

Teacher Professional Development: “An Integrated Approach”

BY

BALENTHRAN GOUNDEN

*Thesis submitted in fulfilment of the requirements for the
degree of*



In the School of Educational Studies
In the Faculty of Humanities

University of Durban-Westville

2003

Durban, South Africa

Promoter: Dr Michael Samuel

DEDICATION

*P. M. M. Pillai Educant in
Tendlo*

I dedicate this Doctoral Thesis to

My parents:

Subramoney Kolundai Gounden and Sakundalai Gounden

in taking excellent care of my two children Lavani and Kimen during the course of my studies. You have given me the strength, encouragement and love to make this dream come true. The hardwork and sacrifices you've made in life shall never be forgotten. Words are too few to express my gratitude to you. May God bless you!



“My grandfather passed away under tragic circumstances when my dad was a teenager. My dad had to leave school even though he was a “bright lad”. He always believed that he was in an unfortunate position because he could not develop his educational capacity to the fullest. My Dad had to leave school at an early age to take care of his family. Thus, his wish to become a doctor had been shattered. My attempt to complete the Doctoral Degree is in a way to satisfy my dad’s wish.”

ACKNOWLEDGEMENTS

I place on record my sincere thanks and appreciation to my supervisor Dr Michael Samuel for his excellent and untiring guidance that enabled me to complete this research timeously. I most definitely benefited academically and professionally from your powerful supervision. Your encouragement, constructive criticism and professional indepth guidance has motivated me to continue with my studies.

I also thank the following individuals and organisations for their contribution towards the completion of this research report.

- To my family: My adorable wife *Valerie* for your moral and spiritual support during my studies. *You've always been the pillars of strength, courage and support.* Many thanks to my children *Lavani* and *Kimen* who understood the nature of my work.
- To the lecturers in the Faculty of Humanities especially Dr Reshma Sookraj, Dr Z. Naidoo, Dr Labby Ramrathan (Director: School of Educational Studies), Dr Renuka Vithal, Dr Daisy Pillay, Dr Shakila Reddy, Allan Pillay, Sbu Bayeni and Dr Devan Govender for your motivation and assistance in my research.
- To Indrani Naidoo from the University Administration for your invalid assistance in statistical analysis.
- To all the principals for granting me permission to gain access in their schools.
- To all my respondents for completing my questionnaires, a big thank you for your views, opinions and experiences on the Developmental Appraisal Policy and Teacher professional Development.
- To the Educational Management Information Systems (EMIS), KwaZulu Natal Department of Education for access to information on schools database within the North Durban Region
- To both Superintendents of Education (Management): Dr Danny Chetty and Mr Mark Moonsamy for their motivation during the course of my study.
- To Mr E.S Chetty (Chief Superintendent), Mrs A. Naicker and Mr K. M Avidi for permission to use the Verulam Circuit database.
- To Mr Ravesh Ramroop for editing the entire thesis.
- And finally to Almighty for the spiritual guidance and the immense power you provided during the course of my study.

ABSTRACT

The purpose of this study is to explore the perceptions of teachers with respect to the intentions of the Developmental Appraisal Policy, how the policy was implemented at school level and its influence on Teaching. How this policy came to be understood and interpreted at school level during its implementation phase is the subject of this study, focussing on a teacher-union sanctioned policy aimed at Teacher Professional Development. A combination of quantitative and qualitative methodologies characterise the data collection strategy. A survey questionnaire was administered to 181 teachers in the Verulam Circuit in KwaZulu-Natal. In-depth semi-structured interviews were conducted using a stratified random sample of 15 teachers in proportion to the three variables namely, gender, age and race.

The study's findings reveal the following:

- ① The implementation of the policy was largely executed in a technical administrative fashion which provide semblances of being well understood and accepted as a new form of appraisal replacing the former “judgemental approach” to Teacher Appraisal.
- ② In the actual practical operation of the proposed teacher professional appraisal procedures, teachers at the institutional level were seen to be using the Developmental Appraisal Policy in not so different a fashion as the former judgemental model, which promoted nepotism and a superficial attention to deep teacher professional changes. An important question needs to be borne in mind: Does a union-driven policy lead to deeper changes in Teacher Professional Development in a democratic ethos?
- ③ Most of the teachers claimed that sharing of resources and assessment techniques had positively influenced their Teaching Practice. However, these activities had been in practice long before the introduction of the Appraisal policy. There were also conflicting views whether the Developmental Appraisal Policy or Outcomes-Based Education (OBE) Policy had caused an influence on Teaching Practice. There was very little to no evidence to suggest that the appraisal policy had influenced the teachers' Teaching Practice.
- ④ The study revealed that the different genders, ages and races interpreted the impact of the Developmental Appraisal Policy in relation to their unique expectations of their school

context, their lived/ executed experiences of teaching and their stages of development as professionals. A “one-size- fits-all” Developmental Appraisal Policy is thus discouraged.

The results suggest three broad implications for school-based Teacher Professional Development viz.:

- *changes needed at the policy landscape (at the Department level),*
- *changes needed at the school landscape (at institutional level),*
- *and changes needed at an individual level.*

Firstly, the Department of Education as the employer tries to regulate the school from the “outside”. Changes at this level include for example, the need for Department officials to rethink the way they perceive and communicate with the broader constituency of teachers. The gap between the Department as “bureaucrats” and teachers need to be narrowed. Both Department officials and teachers need to realise that they are “partners” towards improving the quality of teaching and learning.

Secondly, the thesis argues that there are many changes necessary at an institutional level to engage with Teacher Professional Development. For example, school personnel such as teachers and managers need to design a flexible school timetable to accommodate time for teachers to engage with Teacher Development.

Thirdly, personal factors such as love for children, passion and dedication towards the profession emerged as important factors in engaging with Teacher Professional Development. Thus, the thesis argues that Teacher Professional Development entails developing also the “inner qualities” of the teacher. Teacher Professional Development cannot be confined to faithful compliance to delivery of state-designed curricula.

Finally, the thesis argues that we need to *integrate* harmoniously the changes at these three levels i.e. the Departmental, institutional and individual levels so that effective Teacher Development can take place. This study contributes to understanding more qualitatively and quantitatively the Teacher Development landscape of post-apartheid educational transformation from the perspective of teachers within their institutions engaging with policies targeting their professional growth.

DECLARATION

I,

BALENTHRAN GOUNDEN,

Do solemnly declare that this research work is my original work. This research report has not been previously submitted for a degree at another university.

This declaration was signed by me on the 15th day of December 2002.



Balenthiran Gounden
(Researcher)

Dr M.A Samuel
Promoter

CONTENTS

Dedication.....	(ii)
Acknowledgements.....	(iii)
Abstract.....	(iv)
Declaration.....	(vi)
Contents.....	(vii)
List of Tables.....	(xiv)
List of Figures.....	(xvii)
List of Appendices.....	(xviii)
Bibliography.....	211

CHAPTER ONE	BACKGROUND TO THE STUDY	1
1.1 Introduction.....		1
1.2 The Research Study.....		2
<i>1.2.1 Topic of my research</i>		2
<i>1.2.2 Critical Questions of the study</i>		2
<i>1.2.3 Rationale for the study</i>		3
1.3 Appraisal Model and Policy.....		9
<i>1.3.1 Past Model of Teacher Appraisal in South Africa</i>		9
<i>1.3.2 Introducing the context of emergence and development of the New Appraisal Policy</i>		10
<i>1.3.3 The new model of Teacher Development</i>		22
<i>1.3.4 The main feature of the New Developmental Appraisal Policy</i>		23

1.4 Understanding Policy Formulation and Policy Implementation.....	27
1.4.1 <i>Approaches to Policy Formulation</i>	27
1.4.2 <i>Backward Mapping as an approach to understanding policy implementation</i>	30
1.5 The usefulness of the study.....	33
1.6 Conclusion.....	34
1.7 Pre-view of forthcoming chapters.....	35

CHAPTER TWO	LITERATURE REVIEW	37
--------------------	--------------------------	-----------

2.1 Introduction.....	37
2.2 The nature of teaching.....	38
2.3 Teachers' knowledge base.....	41
2.4 Knowledge base of teaching generated from researchers (outside).....	41
2.4.1 <i>The nature of professional knowledge</i>	44
2.4.1.1 <i>Areas of knowledge</i>	44
2.4.1.1.1 <i>Subject matter knowledge</i>	44
2.4.1.1.2 <i>Education (pedagogic) knowledge</i>	44
2.4.1.1.3 <i>Situated knowledge</i>	44
2.4.1.1.4 <i>Societal knowledge</i>	44
2.4.1.2 <i>Range of context of knowledge use</i>	45
2.4.1.2.1 <i>Classroom knowledge</i>	45
2.4.1.2.2 <i>Classroom-related knowledge</i>	45
2.4.1.2.3 <i>Management knowledge</i>	45
2.4.1.2.4 <i>Other professional knowledge</i>	46

2.5 Knowledge Base of teaching generated from teacher researchers (inside).....47

2.5.1 Ways of knowing 47

2.5.1.1 Local knowledge 47

2.5.1.1.1 Teachers' craft knowledge 48

2.5.1.1.2 Teacher collaboration 49

2.5.1.2 Public knowledge 50

2.6 Knowledge use in Teaching Practice.....51

2.6.1 The metacognitive process 52

2.6.2 Teachers' practical knowledge 53

2.6.2.1 What is teachers' practical knowledge? 54

2.6.2.2 The importance of teachers' practical knowledge in shaping Classroom Practice 54

2.6.2.3 Classroom Practice recreates practical knowledge 55

2.7 Linking Classroom Practice and Society.....56

2.8 Reflexivity in Teaching.....59

2.8.1 Traditions of Reflective Practice 61

2.8.1.1 The Academic Tradition of Reflective Practice 61

2.8.1.2 The Social Efficiency Tradition of Reflective Practice 61

2.8.1.3 The Developmentalist Tradition of Reflective Practice 61

2.8.1.4 The Social Reconstructionist Tradition of Reflective Practice 62

2.9 Critical Reflective Practice and Teacher Professional Development.....63

2.10 Conclusion.....65

CHAPTER THREE	PLOTTING THE METHODOLOGICAL COURSE	69
3.1 Introduction.....		69
3.2 Reason for data collection.....		71
3.3 My research perspective.....		74
3.4 The initial research process.....		75

3.5 Data collection instruments.....	77
3.5.1 <i>The choice of research instruments</i>	77
3.5.2 <i>Designing the survey questionnaire</i>	77
3.5.3 <i>Designing the interview schedule</i>	84
3.6 The Research Process.....	91
3.6.1 <i>Seeking permission from the principals</i>	91
3.6.2 <i>Increasing the return rate of questionnaires</i>	92
3.6.3 <i>Ethical Issues</i>	92
3.7 Sampling.....	94
3.7.1 <i>The Target Population</i>	94
3.7.2 <i>The main sample for the survey questionnaire</i>	94
3.7.3 <i>The sample by school</i>	95
3.7.4 <i>The distribution of educators in terms of Gender and Race</i>	95
3.7.5 <i>The distribution of educators in terms of Age</i>	96
3.7.6 <i>The sub-sample for the semi-structured interviews</i>	99
3.8 Data Analysis.....	104
3.8.1 Questionnaires	104
3.8.1.1 <i>Factor Analysis</i>	104
3.8.1.2 <i>Means</i>	105
3.8.1.3 <i>T-test</i>	105
3.8.1.4 <i>Statistical Significance</i>	105
3.8.1.5 <i>Anova</i>	106
3.8.1.6 <i>Correlation</i>	106
3.8.1.7 <i>Valid Frequency counts</i>	107
3.8.1.8 <i>Analysis of “open-ended” questions in the questionnaire</i>	107
3.8.2 Interviews	109
3.9 Linking Quantitative and Qualitative Data.....	110
3.10 Conclusion.....	111

4.1 Introduction.....	113
4.2 Linking Quantitative and Qualitative Analysis by Gender.....	114
4.2.1 <i>The Intentions of the Developmental Appraisal Policy</i>	114
4.2.2 <i>The Implementation of the Developmental Appraisal Policy</i>	116
4.2.3 <i>The Influence of the Developmental Appraisal Policy</i>	119
4.3 Linking Quantitative and Qualitative Analysis by Age.....	128
4.3.1 <i>The Intentions of the Developmental Appraisal Policy</i>	128
4.3.2 <i>The Implementation of the Developmental Appraisal Policy</i>	129
4.3.3 <i>The Influence of the Developmental Appraisal Policy</i>	135
4.4 Linking Quantitative and Qualitative Analysis by Race.....	150
4.4.1 <i>The Intentions of the Developmental Appraisal Policy</i>	150
4.4.2 <i>The Implementation of the Developmental Appraisal Policy</i>	151
4.4.3 <i>The Influence of the Developmental Appraisal Policy</i>	157
4.5 Conclusion.....	164

5.1 The Intentions of the Developmental Appraisal Policy.....	165
5.2 The Implementation of the Developmental Appraisal Policy.....	168
5.2.1 <i>The Technical aspects of the Appraisal Policy</i>	168
5.2.1.1 <i>Introduction of the Appraisal Policy</i>	168
5.2.1.2 <i>The effect of the cascade as a method for dissemination of appraisal information</i>	169
5.2.2 <i>The Actual Process of Implementation</i>	170
5.2.2.1 <i>Self Appraisal</i>	170
5.2.2.2 <i>The formation of the panel</i>	171
5.2.2.3 <i>The Professional Growth Plan</i>	173

5.2.2.4 <i>The Appraisal Report</i>	174
5.2.2.5 <i>An Overload of the teachers' responsibility</i>	175
5.3 The Influence of the Developmental Appraisal policy on Teaching Practice.....	176
5.3.1 <i>Classroom Observation</i>	177
5.3.2 <i>Sharing of Resources</i>	178
5.3.3 <i>Sharing of Assessment Techniques</i>	179
5.3.4 <i>Engaging in Self Appraisal</i>	180
5.3.5 <i>Professional Development</i>	182
5.4 The Generation of the Thesis.....	183
5.4.1 The Implications at Department of Education Level	183
5.4.1.1 <i>Financing of Teacher Professional Development</i>	183
5.4.1.2 <i>Capacity Building for Change</i>	184
5.4.1.3 <i>Streamlining the number of forms</i>	185
5.4.1.4 <i>Different rating system for Teacher Assessments</i>	186
5.4.1.5 <i>The structure of the panel</i>	186
5.4.1.6 <i>Monitoring Teacher Ratings</i>	187
5.4.1.7 <i>The inner/outer dimension in bring about institutional and wider school reforms</i>	187
5.4.1.8 <i>Cascading method and the review of policy</i>	188
5.4.1.9 <i>Changed roles of bureaucratic personnel – decentralised</i>	189
5.4.1.10 <i>Combination of policies “talking coherently” to each other</i>	189
5.4.2 The Implications at Institutional Level	190
5.4.2.1 <i>Flexibility on the School Timetable to conduct classroom visits by peers</i>	190
5.4.2.2 <i>Fostering Teacher Collaboration</i>	190
5.4.2.3 <i>Promoting Critical Reflective Practice</i>	191
5.4.2.4 <i>Differentiated Teacher Professional Development for different Ages of teachers</i>	192
5.4.3 The Implications at an Individual Level	192
5.4.3.1 <i>The inner dimension of engaging in Teacher Development</i>	192
5.4.3.2 <i>Moral Responsibility</i>	193

5.5 The Thesis.....	194
----------------------------	------------

5.6 Limitations of the study.....	203
--	------------

5.7 Future Research.....	205
---------------------------------	------------

<i>5.7.1 The Developmental Appraisal Policy</i>	205
---	-----

<i>5.7.2 The link between Teacher Education and Teachers' new roles and responsibilities</i>	208
--	-----

<i>5.7.3 Natural ways of fostering Collegiality</i>	208
---	-----

<i>5.7.4 Understanding Teacher Beliefs in engaging Teacher Development</i>	208
--	-----

<i>5.7.5 Activation of the Department, Institutional and the Individual levels</i>	209
--	-----

<i>5.7.6 Coherence of policies</i>	209
------------------------------------	-----

LIST OF TABLES

CHAPTER TWO	LITERATURE REVIEW	37
--------------------	--------------------------	-----------

Table 2.1 Eraut's Theoretical Model of Teachers' Knowledge Base	43
---	----

CHAPTER THREE	PLOTTING THE METHODOLOGICAL COURSE	69
----------------------	---	-----------

Table 3.1 Section B of survey questionnaire	80
Table 3.2 The correlation coefficient of the Pilot Test	84
Table 3.3 Developmental Appraisal Policy effects on Teaching Practice	85
Table 3.4 Return rate of questionnaires	92
Table 3.5 Describing the sample by school	95
Table 3.6 Distribution of educators in terms of Gender and Race	95
Table 3.7 Distribution of educators in terms of Age	96
Table 3.8 Distribution of educators in terms of Age and Race	98
Table 3.9 Distribution of educators in terms of Age and Gender	99
Table 3.10 Choice of interviewees	101
Table 3.11 Overall Gender Perspective (p-value): Policy Influence on Teaching Practice	106
Table 3.12 Gender Categories	107
Table 3.13 Different Age group Categories	108
Table 3.14 Race Categories	109
Table 3.15 Sample of Gender transcript	109

CHAPTER FOUR	LINKING QUANTITATIVE AND QUALITATIVE DATA
---------------------	--

Table 4.1 Overview of Chapter 4	114
---------------------------------	-----

Table 4.1 Outline of Appendix Four	246
Table 4.2 Overall Perspective: Intentions of the Developmental Appraisal Policy	248
Table 4.3 Overall Perspective: Implementation of the Developmental Appraisal Policy	253
Table 4.4 Overall Perspective: Influence of the Developmental Appraisal Policy on Teaching Practice	259
Table 4.5 Overall Gender Perspective (p-value): Policy Intentions	268
Table 4.6 Overall Gender Perspective (mean values): Policy Intentions	268
Table 4.7 Overall Gender Perspective Factor 1 & 2 (p-value): Policy Intentions	269
Table 4.8 Overall Gender Perspective Factor 1 & 2 (mean values): Policy Intentions	269
Table 4.9 Ranked table on Gender Response: Policy Intentions	270
Table 4.10 Overall Gender Perspective (p-value): Policy Implementation	274
Table 4.11 Overall Gender Perspective (mean values): Policy Implementation	274
Table 4.12 Overall Gender Perspective Factor 1 & 2 (p-value): Policy Implementation	275
Table 4.13 Overall Gender Perspective Factor 1 & 2 (mean values): Policy Implementation	275
Table 4.14 Ranked table on Gender Response: Policy Implementation	276
Table 4.15 Overall Gender Perspective (p-value): Policy Influence	278
Table 4.16 Overall Gender Perspective (mean values): Policy Influence	278
Table 4.17 Overall Gender Perspective Factor 1 & 2 (p-value): Policy Influence	279
Table 4.18 Overall Gender Perspective Factor 1 & 2 (mean values): Policy Influence	279
Table 4.19 Ranked table on Gender Response: Policy Influence	280
Table 4.20 Overall Age Perspective (p-value): Policy Intentions	285
Table 4.21 Overall Age Perspective (mean values): Policy Intentions	285
Table 4.22 Overall Age Perspective Factor 1 & 2 (p-value): Policy Intentions	286
Table 4.23 Overall Age Perspective Factor 1 & 2 (mean values): Policy Intentions	287
Table 4.24 Ranked table on Age Response: Policy Intentions	288
Table 4.25 Overall Age Perspective (p-value): Policy Implementation	292
Table 4.26 Overall Age Perspective (mean values): Policy Implementation	292
Table 4.27 Overall Age Perspective Factor 1 & 2 (p-value): Policy Implementation	293
Table 4.28 Overall Age Perspective Factor 1 & 2 (mean values): Policy Implementation	294
Table 4.29 Ranked table on Age Response: Policy Implementation	295

Table 4.30 Overall Age Perspective (p-value): Policy Influence	301
Table 4.31 Overall Age Perspective (mean values): Policy Influence	301
Table 4.32 Overall Age Perspective Factor 1 & 2 (p-value): Policy Influence	302
Table 4.33 Overall Age Perspective Factor 1 & 2 (mean values): Policy Influence	302
Table 4.34 Ranked table on Age Response: Policy Influence	303
Table 4.35 Overall Race Perspective (p-value): Policy Intentions	307
Table 4.36 Overall Race Perspective (mean values): Policy Intentions	307
Table 4.37 Overall Race Perspective Factor 1 & 2 (p-value): Intentions	308
Table 4.38 Overall Race Perspective Factor 1 & 2 (mean values): Policy Intentions	308
Table 4.39 Ranked table on Race Response: Policy Intentions	309
Table 4.40 Overall Race Perspective (p-value): Policy Implementation	313
Table 4.41 Overall Race Perspective (mean values): Policy Implementation	313
Table 4.42 Overall Race Perspective Factor 1 & 2 (p-value): Implementation	314
Table 4.43 Overall Race Perspective Factor 1 & 2 (mean values): Policy Implementation	314
Table 4.44 Ranked table on Race Response: Policy Implementation	315
Table 4.45 Overall Race Perspective (p-value): Policy Influence	319
Table 4.46 Overall Race Perspective (mean values): Policy Influence	319
Table 4.47 Overall Race Perspective Factor 1 & 2 (p-value): Influence	320
Table 4.48 Overall Race Perspective Factor 1 & 2 (mean values): Policy Influence	320
Table 4.49 Ranked table on Race Response: Policy Influence	321
Table 4.50 Overall Correlation between Policy Intentions, Implementation & Influence On Teaching Practice	324

LIST OF FIGURES

CHAPTER TWO	LITERATURE REVIEW	37
Figure 2.1 Alternative model of knowledge use in Teaching		66
CHAPTER FIVE:	SYNTHESIS AND THESIS	165
Figure 5.1 : Framework leading to chapter 5		165
Figure 5.2 An Integrated Approach to Teacher Professional Development		194
APPENDIX B	QUANTITATIVE DATA ANALYSIS	246
Figure 4.1 General Influence on Teaching Practice		261
Figure 4.2 Overall Perspective: Gender responses (Policy Intentions)		267
Figure 4.3 Overall Perspective: Gender Responses (Policy Implementation)		273
Figure 4.4 Overall Perspective: Gender Responses (Policy Influence)		277
Figure 4.5 Overall perspective: Different Age Group Responses (Policy Intentions)		284
Figure 4.6 Overall Perspective: Age Group Responses (Policy Implementation)		291
Figure 4.7 Overall Perspective: Age Group Responses (Policy Influence)		300
Figure 4.8 Overall perspective: Race Responses (Policy Intentions)		306
Figure 4.9 Overall Perspective: Race Responses (Policy Implementation)		312
Figure 4.10 Overall Perspective: Race Responses (Policy Influence)		318

APPENDIX 1(a) :	Letter to Principal & Staff Members.....	224
APPENDIX 1(b) :	Survey Questionnaire.....	225
APPENDIX 2(a) :	Interview Schedule	230
APPENDIX 2(b) :	Exemplar Interview Transcript.....	233
APPENDIX 3 :	Incentives for Research Participation.....	243
APPENDIX 4 :	Quantitative Data Analysis	246

1.1 Introduction

The transition from Apartheid to democracy in the South African context led to several changes in the education system and society as a whole. There was a proliferation of education policies by the government with the hope of addressing the inequalities of the past. However, De Clercq (1997) argues that most of these new policy proposals were actually borrowed from international comparative experience and from the various policy literature which were then interwoven in the local South African context to address issues of equity and redress. "Policy borrowing" was evident from the first world industrial countries and this was a serious problem. These policies did not match the transforming South African context. It is evident that most policy proposals were not developed from extensive research at grass-roots level or practice-based knowledge which should reflect the South African landscape. My study argues that we need to take cognisance of **teachers' experiences of Classroom Practice** for understanding successful policy implementation.

