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**AN EVALUATION OF THE NEW DEVELOPMENTAL
APPRAISAL SYSTEM IN THE DEPARTMENT OF
EDUCATION & CULTURE**

by

EDGAR MOLUPE THABANE

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Declaration

It is hereby declared that **'AN EVALUATION OF THE NEW DEVELOPMENTAL APPRAISAL SYSTEM IN THE DEPARTMENT OF EDUCATION & CULTURE'** is my own work, both in conception and execution and that all the sources I have used or quoted have been indicated and acknowledged by means of complete reference.

E. M. THABANE

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Manual for Developmental Appraisal

Chapter One

1. Introduction

1.1 The historical background, rationale and justification of the study

Appraisal has turned out to be an important issue in the political background of education. Teachers, because of past experience, view it with fear, suspicion and hostility. Marland, M. in Bunnell S. (1987), describes appraisal as a chimera looming threateningly and foully over teachers' shoulders, for others as a fantasy that cannot come to pass; and for some it is a practical part of institutional autonomy and individual professionalism.

From mid 1980s educators from black schools engaged in a defiance campaign against any form of appraisal by the department of education. The belief was that apartheid education planners wanted an appraisal system whose aim was mainly to police educators in teaching content and philosophies, which underpinned the government of the day. The important argument against apartheid style appraisal was that teachers were deprofessionalized and mainly made to implement prescriptive work plans.

The appraisal panels comprised of inspectors, subject advisors, principals were rejected on the basis of incompetence and of being agents of the apartheid government. The defiance campaign against the department of education took the form of lock-outs of education authorities from entering classrooms (Teachers Forum:

'99. Volume 1, Issue 4). Since the launch of the South African Democratic Teachers Union (SADTU), the biggest teacher union in South Africa negotiations with the government for a new appraisal system have been underway. The result of these negotiations, has been the birth of a new Developmental Appraisal System.

For more than 15 years or so there has been virtually no assessment of educators on their work. This is a very sad state of affairs, considering the dismal performance in black schools. This has been reflected by the poor matriculation results in black schools, compared to those in white schools over the years (Teachers Forum: '99. Volume 1, Issue 4).

It is regrettable that educators in South Africa in 'black schools' have been performing their duties without any kind of evaluation. The department of education realised that this could not be allowed to continue, since the biggest portion of the budget goes to education. Worse still, 90% of the education budget is spent on teacher salaries.

The circumstances in the education sector created among teachers a spirit of 'laissez-faire'. Concerned about this, the South African Democratic Teachers Union (SADTU) became involved in the establishment of a 'new appraisal system' for educators. Negotiations with the government culminated in an agreement reached in a conference on 'School Management, Teacher Development and Support', hosted by WITS Education Centre (Johannesburg) in October 1994. This was the first conference of its kind in the post apartheid era.

At this conference it was agreed upon a pilot study that would report on the findings on how workable the new system was. The study, involving 93 schools, was conducted between 1995 and 1996. KwaZulu Natal schools were excluded because of a number of problems in the administration of the Department of Education and Culture in the province. The findings of the study showed great approval for the new system. It was also discovered that it could be applied in all South African schools irrespective of contextual factors. The important point in the findings is that the new system contributed to facilitating relations between schools and departmental offices (Teachers Forum: '99. Volume 1, Issue 4).

Resolution 4 of 1998 gave birth to the New Developmental Appraisal System (DAS). The agreement was reached on 28 July 1998 to embark on the new Developmental Appraisal System. This brings an end to the historical background of the document under study.

1.2 The objectives of the study

The aims of this study are to:

- Examine the impact the new appraisal system will have on educators and education as a whole.
- Examine the impact of DAS in the prevailing culture of learning that exists in schools, that is reluctance to teach and learn by teachers and learners respectively.
- Examine how popular the new system is among teachers, and their general awareness of the document.

- Examine what contribution this system will have on teacher development and improvement in education and whether it passes the test in giving better value for money as the government promises in its improved public service delivery.
- Examine strengths and weaknesses of the new system.
- Examine teacher attitudes towards the new system and their worries and concerns.

1.3 Delimitation of the study

The study will mainly focus on the critical examination of the DAS document. It will further examine teachers' perceptions of the new appraisal system and how they feel it will impact on their work.

1.4 Value and relevance of the study

This study is of great value in this day and age, where the government is trying to improve the state of education. The government is spending a lot of money in education paying salaries for educators whose work however goes unassessed. The government has embarked on the campaign to improve public service delivery. The new appraisal system is in line with the Batho Pele paper, which is about transforming public service delivery. Improving public service delivery is about ensuring that the public gets value for money especially in education, which is the biggest sector. This therefore calls for an efficient teacher workforce. Such a workforce can only be obtained through a well-established developmental appraisal system. It is for this reason, that this new system is critically evaluated to examine if it will serve its purpose.

1.5 Research Methodology

The research methodology used in this study was the qualitative approach. The qualitative approach is mostly used in research, which is about description of groups (small) organisations and communities (Welman & Kruger 1999). This is what this study is all about, an analysis of the new DAS and its impact on education. Quantitative methods were shunned because they are more useful in hypothesis testing which is not the case with this study.

Because of its qualitative nature this research lends itself to historical research. Historical research is applicable to the behavioural science study of sociology, criminology and as is the case in this study, education. In historical research information has to be located in existing documents where it is analysed without the researcher interfering with it. In this research the researcher describes, analyses and interprets that which already exist (Welman & Kruger 1999)

1.6 How data was collected

Since the study was about critical evaluation of the new DAS, data was collected through the document study method. The new DAS document was read, described, and analysed highlighting the most important features of the new system.

Data about teacher perceptions was collected by means of unstructured interviews. The unstructured interviews were preferred because there were no set questions or preconceived hypothesis. The aim of the interview was mainly to get the feelings and beliefs of individuals about appraisal. Unstructured interviews are ideal in this kind of research because the researcher simply suggests the theme of discussion and poses

further questions as these come up in the spontaneous development of the interaction between the interviewer and research participant. The data from the two methods was then, analysed and discussed.

1.7 Limitations of the study

The biggest limitation of this study was that it mostly focused on black (African) teachers. The assumption is that all is well in white schools with regards to evaluation or appraisal. White schools and white educators were deliberately omitted in this study with the belief that as compared to black schools and black educators, they have been performing better. This has been evident in the matriculation results where white schools have been doing extremely well.

Further, the study only gave a critical evaluation of new DAS on the receiving end of the process that is the schools and educators. It would have been interesting to get an opinion or an evaluation of what the initiators of the document have to say. Various attempts to get an opinion of the local district superintendent were unsuccessful because of their busy schedules.

