B27	In my school staff development is in line with educators' needs	2,3868	12
B18	Educators at my school participate in district in-service activities	2,8753	13
B19	Educators at my school realise the importance of life long learning	2,9084	14
B28	At my school the implementation of DAS (IQMS) leads to professional growth	2,2163	15
B26	At my school learners do not assess educators	2,7481	16
B12	At my school educators observe lessons of other educators	2,2468	17
Average		2,6994	

The 17 items above can thus be regarded as one scale or factor and the four-point scale should be understood in terms of a new scale that can be represented as follows:



A score of between 51 and 68 would thus indicate that respondents agree to strongly agree with the factor concerned. A score of 34 would represent partial agreement by the respondents. A score of 17 would indicate that respondents disagree with the items in the factor.

Having completed a representation of the factors involved in the assessment of professional development and its implication for WSE, it is appropriate to state the hypotheses and discuss the statistical analysis.

4.3 HYPOTHESES

Due to the restrictions placed on the length of a mini-dissertation only one example of two independent groups and one example of three or more independent groups will be discussed in detail. The comparison of two independent groups will be discussed first.

4.3.1 Comparison of two independent groups

At the multivariate level two independent groups can be compared for possible statistical differences in their mean scores using Hotelling's T^2 . This implies that the vector means of the two independent groups are compared in respect of the two factors considered together. Should a statistically significant difference be found at this multivariate level then the Student t-test is used in respect of each of the variables taken separately. The particular independent groups chosen by this research is attendance of educators and the gender of the principal. The discussion will now turn to possible differences between the excellent and average/poor attendance of educators relative to the two factors and the differences between the male and female principals.

4.3.1.1 Differences between male and female respondents as the independent variable

TABLE 4.3: HYPOTHESES WITH MALE AND FEMALE RESPONDENTS AS THE INDEPENDENT VARIABLE

Dimensions	Variable	Symbol	Description	Test
Multivariate Level	Attendance of educator	HoT	There is statistically no significant difference between the vector mean score of excellent and average/poor attendance of educators in respect of the two factors considered together.	Hotelling's T ²
Univariate Level		HaT	There is a statistically significant difference between the vector mean score of excellent and average/poor attendance of educators in respect of the two factors considered together.	Student t-test
		Hot	There is statistically no significant difference between the mean scores of excellent and average/poor attendance of educators in respect of each factor taken separately namely:	
		Hot 1	Effective development programmes	
	Hot2	Staff development programmes		

		Hat	There is a statistically significant difference between the mean scores of excellent and average/poor attendance of educators in respect of each factor taken separately namely:	
		Hat1	Effective development programmes	
		Hat2	Staff development programmes	

TABLE 4.4: SIGNIFICANCE OF DIFFERENCES BETWEEN THE EXCELLENT AND AVERAGE/POOR ATTENDANCE OF EDUCATORS REGARDING THE FOLLOWING TWO FACTORS:

Factor	Group	Factor mean	Hotelling's T ² (p-value)	Student t-test (p-value)	
Effective development programmes	Excellent	2,953	0,000 **	0,111	
	Average/poor	2,861		0,000 **	
Staff development programmes	Excellent	2,809			
	Average/poor	2,466			

N (Excellent) = 262

N (Average/poor) = 112

** Statistically significant at 1% level (P<0,01)

Table 4.4 indicates that there is a significant difference between the vector mean scores of excellent and average/poor attendance of educators at the multivariate level in respect of the two factors considered together (p = 0,000). HaT is thus accepted. At the univariate level the excellent and average/poor attendance of educators differ statistically significantly from one another in their mean scores in respect of staff development programmes. Hat2 is thus accepted.

From the mean scores in table 4.4 it can be seen that the educators who view their school as having excellent attendance as well as the educators who view their school as having average/poor attendance consider staff development programmes of educators to be important. However, the educators who view their school as having excellent attendance consider staff development programmes to be statistically significantly more important than the educators who viewed their school as having average/poor attendance. A possible explanation could be that the educators that viewed their school as having excellent attendance of educators are more interested in developing themselves professionally than the educators that viewed their school as having average/poor attendance of educators. Furthermore, these educators indicated that their school has excellent attendance probably because there is an ethos of professional development. This means that the educators have a positive attitude towards staff development programmes. There is a culture of learning and teaching at the school where the educators are motivated to become lifelong learners. Therefore, they possibly are enthusiastic about collaboration, mentoring and active research.