In attempting to achieve the research outcome, this chapter focuses on the research study, the appraisal model and policy, understanding policy formulation, policy implementation and potential beneficiaries of the study. In the **research study**, I have outlined my topic, critical questions and rationale for the study. The section on the **appraisal model and policy** provides an overall perspective of the past model of teacher evaluation in South Africa which was judgemental in approach. The past model of appraisal was one of the most resented aspects of the teaching profession during the apartheid period. I then introduced the context of emergence and development of the new Developmental Appraisal Policy. Conceptual differences between the past evaluation system and the new Developmental Appraisal System have been included. I have also shown that many of the features of the Developmental Appraisal Policy have been extracted from the international context.

Chapter one concludes with the argument on **understanding policy implementation**. In this research it is argued that "policy" and "practice" are different "discursive spaces". I have argued that we need to understand Classroom Practice in order to understand policy implementation and the policy context. Hence, the notion of **backward mapping as the key process** to

understanding policy implementation has been highlighted. I believe that there are a number of **beneficiaries** of this research such as personnel at school, provincial and at national level.

1.2 The Research Study

1.2.1 Topic of my research

South Africa has started a period of transition from an Apartheid society to a democratic one since 1994. The transition affected all sectors of the South African society. These larger processes of change i.e. transforming the South African society towards democracy, inevitably affected the entire education system. There were a number of educational policies such as the introduction of the Outcomes-Based Curriculum and the Developmental Appraisal Policy which aimed to improve the education system. The Developmental Appraisal Policy unlike other educational policies, is unique since it has been primarily designed by the major unions namely the South African Democratic Teachers' Union (SADTU) and the National Professional Teachers' of South Africa (NAPTOSA). This policy has been sanctioned by the membership of both these unions with the belief that it would develop teachers personally and professionally.

We do know from theory that there is a policy-practice gap. My study is unique since I am exploring a different gap between the Developmental Appraisal Policy and practice i.e. a teacher union driven policy and its influence on Teacher Professional Development.

1.2.2 Critical Questions of the study

It is often misconstrued that policy formulation is the total responsibility of the policy makers or academic researchers. It is believed that the policy implementation process is a simple technical and administrative activity i.e. from policy to practice. Policies are not successful merely using the "top-down" approach. My study argues that teachers have varied experiences when they engage with a policy. They try to make sense of the policy and is different from what the policy has intended. I use the backward mapping approach to understand the policy implementation process.

Hence, the starting point of this "backward mapping" approach would be looking at how teachers perceived the intentions of the Developmental Appraisal Policy. The Department had certain intentions for introducing the Developmental Appraisal Policy into schools. These intentions might be different from the intentions as perceived by the teachers. Therefore, I

decided to include a critical question that captures teachers' view of the policy intentions. My first critical question is:

■ **What do teachers perceive as the intentions of the Developmental Appraisal Policy (DAP)?**

The implementation of the Developmental Appraisal Policy (DAP) is the responsibility of the Staff Development Team (SDT). The intention of the second critical question is to capture the extent to which the SDT had implemented the Developmental Appraisal Policy within the school context. The aim of this critical question was to allow teachers to comment on how DAP was implemented within the schools. Hence, the second critical questions is:

■ **How did teachers engage with the Developmental Appraisal Policy at school level?**

What are teachers' experiences of:

(a) coming to understand the expectations of DAP?

(b) attempting to engage with DAP in practice?

In addition to the above two critical questions on intentions and implementation of policy, my study also probes deeply on the factors that influences Teaching Practice in a rapidly changing educational context. In view of this, my third critical question is:

■ **Did these above processes (a) and (b) influence teachers' understanding of their Teaching Practice?**

1.2.3 Rationale for the study

As a Deputy Principal and a classroom teacher for more than sixteen years, I would like to highlight my experiences of Teacher Professional Development. Through my own experience I've been left isolated, unsupported and subjected to an inspection system. I lived those experiences and have seen the merits and demerits of such a system. What I am doing is putting up my personal experiences for scrutiny against existing literature and becoming aware of what other literature is saying about Teacher Development. The reasons for engaging in the study of Teacher Professional Development has sparked off from various sources.

❖ **My personal experiences as a teacher**

Being a novice teacher, I really struggled with the challenges of school-life and community adaptation. There was no induction programme when I started teaching. What a rare concept! Most of the teachers including myself had to find ways of survival during the first few years of teaching. My teacher education programme led me to believe that I will be able to apply the various theories learnt at college to my Teaching Practice. This proved to be otherwise. I found it difficult to apply these “neat theories” learnt at college to my classroom practice. My teacher education programme had very little impact on my teaching. However, I had learnt much of the routine matters from other teachers.

I believed that I was a technical production manager who had the responsibility of applying what was required by educational authorities such as the Department of Education in the form of syllabi, “given aims and objectives for your lesson” and producing effective learners. I always felt that I was the “boss and the manager” of my class. This view of my teaching clearly demonstrated my reliance of researchers’ knowledge to generate learning and solve classroom challenges. I was never creative nor challenged the system of education at that time probably because I was a novice or was not actively involved in politics. It was clear to me then that my job was to ask for the “syllabi” and check what my Department of Education and policy makers wanted me to teach.

Life in the classroom was really hectic for me as Jackson (1968) describes classrooms as busy places. At times I could call myself a dilemma manager because I had to solve discipline problems, learners not doing their work, demands from the office and attend to parental queries all at once. It was evident that what I had learnt from my teacher education courses could not be directly applied in my Teaching Practice. I realised that while I was involved in solving conflict situations, on many occasions the thought of quitting emerged. But upon many years of reflection I found these conflict situations were extremely useful. Indirectly, I intuitively built up a store of my own practical knowledge which supported me in my daily work.

I was also transferred to another school during my second year of teaching. At this school I was told by the principal that they were desperately waiting for me, my teaching load (allocation of subjects) was ready and I was called Mr “X” on the composite school timetable. I had no choice in accepting this scenario. I taught Science and Mathematics having being trained in Geography. Nevertheless, I quickly adapted to my new environment and began to seek ways of building up my interest and competency in teaching. At that point in time teaching and learning for me meant that “I must teach and my learners must be competent in reproducing the subject matter”.

I taught on my own for many years with no serious support from my school managers or superintendents. What was surprising was that my first touch of official teacher professional development was about three years into the profession. It was not really development but a kind of “teacher confirmation” by the Superintendent of Education. The Department official called for my teaching records which were rated as exemplary. He also sat in my classroom to observe my lesson. After the lesson I was spoken to for five minutes and a report was left with the principal of my school. I never saw any officials again being 16 years in the profession. I began to question myself on what is Teacher Development? What kind of teacher development did I receive during my teaching career? What is the role of Department officials in the process of Teacher Development? These questions were disturbing.

Ten years into the profession, I found it to be frustrating and a great disappointment. I experienced a period of self doubt and “why am I in this profession attitude?” Intense frustration and disillusionment was experienced by teachers due to lack of teaching and learning culture within schools, schools being under-resourced and understaffed, poor working conditions of teachers and low salaries. Dworkin (1987) pointed out that some teachers experience “burn-out” and do have plans to quit their profession. I worked feverishly, “burnt the midnight oil” to ensure the best for my learners and had mixed feelings about quitting. Now, I began to question what was the best for my learners? Was it my means-end delivery that made me a good teacher or was it that I ensured that my learners had sufficient content knowledge for writing my tests and obtaining a good mark?

While I questioned my role as a teacher and what should I offer them I was struck by “bad-luck”. I was really troubled when I was declared in “excess” in my school – meaning that the school was overstaffed based on the teacher-pupil ratio. It was a bitter experience and I didn’t know my future and made attempts to change my profession. It was frustrating!

On the 10 August 1999, I was redeployed to one of the disadvantaged schools in the Verulam area 15 km away and soon was promoted to Head of Department. A few months later, I was promoted to Deputy Principal. Life for me was challenging and changed drastically. I realised through my engagement with colleagues that many of them entered the profession and were left unsupervised throughout their teaching career. I began to question why was there a lack of Teacher Development even at school level? What was the role of the Department of Education in supporting Teacher Development? The lack of Teacher Development and support had negative influences on the lives of teachers. My personal experiences throughout my 16 years of teaching provided me the zeal to engage in this research topic.

❖ My Academic Rigour

My teaching experience is a personal lens which is brought into dialogue with a more academic research lens. My personal experience (knowledge from classroom practice – “inside”) is overlaid by academic research (knowledge from the “outside”) which in fact elevated my role and responsibility by being able to read and understand policy from a much broader perspective. This broader perspective is outlined in chapter 2 which highlights the two most powerful approaches to policy making and designing as presented by academic researchers and those teachers who are researching their own practice. My search for academic qualification has empowered me to understand policy at greater depth.

As a motivated teacher, I accepted many administrative duties at school and found it very challenging. In trying to accomplish my tasks to the best of my ability, I enrolled for post-graduate studies at a tertiary institution. I completed the School Management Diploma, Bachelor of Education (Educational Management) and Masters Degree (Educational Management). My search for higher qualification had definitely equipped me with the various skills and knowledge about management, teaching and the complex nature of policy making. Upon reflection on my qualifications I thought I engaged sufficiently with my studies and that I had taken care of my own development as a teacher. Maybe yes, but I began to ask some serious questions like: what

did I develop into? How was I linking my qualifications to ensure that I had developed and empowered my colleagues, learners and parents to live in a democratic society? The answers to these questions were not clear-cut. The area of Teacher Development became my area of concern.

❖ **My position at school**

Due to my post-graduate experience, I was appointed as the Chairperson of the Staff Development Team which was responsible to initiate, co-ordinate and monitor the appraisal process within the school. Together with the efforts of my team I was able to organise workshops on the Developmental Appraisal Policy for the entire staff. Some of my roles included: preparing and monitoring the different stages of development of educators, identifying teachers to be appraised for the phase, facilitating the establishment of appraisal panels and preparing a comprehensive schedule of panel members and linking the appraisal process to whole school improvement. Being the leader of Teacher Development at school level, I was able to get an overview of the varied stages of development of teachers. I was deeply involved in developing Professional Growth Plans for the different teachers in different contexts. The subject of Teacher Development became part of me since appraisal and Teacher Development were “buzz words” throughout the year in many schools.

❖ **My position at the Verulam Circuit and District Teacher Development Team**

Being a newly appointed Deputy Principal I had the opportunity of talking to various school managers within the Circuit and District. I was able to get a better idea of how the concept of Teacher Development was being conceptualised at the various schools. Principals also made mention of the negative responses of teachers in respect of the Development Appraisal Policy. These varied views and responses from the different managers gave me the urge to delve into gaining a holistic understanding of what is Teacher Development, decide on how Teacher Development can be best effected in schools and what I can do to enhance the professional lives of teachers. My study highlights that there are various issues of practice which we need to seriously consider and is also a powerful way of understanding policy implementation.

Being relatively more knowledgeable (my personal and post graduate experience) in Teacher Development I was called to serve as presenter and facilitator on the Phoenix District Appraisal Team. Working with a much larger group of teachers from the various circuits, I saw that there

was a dire need for presenting clarity on issues of Teacher Development and providing group support. I was committed to make changes in the Professional Development aspect of teachers in schools. My position on the District Appraisal Team served useful. During the course of the year I was called by many principals in the Circuit to provide indepth explanation and understanding of Teacher Development to staff. My involvement in schools on issues of Teacher Development has illuminated a powerful dimension of how to engage with policy by looking at practice. This has cemented my interest in my research study.

My biography is a lived experience of the judgemental approach. As a consequence of my personal experiences and academic research I have become a resource for the Verulam Circuit and the Phoenix District in respect of Teacher Professional Development. I am not trying to elevate my biography but I still put it under review. However, my biography has provided reasons for the rationale for this research.

❖ My commitment to contribute to the educational change process in my country

My interest in Teacher Professional Development stems from the fact that there is a need to study and understand Teacher Professional Development from a broader perspective in the South African educational context. I also want to scrutinise what constitutes a contextually relevant conception of Teacher Professional Development in the South African context. Serious questions need to be borne in mind which problematises the notion of Teacher Professional Development. Is there a universalist understanding of Teacher Professional Development? Is Teacher Development contextually located? Is it different for a country experiencing rapid change and transformation into a democratic order as compared to a first world country? Are there new challenges for Teacher Professional Development emerging as a consequence of the South African context? These are the kinds of issues my study will uncover. My argument in the literature review (chapter 2) is that Classroom Practice and its links to society needs to be included in policy discussions.

1.3 Appraisal Model and Policy

1.3.1 Past Model of Teacher Appraisal in South Africa

During the period 1985 –1990, teachers were subjected to teacher appraisal which took the form of a “classroom inspection” system. Superintendents entered the classroom to engage in teacher appraisal. Teachers had to show evidence of “good teaching” for one lesson observation and meticulous “record books”. This process which was purely judgemental formed the basis of teacher evaluation. There are several concepts which were associated with the judgemental approach such as “evaluation” and “inspection” which were viewed negatively by teachers. Mokgalane, Carrim, Gardiner and Chishlom (1997) defines appraisal as “a process of evaluating and judging the merits of a person or thing” (p.7). They argue that this form of appraisal focused on the product and such appraisal information was useful to the bureaucrats. In the judgemental approach the teachers’ performance was judged and only the negative aspects or weaknesses were highlighted. It revealed a system of finding faults in the teachers’ Teaching Practice. The strengths or positive aspects of the teachers were often silenced. The teachers who were evaluated were not part of the decisions of the final report. It is believed that teachers themselves are unable to make critical or constructive comments on their teaching.

The term “teacher evaluation” had been and is still contentious in the South African context. It had conjured negative feelings as expressed by teachers such as the regulatory system to police, catch or punish them for their poor performance. Evaluation was seen as a function of the Superintendents of Education within the departmental structures and very little focus was on the Professional Development of teachers. Teachers resisted the evaluation system in the past largely because inspectors and superintendents were seen as managerial bureaucrats who enforced state control and the manner in which they conducted the evaluation process was flawed. Superintendents merely conducted evaluations as a bureaucratic exercise and were often not serious about the development of the teachers. Assessments by these personnel generated many problems at that point in time, such as inconsistencies in the reports written by the Superintendents of Education, teacher-management conflicts in agreeing on the actual performance of the educator and there were often no follow up visits.

High powered resistance started when the evaluation system was slanted towards catching teachers out on a fault-finding mission (Mokgalane et al., 1997). Educators were engaged in a long struggle against the illegitimate and unacceptable appraisal system. The South African

Democratic Teacher's Union (SADTU) was instrumental in intensifying the defiance campaign throughout the country to place the bureaucratic structures of management in jeopardy. Chisholm (1999) highlighted how teachers' work was an area of contestation and has been at the centre of educators' struggles in the transition and transformation to democracy. Educators expressed defiance against the bureaucracy within the education system. In 1989 there was a complete breakdown between the inspectorate departments and schools. The conflict between the State and the Union intensified.

The Culture of Teaching and Learning slowly collapsed because there was absolutely no co-operation existing between inspectors, school managers and teachers. Chetty, Chisholm, Gardiner, Magau and Vinjevold (1993) confirmed that the evaluation system was seen as illegitimate during the Apartheid era by the various stakeholders in education because of its unacceptability. Inspectors as evaluators often did not understand educators in a particular context because they came from different socio-economic and cultural backgrounds. Teachers and inspectors belonged to different race groups, cultures, each having different belief systems and possessing varied conceptions of how to teach. Where racial or cultural conflicts prevailed between teachers and inspectors there was often no common understanding between the two parties in respect of the aims and objectives of the evaluation process. After much deliberations and debate from all quarters of the education sectors there was a need to put a new appraisal system in place.

1.3.2 Introducing the context of emergence and development of the New Appraisal Policy in South Africa

This section provides a historical emergence of the Developmental Appraisal Policy in order to understand where it's located, what gave rise to it and how this parallels the process of the emergence of a democratic South Africa.

There was a need within the teaching profession to develop a negotiated appraisal instrument that would be acceptable to all stakeholders. The teaching force had always believed that they did not "own" the appraisal process. The teachers believed that they were not involved in developing their own appraisal instrument as a result a sense of ownership of the appraisal system was absent. It was hoped that the new appraisal instrument would enhance the personal and Professional Development of educators as well as improve the quality of public education within

the country and also because it had the backing of the major constituency namely the teacher unions. My study looks at the Developmental Appraisal Policy which has a strong “buy-in” from the teacher unions to which majority of teachers are affiliated.

Metcalf (1994) argues that during 1990-1994 “as South Africa prepared for the transition to democracy, there was a flowering of policy exploration, a search for concrete alternatives” (p.32). She argues that designing ideal policies does not necessarily lead to change. People need to take action, lead and initiate change themselves. She further argues that the initiative of Teacher Appraisal “is doubly remarkable also because it emerges from the most unexpected quarter – a militant teachers’ union which the popular press is fond of presenting as hostile to education” (p.32). Thus, this makes my study unique as compared to all the other policies studies and initiatives in the post-apartheid South Africa, since it focuses on a policy that has been specifically sanctioned by teacher unions.

By 1993 the major teacher unions and ex-departments of education were involved in major discussions and debates which sought to address the main principles, processes and clear procedures for the appraisal system. In October 1994, a conference was held at the Eskom Centre in Midrand, Johannesburg, by the Education Policy Unit, of the University of Witwatersrand. The conference focused on school management, Teacher Development and support for the educator. It was understandable that the different stakeholders had different understandings and expectations of the conference. Metcalf (1994) outlined the most important objectives and her vision for the Conference. Firstly, she strongly argued that the Conference was an initial step in trying to embrace all the role players in the various provinces to jointly think about the problems and sensitive issues facing our education system. Secondly, it was an attempt to link the nine provinces in South Africa and work collaboratively in solving problems. Thirdly, it was hoped that the conference would initiate a step towards designing a coherent evaluation model for the provinces. The model would be the first legitimate and acceptable procedure to all the stakeholders, more especially the bulk of the teaching force. Lastly, the conference would focus solely on the role of the inspectors and the advisory service than on school managers.

Carron (1994) from the Institute for International Educational Planning, Paris, reported at the conference that South Africa was not the only country facing extreme problems in respect of its inspectorate services. He placed the conference at a different level where he pointed out that the

outcome of the conference would in many ways contribute to several emerging international trends facing the role of inspectors. He pointed out four trends as indicated below:

- The first trend was a tendency towards more openness and transparency. For example in the United Kingdom clear criteria and guidelines are established for Teacher Appraisal. Teacher reports were made available to the public and the local school community. The teacher reports are openly discussed with the teacher concerned for further development. In France, teachers are notified before hand of their appraisal. Inspectors have to observe in a few classroom observations before a report is written. The report is also discussed with the teacher and a copy is made available for further reference.
- The second trend was a change from teacher control to support and development. More and more control and appraisal of individual teachers was left to the school level. In Italy, the Teacher Evaluation Committee is in charge of the confirmation of teachers during the period of probation and is also responsible for the development of all teachers. This is similar to the South African context because in terms of Section 3(3), Regulation No. R1742 (13 November 1995) the Head of an institution or office may confirm the probationary appointment of an educator after a period of at least 12 months on the basis of satisfactory performance.
- The third significant trend was a change from individual teacher inspection to school inspection. It is believed that appraising individual teachers and providing them with the necessary support will not automatically lead to improved school performance. Improving the school community as a whole has more advantages since it takes into consideration the school, its contextual factors and the kind of community they are dealing with.
- The last trend is a devolution of some of the inspection tasks to the school level. This approach places the teacher at the centre of change and development. This is similar to the South African context since the task of teacher appraisal has been devolved to school level where teachers play the most important role in initiating, implementing, monitoring and evaluating the teacher appraisal process.

The above four trend focuses on the declared “official” policy of various countries of which similarities exist in South Africa. I am not suggesting that a harmonious acceptance is evident in the international context with respect to teachers’ views about appraisal. My research looks at the Developmental Appraisal Policy document in the South African context, not necessarily the way in which the policies were interpreted, understood or how they impacted on/within the system. The central focus of my thesis is what can be learnt from the experiences of teachers in attempting to implement a policy that is directed towards Teacher Professional Development.

Swartz (1994) also at the founding conference highlighted the recommendations for effective school management, teacher development and support. He summed up that appraisal was necessary for Teacher Development. However, the inspection of teachers based on the summative and judgemental approach had been unconditionally rejected. The key recommendation was that teacher appraisal should begin with all teachers. Teachers must be allowed to identify their strengths and weaknesses, a peer must be part of the appraisal process since he or she will provide assistance and support to the teacher during the course of the year.