1.8 Chapters to follow

Chapter Two

This chapter gives a literature review on appraisal. The first part looks at different definitions of the term appraisal. It also looks at its application in the private sector where it originates. The latter part looks at problems associated with application of appraisal in the public sector, specifically in education.

Chapter Three

This chapter gives a brief analysis of the new DAS document. It highlights the most salient points of the document. The latter part of this chapter discusses methodology used in collecting data and why data was collected in that particular way.

Chapter Four

This chapter gives an analysis and findings emanating from perusing the document, against the important issues raised by different authors in literature review in chapter two.

Chapter Five

This chapter looks at the findings from interactive interviews with different educators.

Chapter Six

This chapter concludes on the findings on this evaluative study and gives recommendations based on the findings.

Chapter Two

Literature Review

This chapter will give different definitions of the term appraisal as defined by different authors. Other terms defined will be 'black' as used in this study. It will also focus on the objective and process of the appraisal system. Further, the chapter will look at various appraisal tools and their shortcomings with relevance to the education sector.

2.1 Definition of terms.

The term black as used in this study refers to African, the indigenous people. Although this term embraces Indians and Coloureds, for the purpose of this study, they have been excluded in this study since they were treated differently and had their own departments.

Carrell, Elbert and Hartfield (1995), define performance appraisal as the on-going process of evaluating and managing both the behaviour and outcomes in the workplace. The important point worth noting here is the relationship of behaviour to outcomes. Cascio (1995) defines performance appraisal as the systematic description of the job-relevant strengths and weaknesses of an individual or group.

Fischer, Schoenfeldt and Shaw (1990), define performance appraisal as the process by which an employee's contribution to the organisation during a specified period of time, is assessed. Further Fischer, et al. (1990), states that performance appraisal allows employees to make a comparison of how well they have fared against set standards of the organisation. It is against such assertions that this research has been

done to evaluate what standards have been set by the department of education, if there are any, and to check on the level of awareness of the educators of this matter.

Performance appraisal is further seen as an emotionally laden process, that dramatically affects employees' attitudes towards the organisation and themselves (Fischer et al., 1990: 410). Fischer et al.'s assertions provide the basis of this project, especially in assessing educator attitudes towards the department and themselves in their conduct.

2.2 Objectives / functions of Performance Appraisal

Developmental appraisal is very important in the development of the employees. Performance Appraisal contributes largely to the satisfaction and motivation of employees if used correctly (Cascio: 1995).

Cascio (1995: 275) states specific appraisal goals as follows:

- Legal and formal justification for employment decision to promote outstanding performers, to weed out marginal or low performers, train, transfer or discipline others. Based on this point, the research will look at the new DAS to find out if it has in place rewards or punitive measures for educators.

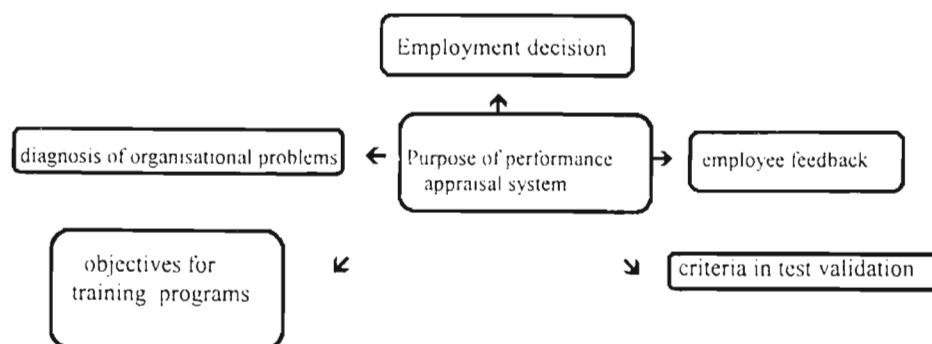
- Performance Appraisal is important for validation. This means that the test score results have to correlate with actual performance. Here the important point is to look at other factors, which are likely to influence the appraisal results. Mostly it is important to scrutinise the composition of the appraisal panel.

➤ Appraisal is seen as a vehicle for personal and career development. This study serves to find out this important point. The big question is “do teachers feel that the new DAS will serve this purpose?”

➤ When developmental needs have been identified appraisal can help establish objectives for training programs. This study seeks to find out what is in store for those educators found to be lacking in certain aspects.

➤ Results of performance appraisal can be a very important diagnostic tool. In this regard it serves to identify training needs, skills abilities, knowledge to be considered when hiring and in distinguishing between effective and ineffective performers. With regards to this evaluation of DAS the aim is to find out if it will play any role in the above mentioned objectives as laid down by Cascio (1995).

Cascio (1995: 276) gives the following graphical presentation of Performance Appraisal.



The above diagram clearly shows that the purpose of performance appraisal is multi-pronged.

2.3 Findings on Performance Appraisal

Cascio (1995) gives some findings of actual practice on performance appraisal. The findings were based on United States firms, and this is what they showed:

- Standards and ratings tend to vary widely and often unfairly. This is a result of the inconsistency of raters. Some are tough while others are lenient. The result is that some employees as a result of lenient ratings can receive higher appraisals than do equally competent or superior associates.
- Personal values and biases can replace organisational standards. In this case, some highly competent subordinates may be unfairly rated just to keep them down.
- Another problem with PA is that superiors tend to use it not to get an accurate assessment, which may be very detrimental. The tendency is to simply concentrate on motivating and avoid embarrassing outcomes, which could cause problems for themselves.
- Supervisors also tend to reduce validity of performance appraisals. This is done by hiding true assessment reflections and give average and above average ratings to inferior performers. The result is that inferior performance is re-enforced.
- Another interesting finding cited by Cascio is that in a survey of 1000 supervisors in County hospital in the US, over a period of three years indicated

that fewer than 20% cited any use of appraisals in Human Relations Management. Performance Appraisal (PA) is seen as pointless “paper work”. This is an interesting finding with reference to the new DAS for educators to find out if the above mentioned findings are of any relevance.

➤ Finally, another finding is that PA is perceived as emphasising the unequal relationship of supervisor-subordinate relationship. The supervisor is depicted as the judge. From these findings this project seeks to find out how the new DAS overcomes these perceptions.

2.4 Performance Appraisal in Education

Applying performance appraisal in education requires a number of considerations which include among other things, goals, roles to appraise, what to appraise, how to appraise, knowledge of some appraising techniques and general problems associated with personnel evaluation.

2.4.1 Goals

Peach (1981:27), in van der Westhuizen (ed.) (1991: 255-256) states that on analysis of goals for evaluation there appears to be two main categories namely, evaluation with ectropy [sic] in mind (emphasis on improving the person’s achievement at work to benefit the child’s tuition) and evaluation aimed at personal recognition for outstanding service which may be in the form of merit awards, promotion, promotability, and continued service.