TABLE 4.5: HYPOTHESES WITH GENDER OF YOUR PRINCIPAL AS THE INDEPENDENT VARIABLE

Dimensions	Variable	Symbol	Description	Test
Multivariate Level	Gender of principal	HoT	There is statistically no significant difference between the vector mean scores of male and female principals in respect of the two factors considered together.	Hotelling's T^2

Univariate Level	HaT	There is a statistically significant difference between the vector mean score of male and female principals in respect of the two factors considered together.	Student t-test
	Hot	There is statistically no significant difference between the mean scores of male and female principals in respect of each factor taken separately namely:	
	Hot1	Effective development programmes	
	Hot2	Staff development programmes	
	Hat	There is a statistically difference between the mean scores of male and female principals in respect of each factor taken separately namely:	
	Hat1	Effective development programmes	
Hat2	Staff development programmes		

TABLE 4.6: SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND FEMALE PRINCIPALS IN RESPECT OF THE TWO FACTORS

Factor	Group	Factor mean	Hotelling's T ² (p-value)	Student t-test (p-value)
Effective development programmes	Male principals	2,929	0,003 **	0,672
	Female principals	2,898		
Staff development programmes	Male principals	2,741	0,003 **	0,003 **
	Female principals	2,473		

N (Males) = 314

N (Females) = 56

** Statistically significant at the 1% level (P<0,01)

Table 4.6 indicates that there is a significant difference between the vector mean scores of the male and female principals at the multivariate level in respect of the two factors considered together (p = 0,003). HaT is thus accepted and the alternate Hot is not accepted. At the univariate level, however, the male and female principals differ statistically significantly from one another in respect of staff development programmes. Hat2 is thus accepted.

From the data in table 4.6 it can be seen that the respondents having male and female principals consider staff development programmes to be more important. However, the respondents with male principals consider staff development programmes to be statistically significantly more important than the respondents with female principals. A possible explanation could be that male principals encourage their educators more than the female principals to attend staff development programmes because the male principals want their staff to enhance professionally by changing their classroom management weaknesses into strengths through the regular attendance of development programmes that suits the educators needs. Another possibility could be that the male principals abide stringently to departmental regulations. Therefore, educators are required

to attend to staff development programmes, for example, the Revised National Curriculum Statement in 2005.

Having set hypotheses and tested them in respect of two examples of two independent groups it is now necessary to do the same for one of three or more independent groups.

4.3.2 Comparison of two or more independent groups

In respect of three or more independent groups, multivariate differences are investigated by means of MANOVA (Multivariate Analysis of Variance) in respect of the two factors considered together. The vector mean scale scores are compared and should any difference be revealed at this level then ANOVA (Analysis of Variance) is used to investigate which of these two factors is responsible for the significant statistical difference. Groups are analysed pair-wise by means of either the Scheffé or the Dunnett T3 tests. If the homogeneity of variance in the Levene test (an advanced form of the Student t-test) is more than 0,05 ($p > 0,05$) then the Scheffé test is used to investigate possible differences between pairs. Should the homogeneity of variance be less than 0,05 ($p < 0,05$) then the Dunnett T3 test is used to investigate differences between the various pairs. The differences in mean scores between mother tongue groups will now be discussed.

4.3.2.1 Differences between mother tongue groups in respect of the two factors

TABLE 4.7: HYPOTHESES WITH MOTHER TONGUE GROUPS AS THE INDEPENDENT VARIABLE

Dimensions	Variable	Symbol	Description	Test
Multivariate Level	Mother tongue	HoM HaM	There is statistically no significant difference between the vector mean score of the three mother tongue groups in respect of the two factors taken together. There is a statistically significant difference between the vector scores of the three mother tongue groups in respect of the two factors taken together.	Manova
Univariate Level		HoA HoA 1 HoA 2	The average scale scores of the three mother tongue groups do not differ in a statistically significant way from one another in respect if the following factors are taken separately: Effective development programmes Staff development programmes	Anova

Pair-wise differences	HaA	The average scale of the three mother tongue groups do differ in a statistically significant way from one another in respect of the following factors taken separately:	Scheffé/ Dunnett T3
	HaA1	Effective development programmes	
	HaA2	Staff development programmes	
	HoS/D	There is statistically no significant difference between the average scale scores of the three mother tongue groups compared pair-wise in respect of the two factors considered separately namely:	
	HoS 1	Effective development programmes	
	HoS 2	Staff development programmes	
	HaS/D	There is a statistically significant difference between the average scores of the three mother tongue groups compared pair-wise in respect of the two factors considered separately namely:	
	HaS 1	Effective development programmes	
	HaS 2	Staff development programmes	

TABLE 4.8: SIGNIFICANCE OF DIFFERENCES BETWEEN MOTHER TONGUE GROUPS IN RESPECT OF THE TWO FACTORS

FACTOR	GROUP	Factor mean	MANOVA p-value	ANOVA p-value		Scheffé/Dunett T3			
						A	B	C	
Effective development programmes	A	2,962	0,000 **	0,028 *	A	/			
	B	2,832			B		/		
	C	3,034			C			/	
Staff development programmes	A	2,837		0,000 **	0,000 **	A	/	**	
	B	2,506				B	**	/	
	C	2,656				C			/

** Statistically significant at the 1% level ($p < 0,01$)

* Statistically significant at the 5% level ($p > 0,01$ but $<$ than 0,05)

A = Afrikaans (N = 208)

B = English (N = 136)

C = African (N = 32)



Using the data in table 4.8 it follows that there is a statistically significant difference at 1% level between the mother tongue groups at the multivariate level ($p = 0,000$). HoM is thus rejected in favour of the research hypothesis HaM. At the univariate level the factor mean scores of the three mother tongue groups differ from one another in respect of the first two factors namely, effective development programmes ($p = 0,028$) and staff development programmes ($p = 0,000$). HoA1 and HoA2 are thus rejected in favour of HaA1 and HaA2.