Hindle (1994) being a senior official of SADTU, concurred that “the draft appraisal document at that time was one of the most concrete manifestations of the shift from resistance to reconstruction” (p.68). He also argued that since teacher appraisal affects the interest and work of teachers it must be collectively negotiated at the Education Labour Relations Council (ELRC), a bargaining council for teachers.

However, at the Midrand Conference, consensus was reached on the “guiding principles” that were believed to inform the new appraisal system, the negotiated appraisal instrument to be used and the need to pilot the new appraisal system before it was finally implemented within the school context. The University of Witwatersrand Education Policy Unit (being an ANC aligned organisation) and SADTU had taken political responsibility at that time in conducting the pilot of the new appraisal policy. The pilot study was conducted between 1995-96 in all the provinces except Kwa-Zulu Natal for political reasons. Mokgalane et al. (1997) being senior researchers and National co-ordinators of the Teacher Appraisal Pilot Project in their report confirmed the following:

The problems Teacher Appraisal Project (pilot study) encountered in the provinces were linked to party politics and ideological differences among people within provincial

ministries and co-ordinators. Tensions about whether the teachers appraisal project was a SADTU project, as opposed to being a NAPTOSA one, or whether this was an African National Congress (ANC) driven project, as opposed to an Inkatha Freedom Party (IFP) one, were central to these problems (p.51).

In spite of these mixed feelings of policy formulation, a comprehensive report documenting the findings of the pilot study was released in 1997. The role of SADTU, as a trade union, in promoting Teacher Professionalism was questionable. SADTU over the past fifteen years as the major union has emerged to portray very strongly the voice of its members. The union engaged in several strike actions (portraying a worker status) when there were growing concerns for teacher' salaries, violation of teachers' basic conditions of employment and the teacher inspection system. While the union resorted to constant industrial action to secure the interest of its members less importance was placed on professional issues of teachers.

Chisholm (1999) pointed out that the National Professional Teachers' of South Africa (NAPTOSA) with predominantly white leadership had emerged during the period of Apartheid. On the other hand SADTU as a Trade Union was formed as an oppositional teacher body to Apartheid education. Due to the emergence of teacher organisation that defied and opposed the provision of Apartheid education, a new discourse emerged placing the teachers within the ranks of workers and professionals. These were marked political differences in how a teacher body viewed the status of a teacher. There had been clear differences between these two teacher unions which were in many ways deeply rooted in their histories.

Carrim (2003) argued that South African teachers due to Apartheid have been classified according to either "Black" or "White". White teachers during the Apartheid were regarded as "professionals" since they were sworn in professional codes of conduct, better qualified and worked under privileged schooling conditions. On the other hand, the "Black" were under qualified, worked under appalling school conditions and received lower salary than "White" teachers. The "Black" teachers often engaged in strikes in their fight against unfair labour practices, equity and redress. The strike action of the "Black" teachers were misconstrued as unprofessional behaviour. This suggested that engaging in Teacher Professionalism meant that teachers had to be subservient to authority and not engage in political activities. Chisholm (1999) stated that teachers from NAPTOSA were defined as having a professional status and committed

more towards uplifting the interest of the learner than of politics. It was then believed that SADTU placed more emphasis on the “worker status” as a result the professional matters of teachers were sidelined. The turbulent terrain existed for both teacher organisations during the 1990’s.

Van der Heever (1993), as the General Secretary of SADTU, argues that during the initial talks and negotiations of a new South African Government there was general agreement that teachers occupied both the “worker” and “professional” status. It has been argued that the “worker” and “professional” status is in keeping with international trends. SADTU is an affiliate of Educational International. Educational International believes that the trade union movement for teachers is a reality and that teachers, administrators, and education authorities have to accept that it will be part of the teaching profession. Van der Heever (ibid.) argued that “one of the aims of Educational International is to promote the status, interest and welfare of teachers and to defend their trade union and professional rights” (p.239). The teachers’ position is clear i.e. workers with professional responsibilities. Five years later, Lewis (1998), as a research officer, of the South African Democratic Teacher’s Union (SADTU), argued that there is a false dichotomy between teachers as trade unionists and teacher professionals. He argued that one of the main aims of SADTU was to merge the activities of the trade union organisation with the ethos of Teacher Professionalism. He further argued that one needed to recognise teachers as employees and professionals. Lewis (ibid) expressed the view of SADTU that teachers can be both unionist members and professionals. He highlighted that SADTU is deeply committed to the process of transformation of education and also in the provision of support for the Professional Development of educators.

However, Sykes (1998) argues an international position that previously teachers have resorted to militancy and strike actions and gained tremendously from union action in terms of better working conditions. He asserts that the leadership of many unions are moving away from industrial action (as workers) to a new paradigm of professional unions focusing on teachers as professionals. “The move towards professional unions is associated with greater school site autonomy, expanded decision-making for teachers and new forms of accountability, in which teachers share certain responsibilities in exchange for increased professional control” (p.428). The South African debate on the roles and responsibilities is parallel to the international context.

There were still differing views of the “status” of teachers between the various unions. However, on the 28th July 1998, a final agreement was reached between SADTU, the various other teacher unions, Provincial and National Department of Education within the Education Labour Relations Council in respect of teacher appraisal. The agreement was embodied in Resolution No. 4 of 1998. The agreement spelt out the following:

- that the overall nature of the new appraisal system of the pilot study be maintained .
- that the instrument to be implemented was not judgemental but rather developmental in nature.
- the appraisal will be conducted to all personnel, (in and out of schools excluding educational therapists and psychologists), with a given job description at a specific post level.

The Department of Education (1998) argued that the pilot study was the first study which embodied the new negotiated appraisal instrument and “could be applied in all schools in South Africa no matter what their contextual conditions may be” (p.51). Lewis (1998) argued that Teacher Professionalism cannot be developed in isolation from the problems being experienced in the education system. He explained that there were deeply rooted contextual factors that inhibit Teacher Professionalism in South Africa such as the following:

- **Physical facilities**

There is still severe marked differences in the provision of physical resources to all public schools. The School Register of Needs conducted in 1997 highlighted that the majority of Black schools have extremely poor basic essential teaching requirements such as electricity, water and toilet facilities. SADTU argues that it is very difficult to get the ‘cream’ of teachers and learners where essential physical facilities are absent.

- **Human Resources**

SADTU believed that large class sizes were definitely not conducive to teaching and learning, increasing the morale and motivation of teachers was a serious course for concern and the empowerment of teachers towards Teacher Professional Development had been neglected by the Department of Education.

- **Learning Materials**

The provision of quality education for all learners is dependent on the learning material provided as a classroom resource. There are still historical backlogs and a dire need to provide textbooks and other resources to all public schools. The lack of learning materials as a tool for teaching has detrimental effects on developing professional teachers.

Lewis (as an executive member of SADTU) extends the debate and argues that we need not only look at the teacher him/herself but we need to look at the teacher in a particular physical, human and material context. This argument portrays a strong link for the struggle of teachers. SADTU as a union was strategically trying to lever more resources to be allocated to the school as a means of satisfying the basic needs of teachers before engaging in Teacher Professional Development.

Due to the huge disparities in the South African education system which were deeply rooted contextual factors such as physical facilities, human resources and learning materials, South Africa had no choice but to transform from an authoritarian and racially divided society towards a compromised democratic society. There has been an array of new legislations and programmes after 1994 that were designed and implemented by the ANC led government. These new legislations and programmes attempted to develop a democratic culture based on human rights, social justice, non-discrimination and democracy. This was quite understandable since there were severe inequalities throughout the South African society. Balt (2002) Deputy President of National Professional Teachers' of South Africa (NAPTOSA) expressed that educational policies developed in South Africa are ideally good but the major problem lies in the implementation process. He reiterates that there is an assumption that all policies, initiatives, programmes or even projects will simply be successful in its **implementation** purely because it has **good intentions** and the advantages towards **Teaching Practice**. Hence, my study will reveal whether a teacher union sanctioned policy can address issues of policy by looking at Teaching Practice. The issues of intentions, implementation and Teaching Practice also formed the basis of my arguments in chapter two and designing of my survey questionnaire and interview schedule in chapter three.

It must be noted that the Developmental Appraisal Policy was not developed in isolation from the other educational policies. The Department of Education (1997) stipulated that “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” (p.3). The Developmental Appraisal Policy must be viewed in the context of several other initiatives aimed at renewing the educational system. This Appraisal Policy is one out of several other policies, legislation and programmes (briefly discussed below) which contributes towards building a culture of fairness, human rights and democracy. There are and we do acknowledge a series of policy initiatives that are enacted by the Department. These policies are then disseminated to schools. This research is looking at what do schools do with these policies aimed at Teacher Development? How do they understand it? Which ones do they sabotage? Which ones do they take kindly to? There were many legislations that emerged during the transitional period of South Africa such as the following:

- **The Norms and Standards for Educators** was gazetted on 4 February 2000 which is an attempt to shift the view of an educator as a technician whose previous role was to accept the Departmental syllabi and implement it without much reflection on the consequences of their actions. The Norms and Standard for teachers focused on **three integrated sets of competencies** viz.:

- **Academic competence** which forms an integral part of foundational learning and is regulated by the South African Qualification Authority,
- **Occupational competence** which draws our attention to the practical and skills requirement that are deemed necessary in teaching. This aspect is regulated by the Department of Education and the Education Labour Relations Council,
- **Professional competence** which focuses on developing a reflective way of thinking and behaving towards the teaching profession (Department of Education, 2000).

- **South African Council of Educators of 1998**

The South African Council (1998) of educators was conceived as a statutory body in the Education Labour Relations Council representing all teachers within the profession that regulates the behavioural aspects of educators through the code of conduct. The most important aims of SACE are the following:

- To enhance the status of teachers.
- To promote the Professional Development of teachers.
- To promote the professional conduct of teachers.

This body also has the full power to register or de-register teachers, to monitor standards of entry into the teaching profession, to provide direction on training, upgrading and certification as well as exercising disciplinary powers in line with the Teachers' Code of Conduct.

- The Department of Education (1996) argues that the enactment of **the South Africans Schools Act of 1996** gives for the first time in history power to parents to be involved in the governance of schools. Parents now have full control of the financial aspects of the school. They also have the power to make recommendations to the Department of Education for the appointment of staff at the school.

- The **Educator's Employment Act** (Department of Education, 1998a) and the **Employment of Educators Act of 1998** were established to create fairness in the basic conditions of employment of teachers.

- The Department of Education (1997) stipulates that the main task of the **National Qualification Framework (NQF)** was to ensure that two important areas are brought together namely, education and training. "In the past education was seen as an area where knowledge is gained and training as an area where skills are obtained" (p.5). The NQF now links education and training.

- The Department of Education (1994) outlines that the primary function of the **South African Qualification Authority (SAQA) Act of 1995** is to promote quality in standards setting and coherence in accordance with the various policies laid down by the Minister. "SAQA would also

identify problems in the system and report them to the Minister as well as ensuring that all qualification meet agreed national standards”(p.7).

The formulations of the above legislations is an attempt to transform the Apartheid education sector and uphold the issues of fairness, human rights and democracy. De Clercq (1997) highlighted that it can be argued that the ANC policy proposals on educational restructuring “do not fulfil their promised intentions of bringing about greater development, equity, participation and redress” (p.127). Many of the policies do not directly take care of the needs and the interests of the majority. She also added that the many educational policies failed thus perpetuating the social and educational inequalities as existed during the Apartheid era. The failure was due to a number of reasons such as:

- the educational policies do not take cognisance of the context and dynamics that is taking place at grassroots level;
- the education authorities of the new government are not in a favourable position to generate and develop strategies to positively influence new developments in the reform process;
- understanding policy in those countries undergoing transition similar to the socio-political context in South Africa was ignored;
- No emphasis was placed on how to manage and monitor the implementation process.

She concluded that the new government has a fragmented understanding of the bureaucratic structures, processes, actions and the link between intended policies and implemented policies. It is known from theory that there is a disjunction between policy and practice. However, the gap between the Developmental Appraisal Policy and practice is of a different nature because it is a sanctioned policy by the membership of teachers within a teacher union. Therefore, my study will reveal whether there is a gap between the intentions of the Developmental Appraisal Policy (which is a teacher union sanctioned policy) and practice. My study proposes to engage with policy implementation from **actual teachers’ responses from practice** via the **backward mapping approach**.

Jansen (1998) argued additional reasons why education policies fail in the South African context. These are highlighted below:

- The State tends to over invest in the political symbolism of policy and very little attention is paid to the practical policy implementation process;
- The highly sophisticated C2005 has focussed on world-class assumptions and has not taken the lack of resources and the lack of quality teachers into consideration;
- Policy implementation strategies have not been given serious consideration;
- Many education authorities and ministerial advisers (bureaucrats) do not possess the knowledge or have the practical experience of the dynamics of Classroom Practice to ensure that policy intentions are achieved.

It can be pointed out that many teachers in South Africa have experienced a flood of educational changes within their schools. The failure of educational policies had further created stress and tension during their Teaching Practice. Many teachers felt that the stress was uncontrollable and the complex nature of changes was just too much to handle. As a result many of them took retirement packages, “false” boarding and many left the profession to seek greener pastures in other countries. Further compounded, Ramrathan (2002) argued in his thesis of a “looming shortage of teachers due largely through growth and attrition within the education system and the impact of HIV/AIDS pandemic within South Africa” (p.142).

Given the scenario of the dwindling teaching force, Asmal (2001) being the second National Minister of Education in the post-apartheid South Africa argued in his paper at the Teacher Education Conference- 2001, in Midrand, that the teacher must be placed at the centre of educational change. He highlighted the following:

If we are to succeed in transforming the system of education in this country, we will need to tap into their professional wisdom as we move beyond the frameworks to ensure real change that will impact on all our pupils (p. 1).

He further argued that teachers should be involved in the decision making process in respect of changes that affect their work. This can be related to teachers’ contribution to policy documents such as the Developmental Appraisal Policy which affect their work and Professional Development. Asmal (ibid.) believed that if teachers are given the opportunity of being involved

in the decision making process they become highly motivated and committed to their teaching. This argument is the bottom-up approach to policy formulation where teachers play a substantive role in contributing to policy generation. Whether this is happening in the generation of educational policies is highly questionable. For example:

- Did teachers make influential decisions in respect of the appraisal policy?
- Did the Unions truly represent the masses of teachers in terms of designing the appraisal policy based on research evidence from **Teaching Practice**?
- Were the majority of teachers from all the Unions playing an equally important role in policy formulation?

All of the above questions are highly debatable. These questions deal with the “bottom-up” approach to policy formulation. This study does not delve into the policy formulation domain but engages in a detail analysis of policy implementation of teachers’ experiences from practice.

1.3.3 The new model of Teacher Development

In contrast to the judgemental approach, the new model of Teacher Development is located in the developmental approach which identifies the weaknesses of the educator with the view to improvement. This approach also recognises the strengths of the educator so that it can be further developed and shared among other educators. In the developmental approach the emphasis is on the “process” of development, unlike in the judgemental approach the emphasis was on the “product”. The developmental approach includes democratic practices where the educator is free to choose his or her panel with the intention of providing support to teachers’ Teaching Practice. The educator is part of the decision making process concerning Teaching Development.

Quinlan and Davidoff (1997) argues that appraisal had taken on different meanings. They believed that on one hand, the process of appraisal has been largely summative. It was most threatening because the appraiser had to make judgements. It was also a system which graded teachers as “competent” and “incompetent”. Even these concepts are debatable. The process of evaluation had been commonly used for promotion purposes, dismissal or served as a confirmation for probationary teachers. On the other hand, they believed that appraisal is a formative process whereby the appraiser finds areas of weaknesses in the teacher’s teaching for development. Appraisal is also about determining the teacher’s performance at a point in time for

the purpose of improvement. Quinlan and Davidoff (ibid.) defined appraisal as a formative process as follows:

Appraisal is regarded as a positive, developmental and formative process, which has the professional development of the teacher as its most pressing concern (p.8).

When analysing the judgemental approach it was seen as part of a regulatory framework for Teacher Development in a political system that was very strongly authoritarian and autocratic. The teachers' roles were conceptualised as State functionaries. This conception of teacher evaluation resonated at a particular time and space within a political order. Teachers were regulated and their performances were judged. We needed to move towards a more democratic teacher regulatory system which parallels the democratic transition of the South African society. Thus, the new appraisal policy represents a democratic regulatory framework. The move towards a more democratic and participatory approach has been fused into the appraisal policy. My study will ascertain whether the Developmental Appraisal Policy, having democratic features, assists in changing **Teaching Practices**.

1.3.4 The main features of the New Developmental Appraisal Policy

Before 1994, very little voice could be channelled to rectify the racial imbalances that existed throughout the education system. One of the reasons for this is that teachers were punished for speaking the "language of democracy". Punishment meant so many things during the apartheid period such as suspension, transfer or dismissal from the profession. Teachers were literally suppressed due to White supremacy and had to maintain their subservient character to Department of Education officials. The restructuring of teachers' work after 1994 lead overtly to a wider transition to democracy. The Developmental Appraisal Policy had emerged as part of the wider changes occurring in the South African education system. The transition from Apartheid to democracy was based on a culture of fairness, human rights and democracy. Hence, Mokgalane et al. (1997) revealed that "teachers welcomed the principles of openness and transparency, processes of feedback and follow-up, self appraisal, inclusion of a peer in the process, significance attributed to contextual factors and emphasis on the development appraisal plan" (p.1). Democracy, transparency and the developmental nature underpinned the Appraisal Policy (Department of Education, 1998). In the section below, it can be seen that the design and guiding principles of the Developmental Appraisal Policy such as democratic procedures, transparency,

the process of fairness and its developmental nature have been made possible after the collapse of White supremacy.

➤ **Democracy**

The appraisal process allows each teacher to democratically choose his or her members which ultimately constitutes their panel. The panel is inclusive of all stakeholders: peer, management member and union representative. The Department of Education (1998) argued that “these inclusive democratic arrangements of appraisal panels within the appraisal process are marked differences from the evaluation of educators in the past”(p.61).

➤ **Transparency**

It is deemed necessary that all the activities of the Developmental Appraisal Policy to be conducted in an open and transparent manner. All decisions taken during the appraisal process must be argued and justified through the process of consensus. The process of transparency erodes corruption and as in the past a secretive way of conducting appraisal.

➤ **Developmental Nature**

The process of appraisal is not a fault-finding exercise. The central focus of the appraisal process is being supportive towards Teacher Professional Development. It seeks to identify the strengths of educators for further development and redistribute these strengths to develop other educators. The appraisal process also attempts to identify the areas of weaknesses/concerns of teachers so that the skills and knowledge of teaching can be developed. The developmental nature of appraisal is enshrined in a Developmental Plan which is designed collectively by teachers’ appraisal panels for growth and development.

In this section it can also be seen how the Developmental Appraisal features such as self-appraisal, peer appraisal, panel appraisal and appraisal interview have emerged after many years of anti-apartheid resistance to a system of evaluation that controlled the lives of teachers. Post-apartheid approaches to the democratization of teachers work lead to greater participation by teachers themselves in decision making process. Previously the control of teacher performance was bureaucratic, hierarchical and authoritarian. This form of control lead to injustices and

inequalities during apartheid era. Teachers were not given the opportunity to participate in the evaluation process. However, the Developmental Appraisal Policy focused on the personal and professional development of educators where teachers play a pivotal role in the evaluation process. There are primary ongoing processes of the Developmental Appraisal policy which places the teacher with new roles and responsibilities such as:

➤ **Self appraisal**

Teachers need to engage in self-analysis and introspection in terms of their performance (Department of Education, 1998). Louden (as cited in Hargreaves, 1992) argues that introspection involves examining and evaluating one's self inwardly and being able to reconsider one's thoughts and feelings about an issue (p.47). Teachers should reflect constructively on what they are doing. A good way of self-appraisal is to measure one's performance against a set of appraisal criteria. It is wise to discuss your appraisal with a friend who can support and guide your Teaching Practice (Horne & Pierce, 1996; Squelch & Lemmer, 1994; Wragg, 1987).

➤ **Classroom observation**

The Developmental Appraisal Policy allows panel members (teachers) to conduct classroom observation regularly. The appraiser who could be a Principal, Deputy Principal, HOD, peer can obtain direct information on how the teacher is interacting with his or her pupils during the lesson. Classroom observation is not intended to police teachers but instead provide them with help and guidance. It is vital that teachers and the appraiser decide beforehand on aspects to be appraised (Gitlin & Smyth, 1989; Horne & Pierce, 1996; Squelch & Lemmer, 1994).

Bell and Day (1991) concur that classroom visitation is still an important part of the supervisory programme. They believe that there can be no real understanding of the curriculum in action unless those responsible for supervision conduct classroom observations regularly. The primary aim of supervision must be to recognise the inherent value of each teacher and develop him or her to their fullest capacity. Supervision cannot be successful if teachers and supervisors work all alone. All teachers and supervisors

should be co-workers who must strive towards improving the quality of teaching and learning.

Teachers have varied personal and background experiences and operate at different levels of professional development. They differ in the way they view and relate to themselves and others. They also differ in their ability to analyse problems and use different strategies to solve them. There are variations of skills and techniques used by a teacher depending on the topic, timing of life and work events. Teachers operate at different levels of thought and ability, therefore, they have to be appraised in various ways, for example, a “competent” teacher might not require many classroom observations but more appraisal interviews may be preferred (Glickman & Gordan, 1987).

➤ **The appraisal interview**

One of the requirements of the Developmental Appraisal Policy is that an appraisal interview be conducted between the appraiser and the teacher. The appraisal interview allows the teacher to discuss his/her performance and progress with the appraiser. In this way the appraiser keeps in touch with what the teacher is doing i.e. being aware of their workload, needs, concerns and achievements (Horne & Pierce, 1996; Turner & Clift, 1988).

➤ **Peer appraisal**

Peer appraisal is a supportive process whereby the peer assists the teacher in evaluating his or her work and performance. This is followed by review of the teacher’s work with a view to prioritise Professional Development needs (Department of Education, 1998). Embery and Jones (1996) stress that teachers often feel intimidated by peer appraisal. However, peer appraisal helps teachers to work together, to share ideas, experiences, knowledge and expertise. If peer appraisal done in a spirit of co-operation it can help teachers improve their performance. A teacher appraised by a colleague in the same subject discipline could be considered. Sergiovanni and Starratt (1993) describes peer appraisal as a collegial process whereby teachers themselves agree to work together to improve their Professional Development. This usually involves observing each others’

classroom lessons, giving a description of their observations and discussing shared future professional plans.