It appears then, that evaluation is an inevitable process because it is an integral part of delegation and accountability in realising the goals of an organisation. Delegation and

accountability are important features of management in education. Duties are delegated right up from the Minister at the top down to superintendents and principals to educators. Each person is accountable to the one above him/her. Accountability is the essence of appraisal.

Marland M. in Bunnell S. (1987) gives more interesting reasons why there is need to appraise. These are discussed hereunder as follows:

(a) Knowing ourselves

Monitoring, evaluation and appraisal are described as mirrors without which we do not know what we are doing. Appraisal is here seen as a very important mechanism by which we can be able to reflect upon what we do. In a busy complex activity like teaching it becomes difficult to be aware of ones actual activities. Research by Southgate-Boot (1981) cited by Marland in Bunnell (1987), indicate that observational research has clearly shown that teachers do not always do what they think they are doing. In this study it was found that the time teachers said was given to reading was largely devoted writing answers to questions, and time the teacher devoted to listening uninterruptedly to a pupil read allowed was much lower than declared, being a modest 30 seconds. For this reason appraisal plays an important role in raising awareness of what teachers are doing.

(b) The Claim for Resources

The tendency for teachers is to claim for more teaching resources and resent their unavailability without making adequate cases. Appraisal in this instance will play an important role in making sure that the claims for more resources stem from a sequence of arguments from rationale to evaluation, and appraisal of the professional.

(c) Accountability

Schools as public institutions have to be accountable to the community. Parents these days want evidence of claims by some schools as to why they are performing poorly. Better explanation is possible by appraising institutions and teachers.

2.4.2 Roles to appraise

Appraisal according to Marland in Bunnell (1987), should be more than assessing the teacher in class in the form of a subject or primary class “teaching”. While this is the central role of teachers there are many others in which a teacher is involved. These include tasks like course planning, selecting and preparing learning materials, organisation and planning, team leadership, contribution to school thinking, tutoring and pastoral care, and relating to parents.

2.4.3 What to Appraise

While all involved in education feel that appraisal is essential, it is important for those selected to appraise to know exactly what it is to appraise. Marland in Bunnell (1987), outlines the following:

(i) What the Teacher Does

Appraisal is important in that it helps teachers to know the effects of their actions on others. Observation will give a detailed account of their actions. This however, should go beyond the confines of the classroom.

(ii) What the Teacher Teams have available

A fair appraisal should be done in the context within which the appraisee works (Marland in Bunnell 1987: 12). Things to be considered include schemes, procedures, budget, material and space. Appraisal should also include the appraisal of the aims, syllabus, and procedures within which the teacher works and the materials, equipment, and learning resources at his or her disposal.

(iii) What the Pupil Does

Full appraisal according to Marland as cited by Bunnell (1987), should not only focus on the teacher, it should also take into consideration pupil activities.

(iv) What does the Pupil Achieve?

While teachers are nervous about scrutiny of their results, this is an important component of appraisal. What happens, to pupils is the most important results of teachers' work. The results achieved by a teacher should be comparable within the school and with other schools at local and national level.

2.4.4 How to Appraise

Knowing what to appraise is not enough. Appraisers need to know how to appraise. Not knowing the how may yield wrong results. The how of appraising involve the following:

(i) Scrutinising Aims

The starting point of appraisal is careful examination of aims. For Marland as cited in Bunnell (1987), you cannot appraise a professional unless you understand and appraise the aims to which a teacher is working. Some organisations or departments do not have aims or if they do they are inadequately expressed.

(ii) Clarifying Job Specification

Knowing job specification is very important before undertaking appraisal. You cannot evaluate someone's work if you do not know what she or he is meant to do. Worse so if the person himself or herself is also ignorant of the duties he or she is expected to do. This is common practice with teachers when they are employed. Rarely are they given job descriptions and fully apprehend their job specifications. The title of being called a teacher is seen to be adequate, to spell out what a person is expected to do.

(iii) Objectivity

Appraisal should be able strike a balance between two important facts. That is appraisal of professional skills cannot be quantified and that the experience and attitudes and aims of the appraiser can affect judgement.

(iv) Which Standards

The issue of standards plays an important role in appraisal. If one says a teacher's tutorial was a good one, it implicitly means that it was better than many others seen by the appraiser. Therefore external reference is important so as to see how teachers differ from teachers in other schools or provinces, for example.

2.4.5 Some Appraisal Techniques

There are various appraisal techniques available to assess educators. These are discussed in details hereunder.

(i) Self Appraisal Forms

Appraisal starts with self-monitoring. This allows a teacher to be aware of consequences of his actions and extent to which he or she can be held responsible for them.

(ii) Sitting In

This method allows for a rare occasion where a teacher gets the opportunity to be an observer in the appraisal interview. A sitting in is arranged by carefully explaining to the observer and observed of the aims of this exercise.

(iii) Records

Evaluation should also involve going over teachers' records of work aimed at and covered.

(iv) Sample survey

Sample surveys are important techniques of evaluating what teachers do and what pupils do. This allows for checking whether teachers are doing what they think are their intentions.

(v) Pupil assessment

Pupil assessment should also be used to appraise teachers. The aim of teachers is to help pupils learn. Therefore appraisal should ascertain whether indeed learning has taken place. However, pupil assessment should include careful examination of class marks, standardised tests, examination results, gender and ethnicity differences and absence patterns.

(vi) The Appraisal Interview

Appraisal interviews need to be of a nature where a teacher is relaxed and allowed the opportunity to throw back questions. The teacher has to be seen to be accepted, and the work he or she does appreciated. The interview should not be a one way interrogation. A teacher needs to grow from the interview and not to relapse and carry on as before after the interview.

2.4.6 General problems related to personnel evaluation

When it comes to education van der Westhuizen (ed.) (1991) states that there are wide general problems associated with educator evaluation. The following are but a few of them:

(i) Multiplicity of goals

One problem observed is that of having multiple goals namely, achievement recognition, promotion, and improvement of working achievement. The problem arises where evaluation, is about the improvement of the working situation where one has to be open and honest so that the necessary support measures can be taken. However, if appraisal is about merit and promotion the tendency is to hide weaknesses and emphasise capabilities.

(ii) Choice of primary goals

It is important that the primary goal of appraisal is well communicated and clearly stated to everybody. Hanely (1976: 2), in van der Westhuizen (1991) states that research shows that educators see the primary goal of appraisal as “to improve teacher performance, and to improve student learning”. The problem of primary goals, which remains, is the different interpretations of what it should be.

(iii) The problem of objectivity

Appraisal of educators has been under attack for its lack of objectivity (Bunnel: 1987). Measuring instruments and those that implement them are accused of being subjective.