In respect of the pair-wise comparison the following conclusions can be made:

- Relative to effective development programmes, educators in the mother tongue group C (African) have a significantly higher score than educators in the other mother tongue groups (A and B). The educators in group C thus perceive effective development programmes as more important than the other

two groups. The reason for this perception may be that the educators that speak traditional African languages are in favour of attending effective development programmes since it gives them an opportunity whereby their educational needs are satisfied. They also believe in “Ubuntu” where the welfare of the groups are more important than the individual. In other words, they believe that through collaboration effective development programmes are established.

- In respect of staff development programmes, educators in the mother tongue groups A and C have higher factor mean scores than educators in the mother tongue group B that has the lowest mean score. It is also significant to note that educators in the mother tongue group B (English), has the lowest mean score in respect of effective development programmes. The reason for this may be that educators that speak Afrikaans and traditional African languages feel strongly that staff development programmes are important since they want to make use of every opportunity to develop themselves professionally since they have a desire to improve in their teaching profession by being lifelong learners. Another reason is that at the end of the apartheid era in 1994 they continually improved their knowledge, skills and attitudes in order to have job security.

- In respect of staff development programmes, educators in the mother tongue group A has the highest factor mean score, whilst educators in group B has the lowest mean score. It is possible that educators in group B do not perceive staff development programmes as important because they believe that they have sufficient knowledge regarding school matters by using educational resources to enhance their teaching knowledge, skills and attitudes. Therefore, they do not regard the attendance of staff development programmes as a necessity.

Only two examples of two independent groups and one example of three or more independent groups have been discussed completely. Due to the limitation in length placed on a mini-dissertation it is not possible to discuss all the independent groups in this fashion. The various factor means scores will, however, be summarised in table 4.9 followed by a brief discussion for each of the groups.

TABLE 4.9: MEAN SCORES OF THE INDEPENDENT GROUPS IN RESPECT OF THE TWO FACTORS MAKING UP PROFESSIONAL DEVELOPMENT

Independent group	Category name	Factor mean score	
		F1 (20 items)	F2 (17 items)
Gender	Male	2,931	2,708
	Female	2,922	2,708
Age	Younger than 30 years	2,890	2,704
	Between 30-39 years	2,933	2,670
	Between 30-49 years	2,879	2,739
	50 years and older	2,9901	2,717
Present post level	Principal/Deputy/HOD	3,019	2,706
	Educator	2,905	2,704
Teaching experience	0-5 years	2,959	2,718
	6-10 years	2,870	2,642
	11-20 years	2,888	2,708
	More than 20 years	2,966	2,728
Educator organisation	NUE	2,875**	2,616**
	SAOU	3,043**	2,893**
	Other	2,9005	2,709
Highest qualification	Post school diploma/ certificate and/or teacher's diploma	2,929	2,724
	Bachelor's or higher degree and/or teacher's diploma/ certificate	2,9127	2,680

Independent group	Category name	Factor mean score	
		F1 (20 items)	F2 (17 items)
Language of instruction	Afrikaans	3,061	2,837**
	English	2,886	2,646**
	Parallel medium	2,986	2,801
School	Primary	2,960	2,738
	Secondary	2,878	2,6226

** Statistically significant value at the 1% level ($p < 0,01$)

* Statistically significant value at the 5% level ($p > 0,01$ but $< 0,05$)

F1 = Effective development programmes

F2 = Staff development programmes

4.4 DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES PRESENTED IN TABLE 4.9

In order to expedite the discussion of the factor mean scores the factors will be discussed separately with effective development programmes being the first to be examined.

4.4.1 Effective development programmes

- **Educator organisation** – Educators belonging to SAOU have the highest factor mean score (3,043) compared to the educators who belong to NUE. The difference in the mean score is statistically significantly at the 5% level ($p = 0,035$) and mean score indicates that educators affiliated with SAOU strongly agree that effective development programmes is important. This could be ascribed to the possibility that the educators who belong to SAOU perceive the development programmes that they have attended in the past as effective since these development programmes satisfied their educational

needs/weaknesses. Furthermore, SAOU has historically been a white union, mostly representing educators from ex-Model C schools, where effective development programmes have always been an integral part of the management of the school through governing bodies.