1.4 Understanding Policy Formulation and Policy Implementation

A brief distinction will be made between “top-down and bottom-up” policy formulation/design/development. The crux of my discussion will centre around “Backward Mapping” approaches in understanding policy implementation. I make these distinctions so that the prime focus of my study is highlighted.

1.4.1 Approaches to Policy Formulation

- **“Top-down”** approaches are defined as policies generated and disseminated by the State without consultation of the various stakeholders. The State as policymaker was criticised because they were unable to control the complex nature of organisational institutions and the micro-politics operating at school level. The politicians like to believe that their policies will be implemented without problems, but the reality is different. We must not expect policies to be transferred smoothly into practice.

Further, the absence of critical dialogue in policy making has also been criticised. Jansen (1999) also argued that very little research had influenced educational policy formulation including decision making after 1994. There were many reasons for the dis-juncture between research and policy formulation:

- Educational research conducted in South Africa had been used to justify policy decisions;
- Educational research had been driven by outside international consultants with different expectations;
- Commissioned Research had been used to justify or obtain confirmatory data to legitimatise policy decisions;
- Many research topics conducted under the auspices of the Department was actually intended to “rubber-stamp” state policy.

Jansen (ibid.) strongly criticised this “top-down” approach to policy formulation for its narrow definition and politically crafted conceptualisations. He strongly believed that educational policy makers must value research-based data from the lowest level (at school) to inform policy decisions and planning.

- **“Bottom up”** processing is a process of consultation that happens at the lowest level by bringing representative, community and stakeholder participation together during the policy formulation stage. The bottom up processing means that we are getting practitioners views into the policy formulation stage. Thus, “bottom-up” policy development refers to the process of dialogue between the practitioners and the policy makers, where the practitioners suggest, debate or offer what should be the ingredients of the policy to be enacted.

It is often argued that post-apartheid South Africa has been characterised by a conscious attempt to include the practitioners in the policy making process. This has been achieved through “stakeholder participation.” The “bottom up” process is to inject changes (from the practitioner’s world view) into the policy world. This may or may not be achieved. In South Africa we cannot consult every single practitioner in relation to feeding into the policy during the formulation stage. Therefore, you need to have somebody representing the teachers. The teachers are included in a representative democratic fashion. Carrim (2001) argues that there are several problems and limitations of interest groups. He highlighted the following:

- “that people claiming to represent particular interests need to be ‘representative’ of organised interest groups,
- and people claiming to represent the interest of such organised group need to demonstrate that they had the mandate to act as ‘representatives’ of that group and therefore, legitimately to speak in their name, on their behalf”(p.104).

For example the unions nominate their representatives on the committee that is established to design, formulate and develop policies. During the process of consultation and negotiation what really happens is that power relations and group dynamics ultimately determines the end result of the policy. Therefore, a practical consequence during the process of consultation might be that the representatives may come to reflect not the views of their constituencies or the interest group in the negotiation process surrounding the policy. The dynamics of power within the

policy development process might overtake the representative's original mandate. Consequently, what ends up happening is that the representatives on the committee are finally left to accept or reject the committee's emerging worldviews. The question is who or what then are the stakeholders representing?

In the case of the Developmental Appraisal Policy, the teacher unions were in fact a key stakeholder advocating the formulation, development and design of the policy as it stands. It might be said that they were the power group who were driving the policy all the way. It is stressed by Mokgalane et al.(1997) in the National Teacher Appraisal Pilot Project Report that the appraisal policy has been "derived purely from SADTU's proposals for a new system for the appraisal of educators in South Africa" (Explanatory Note p.1).

The Developmental Appraisal Policy is preferred as a model for Teacher Development by the unions as compared to Whole School Evaluation. The main feature within the policy that appeals to the teacher union ideals is "teacher self-directed growth" i.e. the downscaling on the role and responsibility of the Departmental officials and an upscaling on teachers taking more self-responsibility for renewing the profession. It is perceived that the Developmental Appraisal Policy is "owned" by the teachers. Teachers play a key role in initiating, implementing, controlling, managing and evaluating the Developmental Appraisal process. However, the distrust of Departmental officials in the past is so deeply etched into the memory of the teaching force that they resist any intervention by the official of the Department.

Teachers perceive the Whole School Evaluation policy as an "outside policy" that involves an inspection type of evaluation. However, there are common features in both the Developmental Appraisal Policy and Whole School Evaluation. The Department of Education (2001) argues that there is a clear shift from the terminology "inspection" to "Whole School Evaluation." The Whole School Evaluation policy focuses on both internal monitoring which is conducted by the school itself and external evaluation that is carried out by the supervisory units with the mentoring and support provided by the district-based support teams (p.3). Yet, there is still resistance from teachers.

This is why the teacher unions are more vociferous against other policies where their power base is not as strong. A good example to cite is Whole School Evaluation. Teacher unions are not the designers and formulators of the Whole School Evaluation Policy. Their objection to this policy is linked not only to the origin and powerbase, but perhaps also to the shift in emphasis (unit of analysis) away from the “individual teacher” in the Developmental Appraisal Policy to the “institutional context” in the Whole School Evaluation Policy.

It is then important to note that the **discursive space of policy** is driven by its own agenda such as the politics, the power struggle and the intentionalities of economics. Singh (1992) outlines some of the key actors and constituencies in the policy arena viz.:

- the *client* in the form of government, political party, social agency or any interest group,
- the *researcher* in the form of the individual ‘expert’ or a research institution, network or agency,
- the *funder* in the form of a government, the private sector,
- the *beneficiary* in the form of the ‘public’ or the citizenry viewed as passive object and consumer or as active participant in shaping policy (p.66).

Policies are shaped by the vested interest of the many actors during the policy generation process. All these factors generate the **world of the policy**.

1.4.2 Backward Mapping as an approach to understanding the Policy Implementation process in South Africa

My thesis does explain the POLICY FORMULATION PROCESS. However, it focuses more on the bottom end i.e. the policy cascade process and policy interpretation stage. This is where teachers enact the policy at school level. The study looks at why teachers interpret policies the way they do given the pragmatic context of their everyday lifeworld in which they live. The lifeworld in which they live is not politically or teacher union neutral. It is also contextually loaded by differences in resources, political, community and economics constraints. All of these factors influence teachers to think about how they engage with a particular policy. In doing so teachers contribute to refining the policy. Policies are never simply implemented in practice

because the **world of policy** and the **world of practice** are different “**discursive spaces**” where the logic driving their operations are fundamentally unique to each discourse.

Kemmis (1995) argues that there are different ways of understanding “**practice**.” Firstly, practice cannot be simply understood on the basis of the “observed.” Practice must be understood in relation to the *intentions* of the practitioner. Any observer needs to know the purpose or intentions of the practitioner and the prevailing status of the class. In this way the meaning of practice becomes clearer.

Secondly, the meaning and significance of practice is *socially* constructed. The various events and situations have different meanings for the various individuals within and outside the classroom. Individuals coming from different backgrounds, lifestyles and possessing different value and belief systems would invariably think and interpret social actions, processes and events differently. Merriam (1988) also argues that these divergent meanings result because each individual sees reality differently and each of their own perspectives having its own legitimacy. “All observation and analyses are filtered through one’s worldviews, values and perspectives” (p. 39).

Thirdly, the meaning and significance of practice is *historically* constructed. At the first level, practice must be understood in relation to the history of the situation. At the second level, the practitioner’s actions need to be understood by examining the entrenched traditions of educational practice which he or she has developed during the course of teaching.

Lastly, the meaning and significance of practice is *politically* constructed. All classrooms create a micro-politics where all discussions are shaped by the prevailing discourse (such as democratic and radical ideals) as well as the decision-making process. Some members of the class have greater influence and domination over others. The practice of the classroom is also shaped by factors beyond the “dynamics of micro-politics” i.e. by social, material and historical factors beyond the members of the classroom (p. 6).

Therefore, during the implementation of a policy at school level, each personnel within the institution (school) engages with it differently due to the fact that educational practice is socially, historically and politically constructed. What ends up happening is that the policy gets refined,

redefined and reinterpreted. Finally, it means several things to different people. Teachers try to make sense of the policy. Since they come from varied backgrounds, each having different lifestyles and belief systems they would invariably think and interpret the social actions, processes and events differently. Derrida (cited in Preissle-Goetz & leCompte, 1991) argues that you can never really know the meaning of a text or a policy because people read and interpret them differently. The same text will have different meanings to different people. The author of a text or manual is the source of its truth. You can never really know the meaning of the truth. But what really changes is the interpretation of the truth during the process of engagement of the policy and this is different from what the policy intended. This now leads us to what backward mapping is.

“Backward mapping” refers to the process of looking at the end point of the ‘policy chain’ i.e. the point at which the policy is to be enacted and by tracing backwards from this point and looking at where, who, why and how the policy came to be currently understood and interpreted by teachers. Thus, the backward mapping process is different from the “bottom-up” process.

Elmore (1979/80) argues that the most successful and powerful way of understanding the policy implementation process is through the backward mapping approach. He describes the backward mapping process as:

Backward mapping begins not at the top of the implementation process but at the last possible stage, the point at which administrative actions intersect private choices. It begins not with a statement of intent, but with a statement of the specific behaviour at the lowest level of the implementation process that generates the need for a policy (p. 604).

My research study does encapsulates the discussion on the “**top-down** and **bottom-up**” approach to policy making and formulation. However, it looks at policy in more detail from the perspective of the enacted, experienced or espoused practice. It will highlight how teachers make private choices in their Teaching Practice. Teachers when making and negotiating private choices will read a new interpretation in the policy according to their context. Thus, my argument is that we need to backward map the consequences of teachers’ private choices to understand the implementation of policy. Hence, my thesis primarily looks at what can be learnt from the process of attempting to IMPLEMENT a policy that is directed at Teacher Professional

development. The lessons to be learnt from the IMPLEMENTATION OF A POLICY using the “backward mapping approach” is the prime focus.

1.5 The usefulness of the study

• The Department, National, Provincial and Regional policy makers

The Developmental Appraisal Policy is a new policy being implemented in relation to Teacher Professional Development in South Africa. The Department will be in a better position to determine what the actual needs among teachers are so that they can provide support in order to improve teachers’ professional performances. The information gleaned from this study will play a significant role in informing strategic management plans and interventions at a national, provincial and regional level. Therefore, the interpretation and engagement of policy by teachers in practice will be useful for understanding policy implementation.

• District and School Managers

Superintendents and school managers could focus on how educators can be assisted in respect of Teacher Professional Development. Relevant intervention programmes based on experiences at school level can be tailored towards the needs for different groups of teachers in different circuits or districts. They could also re-examine ways of policy designing, implementation and monitoring procedures. This strengthens the “backward mapping” approach to understanding policy implementation. In this way district and school managers can ensure that the overall improvement and quality be monitored and facilitated meaningfully at different levels within the school.

• Researchers

There has been much research on two separate areas namely policy and practice. There has been limited opportunities to explore the potential and the value of understanding Teaching Practice to inform policy. Thus, this research is a study that offers researchers a scope for further research in respect of how teachers engage with their practice in a rapidly changing context. The factors that influence and alter Classroom Practice in specific context of a developing country will be useful to inform policies that regulate Teacher Professional Development.

❁ Staff Development Teams (SDT) at school level

The Staff Development Team members would be in a better position to elicit factors that positively influences teachers' Teaching Practice. Teachers can play a critical role by making the SDT aware of their positive and negative experiences of how the Developmental Appraisal Policy impacts on their Teaching Practice. The experiences of teachers in respect of their Teaching Practice can be "backed-up" the relevant structures i.e. via the SDT to higher structures to better understand policy implementation. Hence, the teachers and the SDT would be regarded as critical role players in policy implementation instead of being technical implementers of policy.

❁ Teachers

Teachers will be in a better knowledge position in understanding the value of Classroom Practice experiences in shaping as well as strengthening the policy implementation process. It will open up new meanings of interpreting their role as merely technical practitioners. Previously, the role of teachers was to simply engage in knowledge and policy transfer. The findings of my study will jolt teachers since they will be made aware that their voices need to be at the centre of dialogue and debate surrounding issues of policy formulation, implementation and review of school policies.

1.6 Conclusion

Schools like any other organisation, should have an effective appraisal system to improve the quality of teaching and learning. Educators use a variety of methods to appraise pupils' performance and progress. Thus, appraisal is vital since it ensures that pupils are learning effectively and are achieving their outcomes. Just as pupils' work need to be evaluated and monitored regularly, so does teachers! Helping teachers to learn more about what they do and how they perform, strive for self improvement, share what they know with others and link their own development to the development of a just and humane society, is the heart of what appraisal seeks to accomplish. Thus, my study will reveal whether the Developmental Appraisal Policy assists in contributing positively to teachers' Teaching Practice and also highlights the value of the **backward mapping** process of classroom based experiences in informing the policy implementation process.

1.7 Pre-view of forthcoming Chapters

I have included a summary of the forthcoming chapters in my research.

Chapter 2, focuses on theory. The major themes in this chapter are the following: The nature of teaching, two perspectives on the teaching knowledge base and a move towards Critical Reflective Practice. When I described the nature of teaching I have argued that we need not only defend and support the idea that the teaching knowledge base is derived from theories, empirical results and experts in the field. Classroom research also contributes to the knowledge base for teaching. It consists of “lived experiences” of teachers and how teachers negotiate meaning in the classroom context. I propose that we should accept this niche of research from practice as complementary and equally important in the contribution of a knowledge base for teaching. The knowledge of Classroom Practice and teachers as researchers of their own practice have been highlighted in my discussion to support a knowledge base for teaching which is derived from practice as well.

Chapter 3, plots the methodological course of the research. The purpose of this chapter is to explain and justify the design of my study. The key areas of focus are the initial research process, data collection instruments, sampling, data analysis as well as the reasons for linking quantitative and qualitative data. The integration of both quantitative and qualitative data are really powerful in the research.

Chapter 4 provided a link between the quantitative and qualitative data. The main idea was to combine the macro with mirco perspective and unearth the minute details of what teachers perceived the intentions of the appraisal policy to be, how the policy was implemented within their schools and whether the policy influenced their Teacher Practice. This study looks at policy through the responses/voices of teachers in their practice. Hence, it places value on “backward mapping” in understanding policy implementation. The findings in this chapter challenges policy makers to listen to the responses of teachers in terms of policy intentions, policy implementation and Classroom Practice experiences as a starting point to the understanding of policy implementation.

Chapter 5 concludes with a **full synthesis** of the quantitative and qualitative findings, generation of the thesis, limitations of the study and recommendations for future research. The synthesis of this research study highlights three important implications namely: implications needed at Department of Education Level, Institutional Level and Individual level. Changes at these three levels need to be viewed as **complementary processes in enhancing Teacher Development**. The issues of the Institutional and Individual Levels needs to be “backed – up” via the educational structures up to the Department Level to understand policy implementation. Hence, the notion of **Teacher Professional Development** as an **“Integrated Approach”**.

2.1 Introduction

In the previous chapter, I provided an overview of **policy and the policy context**. I have looked at the regulatory environment of policy and how it has created a shift which parallels with the changeover to democracy in South Africa. However, this chapter is mostly about **theory** i.e. focussing on different theoretical conceptions. It focuses on the complex nature of teaching. The theoretical conception of the knowledge base for teaching (generated from the “outside” by academic researchers and policy makers) has gained dominance over many years. The study argues that teachers play a unique role within the classroom. The experiences of teachers are implicit and are seldom articulated. Most often teachers’ practical knowledge is ignored in most policy debates, yet it contributes to the nature of teaching knowledge base. This study emphasises the knowledge base for teaching generated from the “inside” i.e. from the experiences of teachers of their Classroom Practice. It presents knowledge generated from the “inside” as a **complementary view** of understanding the knowledge base of teaching. Teachers’ experiences of Classroom Practice have been highlighted as an equally powerful way of understanding the knowledge base for teaching.

This chapter also presents **knowledge use in Teaching Practice**. It argues that while teachers’ practical knowledge shapes classroom Practice on a daily basis, it is also shaped and influenced by society. There is a strong link between Classroom Practice and society due to efforts of building a just and humane society. Thus, teachers reflect beyond Classroom Practice. The different traditions of Reflective Practice have been presented. It shows the move of teachers’ reflection from theory, research or scientific knowledge to Classroom Practice and its links to society. Thus, what I see eventually happening, is that Classroom Practice in turn recreates and reshapes teachers’ practical knowledge at a micro level. Chapter two concludes by arguing that we need to bring the macro context (policy making domain) and the experiences of teachers at a micro level in dialogue with each other. This dialogue can be enhanced and is proposed in my study via the “**backward mapping**” process which will inform policy on Teacher Professional Development.

2.2 The nature of teaching

The most common debate amongst teachers, researchers, policy makers and others who are interested in the provision of education in South Africa and abroad is conceptualizing the nature of teaching. The most important question is whether teaching is a profession or not? Whether teaching is best understood as an art, craft or a science has great bearing on the following:

- Can teachers be coupled with other professionals like doctors and lawyers?
- What are the best ways of preparing teachers to develop good citizenship?

Hoyle (1980) claims that the term profession can be defined descriptively or symbolically. In the descriptive approach professions were dichotomised between professions having certain specialised characteristics such as occupations like medicine and law and non-professions like trades. Nowadays, it is not surprising to arrange professions along a continuum. In the symbolic approach as Hoyle (ibid.) alludes that the term profession is “a value-laden and an ideological term used as a bargaining position in an occupation’s effort to improve status, rewards and conditions of work” (p.43).

When examining the nature of teachers’ work much of it calls for reflection, making careful judgements and sound decisions in a given situation or context. Thus, the notion of the teacher as a reflective practitioner has been significant. However, the debates of reflection in teaching has been extended by other researchers (such as Carr and Kemmis, 1986; Giroux, 1988) incorporating the moral and ethical dimension. Thus, I think that the contention of whether teaching lies with the domain of the professionals is still not solved in respect of possessing a unique body of knowledge. My study will provide a complementary view to the theoretical conception of the knowledge base for teaching. It focuses on the experiences of teachers in their Classroom Practice as a powerful way of understanding the knowledge base for teaching and the policy implementation context.

Wright (2000) highlights the evolution of the teaching profession. He argues that if teaching is deemed to be a profession there needs to be a full explanation of why teachers should be called professionals. Long established professions such as law and medicine boast a number of characteristics or elements that create a sense of belonging to the profession. There exists a unique body of knowledge and skills that need to be acquired to show evidence of professional expertise to members of society. Teachers already have an implicit, unarticulated theory that they

understand tacitly. My thesis will make explicit the implicit theories of teachers. Teachers have a rich store of experience and teaching knowledge and this research tries to make it explicit.

Apart from practitioners possessing a unique body of knowledge and skills, teachers must also ensure that the quality of service delivery is continuously monitored and improved. Some such quality assurance mechanisms include the following:

- the strict control of entry into the profession through certification and licensing.
- the influence over teacher education preparatory programmes
- the code of conduct for teachers to give direction as to the acceptable behaviour of teachers with corresponding punitive sanctions which gives the public confidence in the service that is being delivered to their children.

Whether teaching satisfies the “quality delivery mechanism” is debatable. However, in the South African context, the emergence of the South African Council of Educators (SACE), the agreed role and responsibility of educators, the appraisal system, the norms and standards of teaching are in many ways an attempt to re-claim teaching as a profession (Department of Education, 2000).

Darling-Hammond (1990) argues that professionalisation is not a dichotomous event. Teacher professionalism can be described as “points along a continuum representing the extent to which members of an occupation share a common body of knowledge on behalf of its clients” (p.32). Bloomer (1980) argues that teaching is in line with the characteristics of a profession because it satisfies the characteristics of a profession. Teaching as a profession had also been supported by Mokgalane (2001) the manager of Professional Development of SACE. She believed that a profession possesses the following:

- theoretical or abstract knowledge;
- the focus is on service to clients rather than for their own advantage;
- entry is gained through licensing or certification;
- specified period of training;
- there’s a professional council or association that regulates the profession;
- its members display a high degree of professional accountability.

Wright (2000) argues that although teaching is a complex process, teachers need to clearly define and promote their role towards professionalism. He proposed three models in which teachers could safely lay claims that they belong to a teaching profession. Firstly, teachers need to see themselves as service providers towards their clients. Secondly, teachers need to become more aware of their role as facilitators and managers. Teachers can lay claim that they have a pedagogy that is **unique**. They possess a variety of knowledge and skills to facilitate learning in large class sizes, among learners of different ages and learning abilities. They also manage different language learners within the same class and are capable of using different resources to successfully achieve the desired learning outcomes. Thirdly, teachers play a **unique role as professionals**. They are agents of change. All the learners are in their care during the formative, primary and secondary years of their lives. They are able to prepare learners for the next generation.

Calderhead (1987) also argues that understanding teaching is a complex process and can be defined in many ways. Teaching can be described as a professional thinking activity. Teachers by virtue of their training have acquired specialised teaching knowledge to face the many challenges of Classroom Practice. In addition, teachers also acquire practical knowledge from working with children from different backgrounds, contexts and by using different learning materials. Teachers work tirelessly to satisfy the interests of the various stakeholders in education. Classroom problems are complex and as a result teachers have to use their expert knowledge to evaluate a situation, interpret the situation in a broader context, make judgements and decisions in the best interest of the child as well as other stakeholders. Teachers make countless decisions per day when engaging with policy and during their instruction time. At times they have to take quick decisive actions in response a problem in a particular context (Claderhead, 1984). Therefore, my study acknowledges that teachers have varied experiences when engaging with policy and with their teaching. These experiences need to be borne in mind when understanding the implementation of educational policies. I propose that teachers' experiences must be "backed-up" to the policy making domain to understand more fully how policies can be successfully implemented and the educational goals achieved.