(iv) Is the evaluator qualified professionally

Appraisal also raises the crucial question of the suitability of the evaluators. The question is “how professional are they? “How well informed are they with the syllabus, teaching methods, and the like?”

2.5 Appraisal and management

Riches and Morgan (eds.)(1989), cite Fremantle (1985), as saying that appraisal is an integral part of management, not a system external to it. Therefore as part of the management process appraisal has a range of purposes which Stewart & Stewart (1977), in Riches and Morgan (1989), lists as follows:

- (a) Manpower skill audit
- (b) Manpower forecasting
- (c) Assessment of employee potential
- (d) Succession planning
- (e) Salary planning
- (f) Training planning
- (g) Equity between subordinates
- (h) Downward transmission of organisation's objectives
- (i) Problem and grievance detection and handling

The evaluation process ideally includes evaluation of the school's goals, its administrative procedures, its supervisory techniques, and every other phase of the operation (Ayars, 1957: 313-314). The important point to learn here is that the focus should be on the organisation as a whole. This involves the evaluation of the staff as a whole and not only the individual. Success of such an evaluation largely depends on harmonious, intrastaff relationship with mutual confidence, understanding and sense of interdependence.

2.6 Main weaknesses reported on appraisal

Lon 1986) in Riches and Morgan (eds.) (1989), reports that there are three weaknesses of the appraisal system in non-educational organisations which are also relevant to education. These are:

- Unequal standards of assessment amongst appraisers.
- Some lack of commitment to the process among line managers.
- Some lack of follow up action on training and development plans.

These are the main weaknesses that need to be carefully considered when applying developmental appraisal to education. This study will look at whether these weaknesses are present in this new DAS under evaluation.

2.7 Problem areas of adaptation of the appraisal system to education

Fidler in Riches and Morgan (eds.)(1989), identifies a number of problem areas with adapting appraisal systems to publicly funded schools.

(a) Management of Professionals

The problem stated here is that professionals operate independently and therefore this makes management and appraisal inappropriate. However, management is gradually being accepted in education. Therefore a balance was to be struck between management approaches and professionalism.

(b) Results unclear

Assessing individuals or leader in an organisation is problematic, particularly when the purpose of the whole organisation is somewhat unclear. Even assessing of

institutions is a complex affair. Most important is when assessment is based on student output, which is most affected by factors outside of schools control, like the ability and other characteristics of students on entry. This does not only affect interschool comparison of results but also comparison on one school's results over time.

(c) Rewards uncertain

While in the private sector appraisal is connected to rewards, this cannot be said in education. In education it is difficult to reward appraisal. However, appraisal should be recognised for its motivating potential.

(d) Difficulty in assessing teaching

Assessing the teaching job is no easy affair. The main problem is that there are no universally agreed criteria for good teaching and it is most difficult to strike a relationship between teaching and learning.

(e) Too many bosses

The organisation of the school management structure is seen to create accountability complications. A teacher may find himself/herself accountable to a head of department and the principal at the same time.

(f) Lack of time

There is also the problem of time. Appraisal is a process, which requires a lot of time in any organisation. Superiors have to conduct appraisals while at the same time they have to perform other management duties.

Various authors have given their opinions on performance appraisal. The important lesson coming from this chapter is that this concept is not easy when it comes to implementation. Implementation problems are found both in private companies as earlier discussed in the United States (US) firms and in public education.

Chapter Three

Document analysis and research methodology used in data collection

This chapter will examine the manner in which data was collected in critically evaluating the DAS document.

Because of the nature of the study the historical research methodology was used. This kind of approach is said to be applicable in studying sociology, criminology, and education. This study is concerned with an educational issue and thus fits into this kind of methodology.

Historical research allows for locating information in existing sources. These include inter alia, material like newspaper reports, law reports, correspondence or government documents, as is the case with this study. Information is located in the government document titled 'Developmental Appraisal System'. In this kind of research, the researcher simply describes, analyses or interprets information.

The latter part of the chapter will look at the other methods used in collecting data i.e. the interviews held with different educators.

3.1 The contents of the DAS document

(a) Objectives

On perusing the document, one discovers that from the outset the new system of appraisal aims for acceptability based on its important features, which are:

- Simplicity: easy to understand and applies to all educators.
- Feasibility: can be administered within different types of institutions.
- Legitimacy: unions were involved in formulation, hence educators take ownership.
- Flexibility: it is used for development and confirmation of probationers.

The main aim outlined in the document is that its main aim is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management. It is on the basis of the present circumstances in schools that is, ungovernability and absence of the culture of learning that the aim outlined in this document is questioned (Developmental Appraisal Manual).

The principle laid down in the document is that the new appraisal system is based on the lifelong learning and development principle. It therefore lays down that the whole process of appraisal would be or would consist of the following:

- reflective practice
- self appraisal
- peer appraisal
- collaboration
- interaction with panels

- Reflective practice is about self-examination on performance and meeting the objectives of serving the client.
- Self-appraisal is self-analysis and introspection in terms of own performance.
- Peer appraisal involves the involvement of a colleague in reviewing performance.
- Collaboration calls for educators in working together in solving problems.

➤ Interacting with panels is about all those involved in appraisal to collectively help the appraisee to develop professionally.

The document calls for the establishment of Staff Development Teams (SDT) comprised of the head of the institution, elected staff members and others agreed to by members of staff. The SDT has the important role of initiating, co-ordinating and monitoring the whole appraisal process.

(b) The panel

The appraisal panel shall consist of the following members:

1. peer
2. union representative
3. senior (head of department, deputy principal, principal)
4. outside support (e.g. subject advisor, educators from other institutions recognised for their expertise).

(c) Criteria

The document (Developmental Appraisal Manual) offers three types of criteria, which are:

- Core criteria: primary elements of the responsibility of the person's job on which one has no choice but to be appraised. These are mainly based on the job description.
- Optional: these would be criteria deemed optional by the panel because of contextual factors.

- Additional criteria: these are added criteria based on the needs of an institution.

These are agreed upon by the staff and approved by the SDT.

The main core criteria for evaluation include the following:

- ⇒ curriculum development
- ⇒ creation of a learning environment
- ⇒ lesson presentation and methodology
- ⇒ classroom management
- ⇒ learner assessment
- ⇒ human relations
- ⇒ leadership
- ⇒ community
- ⇒ extra-curricular work.

Having given a brief outline of what the new DAS is all about further information was gathered through interviews with the various personnel involved in education.