4.4.2 Staff development programmes

- **Educator organisation** – There is a statistically significant difference at the 1% level ($p = 0,002$) between the educators belonging to SAOU and those who belong to NUE. The educators who belong to SAOU have a higher factor mean score (2,893) than those who belong to NUE which means that members of SAOU agree more than educators belonging to NUE that the factor staff development programmes is important. It is possible that SAOU encourage their educators to attend staff development programmes that result in providing quality education for learners.
- **Language of instruction** – There is a statistically significant difference at the 1% level ($p = 0,003$). The educators who use Afrikaans as a language of instruction has a higher mean score (2,837) than the English and parallel medium groups. The Afrikaans language of instruction group agrees more than the English group that the factor staff development programmes are important. The educators who use Afrikaans as a language of instruction believe that staff development programmes are necessary for lifelong learning because educators need to develop themselves to function effectively in schools in order to improve the quality of teaching and learning.

The discussion of the differences between the factor mean scores in respect of the two factors having been completed, a brief summary will now follow.

4.5 SUMMARY

In this chapter an analysis and a interpretation of some of the empirical data were undertaken. The construct validity of the research instrument was investigated by means of two successive factor analysis which reduced the 37 items to just two factors namely:

- Effective development programmes consisting of 20 items with a reliability coefficient of 0,893; and
- Staff development programmes consisting of 17 items with a reliability coefficient of 0,915.

The statistical analysis of the research was rationed to a comparison of two examples of two independent groups and one example of three or more independent groups. Hypotheses were set and multivariate statistics were used to analyse and interpret the data.

An instrument that has construct validity should also be able to distinguish between groups that are known to differ from one another. It can be seen from the data in table 4.9 that many of the groups which one expects to differ significantly from one another do indeed differ in their perceptions of effective development programmes and staff development programmes. These differences were discussed and possible reasons for the differences in factor mean scores were postulated.

From the research conducted it can be concluded that the assessment of professional development and its implications for WSE revolves around two main constructs, namely, effective development programmes and staff development programmes. These constructs were shown to have construct validity and to be

reliable and could thus serve as a basis for measuring and developing effective development programmes and staff development programmes.

In chapter five a summary of the research will be given. Important findings will be discussed and recommendations will be made.



CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The general aim of this project was to investigate what aspects are involved in assessing professional development and its implications for WSE. The main aim was to investigate the perceptions of educators with regard to effective professional development in schools.

Many educator institutions and subsequent staff development initiatives do not adequately emphasise the significance of professional development programmes in order for educators to perform their duties according to the criteria that are set out in the Employment of Educators Act 76 of 1998 and in the Integrated Quality Management System (IQMS). When educators attend appropriate development programmes it enables them to develop classroom management skills in such a manner that the quality of teaching and learning is advanced.

Furthermore, WSE is aimed at improving education overall in South African schools. One aspect of WSE seeks to establish whether or not schools are successful in initiating and maintaining professional development amongst educators in schools with the intention of improving the quality of teaching and learning in all schools.

This being the final chapter, it is necessary to recapitulate the points of this research project under the following headings:

- Summary
- Important findings

- Recommendations
- Conclusion

5.2 SUMMARY

Chapter one provides a framework for the research and a background to the problems. It outlines the aim of the research and the methodology and clarifies certain concepts that will be used in this research.

Chapter two focuses on the exposition of the topic of the research project, that is THE ASSESSMENT OF PROFESSIONAL DEVELOPMENT AND ITS IMPLICATIONS FOR WHOLE SCHOOL EVALUATION (WSE). The aim of the research project was to determine what aspects are essential for effective professional development. In order to realise this aim a literature study was undertaken and this served as a foundation upon which the empirical research could be based.

The discussion in chapter two centres on the different assessment systems, namely the performance appraisal system, the developmental appraisal system and WSE. The study reveals how the above assessment systems are used to facilitate the professional development of educators. In IQMS, lesson observation is a critical aspect that is used to assess the needs of educators in terms of effective classroom management skills. Lesson observation is based on set criteria, namely, creating a positive learning environment, knowledge of the curriculum, lesson planning, preparation and presentation, as well as learner assessment. Once the needs of educators are established, development programmes are drawn up and educators need to attend appropriate professional development programmes to enable them to develop their classroom management skills. In other words, when educators develop themselves professionally, they improve the quality of teaching and learning at schools by enhancing their own classroom management skills through continuous learning.

The design of the research project was explained in chapter three. A description of the empirical investigation was provided. The questionnaire was discussed and the course of the research was briefly indicated. All the questions relevant to effective professional development resulted in mean scores ranging from 2,20 to 3,23.

The analysis and interpretation of the empirical data was discussed in chapter four. The construct validity of the research instrument was investigated by means of two successive factor analytic procedures that reduced the 37 items to only two factors, namely:

- Effective development programmes consisting of 20 items with a reliability coefficient of 0,893; and
- Staff development programmes consisting of 17 items with a reliability coefficient of 0,915.