2.3 Teacher Knowledge Base

The discussion on the nature of teaching indicated that teaching is a challenging profession. Understanding the teachers' knowledge base is really complex and several questions need to be borne in mind. What and whose knowledge base? Do we know everything about teaching to codify a knowledge base? These questions about knowledge base have become increasingly important to the teaching profession, teachers, researchers and policy-makers. Valli and Tom (1988) provide a definition of knowledge base "as the entire repertoire of skills, information, attitudes....etc, that teachers need to carry out their classroom responsibilities" (p.5). Whether this definition of knowledge base is acceptable is currently debatable. Although a theoretical knowledge base "confirmed by research" is given much legitimacy it also reveals its incompleteness. The theoretical knowledge base is often presented in the abstract and devoid of the cultural, historical and political issues relating to the teachers. Thus, the focus on Classroom Practice issues is paramount to the development of a knowledge base for teaching. My study gives prominence to the inclusion of Classroom Practice experience in educational policy debates through the "backward mapping" process.

During the process of becoming a teacher, individuals have been surrounded with endless ideas and methods of theories that work in teaching. The two most powerful perspectives of what works for teaching are those presented by the authorities (researchers, universities, policy-makers) and by teachers as researchers of their own classroom. These two perspectives seem to be located on either ends of the continuum. My argument is that in reality each teacher within these two perspectives ultimately seeks the most suitable combination of ideas, information, methods and teaching experience and craft knowledge that best works for him or her. Whether you are aware or not, you possess many ideas, thoughts, feelings and images about good and bad teaching from your schooling days and from practice itself. Teachers need to explore their personal, political, social and autobiographical baggage which will help them determine what type of teacher they hope to be.

2.4 Knowledge Base of teaching generated from researchers (outside)

Teachers find it extremely difficult to make public what they know and how they make decisions about their teaching. Given to understand that teachers have a store of implicit knowledge which is seldom made known to public, one cannot be sure that everything is known about teaching.

However, during the past decades there have been several attempts to list, structure or codify a knowledge base for teaching. For example Shulman (1987) divided teaching knowledge into different categories such as content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical knowledge, knowledge of educational contexts, knowledge of learners and knowledge of educational ends, purposes and values. This assumption about teaching seems to suggest that knowledge about what makes teaching a profession actually comes from the authorities (such as university researchers and policy makers) outside the teaching profession itself. With this perspective teachers are called upon to activate this knowledge base to make professional judgements about teaching situations and to also explain why certain phenomena occur during Teaching Practice. Researchers like Eraut (1994) and Shulman (1987) within this perspective believe that knowledge generated from the outside must inform practice. My study highlights a contrary discussion to a theoretical knowledge base for teaching. My argument is that Classroom Practice issues are left out of the discussions and debates on educational policies. Hence, my study provides a different dimension to the teaching knowledge base. It stresses the value of teachers' experiences of Classroom Practice in policy implementation discussions.

Borger and Tillema (1993) argue that student teachers do not use theoretical knowledge acquired during their training period in practice. One of the reasons they advanced was a lack of knowledge of how this theoretical knowledge could be brought into action. The main problem was that novice teachers lacked the skill and expertise to transfer learned theories to relevant practical situations in and out of the classroom. Although teachers possessed a body of knowledge and skills they were unable to bring this body of knowledge and skills into their teaching and learning situation. The serious problem was the transfer of a theoretical knowledge base.

Wang, Haertel and Walberg (1993) argue that a knowledge base for teaching is as follows:

Knowledge base for teaching should not represent a particular philosophy, such as behaviourism or pragmatism. Rather, it should include theories explaining the influences on school learning, empirical results distilled from research studies and expert judgements about influences on school learning. Psychological, sociological and instructional theories of learning and schooling should be included in such a knowledge base (p.252).

In their study they claim that students, teachers and parental influences on learning were the strongest and as a result important implications for the teacher as a policy maker. Elmore (1993) criticises Wang et al. for their belief that policymakers and teachers should take cognisance of and act on empirical findings. It points to the fact that teachers who are constantly making judgements, decisions and shaping the lives of learners are somewhat obligated to follow research findings. Kerdeman and Phillips (1993) also criticise Wang et al. on how they produced a theory merely from available data because “theory goes beyond the data and accounts for it, and theory therefore cannot be generated mechanically from data” (p. 307). The teachers’ practical classroom experiences has been excluded by the policy makers. It is true that educational policy making had been finalised far away from the teaching context itself. Therefore, my study challenges policy makers on their theoretical stance on understanding teaching. My argument is that we need to become aware that classroom complexities do exist and that these would inform new thinking in respect of policy implementation.

I will be using Eraut’s model to briefly describe the nature of teacher’s professional knowledge from a theoretical perspective. According to Eraut (1994; 1995) the domain of teacher’s knowledge can be mapped into two dimensions. The first dimension simply distinguishes three areas of knowledge namely subject-matter knowledge, education (pedagogic) knowledge, situated knowledge and societal knowledge. The second dimension simply indicates the range of contexts in which this knowledge is more likely to be used as depicted in table 2.1 below.

Areas of knowledge				Range of Contexts
1. Subject-Matter Knowledge	2. Education (Pedagogic) Knowledge	3. Situated Knowledge	4. Societal Knowledge	
				1.Classroom Knowledge
				2.Classroom-Related Knowledge
				3. Management Knowledge
				4. Other Professional Knowledge

Table 2.1: Eraut’s Theoretical Model of Teachers’ Knowledge Base

2.4.1 The nature of professional knowledge

2.4.1.1 Areas of knowledge

2.4.1.1.1 Subject-matter knowledge

This type of knowledge was deemed necessary by all teachers to influence their Classroom Practice and ensure pupil learning. As in the **academic tradition** section 2.8.1.1, the focus was on re-enforcing teachers' understanding of subject matter and how they used it to best promote understanding and learning among their learners. Wilson, Shulman and Anna (1987) contend that while subject matter knowledge is vital there are also other questions which needs attention such as:

- What type, scope and range of subject matter is necessary for teaching?
- What knowledge must teachers have to assist learners to understand the subject field?

2.4.1.1.2 Education (pedagogic) knowledge

Teachers need to have sufficient knowledge of **how** to teach and understand **how** learning takes place. This is sometimes called “pedagogical knowledge”. In the South African context, it is called the “Didactics of Education”.

2.4.1.1.3 Situated knowledge

This type of knowledge is important when individuals are required to interpret a particular situation in which they operate. Quite often teachers have to use their experience and their “store” of practical knowledge to deal with specific learners with specific learning problems, within their unique classroom environment or community during a certain time-period. It is possible that teachers may differ in their thoughts, descriptions and applications of situated knowledge there would however be a common area as well. Situational knowledge can change if new information and new understandings of issues are acquired (Eraut, 1988).

2.4.1.1.4 Societal knowledge

This kind of knowledge is vital since it focuses on the wider goals of society such as what is the purpose of education and schooling, what are the goals of the school in relation to the community and towards building a democratic society? The knowledge acquired

within this domain will guide and give direction for the teacher to focus on developing the learner as an active critical citizen and inculcate in him or her the kind of skills that are required to meet the challenges of our dynamic society (Eraut, 1995).

2.4.1.2 Range of context of knowledge use

2.4.1.2.1 Classroom knowledge

Classroom knowledge is derived when teachers engage with their practice and when this knowledge is also validated in practice. This type of knowledge is also referred to as practical knowledge or “practical know-how”(Calderhead, 1988; Clandinin, 1986; Eraut, 1995; Feiman-Nemser & Floden, 1986). Much of classroom knowledge is learnt and shaped during Teaching Practice. Most often teachers don’t really articulate this knowledge as a result it has been extremely difficult to codify or describe.

2.4.1.2.2 Classroom-related knowledge

This type of knowledge can be contrasted with classroom knowledge. While classroom knowledge is developed, acquired, validated and used in practice, classroom related knowledge includes knowledge that is gleaned from outside Classroom Practice i.e. from educational theory. There has been much evidence of teachers’ inability of applying or integrating theoretical knowledge into practice (Borger & Tillema, 1993; Peterson, 1993). Samuel (1996) cautions that “such knowledge can remain inactive if not engaged with in order to fuel one’s classroom actions. It has potential value to be converted to classroom knowledge in order to be available for use” (p.126).

2.4.1.2.3 Management knowledge

This type of knowledge is vital for all school managers (principals, deputy principals and heads of department) as well as other managers (superintendents and administrators). In the case of school managers, knowledge of discipline control, supervision of teachers and pupils’ work, understanding and applying different management circulars to staff and co-ordinating staff development programmes are essential.

2.4.1.2.4 Other professional knowledge

Eraut (1994) describes this type of knowledge which covers a wide range of areas such as curriculum development, parental involvement, pupil counselling and pastoral care. An understanding and application of this knowledge influences the culture of teaching within the school and also contributes to the general teaching profession. This domain includes knowledge obtained by teachers' involvement within the school i.e. with his or her own teaching community and school committees, committees outside school such as being a member of a sports or religious body. Sometimes the acquisition of this type of knowledge through a formal qualification obtained from tertiary institutions is viewed as knowledge gained for personal development or career mobility.

In contrast to Eraut's theoretical model of teacher knowledge base, the recent South African government legislation has produced a set of teaching competencies as regulated in the Norms and Standards for teacher preparation and assessment of teaching performance. In September 1997 the National Department of Education appointed the Committee on Teacher Education Policy (COTEP) – a Technical Committee to revise the interim Norms and Standards for Teacher Education. The Technical Committee presented that the **knowledge necessary for being a teacher was a collection of skills from many years of research as a set of competencies**. These competencies were compulsory and need to be mastered during teacher preparation. The Norms and Standard for teachers was gazetted on 4 February 2000.

According to Barasa and Matton (1998) one of the criticism leveled against using this “competency-based model” is with the various competencies that define and operationalise the roles of the educator. This is highly problematic since each competency has the great potential of subjective interpretations by different role-players. Turner-Bisset (1999) believes that teaching is a complex, intellectual and practical activity. She argues in her doctoral study that “the danger of focussing on competencies or standards is that it ignores the complex reasoning, thinking and synthesis which underpins the best teaching” (p.52). However, Sykes (1998) alerts us to the fact that the efforts to put in place standards for learning is strengthening locally and internationally. Yet serious questions have been raised, for example:

- What are standards?
- Who will set standards for teaching?

- Through what process can these standards be formulated, implemented and monitored?
- How will the public and professional interest be integrated in developing the content for curriculum?

2.5 Knowledge Base of teaching generated from teacher researchers (inside)

I also believe that one cannot deny the fact that teachers as researchers also engage daily in ongoing inquiry based activities in their classroom. This involvement in constant classroom research by teachers is arguably also central to the development of “ways of knowing” about teaching and how teachers develop. Lytle and Cochran-Smith (1992) as university-based teachers argue for different ways of developing a teaching knowledge base. They strongly believe that teachers engage in systematic inquiry of their Classroom Practice thus also contributing to the body of teaching knowledge. The knowledge base of teaching generated by research from the “outside” such as research from colleges and universities have always been privileged while research from “inside” such as teachers as researchers on practice had not been taken seriously. They argue “that school-based teacher researchers are themselves knowers and a primary source of generating knowledge about teaching and learning for themselves and others” (p.447).

2.5.1 Ways of knowing

Lytle and Cochran-Smith (ibid.) argue that systematic inquiry by teachers in practice is a way of knowing two types of knowledge about teaching namely local and public knowledge.

2.5.1.1 Local Knowledge

Local knowledge on one hand is spoken, developed and applied by teachers for themselves and for their immediate school communities. Teachers while trying to understand the dilemmas of the classroom and interacting with their learners are able to jointly negotiate and craft what constitutes knowledge and classroom life. Thus, understanding how teachers craft their knowledge and making it explicit is rare. It is argued that only through a teacher’s own classroom inquiry are they able to interpret and guide the voices of their learners in knowledge construction (Jervis, 1986; King, 1994; Paley, 1986; Schneider, 1996), understand classroom life (Jackson, 1968), challenge and shape their own knowledge (Mercer, 1995; O’Loughlin, 1992). Teacher research is one of the most powerful ways of investigating how teachers and their learners

construct knowledge and “classroom life” as well as how they play a meaningful role in curriculum reconstruction.

2.5.1.1.1 Teachers’ Craft Knowledge

Teachers’ craft knowledge is seldom articulated yet it is useful in routine classroom activities. Lieberman and Miller (1990) argue that teachers are continuously faced with contradictions during the course of their teaching. On one hand teachers have to use their repertoire of craft knowledge and skills to impart, extend and foster learning in their learners as a class group, while on the other hand teaching also demands of them to give individual attention (love and affection) to all learners. To deal with such contradiction, teachers craft their personal style of teaching from trial and error and are defensive due to personal and practical experience.

One can obviously argue within the different perspectives on the construction of teaching knowledge base. It is also clearly evident that the rich body of knowledge that has been theoretically designed and knowledge that has been constructed through systematic inquiry by teacher researcher are equally important as “knowledge” to inform Teaching Practice and teacher education curriculum. However, what must be pointed out is that the craft knowledge that is intuitively generated and used in daily Classroom Practice application is seldom or unarticulated. The knowledge possessed by teachers is embedded in Classroom Practice. Thus, it is now understandable why knowledge generated by teachers during their Classroom Practice is a distinctive and an important way to understanding teaching.

An interesting study conducted by Batten (1993) in an Australian study of 11 teachers revealed that teachers were able to reflect and speak about the positive aspects of their Teaching Practice. It was evident that teachers found it interesting to articulate their craft knowledge in practice and share this with their colleagues. The teachers also found that enunciating the positive aspect of their teaching provided support to other colleagues and at least acknowledged their strengths of teaching. The process of sharing craft knowledge with all teachers was seen as a means of Professional Development for teachers.

Tom (1984) argues that although teaching can be defined as a craft activity, it also carries a moral craft dimension as well. This type of knowledge is different because moral does not mean exercising judgements on right or wrong conduct of learners. Tom (ibid.) argues that the teachers

stand in a highly moral position in two distinct ways. Firstly, the teacher-pupil relationship carries a moral responsibility and the teacher is seen to be in the dominant power position. Secondly, the teacher is in the key position where he or she plays a substantive role as a curriculum designer. The teacher cautiously selects certain aims, objectives and content instead of the other. These intentional or unintentional choices place the teacher in a moral position because ultimately it amounts to the development of desirable ends. Thus, he defines moral craft of teaching as:

A reflective, diligent and skillful approach toward the pursuit of desirable ends (p.120).

Thus, it is important for policy makers to understand the implicit knowledge of teachers which is unarticulated in most cases and how they make intentional or unintentional choices which place them (teachers) in a moral position in respect of their learners. My study provides a strong argument for understanding the implicit knowledge of teachers. I propose the “backward mapping” process of classroom Teaching Practice, as a better way of understanding policy implementation.

2.5.1.1.2 Teacher Collaboration

Hargreaves (1994) draw attention to the fact that most teachers work in isolation as a result their implicit knowledge is unarticulated. In some cases teachers engage in teamwork and make explicit their craft knowledge to pursue their growth and development. My argument is that knowledge construction by individual teachers and those working collaboratively **contribute to an epistemology of teaching**. Teachers in different teaching cultures have different assumptions about teaching. Hargreaves (1992) argues that there are four different types of teaching cultures that may exist in schools namely individualism, balkanisation, teacher collaboration and contrived collegiality. Within the culture of individualism, teachers work slavishly in their classroom without the assistance and support of their colleagues. Here teaching is viewed more as an individualistic process where teachers make private choices in the best interest of their learners. However, some teachers work within a balkanised culture whereby they seek to reveal their identity, power and status during their work situation. Teachers working within the individualised and balkanised cultures are less progressive in terms of educational change and Teacher Professional Development. The main reason for this situation is that various tensions existing between teachers in respect of Classroom Practice (areas of curriculum, methodology, discipline etc.) are not shared, further developed or challenged beyond existing perceptions.

Hargreaves (ibid.) claims that genuine collegiality is natural, informal, voluntary and most importantly is the hallmark of Teacher Development. However, he argues that collegiality can be “contrived”. For example, authorities like the Department of Education or policy makers by their very nature would always want to ensure that their policies are being implemented within the school context. As a result collegiality serves more as a management or administrative function than a spontaneous process for teacher growth. It is compulsory that teachers are required to collaborate more especially to ensure success of Departmental generated policies. Bush (1995) concurs that “the notion of collegiality has become enshrined in the folklore of management as the most appropriate way to run schools and colleges and it has become closely associated with school effectiveness and school improvement” (p.52).

Little (1990) argues that one of the advantages of collegial work, as expressed by experienced teachers is that it breaks the cycle of working in isolation within the classroom. Those teachers who worked together on matters concerning their teaching curriculum and instruction found themselves to be much more empowered to face the challenges of the classroom. Colleagues who engaged in shared planning and preparation actually reduce their own planning time and at the same time are able to increase their reservoir of ideas, information and resources. Little (ibid.) asserts that “colleagues talk to one another about teaching often, at a level of detail that makes their exchange both theoretically rich and practically meaningful” (p.177). However, Moletsane (1998) argues that in order to improve Teacher Development and develop a positive school culture, all teachers and managers must work towards creating opportunities and conditions that are necessary for teacher collaboration within their respective schools.

The argument here is that we need to understand teachers as individual researchers and as a community of teachers since they do contribute to the knowledge base of teaching. When teachers compare their Teaching Practice, they articulate their tacit knowledge. My thesis will make explicit teachers’ implicit or tacit understanding of their Teaching Practice.

2.5.1.2 Public knowledge

Whilst teacher research serves useful in the generation of local knowledge, it is also beneficial in the generation of public knowledge that is beyond the school community such as the tertiary level and at the policy-making domain. Dahlstrom (1999) widened the discourse of the teaching

knowledge base by highlighting teachers' voices of their Teaching Practice. He argued for a critical knowledge base within the education system of Namibia. This critical knowledge base included the voices and the production of knowledge by practitioners into the common discourse of education and what constitutes the teaching knowledge base. He argued that "the aim was to empower Namibian practitioners and educational institutions to become significant contributors of educational change within a broader reconstructive process of the Namibian society" (p.81). Many teacher researchers are slowly disseminating their specialised work to one another and what is beginning to emerge is the value of classroom based research from a collaboration of practitioners from different contexts. Classroom research consists of "real experiences" of teachers and their dynamic classroom life that emanates directly from Teaching Practice. My study highlights this niche of knowledge generation which contributes to the knowledge base of teaching.

2.6 Knowledge use in Teaching Practice

Calderhead (1988) argues that one of the greatest failures of novice teachers in practice is due to the over emphasis of a theoretical knowledge base for teaching. The assumption is that pre-service programmes must develop in students a body of specialised theoretical knowledge base such as knowledge of the self, subject matter, children curriculum and teaching methods for the holistic development of the child. Teachers come with different conceptions of teaching into the profession. The student teacher is believed to stand on firm theory and academic knowledge learnt in college or university. The simple transfer of knowledge base learnt during pre-service education to the classroom context is seen to have its shortcomings because learning to teach is not simply an implementation process.

Wood (1988) argues that one of the reasons for the shortcomings of a theoretical knowledge base is its weakness in direct application in the classroom context. He believes that teachers constantly generate a knowledge base through their engagement, experiences and reflection on the teaching and learning situation. The continuous cyclical process of reflection-in-action as identified by Schon (1983) is more likely to be of benefit to the teacher. Teachers are successful during their teaching because they simultaneously reflect and draw on their inherent knowledge while engaging in their professional work. This kind of knowledge (practical knowledge) is implicit in their practice and is often not articulated. Schon (ibid.) argues that teachers do engage in

reflection-in-action (whilst teaching) and are typical of researchers of their own practice. The following supports his argument:

When someone reflects-in-action, he becomes a researcher in the practice context. He is not dependent on the categories of established theory and technique, but contrasts a new theory of the unique case. His inquiry is not limited to a deliberation about means which depends on a prior agreement about ends. He does not keep means and ends separate, but defines them interactively as he frames a problematic situation (p.68).

If teachers are themselves also involved in constructing a knowledge base from their own practice they will be able to articulate this practical knowledge in their own way with their colleagues.

Calderhead (1988) argues that the teacher uses metacognitive skills as a process to mediate the following influences:

- the different conceptions of learning to teach
- and the different formal and academic knowledge such as knowledge of the self, subject matter, children curriculum and teaching methods.

Metacognitive processes play a mediatory role between the different conceptions of learning to teach and the different formal and academic knowledge. It produces the teachers' practical knowledge which guides daily classroom practice. Calderhead (ibid.) presented an alternative model of knowledge use giving emphasis to the "metacognitive processes" used during teaching. He argues that the importance of metacognitive processes is seldom highlighted during teacher preparation.

2.6.1 The Metacognitive Process

Henderson (1992) describes the metacognition process as a scaffold that is adjustable and a temporary support system that regulates one's thinking. This conscious monitoring of one's thought processes reminds one to consider different types of information and a variety of possible solutions during teaching or while reflecting on students. Similarly, Eraut (1994) uses the term "metaprocesses" to describe the systematic thinking that emanates in directing one's own behaviour and controlling one's engagement in planning, acquiring information, problem solving,

analysing, evaluation and presentation of information. These metaprocesses help teachers to craft their knowledge that plays an extremely important role during Teaching Practice.

A good example is when a teacher is required to plan and prepare a scheme of work or lesson. The teachers' metacognitive processes help to craft teaching based on a theoretical knowledge base before they actually engage with their Teaching Practice. Once the teacher goes to the real teacher-learning situation he or she realises that the planning is misjudged in terms of the children's ability levels, their background and the kinds of resources that will assist them in their learning. Thus, the teacher finds that he or she has inadequately planned for the learners due to a lack of actual classroom knowledge. What needs to happen is that the teacher must accumulate sufficient knowledge of children in that context for his Teaching Practice to be fruitful.

During teaching the teacher relies upon his or her metacognitive techniques to tap into the different knowledge bases to be compared, contrasted and selected. The intersection of these influences helps to generate **practical knowledge** or images that influence Classroom Practice.