3.2 How data was collected

The preferred methodology of collecting data was the qualitative research methodology. This methodology was preferred because it makes it possible to get close to the data. The data itself produces certain levels of explanation instead of the researcher imposing his/her own inferences, as is the case with quantitative positivist approach. Quantitative positivist approach makes the researcher to withdraw from the research situation to avoid being biased. This research involves hypothesis testing. The preferred qualitative research method used in this study allows the researcher to

become 'absorbed' in the research and becomes part in the group under investigation. Because of the qualitative nature of the research, information was gathered by means of unstructured interviews. The unstructured interview allows the researcher to simply pose the theme of discussion and questions are posed further in the spontaneous development of the interaction (Welman & Kruger, 1999). So in this case data was simply collected by introducing the DAS, and let the educators respond as they like about their views.

As a researcher who is involved in the field under investigation, the unstructured interview allowed for easier interaction with the interviewees. Rather than to pose as a detached stranger in the whole process of gathering information, the interview was very interactive and easy to conduct.

In an unstructured interview an attempt is made to understand how individuals experience their life-world and how they make sense of what is happening around them. The interviewer's questions should be directed at participants' experiences, feelings, beliefs and convictions about the theme in question (Welman & Kruger, 1999). This was the essence of the whole project, reflecting on educators' feelings and experiences on appraisal.

In choosing the sample for interviews there was no need to go for purposive or snowball sampling since the theme in question affects all educators. Purposive sampling is most useful when a certain group or individual is chosen because he or she has more information perhaps as a result of his or her position in the group under study. Educators interviewed were divided as follows:

- Educators from primary school
- Educators in secondary school
- Educators in rural schools (primary and secondary)

Educators interviewed were from schools in the L, M and N sections of Umlazi the centre being Vukuzakhe High School, a school popular for its excellent results over years. In all twenty teachers were interviewed.

Another ten teachers from the rural areas of Ndwedwe and Mbumbulu were also interviewed. In carrying out the interviews there were no expected answers or responses. The interviews were exploratory. The aim of the interviews was purely the exploration of important issues arising out of the new appraisal system. In gathering data, the interviewer encouraged educators to air their views and express their feelings, fears and hopes about the new DAS.

Interviews were carried out in schools where these educators work. Schools involved were Vukuzakhe High School, Menzi High School, Qhilika Secondary School, and Ndongeni Primary School. Educators were interviewed as individuals and as well as in groups. Interviewing them by groups allowed for complementary responses, if answers fell short of some important point.

Teachers from Ndwedwe and Mbumbulu areas were visited in their homes. All these teachers live at Umlazi and travel daily to work. At first the teachers involved were suspicious of the study. To allay their fears the interviews were carried out merely for

academic purposes, responses were not voice recorded but jotted down in the process of interaction. Most of the participants showed reluctance to being tape- recorded.

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Chapter Four

Analysis and findings

The previous chapter gave a brief analysis of what the DAS document contains. This chapter will give an analysis of the evaluation of what DAS contains against the background of literature laid down in chapter two.

4.1 Document evaluation

(a) On objectives

On perusing the document, the feature that stands out is that the whole focus of appraisal is on the individual and his capabilities. This is one shortcoming of evaluation that Ayars (1957) highlights. Ayars states that appraisal should go beyond looking at the individual and focus on the organisation as a whole, in this case the school should form part of evaluation over and above individual staff members.

Schools are organisations, which must have set objectives. In terms of departmental requirements each school is expected to have a vision and a mission statement. So whatever activities are carried out by the school, should be towards realising the vision. However, DAS appears to fall short of accommodating the global objective of schools.

Furthermore the document fails to highlight the roles of the teacher to be assessed besides teaching. Pupils are also important players as mentioned earlier in chapter 2, the document does not indicate how the pupils would be assessed. In fact on perusing

the whole document nothing is mentioned of the pupils who are the centre of the learning process.

(b) The appraisal panel

The composition of the appraisal panel raises some concerns as to the intended results. Van der Westhuizen (1991), questions the suitability of appraisers in evaluation. The question he raises is that of qualifications that is, 'how qualified are the appraisers in terms of giving a fair and objective assessment' In this case the question is directed to the panel of peers, head of department (HOD), principal and outsiders.

The greatest concern in the composition as documented in DAS is that there is danger of possible bias, which affects objectivity. The new system is likely to suffer from this criticism of bias because in terms of the document and departmental circulars, it is the appraisee's sole responsibility to choose whom to evaluate him/her. So the danger here is that the panel may simply be a group of close friends who would not like to let their friend down. So if this person was under performing, inferior performance as stated earlier by Cascio (1995), would be re-enforced. This in the end does not help the individual nor serve the purpose of the government of improving service delivery through efficient workforce.

In question is also the suitability of these members of the panel to evaluate the individual especially in relation to the subject matter as they may be in different fields. The multiplicity of the composition of the panel is suspect of bringing about unequal standards of assessment as stated by Lon (1986) in Riches and Morgan (1989). The problem here is that, at no stage is there, accommodation for the panel to come together and work out some form of standard criteria of evaluation.

Various methods of carrying out appraisal were highlighted by Marland in Bunnell (1987). The new DAS in education does not clearly state what various methods would be used in evaluation. It is not clear whether it would be upon the individual members of the appraisal panel members to choose what method to follow. If that is the case the burning question would be how informed are these members about various methods of evaluation, their pros and cons.

(c) Clarity of results

The new DAS is aimed at evaluating teachers' performance. Schools are public institutions whose primary goals is to educate learners. Now in terms of the document it is not clear how evaluation will fit into the school set-up, where the most important thing is the end result, that is, pupils passing. It is thus not clear whether the criterion used to measure an educator's worth does not have to fit with year-end results. This is most important because at times a teacher may score very high on evaluation and yet produce poor results. Such a performance may be a result of factors outside his/her control. This point raises the concern of good teaching versus learning. What this simply means, is that a good rated teacher does not mean good learning.

(d) Absence of rewards

Performance appraisal (PA), is private sector practice where evaluation is linked to financial reward or some form of reward like promotion to a higher rank hence a higher notch. With the new DAS there is no reward that will accompany evaluation. While absence of reward is not important over possible motivational importance, the

new system is unlikely to receive full acceptance especially among educators who feel that they are lowly paid.

(e) Lack of time

Another problem likely to be faced by the new DAS is that of time. As stated by Fidler in Riches and Morgan (ed.)(1989), there are very few school days in a year. At the most a school year has 200 days. As presented in DAS, the whole process to evaluate one single teacher takes more than 24 weeks before a final report is issued. This would take up a lot of time for the superiors who, being faced with the task of evaluating people, have to teach and perform other management duties. The situation would be worse where a certain superior would be chosen by more than 80% of the staff.

(f) Lack of follow up action

The new system also reveals lack of follow up action on training and development. Following appraisal there has to be in place a plan to train and develop appraisees found to be falling short of some expected standards. This is particularly worrying in the face of the department of education crying out for lack of funds and being cash strapped. This brings into question the purpose of the whole exercise. The danger is the whole thing ending up being a 'worthless paper work' as reported by Cascio earlier on his findings on United States companies.