Statistical analysis of the research was confined to a comparison of one example of two independent groups and one example of three or more independent groups. Hypotheses were set and multivariate statistics were used to analyse and interpret the data. After this cursory summary of the aspects touched upon during the present research, important findings emanated from the research. These are now briefly illuminated and recommendations for effective professional development are made.

5.3 IMPORTANT FINDINGS

5.3.1 Findings from the literature

The following findings were based on the literature in respect of the assessment of professional development and its implications for WSE:

Finding 1

Professional development as an aspect of WSE is a powerful strategy to improve the knowledge, skills and attitudes of educators in order to enhance the quality of teaching and learning.

Finding 2

The performance appraisal system, developmental appraisal system and WSE were amalgamated to form the Integrated Quality Management System (IQMS) to ensure that the quality of assessment in schools is of a very high standard.

Finding 3

Lesson observation is an important assessment tool that is used to establish educators' classroom management skills. The protocol for observation of educators in practice should be adhered to.

Finding 4

When WSE supervisors assess the educators' classroom performance they need to concentrate on the following set criteria:

- creating a positive learning environment;
- knowledge of the curriculum and learning programmes;
- lesson planning, preparation and presentation; and
- learner assessment/achievement (see Annexure D).

Finding 5

Educators who do not meet the required criteria for effective classroom management need to participate in development programmes to improve their knowledge, skills and attitudes, which are all necessary for effective classroom management.

Finding 6

Development programmes are evaluated by using the following focus areas in order for the staff development team (SDT) to establish whether the programme has fulfilled the educator's needs:

- The educator's reaction.
- The educator's learning.
- Organisation support and change.
- The educator's use of knowledge.
- The learner's learning outcomes.

Finding 7

WSE is a combination of internal and external evaluation. Both forms have their individual and respective parts to play in ensuring that standards are set and schools become centres for quality education. Professional development and training is critical to school improvement. In order for the WSE policy to be effective it should be:

- understandable to educators;
- constructive to help schools improve;
- well communicated and acceptable to educators; and
- flexible enough to take into account the different circumstances of South African schools.

5.3.2 Important empirical findings

The empirical investigation as well as an analysis and interpretation of a selected sample of empirical data indicated conclusively that professional development consists of two factors, namely:

Finding 8

- Effective development programmes consisting of 20 items with a Cronbach-alpha reliability coefficient of 0,913; and

- Staff development programmes consisting of 17 items with a Cronbach-alpha reliability coefficient of 0,892.

The following are the most important findings related to effective development programmes and staff development programmes:

Finding 9

The educators who viewed their school as having excellent attendance consider staff development programmes to be more important than those that viewed their school as having average/poor attendance, as their schools have an ethos for professional development and show a positive attitude towards the attendance of staff development programmes.

Finding 10

The respondents with male principals consider staff development programmes to be more important than respondents with female principals. This because male principals abide strictly to departmental regulations regarding the attendance of compulsory staff development programmes.

Finding 11

The educators who speak traditional African languages perceive effective development programmes as more important than the Afrikaans and English speaking educators, as the educators with a traditional African language as their mother tongue believe in “Ubuntu” and work collaboratively to bring about effective development programmes. On the other hand, the Afrikaans-speaking educators consider staff development programmes to be more important than the English and African-speaking educators because after the apartheid era in 1994, they continually improved their knowledge, skills and attitudes to enjoy job security.

Finding 12

Educators belonging to SAOU consider effective development programmes to be more important than the educators that belong to NUE, because the development programmes that the SAOU members attended in the past addressed most of their needs regarding the necessary knowledge, skills and attitudes that are needed for effective classroom management. Furthermore, the educators belonging to SAOU consider staff development programmes to be more important than those that belong to NUE, as SAOU encourages its educators to attend staff development programmes because of the culture of teaching and learning that needs to be restored in certain schools.

Finding 13

Educators who use Afrikaans as a language of instruction agree more than educators who use English as a language of instruction that staff development programmes are important. The former believe that it is necessary for the improvement of the quality of teaching and learning in schools.

5.4 RECOMMENDATIONS



The findings of this research are now amalgamated in the following recommendations.

5.4.1 Recommendation 1

Educators need to develop themselves professionally in order to improve their knowledge, skills and attitudes, as well as the quality of teaching and learning.

5.4.2 Recommendation 2

Unions and educators need be positively inclined towards the implementation of IQMS and the Department of Education should provide appropriate training for all stakeholders in order for IQMS to be implemented effectively in schools.

5.4.3 Recommendation 3

The observation panel, namely a peer of the observed educator and the Head of Department (HOD) must follow all the steps as stated in the protocol for lesson observation for this procedure to be effective.

5.4.4 Recommendation 4

The WSE supervisors need to be trained to be equipped to assess educators in their classrooms by utilising the following set criteria:

- creating a positive learning environment;
- knowledge of the curriculum and learning programmes;
- lesson planning, preparation and presentation; and
- learner assessment/achievement (See Annexure D).