2.6.2 Teachers' practical knowledge

Different writers used different terminology to describe teacher's practical knowledge and these are simply different terms or concepts having the same meaning. Clandinin and Connelly (1987) concur that "because this small subfield of research on teaching is relatively new, these various terms are simply different words naming the same thing" (p.488). Research study on teacher thinking has been lightly examined because teachers' found it difficult to articulate this type of knowledge. Getting "inside the heads of teachers" to describe how they thought, constructed and used knowledge is a field yet to be explored. However, studies conducted by researchers like (Calderhead, 1988; Clandinin, 1986; Elbaz, 1983; Feiman-Nemser & Floden, 1986) on teachers' practical knowledge broaden our understanding of the field. One of the observations is that the teacher's practical knowledge is implicit in their Teaching Practice. However, the greatest challenge of all teachers is to make explicit their personal theory, practical theory or personal practical knowledge to contribute to Teacher Professional Development. Most teachers work apart from their colleagues and as a result they don't have the space and opportunity to articulate, compare and shape what they know. My study makes explicit teachers' understanding of their implicit knowledge.

The idea of teachers sharing and coming to grips with new or different ideas of Teaching Practice is more accepting to teachers than something that is bureaucratically driven. During teacher collaboration teachers share their ideas, information, expertise and resources with one another. By engaging in this collegial process teachers are able to articulate their rich practical knowledge which they have accumulated over the years. Sharing the practical knowledge of teachers has the potential of engaging in Teacher Development. Therefore, understanding teachers' practical knowledge is vital for Teacher Development.

2.6.2.1 What is Teacher's Practical Knowledge?

Calderhead (1988) describes teacher's practical knowledge as knowledge that is "readily accessible and applicable to coping with real-life situations and is largely derived from teacher's own classroom experiences" (p.54). Different terms are used by different researchers. For example, Handal and Lauvas (1987) defines teacher's practical knowledge as a practical theory. He argues that practical theory as "a persons private, integrated but ever-changing system of knowledge, experiences and values which is relevant to Teaching Practice at any particular time" (p.9). He tries to understand the power of teacher's practical theory and seeing how it can be articulated, reconstruct it and make it flexible for future reconstruction. The practical theory of a teacher is a personal construct which has been embedded through continuous communication and interaction either through daily experiences, being in dialogue with others or listening to how others teach. This practical theory is shaped by a teacher's own values and philosophies of life. Therefore, personal theories between teachers will vary tremendously according to their own personal constructs. Once this personal theory is developed then it needs to be articulated to others.

Clandinin (1986) argues for the conception of personal practical knowledge. She defines personal practical knowledge as "knowledge as experiential, value-laden, purposeful and oriented to practice. Personal practical knowledge is viewed as tentative, subject to change and transient rather than something fixed, objective and unchanging" (p.20).

2.6.2.2 The importance of teacher's practical knowledge in shaping Classroom Practice

Doyle (1986) argues that there are already elements within Classroom Practice that affect how teachers teach and how learners learn within the classroom. The classrooms are busy places with a large number of issues, discussion and events taking place simultaneously. The teacher, in

addition to quick thinking which leads to the application of practical knowledge, is also faced with the rapid pace of classroom events. Furthermore, classroom events unfold in many different ways and quite often results in unexpected turns. In order for the teacher to resolve tensions, maintain control and order, manage dilemmas and simplify the complexities of their work he or she has to draw on diverse kinds of knowledge while executing their work. In most cases teachers made use of their practical knowledge to resolve issues and reproduce Teaching Practice.

Bellon, Bellon and Blank (1992) argue that all teachers are positive about developing their teaching strategies with a view to positive learner achievement. They also add that many teachers had limited experiences to develop their knowledge base during their teacher preparation programmes or even during professional development workshops. A limited knowledge base in teaching results in an inhibited development of teaching and decision-making skills. This also negatively affects the learning opportunities of learners. However, they believe that when “both practical knowledge and research knowledge are the basis for instructional decisions, teaching strategies will be more effective” (p.3).

2.6.2.3 Classroom Practice recreates Practical Knowledge

I believe that Classroom Practice has common features within the classroom environment which is an equally strong influence that shape and creates teachers’ practical knowledge and boundaries of how they should or shouldn’t behave. Teachers don’t only work in their classrooms but they also work in an institution which surrounds them with constraints and opportunities to function effectively. Feiman-Nemser and Floden (1986) argue that “teachers differ in age, experience, social and cultural backgrounds, gender, marital status, subject matter, wisdom and ability”(p.506). All schools operate within a larger social context that shapes and is simultaneously shaped by all the activities that goes on there. Thus, one must understand that the cultures of Classroom Practice had been developed from the strong influences of economic, social and political factors. What I am arguing is that whilst teachers’ practical knowledge guides classroom practice, classroom practice is also shaped by influences from society. Thus, classroom practice in turn also recreates and reshapes practical knowledge. I see this as a continuous process of knowledge in use when teachers engage with their daily Teaching Practice.

2.7 Linking Classroom Practice and Society

While I have indicated that Classroom Practice shapes and re-creates teachers' practical knowledge, it is also influenced by society. The link between Classroom Practice and its relationship to the society has strengthened due to efforts of developing a just and humane society. This is especially true in the South African context. The renewing of the South African education system by entrenching fairness, human rights and transparency is an attempt to address the inequalities and injustices that were created by the Apartheid system. The schools of which teachers are part of are required to promote a culture of human rights and democracy and social justice in transforming society. Pollard and Tann (1987) argue for a positive relationship between educational practice and society by raising two important questions namely:

1. What is the purpose of an education system/educational practice?
2. What can be achieved through the education process/educational practice?

They argue that the purpose of education/educational practice has been a means of interpreting, evaluating and influencing the development of a society in respect of three ways. Firstly, education was a means of developing skilled individuals who will be an asset in the work-force and be able to take economic responsibility. Secondly, education was seen to have a strong influence in the production and reproduction of a national identity. Lastly, education had the potential of contributing to social justice and human rights. Similarly, Kemmis (1995) emphasises the power of educational practice for social continuity and change. She describes educational practice as:

Something made by people. Educational practice is a form of power – dynamic force both for social continuity and for social change which, though shared with and constrained by others, rests largely in the hands of teachers. Through the power of educational practice, teachers play a vital role in changing the world we live in (p.1).

On the other hand, Giroux and McLaren (1986) argue that we need to link teacher education, school as well as society in achieving the real purpose of education. Their concern is for teacher educators to design programmes so that teachers develop as “transformative intellectuals”. They define transformative intellectuals as:

One who exercises forms of intellectual and pedagogical practice which attempts to insert teaching and learning directly into the political sphere by arguing that schooling represents both as struggle for meaning and a struggle over power relations (p.215).

In their argument they extend intellectual practices as being embedded within the moral and ethical discourse and listing the concerns for the disadvantaged and oppressed as priority. They argue that the schooling is an ongoing process for the struggle for equality and democracy. As a result teacher education programmes need to redefine their partnership with schools if they want to see themselves as providing a platform for democratic struggle and renewal in schools. Teachers must be provided the knowledge and skills to critically analyse the democratic and political nature of schooling. Thus, teachers who fulfill their roles as “transformative intellectuals” must be able to embrace learners as critical agents, challenge the status quo and question the validity of how knowledge is constructed and disseminated.

Giroux and McLaren (ibid.) further argue that schools should be seen as democratic sites for the purpose of self and social empowerment. Schools should be defended as institutions that are working towards or capable of building a democratic society. Thus, students should be given the opportunity to learn and live within a critical democracy in search of individual freedom and social justice for all. Hartnett and Carr (1995) argue that teachers should play a pivotal role to “sustain the development of democratic values in the wider society and to create a social environment in which children can deliberate about and reflect critically upon, the nature of good life and the good society” (p.43).

Giroux (1988) also argues that the mere fact teachers are viewed as “transformative intellectuals” means that they must rethink their roles as technicians. Teachers need to participate actively in what and how curriculum should be taught as well as take the responsibility for the nature and purpose of schooling. Not only is it important to see teachers as intellectuals but to also highlight the social responsibility of their work. Therefore, it is essential to develop a critical pedagogy that is to make the pedagogical more political by seeing the school within a political domain and making the political more pedagogical by giving students the space to put forward their voice in respect of their learning experiences. Greene (1986) calls for critical pedagogy that draws upon many voices that form part of community’s life for the development of a more humane, more just and a more democratic society.

Giroux (ibid.) argues that while the gap between Classroom Practice and society is decreasing the devaluing and deskilling of teachers' work has increased. The skills teachers have acquired over the years in terms of content, knowledge of children's ability levels and background, use of methodologies that work and so on are becoming insufficient. We need to understand that teaching is a complex phenomenon and it calls for teachers to manage the dilemmas facing them, to make careful judgements and decisions in the best interest of the child, school as well as society. Instead, what is seen happening is that Teacher Development and teacher-proof curriculum packages are all planned outside the school context to best manage the teacher. This further erodes the development of teachers.

Apple (1993) argues that in addition to devaluing and deskilling of teachers' work, teachers are faced with an increase in their work-load a concept known as "intensification". Nowadays teachers constantly complain of lack of time to fulfil their desired goals. Time constraints faced by the teacher results in dangerous consequences. There grows an over-reliance by teachers for National Education Departments to "show them the way". Teacher's expertise and creativity is slowly being eroded and replaced by information and knowledge supplied by the experts. What actually happens is that teachers don't become committed to their work, lack the humor in teaching and the sharper concepts of caring and empathy for children are on the decline. Thus, deskilling and intensification play an increasingly damaging role in reducing teacher autonomy which exclude the role of teachers in curriculum designing and limiting the teachers' judgement and decision making during teaching instruction.

My study emphasises that we need to feed all teacher experiences from "grassroots" level to the policy making domain in order to ensure successful implementation of policies for positive school change. I argue that teachers should not simply accept their role as policy implementers thus becoming deskilled workers. Teachers' voices need to be heard. White (cited in Pollard 1997) argue that teachers even as interpreters and implementers of state policies can play two very important roles. Firstly, teachers as "activist professionals" are also part of the broader community and are entitled within a normal democratic society to pursue their own morals, values and beliefs as guided by their own perceptions of what a good society is. Therefore, teachers must be actively engaged in contributing towards the debates on public policy. Secondly, while teachers have a bureaucratic accountability of ensuring that state policies are diligently implemented into practice but should be able to come out of their silences and speak for their

rights if state policies are difficult to implement, unsound or morally unjustified. Thus, reflective teachers have a dual responsibility to contribute to the political process as professional teachers and as ordinary citizens. McDonald (1986) in his study also supports the role of teachers in breaking their silences by trying to extend their role as merely “tools” of passively receiving and implementing policy to raising teacher’s voice in claiming policy power.

2.8 Reflexivity in Teaching

I believe that critical reflective teaching starts from the time a person engages in teacher preparation. Zeichner and Liston (1987) argue that the conventional teacher education programmes which is structured along the lines of the apprenticeship model seeks to provide student teachers with a variety of pedagogical skills and techniques. These skills and techniques which are derived purely from an existing body of teacher knowledge doesn’t fuel self directed growth of student teachers and as a result it fails to promote the critical voice of teachers. They provide an alternate teacher education programmes at the University of Wisconsin, Madison which is designed to encourage student teachers to reflect on a technical, practical and a moral and ethical level. Goodman (1991), Pultorak (1996), Zeichner and Liston (1987) drew on the work of Van Manen (1977) who identifies three levels of reflection. The three levels of reflective practice are ideally a path for individuals to develop and extend their growth from a novice to an expert.

The first level of technical rationality is concerned with the effective application of skills and technical knowledge in the teaching and learning situation. The teachers are expected to apply the educational body of knowledge to achieve the ends that are already formulated. The means, ends and surrounding context are unproblematic. The focus is on checking what works well in meeting institutional expectations. The second level of reflection “is based upon a conception of practical action whereby the problem is one of explicating and clarifying the assumptions and pre-dispositions underlying practical affairs and assessing the educational consequences towards which an action leads” (p.24). This level involves reflection of assumptions underlying specific classroom practices and notes those strategies that worked or did not work. The third level is Critical Reflection that views the means, ends and the surrounding context as problematic. This level of reflectivity calls for teachers to start questioning Classroom Practice in relation to morals, ethics and values of a just society thus making them **Critical Reflective Practitioners**. At this level of reflection there are critical questions which are asked such as the following:

- What are the goals of education?
- What experiences and activities will lead towards a just and humane life?

Thus, the alternate teacher education programme at the University of Wisconsin, Madison had been designed to **stimulate reflective teaching** at the above three levels. However, at the third level pre-service teachers begin to reflect more seriously about the link between the role of classroom activities and the development of a just and humane society. Zeichner (1992) argues that we need to connect genuine Teacher Development to the struggle for social justice. He argues that Teacher Development is becoming an end in itself and not linked to broader issues of equity, non-discrimination and social justice. Two terms reflective teaching and reflective practitioner had become the “buzz-words” for Teacher Development and had been used differently in many teacher education programmes. Upon analysis the application of these two concepts in teaching had no real positive impact to generate an improvement in Teacher Development.

However, Zeichner and Liston (cited in Tabachnick and Zeichner, 1991) in their paper “Traditions of Reform and reflective teaching” in US Teacher Education captured four themes of Reflective Teaching Practice that emerged namely: the academic, social efficiency, developmentalist and social reconstructionist traditions of reflective practice. The evaluation of the different traditions of reflective teaching defined in many ways the role of teachers from the past to the present. There has been a shift in what teachers should reflect on due to the interest in and dominance of (cognitive over behavioural) psychology and the factors beyond Classroom Practice such as social, political and economic issues. I will now discuss how critical reflective practice has emerged and its links to a changing notion of the teacher in relation to the broader changes in society.

2.8.1 Traditions of Reflective Practice

2.8.1.1 The Academic Tradition of Reflective Practice

In this tradition *the focus was on how well teachers understood their subject matter and how they used it to promote understanding among their learners*. In order for teachers to do their work well Shulman (1987) for example, highlighted the various categories of knowledge bases especially the subject matter knowledge which teachers needed to understand and apply to their Teaching Practice. The knowledge base will assist teachers to make decisions and careful choices with regard to their Teaching Practice. Hauge (2000) in his study on “how teachers struggle in becoming professionals” highlighted the failure of the knowledge base learnt during pre-service training in learning to teach. He described how a teacher had learnt how to teach from Teaching Practice. The teacher after engaging with practice was able to better engage with the teaching-learning situation in areas such as planning of lessons, being aware of students’ needs and the use of a variety of teaching methods. Thus, my study will highlight the importance of understanding Classroom Practice in policy formulation through the backward mapping process.

2.8.1.2 The Social Efficiency Tradition of Reflective Practice

According to advocates of this view, scientific study on the principles of teaching provided the basis for teacher education curriculum and teaching. *The focus was on how teachers used the generic teaching skills as suggested by scientific research on their Teaching Practice*. Russell (1988) pointed out that the essence of teacher training programmes is to provide all the relevant theories such as understanding child development, teaching methodologies and so on to equip student teachers for their teaching. Learning to teach is not about learning theory or transferring theory into practice. However, traditionally, when student teachers learnt theories they were forced to apply these theories directly to Teaching Practice. This tradition stresses the direct application of particular teaching strategies that have been suggested by the research community on Teaching Practice.

2.8.1.3 The Developmentalist Tradition of Reflective Practice

In the developmentalist tradition *the focus was on the natural development of the learner that influenced the designing of policies*. The various stages of development of the learner as documented by **research** played a pivotal role in respect of what and how learners should be taught. The strong influences of child and cognitive psychology became evident in studies like Jean Piaget who was one of the most influential developmental psychologists during the 1960's.

While the emphasis was clearly grounded that teachers should reflect on how their learners behaved and developed, the social justice issues of the learners were not neglected.

In the above three traditions it could be seen that a reflective practice meant that teachers had to carefully relate and apply aspects of theory/scientific research to their Teaching Practice.

2.8.1.4 The Social Reconstructionist Tradition of Reflective Practice

In this tradition the focus has moved from the teachers' reflection on theory, research or scientific knowledge to Classroom Practice and its links to society. Teachers are placed within a school context and have a moral obligation in building a much more just and humane society. Tabachnick and Zeichner (1991) highlighted three distinguishing characteristics of the social reconstructionist tradition of reflective teaching. This tradition stresses that teachers need to now reflect on the social and political domain of schooling and take careful note of their actions towards bringing about greater equity, social justice and a just society.

Within this tradition teachers must also reflect as individuals and collectively as a group on their own Teaching Practice. Teachers also reflect on the social conditions in which their Teaching Practice is located. The most important question is how do teachers maintain, reinforce, disrupt or change Teaching Practice and society?

This tradition focuses on reflection as a communal activity. The commitment to the development of a collaborative learning community is the key. Teachers working in an isolated manner (individual) would not be able to effectively transform their practice, institutional and social structures as compared to teachers working together or collectively. Teachers within this tradition will be able to mutually share their ideas, information and expertise within the commitment of developing each other as a learning community.

The role of the teachers in raising issues such as democracy, empowerment, non discrimination, social justice and human rights in the classroom and society are of paramount importance. As Dewey (1961) claims that the school is a miniature community and does reflect the community teachers are trying to build. He added that "the school itself shall be made a genuine form of active community life, instead of a place set apart in which to learn lessons" (p.11). Thus, the preparation and consequences of teacher's actions eventually has a direct bearing on the

community we hope to achieve. Therefore, the role of teachers in trying to develop good values and good citizenship in our learners starts from the teacher preparation context.

2.9 Critical Reflective Practice and Teacher Professional Development

Zeichner (1992) argues that underneath the rhetoric of many efforts to empower teachers to take more control over their own professional development, teachers often remain under tight control and limited in the scope of their power to influence the conditions of their work. He contends that the terms “reflective teaching” and “reflective practitioner” have become slogans for Teacher Development.

Firstly, the focus was on assisting teachers to better reproduce their Teaching Practice as proposed by authority from “outside the classroom context” i.e. research of good teaching conducted by researchers in colleges and from universities. Secondly, the means-end reasoning was crucial to Teacher Development. The teacher had to think of the various means to achieve the set goals of education. Thirdly, the promotion of teacher reflection was on the increase with the exclusion of the social and institutional contexts which in many ways influences how teaching takes place.

My argument is that all of the above perspectives of Teacher Development had been illusionary. Genuine teacher development goes beyond mere teacher reflection on theory since it embraces the teacher as well as the school towards a struggle for social justice. The teachers’ own experience and expertise of teaching had been neglected. Thus, my study emphasises the need to understand the role of teachers within and beyond Classroom Practice. We need to bring these extended roles of teachers in dialogue with policy makers. This dialogue which is proposed in my study via the “backward mapping” process will inform policy on Teacher Professional Development.

Carr and Kemmis (1986) have made tremendous contribution to the debates on the role of the teacher and reflective practice connecting it to a more rational and just society. They argue about the nature of teaching and the work of teachers using three different perspectives. The first is the **technical view** which stresses the role of a set of means to given ends. The **practical view** emphasises the practical nature of teaching which takes place in a complex social setting that requires all practitioners to make highly complex judgements and decisions to intervene and

influence all social activities. They **emphasise a strategic view** of teaching. All educational activities or acts are situated within a socio-historical political context.

Education as opposed to the technical and practical view, is a social activity which results in social consequences. All educational activities are historically located. Education is also political in nature which implies that the various people who are involved in the education process have the power to influence, shape and develop the character of individuals and society. Therefore, the entire act of education is seen as “problematic”. These are some of the issues/questions which makes the act of teaching problematic:

- What means do we use in achieving the given goals of education?
- What are the desired goals of education?
- Who decides on the purpose or educational goals?

Teachers make judgements and constant decisions about various educational activities to enhance learner performance. They do reflect on their judgements and decisions which assists them to make better decisions in the future. Only through the process of constant critical reflection on the political, social and historical context will help to develop a democratic and just society. Samuel’s (1996) Force Field Model argues that teachers within the schools context are faced with three forces that shape their identities while they are struggling to develop a democratic and just society. He clearly demonstrates that teacher identities and development are pushed in several directions due to three different forces that exist. All three forces compete for dominance as teachers negotiate meanings during their daily practice.

Firstly, the biographical forces impact on novice teachers during their early years of teaching. One of the reasons for these novice teachers teaching the way they do, is that the formative impressions of teaching are extremely powerful as a means of influencing and shaping their teaching. They imbibe through “apprenticeship of observation” the manner in which teachers have taught them, spontaneously inherited a set of specialised vocabulary of teaching practice and the kinds of attitudes and values their teachers portrayed. The kinds of experiences student teachers acquired during their own years of schooling may have developed some of their teaching strategies and routines of Classroom Practice. Secondly, contextual forces locate school improvement and reform within a socio-political and historical context that shape teachers and

institutions. Thirdly, the programmatic forces of teacher education programmes shape the student teachers' thinking on how to teach and influences the teacher's value system. It also depends on which goals the teacher education institution promotes. The novice teacher most often exits with a new value system sometimes completely different from the value system at the entry of the teaching programme. What is important is for a teacher education programme to develop a teacher as a professional who will be able to be aware of the forces that exist and be able to be an activist and articulate the concerns for a quality teaching programme.

2.10 Conclusion

In conclusion, I want to return to where I have started. I have reviewed the nature of teaching and revealed that understanding teaching is a complex process. I have shown that there is an assumption that knowledge for teaching is predominantly theoretical and developed from the "outside". I have broadly illuminated a new understanding of the knowledge base for teaching by highlighting teacher researching his or her own Teaching Practice. The links between the school and society has been strengthened due to issues of democracy and building a just and humane society as portrayed in the South African context. Thus, teachers are seen as facilitating new roles making them critical reflective practitioners. Developing critical reflective practitioners will also alter the way teacher education policies and programmes are designed and presented.

In my study, I have argued that one cannot only design, generate and understand policies on Teaching, Teacher Education and Teacher Development from the outside (policy makers' domain) to inform Classroom Practice as depicted in figure 2.1 (frame 1) on page 66.