Chapter 5

Interviews findings

This chapter will look at the findings reached through interactive interviews with educators. The interviews with educators are very important especially with reference to the definition by Fischer et al.(1990), where he defines appraisal as an emotional laden process which dramatically affects employees' attitudes towards the organisation and themselves. This study reveals some interesting responses from educators about their perception of the department.

5.1 Responses of the educators of Umlazi schools

5.1.1 Exposure to the document

On being asked about the document, many of the educators revealed inadequate knowledge of it. Of the 20 teachers interviewed 13 of them confessed not to have seen the document at all. However, they displayed knowledge of the contents of the document claimed to have been gathered from other educators or from a union meeting. Other knowledge is attained from principals who have mentioned appraisal in some staff meeting but did not show the staff the document.

About this situation this is what the teachers had to say about their principals:

‘ He/she never shows us anything. We always hear of developments in education from teachers in other schools or from union meetings’

From the above response it shows that the principals are likely to be hindrances in successful implementation of the new system. These are principals who seem to be

using what is known as the 'withholding of information' kind of management style which is used by people who always want to feel to be in power and in control of everybody.

5.1.2 On the aims of DAS

The aims of DAS were spelt out to the educators which is facilitation of personal and professional development of educators in order to improve the quality of teaching practice and education management. The educators were thus asked to voice out their feelings and what they feel might be impediment in realising this aim. Here were the responses:

(a) Culture of learning

The response, which was common in all of the respondents, was the decline in the culture of learning. The educators' greatest cry was pupil behaviour. They voiced out that the pupils are no longer interested in school. The teachers as a result say that this has caused them to have a very low morale. In high schools the teachers say daily they deal with police looking for pupils who are suspects of car thefts or hijackings. They report that this is what characterises schools these days more than teaching and learning.

What has been highlighted, as making things worse is that of the banning of corporal punishment. Teachers now feel that they are powerless to bringing order to schools, because pupils come and go at any time they want. They do this with impunity. As a result the teachers feel the new appraisal system has been introduced at an inopportune time. However, the system is already underway with some educators having been assessed already. The teachers, however, showed no negativity per se with regards to

appraisal. They were mainly concerned with the culture of learning that has deteriorated in schools. The feeling was that the department should at first vigorously engage in its culture of learning and teaching service (colts) first, and bring normality to schools.

(b) Lack of resources

Participants also complained about being evaluated in a situation where there was a shortage of teaching resources. The responses in this regard carried racial overtones. The tendency was to always mention before responding by saying 'as you know in black schools.....'. The teachers complained that black schools are under-resourced. In one school visited the science laboratory is used as staffroom by a group of male teachers. In some schools the situation is so bad that the chalkboard is not there. The shortage of textbooks was one other problem that the teachers complained about. This is made worse by the government's decision not to supply textbooks to school. Under these conditions educators feel it would be very unfair and not possible to have an objective evaluation.

(c) Staff relations

Another aspect asked in the interviews was on human relations. The educators appeared genuinely surprised to know that human relations, is one of the core criteria for appraisal. On this point the general response was that in schools human relations have deteriorated. The foremost reason given was associated with the government's policy of Rationalisation and Redeployment. This policy is said to have sown dissent amongst staff members to the point that some staff members in one school do not talk to each other. In one school it was reported that some members threatened each other

with guns. In another school a teacher has stopped going to school because he feels that a certain clique in the school does not want him. In this kind of situation appraisal is not likely to effectively take place. This supports the view of Ayars (1957) that evaluation depends to a large extent on harmonious, intrastaff relationship with mutual confidence, understanding and sense of interdependence.

Other educators cited unhealthy relations with their superiors in management because of their union affiliation. Some educators view their principals in a very negative way, describing them as authoritarian and anti-democratic. They claim that the principal dictates which union you have to join if you work in 'his' school. The result of this state of affairs is that teachers fear that they won't receive an honest and objective evaluation from such superiors.

5.2 Responses from educators of Ndwedwe and Mbumbulu schools

Responses from teachers in the rural areas of Ndwedwe and Mbumbulu were interesting. The first complaint was that of lack of infrastructure. The biggest problem they highlighted was lack of running water. They complained that they could not be evaluated on the equal basis with educators working in townships. Their responses were full of complaints. They complained that they were still combining classes because of shortage of buildings. One teacher from Mbumbulu said he teaches grade 4 in the same class where there is grade 3. One grade sits on one side and the other on the other.

These teachers also complained of working under very difficult conditions. One problem concerns pupils who arrive very late to school. Boys still have to take out

cattle for grazing before coming to school. Other pupils still have to travel long distances because there is no public transport. As a result no extra curricular activities take place. The problem of absenteeism is worse on rainy days. It is reported that on rainy days some of the schools are inaccessible. So after heavy rains the school is closed, sometimes for weeks. The teachers wondered if the department was aware of this situation.

Another life threatening problem the teachers have to put up with is the problem of faction fights. These teachers report that these fights disrupt the school process, with armed men storming the school looking for boys to go to war. These teachers therefore, believe that at the moment the new DAS will not help them in any way, because they are more concerned in their profession with safety than with development in their career.

Another problem they regarded as seriously affecting their work is the interference in their work by outsiders. These teachers remarked that they do not need DAS because they are constantly evaluated on a weekly basis by local herdsmen (induna) or sometimes the chief. As these teachers live at Umlazi they are closely monitored on whether they are not bringing what the local people call 'township mentality'.

These teachers say their stay in these schools is not comfortable, as the local community believe that it is their children from the area who should be teaching in those schools after completing standard ten. They are regarded as outsiders taking away local people's jobs. These teachers therefore report that they have not embarked on the implementation of DAS at all, although the document plan states that it should

have been done as early as the beginning of this year. It thus appears from this interactive interview that the environment in some areas is not yet conducive to embarking on the evaluation process. The department of education still has a long way to go in levelling the playing field before uniformly evaluating educators.

Chapter 6

Conclusion and Recommendations

This study has tried to give a critical evaluation of the new DAS. It should be noted in conclusion that the educators involved in the discussion of this new system were not necessarily against appraisal as a concept. As noted in the previous chapter the major concern was on the conditions that prevail which they were worried about and saw as a hindrance to successful implementation.

There appears to have been a dramatic turn in the manner in which the whole process of evaluation was perceived in the late eighties and early nineties. As highlighted in the main features of the DAS document itself teachers seem to have a sense of ownership of the document since teacher unions were involved in the drawing up. The most important shift, which allowed the acceptance of the document, was the exclusion of education authorities like school inspectors in the appraisal panels.