5.4.5 Recommendation 5

The staff development team (STD) must encourage educators to attend development programmes that will assist them in improving their knowledge, skills and attitudes in order for them to become more equipped in the management of their classrooms.

5.4.6 Recommendation 6

The staff development team (STD) needs to ensure that the development programmes that the educators attend have fulfilled their needs by giving the educators an appropriate questionnaire, which is based on the following focus areas, to complete at the end of the development programme,:

- the educator's reaction.
- the educator's learning.
- organisation support and change.
- the educator's use of new knowledge.
- the learners' learning outcomes.

In this manner the STD can determine to what extent the development programme has satisfied the needs of the educators. This information is also kept as evidence of the development programmes attended by the educator.

5.4.7 Recommendation 7

Schools need to develop educators regarding the WSE policy in conjunction with the Integrated Quality Management System (IQMS) to improve the quality of education by ensuring that WSE and IQMS are:

- understandable to educators;
- constructive to help schools improve;
- well communicated and acceptable to educators; and
- flexible enough to take into account the different circumstances of South African schools.

5.4.8 Recommendation 8

Professional development encapsulates effective development programmes and staff development programmes. The staff development team (SDT) of schools

must ensure that educators attend effective staff development programmes that enhance their knowledge, skills and attitudes, enabling them to function optimally as classroom managers.

5.4.9 Recommendation 9

The principals of the educators who viewed their school as having average/poor attendance need to encourage the educators to attend school more regularly, particularly when they have to attend staff development programmes to restore the culture of learning and teaching at the schools.

5.4.10 Recommendation 10

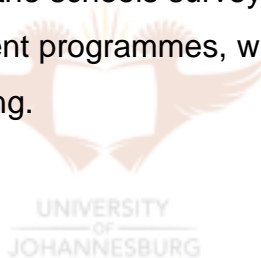
The need of female principals of the schools surveyed, indicates that they have a higher regard for staff development programmes, which is a necessity to improve the quality of teaching and learning.

5.4.11 Recommendation 11

In the schools surveyed, the Afrikaans and English speaking educators need to be encouraged by the staff development team (SDT) to attend more effective development programmes that will address their lack in classroom management knowledge, skills and attitudes.

5.4.12 Recommendation 12

The educators of the school surveyed who are members of NUE need to attend effective staff development programmes to improve the quality of teaching and learning in schools.



5.4.13 Recommendation 13

In the school surveyed the educators who use English as a language of instruction need to view the attendance of staff development programmes as not a waste of time, but as an opportunity to improve their skills. Therefore, the culture of learning and teaching needs to be restored amongst these educators.

Having stated the recommendations of this study, a conclusion is now given.

5.5 CONCLUSION

This research study has investigated the assessment of professional development and its implications for WSE.

Professional development is necessary in order for educators to possess the necessary knowledge, skills and attitudes required for classroom management. Professional development and the quality of teaching are like mother and daughter; the former gives birth to the latter. The researcher believes that educators should be knowledgeable and competent in order that the learners acquire quality education.

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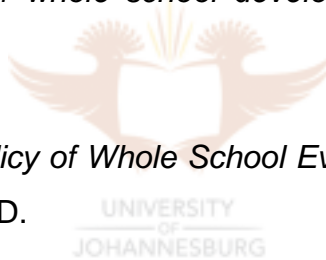
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ANNEXURE A

UNIVERSITY
OF
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ANNEXURE B

UNIVERSITY
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ANNEXURE C

The logo of the University of Johannesburg, featuring a stylized sunburst or starburst design above the text.

UNIVERSITY
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ANNEXURE D

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ANNEXURE E



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SECTION A: PERSONAL AND GENERAL INFORMATION

Circle the applicable code or fill in the number where necessary.

<p>EXAMPLE: FOR COMPLETING SECTION A</p> <p>QUESTION 1: Your gender?</p> <p><i>If you are a male then circle 1 as follows:</i></p>	BRG/MS						
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">Male</td> <td style="width: 30%; text-align: center; padding: 5px;"><table border="1" style="margin: auto;"><tr><td style="text-align: center;">1</td></tr></table></td> </tr> <tr> <td style="padding: 5px;">Female</td> <td style="text-align: center; padding: 5px;"><table border="1" style="margin: auto;"><tr><td style="text-align: center;">2</td></tr></table></td> </tr> </table>	Male	<table border="1" style="margin: auto;"><tr><td style="text-align: center;">1</td></tr></table>	1	Female	<table border="1" style="margin: auto;"><tr><td style="text-align: center;">2</td></tr></table>	2	
Male	<table border="1" style="margin: auto;"><tr><td style="text-align: center;">1</td></tr></table>	1					
1							
Female	<table border="1" style="margin: auto;"><tr><td style="text-align: center;">2</td></tr></table>	2					
2							