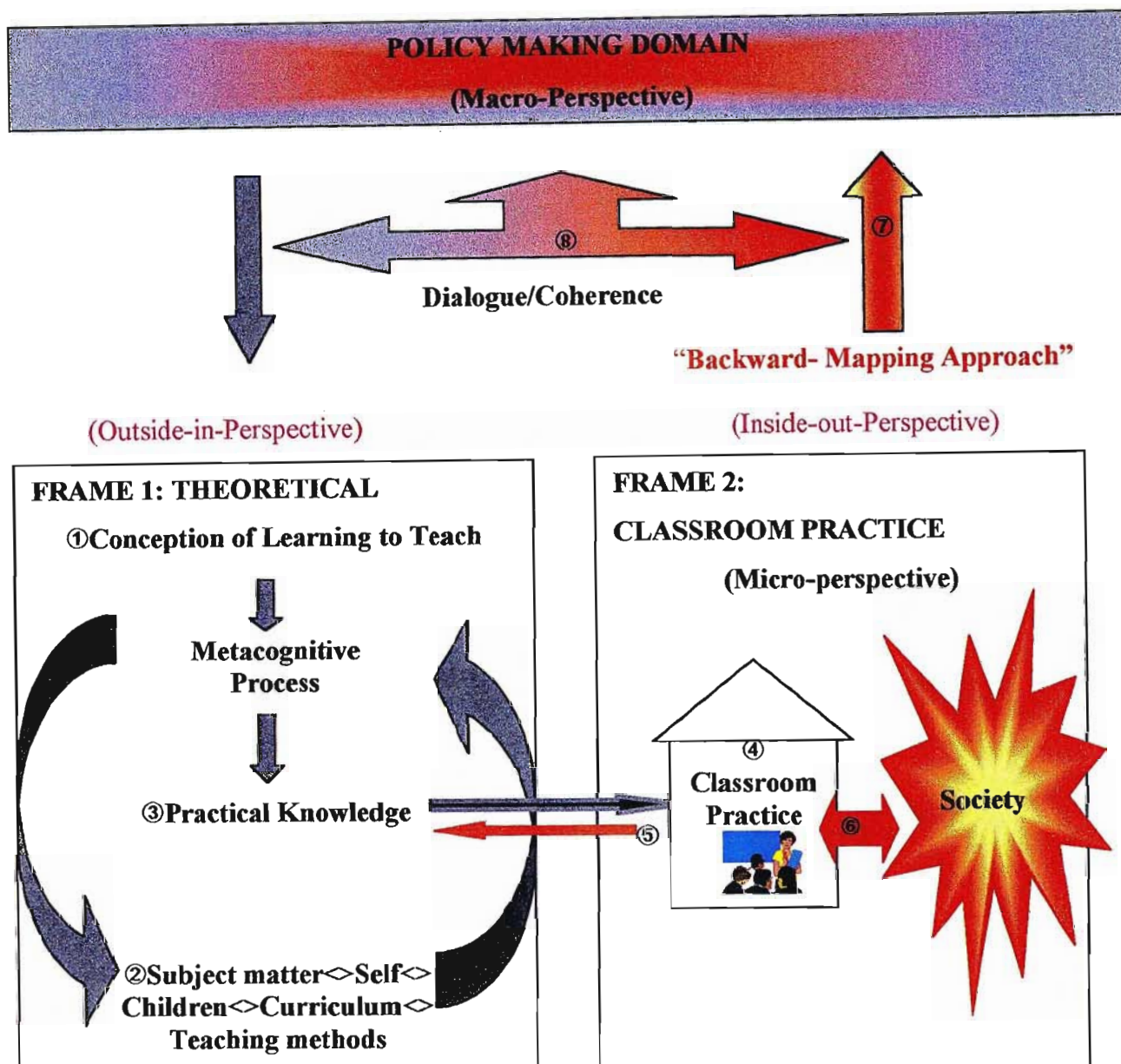


Figure 2.1: Alternative model of knowledge use in Teaching
(Adaptation of James Calderhead 1988 model of knowledge used in teaching)

Calderhead (1988) argues that the teacher uses a variety of metacognitive processes to mediate the different conceptions of learning to teach (label ①) and the different theoretical knowledge base (label ②). This mediatory process gives rise to practical knowledge (label ③) which guides Classroom Practice (label ④). Nespor (1987) concur that research based-knowledge or academic theory cannot only help in understanding and informing Classroom Practice (as indicated in FRAME 1). The major reason advanced is that the context and the environments within which the teachers work are often completely different. Furthermore, many of the problems teachers encounter in the various contexts and in different environments are deeply entangled. I argue that

the link between Classroom Practice and society has strengthened due developing a society based on human rights, fairness and social justice. Hence, **this link has placed greater demands on the role of the teacher**. While I agree that the teachers' practical knowledge (label ③) guides Classroom Practice (label ④), I argue that Classroom Practice and its strong links with society (label ⑥) shapes and recreates teachers' practical knowledge (label ⑤). Therefore, one needs to bring inputs from classroom Teaching Practice (label ④) and its links with society (label ⑥) in dialogue with policymakers as well (label ⑦).

Therefore, I argue that theory is often meaningless unless we foreground all the issues of Classroom Practice in all educational policy discussions. Researchers have argued against a theoretical knowledge base and stressed that knowledge about teaching must be acquired by teachers who are in direct control of their practice. This different perspective had emerged with regard to how, where and what information was needed to constitute the knowledge base of teaching. In the teacher researcher perspective, teachers do participate in knowledge construction. Therefore, the contribution of systematic teacher inquiry to the development of teacher knowledge should not be sidelined. One needs to accept that research by teachers themselves is most definitely another significant way of knowing if not a complementary way of understanding the complexities of teaching.

It is not a mastery of theoretical knowledge that gives rise to productive, effective and efficient teachers but what is more important is how the teacher stands in a different relation to his or her own knowledge, knowledge generated by theoreticians as well as to diverse learners within a class. It is important to note that we have been misguided (via the outsider perspective) that the nature of teaching is purely theoretical in nature. Due to this misguided conception of teaching we have not provided sufficient support and development in the context on "learning how to teach". Furthermore, the "outside-in" perspective has stripped teachers' conception of themselves as moral agents of society, people who are responsible for upholding and transmitting the morals, values and ethics of a good society. From this perspective, the questions and answers about teaching would be approached differently. My study argues that we need to bring "**experiences**" of the teacher's "**Classroom Practice**" and its "**links with society**" at the centre of educational policy discussion and debates. Policy makers need to bring the theoretical frame 1 and the Classroom Practice frame 2 together so that these frames will be able to "dialogue" with each other (label ⑧).

It is noted that the knowledge base for teaching can be located along a continuum. On one hand, knowledge generation and production has been predominantly an “outside-in” (theoretical) perspective and on the other hand, knowledge from the “inside-out” (practitioner) perspective which is rapidly gaining momentum. I believe therefore, that the knowledge for teaching can never be fixed or final in any form. Eventually, there would be a shift in the thinking of universities and policy-makers (outside-in perspective) in the recognition, value and potential of practitioner research in equally influencing Teaching Practice and policy implementation.

The policy making process represents the macro environment. An important question is, how does the macro and the micro (classroom practice) come together? One of the ways I propose doing this is through the “backward mapping” approach to understand policy implementation. This gives sense to the “backward mapping” process as proposed in my study. The “backward mapping” approach presents new challenges to policy makers where understanding the policy implementation context starts at the lowest level of implementation i.e. from Classroom Practice. Teachers’ experiences of classroom teaching must be in critical dialogue with policy makers to understand policy. I found that traditional researchers only looked at issues of policy or only at practice. Thus, my study highlights that teachers experiences generated by teacher researchers (inside) is also a primary source of contributing to a knowledge base for Teaching and Learning. This makes my study different because I’m looking at classroom **Teaching Practice** to understand policy. Thus, the issue of Teaching Practice has become a key category when designing my survey questionnaire and interview schedule in chapter three. Both the understanding of policy in chapter one and theory in chapter two are necessary as a lens through which the data instruments are designed.

3.1 Introduction

In order to plot the methodological course of my research, it is important to emphasise what good research is? Any research is “messy business”. However, good research demands of the researcher to make every attempt to verify his or her findings and to provide reliable results. Cohen and Manion (1995) argue that triangulation is one means of verifying and ensuring greater reliability of results.

Cohen and Manion (ibid.) define triangulation as “ the use of two or more methods of data collection in the study of some aspect of human behaviour” (p.233). The term triangulation is a technique of physical measurement which emerged from the field of surveyors and military strategists who used two or more locational markers as a guide to locate the next. By analogy, the use of triangulation in my research is an attempt to map out and critique more fully the richness and complexity of human action and behaviour by studying it from more than one standpoint.

Altrichter, Posch and Somekh (1993) also argue for the use of triangulation in research. They highlight the importance and significance of triangulation. The following advantages were emphasised:

Triangulation is an important method for contrasting and comparing different accounts of the same situation. Through identifying differences in perspective, contradictions and discrepancies can emerge which help in the interpretation of the situation. It gives a more detailed and balanced picture of the situation. The contradictions which are often hidden in situations become visible enabling a more profound interpretation (p.117).

I made use of triangulation to get a “deep and thick” critique of the Developmental Appraisal Policy and Teacher Professional Development from the perspective of **the experience of Policy at school level**. In trying to achieve this outcome, I brought together the data from my questionnaires and interviews and further had these different sets of data dialoguing with each other in chapter 4. I used methodological triangulation which brought together different methods of data collection such as questionnaires and interviews to study Teacher Professional Development.

Therefore, the purpose of Chapter three is to **explain and justify the design of the study to yield the best possible data** to answer the following **three critical questions**:

Critical Question One:

- **What do teachers perceive are the intentions of the Developmental Appraisal Policy (DAP)?**

Critical Question Two:

- **How did teachers engage with the Developmental Appraisal Policy at school level?**

What are teachers experiences of :

- (a) coming to understand the expectations of DAP?
- (b) attempting to engage with DAP in practice?

Critical Question Three:

- **Did the above processes (a) and (b) influence teachers' understanding of their Professional Practice?**

Hence, the following eight areas have been explained and justified at great depth:

- Reasons for data collection
- My research perspective
- The initial research process
- Data collection instruments
- The research process
- Sampling
- Data analysis
- Linking quantitative and qualitative data

3.2 Reasons for Data Collection

The data collected from my questionnaires and interviews will be used to answer my three critical questions as indicated above. The main reasons for the process of data collection are outlined below:

- **To explore how teachers' perceive the intentions of the Developmental Appraisal Policy**

Two aspects are important in relation to the Developmental Appraisal Policy. These are how teachers perceive the **intentions of the policy and their practical experiences of the policy on a daily basis**. Intentions are a range of aspects such as the development of life long learning through the process of reflective practice, self-appraisal, peer appraisal and collaboration. The policy intends for individuals to acquire certain experiences which would develop alternative practices, transform the education system and improve the quality of teaching and learning.

- **To understand what are teachers' experiences of engaging with the Developmental Appraisal Policy at school level.**

The data will be collected in the following broad categories: content, process and knowledge viz.

- * How was the Developmental Appraisal Policy introduced within the school?
- * How did teachers come to be aware of the expectations of the appraisal policy?
- * How do teachers experience the implementation of the appraisal policy?

In the South African context, Teacher Professional Development is at its developing stage. Therefore, my intention of obtaining this data is to place my findings in the context of ongoing research in Teacher Professional Development in our rapidly transforming country.

The **experiences of teachers** will be captured when they engage with the Developmental Appraisal Policy itself. Teachers engage with the policy in a number of ways. They could engage with it by ignoring or by implementing it. Basically, what I am arguing is that intentions are aimed not just to develop mere experiences but an attempt to influence teaching i.e. a move towards professional practice. Then, the important question is how can we bring these two important aspects "intentions (policy ideals) and experiences (practices)" together. Generally, it is found that policies for the school are generated, designed and formulated in a domain

“outside” the school context. Personnel within the school context merely serve a technical role in implementing policy. In practice, teachers’ experiences are varied and most often not in line with the policy intentions. Policy formulation and practice (experiences) should not be seen as separate processes. Thus, in my study I propose the use of the “**backward mapping**” approach as a means of bringing the issues experienced at Classroom Practice in dialogue with the policy makers.

The area of my research is located in the policy-practice domain. The relationship between policy-practice of the Developmental Appraisal Policy seems to be different. What I am arguing is that there may be a disjuncture between policy and practice.

- **I am not engaging in an analysis of the developmental policy**

My research will be focussing more closely on the **pragmatic consequences** of implementing a new policy. Here, I am trying to tap into their understanding of their own professional practice.

My research will reveal data on whether the Developmental Appraisal Policy:

- contributes to professional practice/development
- influences teachers’ understanding and thinking of their own professional practice.

The definition of professional practice needs to be unpacked. Professional practice cannot only be narrowed to pedagogic professional practice, but it includes those aspects of being a teacher. Several levels need to be considered in order to be a teacher. The first is the academic level which might be regarded as **pedagogic** i.e. teaching itself, learning strategies, assessment strategies, curriculum design strategies etc (refer to Eraut’s categories of teacher professional knowledge section 2.4.1. The second level might be regarded as **social** where your role as a teacher could be the provision of pastoral care to learners, your role towards your learners at the institutional level and the wider society. Therefore, the concept of being a teacher is not simply the idea of reflection of one’s practice. But one needs to delve into more crucial questions such as the following:

- **What is your Teaching Practice for?**
- **What are the political-social consequences of one’s practice?**

Therefore, by examining the consequences of teachers' engaging with Developmental Appraisal Policy, my research will be able to ascertain whether the appraisal policy contributes to or changes practice. There are several possibilities which could arise. The Developmental Appraisal Policy (DAP) might lead to teachers engaging in bad practices such as nepotism, favouritism in appraisal ratings and biased report writing. Teachers are scared of change and may still want to be perceived as "good" teachers or don't want to reveal their shortcomings in public. On the other hand, the appraisal policy might lead to teachers reconstructing their own practice or it might have no effect at all. However, there may be practical teacher-classroom practices that emerge in the context of the appraisal policy. Teachers' practices are influenced by numerous factors besides the appraisal policy. An indepth interview will be conducted with teachers specifically to ascertain the influence of the various activities of the appraisal policy on Teaching Practice. Teachers will also be asked about other factors that caused an influence in their Teaching Practice.

It is also interesting to uncover whether the appraisal policy made a shift in teachers' thinking of what constitutes professional practice. Teachers could respond in several ways. Some of them may welcome DAP as a means of reconstituting their professional practice while others may see DAP as having no influence at all. Some teachers may engage in other support services, programmes or policies that influenced their understanding of what professional practice is.

Therefore, my research is not located only in the hermeneutic domain i.e. purely self reflective (Elliott, 1993). One needs to go a step further and ask the following important questions:

- **Why do we need to self reflect?**
- **Do teachers see their role towards their learners as absolutely important?**
- **Do teachers see themselves as having a particular role to play at institutional level and within a wider society?**
- **Do teachers engage in self-reflection in developing teacher professionalism?**

I believe that this is a fundamental shift in my research. These questions are now pushing my research into the critical paradigm i.e. to what end or broader goal? Teachers often reflect on their practice to check on a number of “things” such as the sufficient delivery of content matter to the learners, are the set outcomes (ends) achieved, how much learners understood the lesson or other pragmatic classroom issues. It is extremely important to note that a purely reflective practice is not adequate since teaching doesn’t simply mean imparting knowledge to learners. Teachers play certain roles towards their learners and towards the wider society. Therefore, engaging in reflective practice means questioning our practice. We need to view the means, ends and the context of teaching as problematic.

3.3 My research perspective

According to Clandinin’s (1986) research on how teachers think about their practice can be “distinguished roughly into two classes: research adopting a theoretical researcher’s perspective and research adopting a teacher’s practitioner’s perspective” (p.10). In the first class of research the following is highlighted:

- the teacher is seen as transferring theory, implementing policy or engaging in planned curriculum change.
- The researcher’s view of how the teacher thinks or develops in the class is divided into categories such as planning of work, interaction with learners, reflection and evaluation of teaching.
- These categories are predetermined and included as part of the main structure of the data collection instrument such as survey questionnaires or observation instruments.
- Within this perspective the teachers are believed to fit or respond favorably to the already perceived framework of teacher thinking or Teacher Development.

Clandinin (1986) also highlights “the second class of research which focuses on the teacher practitioner perspective”(p.11). In this perspective the teacher is understood from his or her own perspective. This perspective taps into teacher’s understandings of how they think and develop in their own Teaching Practice not by using the researcher’s framework of teaching. This perspective uses data collection methods such as interviews to probe more deeply into why teachers think the way they do or probing factors that influence their Teaching Practice.

In my research I have used both the theoretical researcher's perspective and research adopting a teacher practitioner's perspective. This will be demonstrated in the choice and design of my research instruments.

3.4 The Initial Research Process

A detailed letter was sent to the Department of Education on the 10th June 2001 to seek permission to conduct research in 15 primary schools in the Verulam Circuit. The letter provided a detailed explanation of the nature of my study, my research focus, the type of data collection strategies to be used and the benefits of my research findings to the broader community. Permission was also requested to make use of the various Educational Management Information Systems (EMIS) Records to collect statistical information from the Department, to identify my target population and sample group. It is important to locate the Verulam Circuit in relation to our province – Kwa-Zulu Natal (KZN). There are eight educational regions in KZN namely: Durban South, Empangeni, Ladysmith, North Durban, Pietermaritzburg, Port Shepstone, Ulundi and Vryheid. The largest region is the North Durban Region. There are 6 districts in the North Durban Region namely City of Durban, Inanda, Indwedwe, KwaMashu, Maphamulo and the Phoenix District. The Verulam Circuit is one of the 4 circuits in the Phoenix District.

Permission for research study was granted to me on the 5th July 2001 by the Department of Education – North Durban Region. After securing permission from the Department of Education, I spoke to a number of prominent members in the school context, researchers and department officials about the nature of my research investigation. I was surprised at the varied responses received. The general remark was that the return rate of questionnaires from schools (in respect of research) was appalling, the morale of the entire teaching profession was extremely low, teachers responded negatively to research and that my area of research was very sensitive. Starting my research on this note was not very easy. I began to think of ways to alleviate the problems.

During my conversation with Department officials and Principals I gathered that using a questionnaire will yield a low return rate. I was initially worried yet passionate about quantitative data collection, which was inspired by my training courses provided at the University of Cape

Town by experts in the field of statistical analysis. The thought of having a low return rate was not going to stop me from going ahead with this method of data collection. However, to increase the number of returns was my biggest concern. I set my target at an average of 80% - 90 % return-rate of questionnaires.

I began reading around ways and means of how a researcher could use a strategic plan carefully designed to boost the morale of educators and to secure a high rate of return of questionnaires. I found the “needle in the haystack”. Cohen and Manion (1995) argue that the use of incentives in any research study was an excellent technique of increasing the return rate. However, the provision of incentives is generally rare in research studies since it has serious financial implications. Noting the serious consequences, I then used incentives as a booster to realise my target. Cohen and Manion (ibid.) argue that “the explanation of the effectiveness of this particular ploy appears to lie in the sense of obligation that is created in the recipient” (p.99). I also realised that by providing incentives I will be able to create a sense of obligation on the part of my respondents to complete the questionnaires and have them returned to me as quickly as possible.

Incentives were guaranteed for schools producing 90% and over return rate of questionnaires. I communicated to a number of teachers and principals in the Verulam Circuit with regard to the kinds of incentives they thought would be most useful to them and their schools. I made a list of all the items ranging from office-based, classroom, extra-curricular and school maintenance. There were 31 items on offer for incentives. Refer to appendix A3 for more details on school incentives.

Thereafter, I went to the Phoenix District Office and spoke to the Superintendents requesting permission to make use of the most recent Education Management Information System (EMIS) record - 2002. I was received very favourably. I was then referred to the District Manager who so willingly supported me in my research. I received a letter granting me permission by the District Manager to use the EMIS Document on the 8th April 2002. Unfortunately, the EMIS Records were not captured on computer from the various schools in the Verulam Circuit. I captured the statistics manually on paper. These statistics provided me invaluable information on the names of the various schools, their location, number of teachers within each school, nominal dates of

appointment of educators, age, teaching subjects, qualifications and types of schools. This data set gave me a broad picture of the characteristics of the sample population.

3.5 Data collection instruments

3.5.1. The choice of research instruments

I carefully thought about the different types of data collection methods that would best suit the type of information I needed. The research instruments were carefully selected for my study. I found that the use of survey questionnaires and semi-structured interviews were the most suitable instruments for data collection to answer my three critical questions. Merriam (1988) argues that the reason for using different techniques in data collection is that “the flaws of one method are often the strengths of the other and by combining these methods I would be able to achieve the best of each method” (p.69). The use of multiple methods include both quantitative and qualitative data within the school context. The reasons for mixing quantitative and qualitative methods are explained later in section 3.9.

3.5.2 Designing the survey questionnaire

My survey questionnaire was developed systematically to obtain data on three critical questions. I decided to develop my own instruments and validate them before use. The pilot study on the Developmental Appraisal Policy was conducted throughout the country, before it had been implemented in schools. Unfortunately, our province, Kwa-Zulu Natal did not participate for numerous political reasons. My study is one of the first to explore the influences of the Developmental Appraisal Policy on Teaching Practice. Therefore, it was extremely difficult when designing my instruments bearing in mind there were no studies conducted with similar instrument design being used. There was no valid instrument which could be used to ascertain how educators perceived the intentions of the Developmental Appraisal Policy, to what extent the educators rated their Staff Development Teams on the implementation of the policy and what influence or contribution the policy had on Teaching Practice.

✦ Reasons for choice of questionnaire design

I felt that the responses from the various questionnaires would be the **official response** of what educators are saying about the Developmental Appraisal Policy and their Professional Development. This level of data collection will reveal a broad spectrum of views, perceptions and

experiences of educators with regard to the intentions, implementation and effect of the Developmental Appraisal Policy on their Teaching Practice.

Judd, Smith and Kidder (1991) support the use of questionnaires in social science research. They outline many advantages of using written questionnaires. Firstly, the primary advantage of administering questionnaires is the low cost factor. The low cost factor also allows responses to be obtained from more respondents thus increasing the sample size. Secondly, the filling in of the questionnaires avoid the potential interview bias. Written questionnaires have the advantage of eliminating researcher bias. Thirdly, written questionnaires give the respondents a greater feeling of anonymity and thus promote a sense of openness and encouragement for the respondent to sensitive questions. Fourthly, the written questionnaires place less stress and pressure for immediate response on the issues concerned.