What the educators were happy about was that they are the ones who have to choose their own panels. The document looks like it will have a great impact in so far as turning the mind-sets of educators on appraisal and gear them for preparation to accept that evaluation is part and parcel of any job situation.

The biggest hindrance to successful implementation of DAS is the situation on the culture of learning. Stemming from comments of the educators is the concern to bring back the culture of learning to schools. It therefore means that the department must

vigorously fast track its COLTS campaign. With schools in disarray as they are now the DAS campaign would be an exercise in futility.

The study also showed that the educators are aware of the document, but it is the full contents that they are not fully familiar with. It still appears that the documents are lying somewhere in some office. The document's stated aims are welcome but what boggles the mind is the absence of clear steps to be taken on follow up action. The educators were more concerned with what will happen to the educators after being evaluated. With the government engaged in trimming the public service, educators were not sure if the new DAS, will result in the termination of their services.

Looking at Umlazi schools, one is convinced that the first step the department of education takes should be to assess the damage caused by the Rationalisation and Redeployment process on staff relations. It appears there is no way that staff development teams (SDT) can be formed in schools if there is still animosity among staff members.

Another important challenge facing the department before implementing the DAS would be to address the issue of resources. Equity between 'black' and 'white' schools has not been reached. Schools in formerly black areas are still far under resourced. This, is regarded by many educators, as a stumbling block to educators giving off their best in teaching

The new DAS is posing a challenge to its initiators. It looks like it has to be back to the drawing board. The new system has to be reformulated so that appraisal is linked

to performance out put. Teacher success is still measured by all by means of learner results. The document is not clear on whether the output will play a role in assessing teachers or if it does to what extent.

Another challenge facing the department is to address the issue of principals who sit on information. Regarding this problem the district superintendent needs to visit schools more frequently, so as to make sure that educators are kept up to date with developments in the department.

Finally, DAS lacks the very basic component of appraisal as it applies in the private sector, that is, reward. To create enthusiasm on educators and all involved DAS must be linked with some form of reward. To have a meaningful purpose, appraisees need to know that at least in the end they will get something, either monetary or a promotion in terms of post levels. For some educators it seems a bit disturbing to be evaluated 'just for fun' as one educator suggested.

The problem with past systems of evaluation was that they were government initiatives and did not in any way involve the appraisees. The new system is mostly welcome because of the democratic manner in which the system was constructed. The involvement of teacher unions in the formulation stages marks a complete break away from the past systems, which were scorned by teachers. The much hated school inspectors who were regarded as agents of the department are cut out from the whole process. This gives educators a true claim of ownership of the new appraisal system.

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Appendix

The pages affixed at the back are an excerpt from the Developmental Appraisal System (DAS) document..

MANUAL FOR DEVELOPMENTAL APPRAISAL

1. AIM

The aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management.

2. BASIC PRINCIPLE

It is based on the fundamental principle of life-long learning and development. This implies that one has to prioritise areas for development and growth throughout one's career in Education.

3. PROCESS

Developmental appraisal consists of the following ongoing processes:

- reflective practice
- self appraisal
- peer appraisal (or another member of Appraisal Panel)
- collaboration
- interaction within panels

Each one is explained briefly.

- **Reflective Practice:** This on-going activity requires educators to interpret and analyse the extent to which their performance meets objectives in serving the needs of clients with the intention to rethink current practice.
- **Self-appraisal:** Educator undertakes self-analysis and introspection in terms of his/her own performance, client questionnaire results as well as institution development plans. This is followed by self-evaluation in order to determine priorities for personal and professional growth.
- **Peer appraisal:** It is the involvement of a colleague in assisting the appraisee to review his/her performance with a view to prioritise professional development needs.
- **Collaboration:** Educators working together to assist in problem solving e.g. teachers taking the same grade or educators from different institutions involved in teaching a particular learning field or educators consulting with the Support Services of the Education Department.
- **Interaction within Panels:** Relationships have to be developed between members to work collectively to assist the appraisee to identify needs, formulate objectives, select professional development activities, implement such activities within time frames and to provide timeous feedback.

4. STAFF DEVELOPMENT TEAM (SDT)

Each institution shall elect a Staff Development Team (SDT) consisting of the Head of Institution, elected staff members and others agreed to by members of staff. The SDT will initiate, co-ordinate and monitor appraisal in terms of the management plan (see paragraph 11).

5. PANELS

The appraisal panel will consist of the appraisee and at least three others (except in small schools, where at least two are included) drawn from the following groups:

- (a) peer
- (b) union representative
- (c) senior (HOD, Deputy Principal, Principal)
- (d) outside support (for example, subject advisor, educators from other institutions recognised for expertise, district/circuit manager, NGO, University/College lecturer, others)

APPRAISEE	PANEL MEMBERS			
	Peer	Union rep	Senior	Outside
PL1 Educator (Classroom based educator)	✓	✓	✓	✓
HOD	✓	✓	✓	✓
Principal/Deputy Principal	✓	✓	✓	✓
Office based educator	✓	✓	✓	✓

6. CRITERIA

To ensure that the process of appraisal is in line with key job functions, a list of criteria (core, optional and additional) have been drawn up for the following levels:

- PL1 educator (classroom based educators)
- Head of Department
- Deputy Principal/Principal
- Office based educators (PL 1 to 6)

the types of criteria are explained below:-

Core criteria: will be seen as primary elements of the responsibility of the person's job on which the person has no choice but to be appraised on. They cover the essential elements of the job descriptions of the educator.

Optional criteria: These are criteria that are listed as core criteria, some of which may be made optional by the appraisal panel because of the contextual factors at institutions. A justification for this reclassification has to be provided in the needs identification and prioritisation form.

Additional criteria: These are criteria that may be added depending on the needs of an institution and/or individual educator. These should be discussed with the Panel, supported by staff and agreed to in the Staff Development Team. An appropriate and expectation has to be formulated.

SELF/PEER RATING AND PRIORITISATION

A simple scale shall be used to determine areas of priority. In this scale, each criterion is rated and the associated performance expectation is given.

A = Priority need for development in present cycle

B = Performance is in keeping with the expectation with room for further development in future cycles.

The needs assessment and prioritisation form contains the key development areas (criteria).

FORMS

NAME	PURPOSE	COMPLETED BY
Personal Details Form	Record personal particulars, qualifications and teaching/management/other experience.	Appraisee
Needs Identification and Prioritisation Form	Self appraisal Other Panel members appraisal Panel appraisal	Appraisee Other Panel members Panel
Professional Growth Plan (PGP) Form	Shows plan for development in a cycle. Reflects objectives, activities, resources and key performance indicators. One form for each cycle. Motivation for reclassification of core criteria as optional has to be recorded.	Finalised in Panel
Discussion Paper	To review success/difficulties of PGP in this cycle.	Panel
Appraisal Report	A signed record of the entire appraisal process for the cycle, including identified needs, strengths and development plan	Appraisee and appraisal panel members

PROFESSIONAL GROWTH PLAN (PGP) FORM

The appraisee's developmental plan is recorded in this form. The parts of the form are:

Objective/s: *e.g. to make use of different modes of continuous learner assessment.*

Activities: *e.g. read literature on continuous assessment.*

hold discussions with peer

consult with subject advisor

learning site visit to observe learner assessment.