1. Your gender?

Male
Female

1
2

2. How old are you (in complete years)?

(e.g. if you are thirty-five years then enter

3	5)		
---	---	---	--	--

3. Which of the following best describes your present post?

Principal
Deputy Principal
Head of department
Educator

1
2
3
4

4. Teaching experience (in completed years)

(e.g. If you have five years of teaching experience, enter

0	5)		
---	---	---	--	--

5. To which of the following educator organisations do you belong? If you belong to more than one then indicate by putting an X to the yes box opposite each appropriate choice

SADTU	Yes
TUATA	Yes
NATU	Yes
NUE	Yes
SAOU	Yes
NAPTOSA	Yes
SAVBO	Yes
Other (please specify)_____	Yes

6. Your highest educational qualification?

Lower than grade 12	01
Grade 12	02
Post school diploma/certificate	03
Teacher's diploma/certificate plus further educational diploma/ Certificate	04
Bachelor's degree	05
Bachelor's degree plus a teacher's diploma/certificate	06
Honours degree	07
Honours degree plus a teacher's diploma/certificate	08
Masters degree or doctorate	09
Masters degree or doctorate plus teacher's diploma/certificate	10

7. What is your mother tongue?

Zulu	01
Xhosa	02
Afrikaans	03
Tswana	04
North-Sotho	05
English	06
South-Sotho	07
Tsonga	08
Ndebele	09
Venda	10
Swati	11
Other (specify)_____	12

8. Your religion?

None	1
Christian	2
Islam	3
Judaism	4
Hinduism	5
Buddhism	6
African Traditional	7
Other (specify) _____	8

9. Language of instruction at your school?

Afrikaans	1
English	2
Double medium (two languages simultaneously in every class)	3
Parallel medium (two languages for all subjects in different classes)	4
Other (specify) _____	5

10. How will you describe the attendance of educators in your school?

Excellent (18 or more present per week out of every 20 – 90% or more)	1
Average (16-17 present per week out of every 20 – 80 to 89%)	2
Poor (15 or less present per week out of every 20 – less than 80%)	3

11. What is the gender of your principal?

Male	1
Female	2

12 Your school is a:

Primary school (Grade 0 or 1 to Grade 7)	1
Secondary school (grade 8 to Grade 12)	2
Combined school – Primary and secondary (Grade 0 or 1 to Grade 12)	3
Special school	4
Other (specify) _____	5

SECTION B

THE FOLLOWING STATEMENTS RELATE TO WHOLE SCHOOL EVALUATION

Indicate the extent to which you agree or disagree with each of the following statements, using the following 6 point scale where:

- 1 = strongly disagree
- 2 = disagree
- 3 = partially disagree
- 4 = partially agree
- 5 = agree
- 6 =strongly agree

(BRG/ME)							
EXAMPLE							
Indicate the extent to which you agree or disagree with the following statement:							
1. I tend to be relaxed in my class when the principal is absent from school							
<i>(If you disagree but not strongly then circle 2 as follows)</i>							
Strongly disagree	1	2	3	4	5	6	Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

1. Professional development enhances an educator's ability to fulfil his/her responsibilities more effectively

Strongly disagree 1 2 3 4 5 6 Strongly agree

2. Educator development has a positive influence on the performance of learners.

Strongly disagree 1 2 3 4 5 6 Strongly agree

3. At our school educator development is considered to be important.

Strongly disagree 1 2 3 4 5 6 Strongly agree

4. Educator development is an important aspect of whole school evaluation.

Strongly disagree 1 2 3 4 5 6 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

5. **Educator development improves the teaching skills of educators.**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

6. **I have a clear understanding of what educator development entails.**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

7. **The time invested in educator development programs has improved the learning abilities of learners.**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

8. **The ultimate goal of educator development is to enhance pupils' learning.**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

9. **I like to experiment with new teaching techniques.**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

10. **Educators at my school engage in conversation about ways to improve professionally.**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

11. **I am enthusiastic about planning with other educators**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

12. **At my school educators observe lessons of other educators.**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

13. **Management encourages professional development at our school.**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

14. **Professional development activities at my school are aligned with our whole school's development plan.**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

15. **Staff members work together to plan professional development activities.**

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

16. At my school professional development programs are evaluated.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

17. At my school classroom observation is a means to improve teaching skills.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

18. Educators at my school participate in district in-service activities.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

19. Educators at my school realise the importance of life long learning

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

20. Educators at my school show a willingness to acquire new knowledge.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

21. My school has a school development team.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

22. Staff development programs in my school are included in the year plan.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

23. Educators at my school attend staff development programs according to their needs.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

24. The needs of the school are taken into consideration when designing an appropriate school development program.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

25. Educators are confident in the learning areas they teach.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

26. At my school the learners assess educators.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

27. At my school staff development is in line with educators' needs

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

28. At my school the implementation of DAS leads to professional growth.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

29. Educators need to learn how to work collaboratively.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

30. Educator development programs should take place after formal teaching time.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

31. Educators appreciate feedback about their performance.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

32. The SMT should be responsible for organising educational development programs.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

33. At my school the principal conduct classroom visits.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

34. Peer appraisal of educators contributes to team-building in schools.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

35. Developmental appraisal records should be taken into consideration when educators apply for promotion.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

36. Professional development programs benefit the school as a whole.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

Indicate the extent to which you agree or disagree with each of the following statements:

37. Educators found to be incompetent should attend compulsory development programs.

Strongly disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Strongly agree

SECTION C

1. Please indicate your rating by circling the appropriate number:
I consider my school to be:

Amongst the most effective schools in the Province	1
More effective than most schools in the Province	2
About as effective as other schools in the Province	3
Less effective than most other schools in the Province	4
Among the least effective schools in the Province	5

2. Circle the **THREE** factors that you believe play the most important role in gaining promotion in the current education system:

Hard work?	1
Good fortune?	2
Knowing the right people?	3
Qualifications?	4
Experience?	5
Having a good work ethic?	6
Having good interpersonal skills?	7
Popularity?	8
Gender?	9
Race?	10
Not sure?	11

3. Which **ONE** of the following would you say is the most important to prepare a learner for life:

To be self-disciplined?	1
To be well liked or popular?	2
To be able to think for himself/herself	3
To be able to work hard?	4
To be able to function as an effective citizen?	5
To be able to help others?	6

THANK YOU FOR YOUR PATIENCE AND CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE

PERSONAL GROWTH PLAN: SUGGESTED POSSIBLE TEMPLATE

NAME OF EDUCATOR: _____ NAME OF SCHOOL: _____

PRIORITISED AREAS IN NEED FOR DEVELOPMENT

[The following areas urgently need to improve]

PERFORMANCE STANDARD: _____

The following criterion/criteria need/s urgent attention:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

I need to improve in the following areas

I need assistance from the following individuals/structures

I need the following resources to bring about improvement

The following actions/tasks need to be undertaken in order to bring about improvement:

The following contextual factors are hampering progress

If support and assistance is provided improvement will be effected by: _____

The following contextual factors are being/not addressed by the DSG/SDT/Principal/District Office?

Improvement has been effected in the following area

Further improvement/s is/are required in the following area

New areas for development

My progress has been monitored: regularly/rarely

Date/s: 1. _____ 2. _____ 3. _____ 4. _____

YOU MAY AMEND THE TEMPLATE TO SUIT YOUR NEEDS!

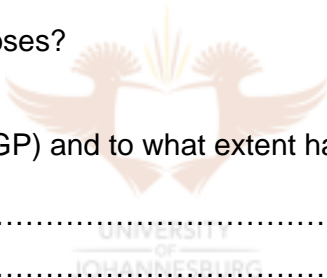
PRE-EVALUATION PROFILE CHECKLIST FORM

SCHOOL :..... **SUPERVISOR:**.....

EDUCATOR :.....

LEVEL 1 EDUCATORS ONLY

- | | Y | N |
|--|--------------------------|--------------------------|
| 1. Have you been appraised for Developmental purposes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you have a projected Personal Growth Plan (PGP) and to what extent have you achieved its objectives?
.....
.....
..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Have you received any assistance for your Development Support Group (DSG)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. To what extent have you managed to acquire new knowledge and additional skills to address your professional needs?
.....
.....
..... | <input type="checkbox"/> | <input type="checkbox"/> |



5. Do you stay informed regarding policies and regulations applicable to your position?

6. Do you receive support from your colleagues, school managers, governing body, the staff development team (SDT) and departmental officials?

Comment:.....

7. Do you share information with colleagues?

8. Is there anything you need that could help you develop and become more effective?

.....
.....
.....

9. How do you contribute to extra-curricular activities at the school?

.....
.....
.....

10. Do you participate in professional activities, e.g. conduct workshops, attend INSET courses, seminar, union programmes, etc?.....



11. What type of community activities are you involved in?

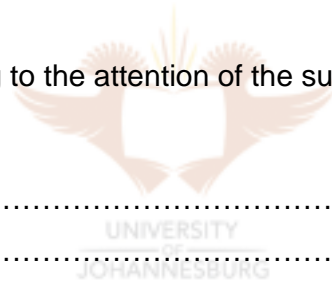
.....
.....

12. What role do you play in formulating and implementing the school's policies

.....
.....

13. Are there any other matters you would like to bring to the attention of the supervisor before you are observed practice?

.....
.....
.....



OBSERVATION OF LESSON IN PRACTICE: DATA SHEET

Name _____ (NB Name recorded only for DA and PM)

School _____

Address _____

Emis No. _____

Persal No. _____

Date of Observation _____

Names of Evaluator/s _____

Signature of Evaluee _____

Signature(s) of Evaluator(s) _____