Resources: *e.g. subject reference books, journals and other literature.*

Key performance indicators *e.g. integrate new methods of learner assessment in addition to existing ones.*

CONFIRMATION OF PROBATIONERS

Under the provisions of Section 3(3), Regulation No. R1742 (13 Nov. 1995) the head of an institution or the principal may confirm the probationary appointment of an educator after a period of at least 12 months on the basis of satisfactory performance.

Specific criteria, definitions and expectations shall be used to determine whether the probationer has achieved a satisfactory performance level.

The appraisal of probationer will be done in terms of applicable legislation and regulations.

II. MANAGEMENT PLAN

Apart from probationers, half of staff in first 6 months and other half in 2nd 6 months will be involved in appraisal. All educators have to be trained in developmental appraisal prior to implementation in order to ensure that the spirit of appraisal as stated in 1 & 2 above is observed in practice.

WEEKS IN CYCLE	ACTION	RESPONSIBILITY
Week 1	Head of an institution calls a staff meeting to elect the SDT	Head of an Institution
Week 2 – 3	<ul style="list-style-type: none"> • Training of staff 	SDT
Week 4 – 6	<ul style="list-style-type: none"> • Identification of Appraisees for the 1st and 2nd phases of Cycle one • Constitution of panels and election Chairpersons • Appraisees complete Personal Details Form 	SDT Staff members Identified appraisees
Week 6 – 9	<ul style="list-style-type: none"> • Submission of educator portfolios to the Panel • Observation of educators in practice 	Appraisee Panel
Week 9 – 12	<ul style="list-style-type: none"> • Decide on optional and additional criteria and motivate for the decision on the Needs identification and Prioritisation Form. • Self-appraisal on the Needs Identification and Prioritisation Form • Peer/Union Representative/Senior appraisal Needs Identification and Prioritisation Form • Finalise Needs Identification and Prioritisation Form • Complete Professional Growth Plan (PGP) Form • Panel discusses and finalise the PGP Form 	Appraisee, Panel and SDT Appraisees 2 panel members Panel Appraisee Panel
Weeks 11 – 22	<ul style="list-style-type: none"> • Appraisee implements the Professional Growth Plan 	Appraisee
Weeks 23 – 24	<ul style="list-style-type: none"> • Appraisee fills in the discussion paper in preparation for the review • Panel works through the discussion paper • Appraisal Report is prepared 	Appraisee Panel Panel

APPRAISAL RECORDS

file of each educator (appraisee) will be kept at the institution for each educator which contain:

- Personal details (Filled once, unless there are changes).
- Need Identification and Prioritisation Form
- PGP
- Discussion Paper
- Appraisal Report

These records will show the nature of professional growth as well as the commitment to lifelong learning and development of an educator. Such documentation could serve as part of a CV.

GLOSSARY

Additional Criteria - are criteria that may be added depending on the needs of an institution and/or individual educator. These should be discussed with the Panel, supported by staff and agreed to in the Staff Development Team. An appropriate definition and expectation has to be formulated.

Appraisal - Appraisal implies making judgements and decisions on the quality or effectiveness of a programme, project, thing or set of actions. There are two kinds of appraisal namely: Judgemental (summative) appraisal and Developmental (formative) appraisal. Judgemental appraisal refers to those decisions that make judgements and do not necessarily help to improve things. Developmental appraisal is an appraisal process which will result in development in both the skills and career prospects of the individual educator and lead to improvement at school or institutional level.

Appraisal Instrument - is the basic procedures, methods and criteria through which the appraisal of persons will take place. This does not include the background, principles, purpose, etc. of appraisal in the first place.

Appraisee - an educator who will be appraised for professional development.

Appraiser - an educator who is responsible for conducting the appraisal process of an appraisee.

Assessment - is a way of measuring what is understood/known and can be demonstrated in a variety of ways.

Confirmation - the process to which the probationer is declared permanent into the post /she is holding, after a period of 12 months on the basis of satisfactory performance and conduct in keeping with applicable legislation and regulations.

Core Criteria - will be seen as primary elements of the responsibility of the person's job (as per job description) on which the person has no choice but to be appraised on.

Criteria - is the basis on which judgements of good or acceptable practice are made or targets are judged to have been met.

Cycles - will be time span between two distinct processes of appraisal. The first cycle will last for one year within which all educators must be appraised.

Data collection - is the process of providing information for the appraisal interview, and which must be seen as a professional development activity in itself.

Educator - refers to any person whose conditions of employment are regulated by the Employment of Educators Act, No. 76 of 1998.

Head of Institution - a person in charge of a work site where the educator is based for the purposes of his/her work for example, principal for school or head of education department for provincial head offices.

Institution - a site where an educator is based for the purposes of his/her work. It includes but not limited to a school, national office, provincial head offices, and regional and district offices, area and circuit offices.

Objective - statement that indicates what the appraisee sets for himself/herself in order to acquire knowledge or skill that will promote professional development.

Observation of an educator in practice - is the process through which a colleague(s) on the appraisal panel will visit the workstation of the appraisee occasionally for the sole purpose of observing methods used by the educator and to provide the necessary support.

Optional Criteria - are criteria that are listed as core criteria, some of which may be made optional by the appraisal panel because of the contextual factors at institutions. A motivation for this reclassification has to be provided in the needs identification and prioritisation form.

Panel - will be the full composition of individuals who are involved in the appraisal process.

Peer - will be another educator identified by the appraisee who will be able to render assistance to him/her for professional development. This could be a colleague at any level within the institution.

Portfolio - educator portfolio includes record of an educator's ongoing professional development, learning experiences and achievements. For example short and long INSET courses, all certificates/awards obtained, research conducted, materials developed, articles written, management plans, mark-book, teaching programmes, etc. Learner portfolio includes written work, test papers, projects, files, etc.

Prioritisation - identification of areas of professional growth, indicating which are considered to be more important and achievable. These areas appear as criteria on the Needs Identification and Prioritisation form.

Probationer - is an educator who occupies a substantive post for at least 12 months but who is not yet appraised for permanent appointment in that post.

Professional Growth Plan Form - is a form in which the appraisee's developmental plan is recorded.

Qualification - refers to a completed course of study for example Matric, B Paed, STD, HDE, MA etc.