✦ Designing the layout of the questionnaire:

I felt that the general appearance of the questionnaire was absolutely crucial and in many ways an important factor in determining the return rate of my questionnaires. The layout of the questionnaire was attractive, appealing and simple to fill in.

The aim of my questionnaire was to explore three main critical questions viz:

1. What do teachers perceive are the intentions of the Developmental Policy?
2. How was the policy implemented/not in your school?
3. What effect this policy had on the teachers' Teaching Practice?

The two sections that made up the questionnaire are as follows:

Section A

This section outlined the biographical details to be filled by the respondents. The biographical details consisted of the respondent's position at school, whether paid by the State or School Governing Body, gender, race, age, teaching qualifications, number of years teaching and whether the respondent was on the Staff Development Team.

The Section B

This section consisted of three sub-sections. The first sub-section concerned the **policy intentions**. The second sub-section concerned the **implementation** of the Developmental Appraisal Policy. The last sub-section dealt with the extent to which the Developmental Appraisal Policy had an **influence or contribution on the Teaching Practice** of educators.

Being one of the facilitators in the Phoenix District Team in respect of Appraisal, I was able to think about various issues, concerns and important matters which needed to be included in each of the three sub-questions. I strongly believed that the choice of a Likert-type scale was most appropriate and the best format to elicit data in my questionnaire. The range of agreement and disagreement responses permitted in a Likert Scale also make the respondents feel more comfortable in indicating their position than straightforward answers such as “agree or disagree”. There were several key factors which were kept in mind while designing my Likert scale. Some of which are the following:

- using a single sentence with one complete idea,
- the various statements to be concise,
- keeping the statements in the present tense,
- avoiding ambiguous statements,
- using simple wording to be easily understood by my respondents,
- statements to cover a wide range of responses which are likely to be endorsed by the experts in the field of Teacher Professional Development.

Table 3.1 indicates a Likert type of scale, which was used in drawing up Section B of the questionnaire.

Section B				
Sub-section one	Strongly Agree	Agree	Disagree	Strongly Agree
Sub-section two	Excellent	Good	Poor	Did not take place
Sub-section three	Tremendously	To some extent	Very little	Not at all

Table 3.1: Section B of Questionnaire

I believe that this type of scale was excellent in capturing teachers’ perceptions, attitudes and influences or contributions the Developmental Appraisal Policy had on their Teaching Practice. Furthermore, it is an easier and unambiguous way for respondents to answer questions. The experiences of educators in respect of appraisal were listed in the form of statements one below the other. These experiences were gathered from conversations with Principals, Heads of Departments, teachers, Staff Development Teams, Superintendents and from my literature review. According to Best and Kahn (1986) “the correctness of the statements are not important as long as they express opinions held by a substantial number of people” (p.181). However, the statements were balanced with positive and negative ones. The Likert Scale was used in order to ascertain the extent to which the respondents agree or disagree with a particular statement of the Developmental Appraisal Policy and Teacher Development.

I started of with clear and unambiguous instructions which guided the respondents. For example, the idea of placing a tick (✓) made it inviting and easier for my respondents to complete the questionnaire. Placing ticks in boxes and columns as a way of answering the questionnaire is familiar to most respondents as compared to questionnaires with graphs that require interpretation. The technique of sub-dividing the questions were useful. I grouped the questions in such a way that each of them dealt with a specific category such as the “Intentions of the

Development Appraisal Policy”. The initial questions were very simple and of direct interest to the respondents. This encouraged participation.

I included a concise one-page covering letter. The main purpose of the covering letter was to provide a background to my study, the main critical questions, the time it will take to complete the questionnaire, to assure anonymity and confidentiality and the direct benefits of this research to my respondents and the teaching profession as a whole. The issue of confidentiality is very important. I assured that all information collected will be undertaken in strict confidence, using pseudonyms to disguise the respondent’s identity in all information provided. Also on this page was included the following line “ **Approval for conducting this research has been granted by the Department of Education reference No 2/12/2/3**” in bold print with the hope of re-assuring my respondents that my study was sanctioned by the Department of Education.

✦ Pilot testing the questionnaire

I found that it was extremely difficult to criticise the content of my own questionnaire. Although the instruments were being developed, statements refined, revised, deleted and ambiguity cleared, I strongly believed that the idea of pilot testing my instruments were important. Slavin (1984) supported the idea of pilot testing of research instruments. However, he argued that it is very difficult to construct a perfect protocol but it is always wise to pilot the instruments so that weaknesses could be detected and corrected.

I conducted a pilot test of the questionnaire. The pilot sample was representative of the main sample study. The main purpose of this exercise was to sharpen the research instruments (Bell, 1989; Best & Kahn, 1986; Slavin, 1984; Tuchman, 1988). A comprehensive pilot was conducted with 28 respondents. These respondents included Principals, Heads of Department and educators from another circuit.

✦ Comments on the Structure of the Questionnaire

The pilot study helped me to clear up some of the ambiguities and wordings of the “Likert statements” and “open-ended” questions. The respondents were allowed to also comment on the

wording and format of the questionnaire. After receiving the pilot responses, the following were some of the areas of concerns raised by the respondents in the pilot study:

➤ **The issue of “Black”**

In the biographical detail section, I sub-divided the aspect on race namely Black, White, Coloured and Indians. From the comments I realised the term “Black” was problematic. After discussions with the various respondents concerned I believed that their comments were absolutely important. The term Black was then replaced with “African”.

➤ **The “open-ended” question 3(b) needed to be changed**

The “open-ended question”: **Comment on any other important aspect of the Developmental Appraisal Policy that influenced your Teaching Practice positively or negatively** needed to be reworded. It was clear that respondents either responded positively or negatively which was required by the question. The responses to this question are listed below:

- *By sharing ideas with my colleagues I changed my teaching techniques i.e. lesson presentation. Collaboration with other educators improved my teaching practice eg. sharing of resources (positive).*
- *The policy affected my teaching negatively as well. Too much of paper work is involved. It was stressful and time consuming (negative).*
- *When DAS was introduced in 1999, there was little support from the Department and this had a negative impact on my teaching practice, as I did not know what my panel was looking for (negative). However, after workshops, it became clearer what the expectations of DAS were and my lessons and teaching were planned and improved accordingly (positive).*
- *The process of “peer observation” demanded that I leave my class unattended in order to observe my peer. My colleague also encountered this problem (negative).*

- *The explanation of each core criteria has given me much insight and depth with regard to the requirements of teaching (positive).*
- *The question should be inclusive of positive and/or negative influences on teaching practice (comment).*

After reading all the responses as indicated above, I realised that I needed to capture **both the negative and the positive comments** of educators on how the policy influenced their Teaching Practice. Thus, question 3(b) on the questionnaire required some adjustments. The question was then changed as follows:

“ Comment on any other important aspect of the Developmental Appraisal Policy that influenced your Teaching Practice positively and/or negatively”

After making the required adjustments I was confident that the instrument was then a valid measure of Teacher Professional Development, which will be able to provide data to answer my three critical questions. However, after making the adjustments, I handed the amended questionnaires to another 8 individuals for final comment. The questionnaire was then ready to be given to the educators.

✚ The reliability of the questionnaire items

One of the methods that provide an estimate of reliability measures is to check if there's any correlation of scores on the same measure (questionnaires) administered on two separate occasions. This is called Test-re-test correlation (Burns, 2000; Judd et al. 1991). I have not administered my questionnaire on two separate occasions. However, I used an alternate preferred procedure of “internal consistency reliability” which is called **Cronbach's alpha** and in actual fact avoids all these practical issues such as time, costs and refusal of participants. Here, I am interested in the extent to which the scale measures a single variable. This procedure rests on the idea that random measurement errors vary not only over a period of time but also from one question or statement to another within the same measure. Alpha scores are produced to indicate the measure of internal consistency. The alpha scores range from 0 to 1, with 0 meaning complete unreliability and 1 meaning perfect reliability.

I used the Cronbach Alpha Test to measure the internal consistency of items in Section B of the questionnaire. The reliability of the questionnaire is expressed as a correlation coefficient. For my pilot study the internal consistency of items for section B were 0.77; 0.88 and 0.96 for the three sub-categories namely Policy Intention, Policy Implementation and Policy influence on Teaching Practice respectively. The correlation coefficient of the pilot test is indicated in table 3.2 below:

Pilot Test on 28 individuals			
SECTION B	1 (a) POLICY INTENTIONS	2(a) POLICY IMPLEMENTATION	3(a) POLICY INFLUENCE ON TEACHING PRACTICE
Internal consistency of Item score	Alpha = 0.77	Alpha = 0.88	Alpha = 0.95

Table 3.2: The correlation coefficient of the Pilot Test

Table 3.2 indicates that the alpha scores for the three sub-categories are all closer to 1 and more especially the policy influence on Teaching Practice (0.95) which is the focus area of my thesis. These high correlation coefficient scores then assured me that the reliability of the instrument is very high. The questionnaire reflects a high coefficient of reliability which explains that the errors of measurement are reduced to a minimum if the instrument was used again.

3.5.3 Designing my interview schedule

The responses from the semi-structured interviews will be responses away from teacher's practice. In other words what educators **publicly espouse**. The following aspects would be of key importance during the qualitative data collection process:

- I hoped to get "close" to my respondents and the situations being investigated to be able to understand and carefully record the depth and detail of how teachers perceived the intentions of the Developmental Appraisal Policy, the implementation process and the contributions of the policy on Teaching Practice.

- My main aim in the qualitative data collection was to capture the “reality” of what goes on within the school context and record what teachers say about the “perceived facts”.
- To highlight the richness of the qualitative data, I hoped to probe more deeply into the voices of educators and how they engage with their Professional Development.

I examined the results of the questionnaires. I was particularly interested in three categories of the policy viz.

- What do educators perceive are the intentions of Developmental Appraisal Policy?
- How was this policy implemented/not in schools?
- What effect, influence or contribution has this policy had on the teaching practice?

The designing of my interview schedule emerged directly from the statistical information and responses from my survey questionnaire as indicated in table 3.3 below. These issues emerged after the various statements were ranked in order of frequency from highest to lowest in respect of how the policy influenced or made a contribution on teachers’ Teaching Practice. This is indicated in table 3.3 below:

Policy : Influence / Effect on Practice	Rank Order : % Agreed	
	Tremendous to some effect	Very little to no effect
1. Sharing resources with other educators	68.5	31.5
2. Sharing assessment techniques with other educators	67.7	32.3
3. Engaging in self appraisal	60.5	39.5
4. The planning of my lessons	53.1	46.9
5. Engaging in peer appraisal	49.6	50.4
6. Engaging with feedback from panel members	48.5	51.5
7. Appraisers checking the planning & preparation of my lessons	46.9	53.1
8. Following the recommendation of my Staff Development Team	46.9	53.1
9. Observing peers teaching in their classroom	44.2	55.8
10. Appraisers checking learner portfolio	43.1	56.9

Table 3.3: Developmental Appraisal Policy effects on Teaching Practice

I had taken cognisance of the following issues to ensure the quality of data collected:

- The different types of questions to be formulated
- The sequence of questions to follow
- The depth of information I required
- The length of the interview
- The type of questioning technique to be used.

***Different types of questions formulated**

Opinion or Value Questions

These are important questions that tap into the teacher's cognitive and interpretative aspects of themselves, other teachers and the actual appraisal process. Answers to these questions explain what teachers "think". For example, what do you think are the intentions of the Developmental Appraisal Policy? Which activity do you think most contributes to your professional development?

Experience Questions

These questions are about what the teacher is doing or has done in respect of the Developmental Appraisal Policy. The main aim of these questions is to elicit descriptive information and activities about how teachers experienced the various stages of the Appraisal Policy. For example, comment on how you experienced the various stages of the appraisal process within your school context.

Factual Questions

The idea of asking these types of questions is to ascertain whether teachers engage in certain activities of the policy. For example, whether the teacher has engaged in self appraisal, the sharing of resources and or assessment techniques? Furthermore, the teacher had to give the extent of his or her engagement with these activities. For example, to what extent has engaging with self appraisal improved your Teaching Practice?

***The planning of the actual questions within the three categories**

The main reason of collecting information on the following categories is to triangulate and further explain the results obtained in the survey questionnaire. Therefore, the choice of questions

for the three categories are extremely important to probe “more thickly” the responses gleaned from the survey questionnaires. Through the careful reading of the literature on issues of design and questioning techniques, I planned and prepared the interview schedule which led to the different types of questions being formulated. The discussions in each category that shaped the questions are outlined below.

Category One: Intentions of the Policy

The Department of Education had certain intentions for introducing the Developmental Appraisal Policy (DAP) into schools. However, teachers may perceive the intentions of the policy as outlined by the Department or they might perceive the policy as having different intentions. Therefore, I decided to include questions capturing both points of view.

Category Two: Implementation of the Policy

The implementation of the (DAP) is the responsibility of the Staff Development Team (SDT). The intentions of this category is to capture the extent to which the SDT has implemented DAP within the school context. The researcher’s aim was to allow the interviewee to comment on how DAP was implemented in terms of their experiences at their school. The respondents were also asked their points of view in respect of what they will do differently if the process was to be implemented again. The researcher also tried to tap into what extent did the introduction of DAP contribute towards a better understanding of their Classroom Practice. Hence, the key words “describe, comment on, to what extent, and what would you do differently” were chosen for the second category.

Category Three: Impact or Influence on Teaching Practice

In addition to the other two categories on intentions and implementation of policy, my interview schedule probes very deeply the third category which captures important activities that influences Teaching Practice namely:

- * Engaging in self appraisal
- * Sharing of resources with other educators
- * Sharing of assessment techniques with other educators
- * Observing peers teaching
- * Professional Development

*** Self appraisal**

One of the challenges of this research is to record the various roles teachers play towards their learners and within the wider society. In addition to recording teachers' roles the focus is on whether self appraisal influences teachers' perceptions of their roles or have teachers' roles changed as a consequence of engaging with self appraisal activities. The idea here is to ascertain whether teachers have engaged in self-appraisal before or after the introduction of the Developmental Appraisal Policy. This is important because teachers' roles may have changed as a consequence of engaging in self-appraisal activities which has been initiated after the introduction of the appraisal policy. On the other hand, teachers may have engaged in self-appraisal activities in the past and it is simply a continued practice.

Teachers will be asked to explain what they understand by "Self Appraisal". It is also important to question the teachers on how often, when and what form did the self-appraisal process take. Teachers will possibly have various responses such as:

- "Yes!", we do it all the time.
- We engage in self-appraisal once a year as the policy demands.
- We engage in self-appraisal before, during and after a lesson.

Some educators might indicate that their self-appraisal is done in a formal and systematic way while other teachers may say that they engage in self-appraisal in an informal or intuitive way. The policy document requests educators to engage in self-appraisal in a written form once a year. It is important to find out how long it takes to fill in the self-appraisal form or is it something that teachers struggle with? I need to find out whether teachers have conscientiously filled in the self-appraisal form or not, therefore, there is a need to probe more thickly and deeply in terms of understanding what the nature of teachers' self-appraisal is. There's no way of gauging this unless you conduct an indepth and detailed interview with teachers. By questioning, one can realise that their self-appraisal is superficial or very enriched as a consequence of DAP.

The researcher's aim is to find out what are teachers' understanding and experiences of "self-appraisal". Teachers will have different understandings and experiences of self-appraisal. Thus, the thesis attempts to record whether self-appraisal is merely a technical exercise that they fill in or is it that teachers really engage with deep self appraising practices? This is what the researcher is trying to uncover. One of the ways of doing this is by using the semi-structured interview.

*** Resources**

One of the strongest units of influence on teachers' changed practice is about how much they see themselves as belonging to a community, rather than as individuals. Therefore, the question is "was this sense of belonging to a community in existence already in your school or was it because of the Developmental Appraisal Policy that teachers now engaged with the sharing of resources with others"

The DAP promotes the sharing of resources across peers within the school. Hence, the following questions emerged during the planning stages. Do educators share resources with each other? What resources do you share with your peers? Has this been a practice at your school previously? (was this normal practice?) or was it introduced as an activity into your practice as a consequence of the introduction of the DAP? This causal relationship is important because, I want to find out whether they are engaged in the sharing of resources from their past activity as a continued practice or as a consequence of the intervention of the policy? These questions are in line in answering my question in terms of the implementation of a new policy into an education system. This engenders a new set of practices.

*** Assessment techniques**

DAP suggests sharing of assessment techniques across the different individuals within a school. The interview hopes to capture teachers' experiences with other educators in terms of sharing assessment techniques. The focus is to ascertain what contribution has the Developmental Appraisal Policy made to teachers in respect of sharing of assessment techniques. These discussions influenced the focus of the questions in the interview schedule.

*** Observing peers**

The reason for asking questions on this theme is that observing peers to me is regarded as a **passive form of professional development**. I wanted to contrast this activity with activities of active learning which takes place in a public domain such as Teacher Collaboration. Hence, the following questions served as a guideline:

1. What do you think are the advantages or disadvantages of observing peers teaching?
2. Do you engage with this activity? If so, why. If not, why not?
3. Do you observe them as a consequence of policy introduction or was this an ongoing practice?

The central focus of the thesis is to highlight teachers' experiences of the implementation of the Developmental Appraisal Policy and its impact or influence on their Teaching Practice for policy consideration. The following questions were also included during the planning stages (last section of the interview schedule). Does the introduction of the Developmental Appraisal Policy influence the nature of Teaching Practice/or Professional Development? What are any other influences that contributes or impacts on the nature of teachers' Teaching Practice? Teachers might say that it has nothing to do with self-appraisal, sharing of resources, sharing of assessment techniques or the appraisal policy. Teachers might have other possible influences on their Teaching Practice such as:

- They are enrolled for a masters course, engaged in ABET courses at a College or University.
- Teachers might believe that their Head of Department is a role model and he/she is a person they emulate.
- Teachers might feel accountable to the School Management Team who checks on their work and daily preparation.
- Teachers might be influenced by practical issues such as the child's background level.

In this way I am opening up the discussion on Teacher Professional Development. The Developmental Appraisal Policy is one possibility of Professional Development, others influences are also possible.

*** The sequence of questions**

I decided to start with very descriptive questions about policy intentions. These questions are straightforward and they require minimum recall and interpretation. The questions on how the policy was implemented at school level required the interviewee to describe in more detail how they experienced the various stages of the policy. Once the interviewee has provided some experience of policy, questions on opinions and feelings would be integrated. The questions on opinions and feelings would be more accurate and important at this stage, since it allows the interviewee to provide a personal point of view on a relived experience. The questions based on the influence/effect of Teaching Practice is the climax to the interview.

*** The depth and length of the interview**

The main aim of an indepth interview is to get my respondents to talk about their experiences, feelings, opinions and their changed knowledge of their Teaching Practice. The depth of the

information required would depend on the kind of friendly relationship that I secure with my respondents and the amount of time spent on the interview. Most importantly, I believe that my 3 critical questions, provided a framework for the depth of information I required. In order for me to answer my 3 critical questions adequately, I believed that an interview of about an hour would be sufficient.

*** Validity of the questionnaire and interview schedules**

I found that the validity of my instruments had been greater because both the survey questionnaire and the interview schedule had been carefully planned, prepared and thoroughly designed. I also sought the assistance of educators who are directly involved in Teacher Development to select essential questions which were directly linked to my critical questions. Although I carefully thought out the structure of the questionnaire and interview schedule, the face validity of both the instruments had been established. This was done by giving the draft questionnaire and the interview schedule, to an expert in the field of Teacher Professional Development, for checking. I found that critical judgements of the expert was of tremendous benefit in terms of rewording, avoiding the ambiguous questions and reshaping the structure of both the questionnaire and interview schedules. This further enhanced the validity of my instruments.

3.6 The Research Process

3.6.1 Seeking permission from the Principals

My questionnaires and interviews were to be administered to all educators in Public Primary Schools in the Verulam Circuit. It was absolutely essential to seek approval from all the Principals concerned. I secured appointments of most of the Principals after school to discuss my research study. I informed all the Principals of the purpose of my research. The issue of confidentiality was a problem at the beginning. I reassured all Principals that the identity of all respondents and the schools would remain anonymous. Principals were then very helpful since my research was going to contribute to the reshaping of the Developmental Appraisal Policy and assist in Teacher Professional Development. My promotion to Deputy Principalship had made communication with Principals much easier. I quite often attended Circuit meetings which enabled me to keep a check with Principals on the return of my questionnaires.

3.6.2 Increasing the Return Rate of Questionnaires

To enhance the validity of my study I hoped to achieve between 80% - 90% return rate of questionnaires. Therefore, incentives were offered to those schools that returned 90% or more of their completed questionnaires. The date on which the questionnaires were returned had been carefully recorded. It took about one month of “back and forth movement” to collect all the questionnaires from the educators in twelve schools. However, I was quite satisfied to have an overall return rate of 86.2%. The following table indicates the planning and monitoring system that was in place as indicated in table 3.4 below.

Date of returns	Schools	* Total no. of educators	Completed Responses	Cumulative Responses	% of Responses
17/04/02	1	19	18	18	9,9
18/04/02	2	20	17	35	19,3
18/04/02	3	14	14	49	27,1
19/04/02	4	5	5	54	29,8
19/04/02	5	11	11	65	35,9
22/04/02	6	8	7	72	39,8
23/04/02	7	16	15	87	48,1
24/04/02	8	12	12	99	54,7
29/04/02	9	22	14	113	62,4
2/05/02	10	14	13	126	69,6
14/05/02	11	10	9	135	74,6
18/05/02	12	30	21	<u>156</u>	86,2%

* Note: The total number of educators = 181

Table 3.4 Return rate of questionnaires

3.6.3 Ethical Issues

Cohen and Manion (1995) outline two important ethical issues that must be borne in mind when conducting any research study to protect participant’s right to privacy viz. anonymity and confidentiality.

Firstly, they argue that the essence of anonymity is that information provided by participants should in no way reveal their identity. A respondent can be considered anonymous when the researcher or the public cannot identify the research participant from the data that is provided. In such a situation, the participant's privacy is guaranteed no matter how personal or sensitive the data is. Thus, a respondent completing a questionnaire that bears absolutely no identification labels, names, addresses or coding symbols is ensured complete and total anonymity.

Secondly, protecting a participant's right to privacy through the promise of confidentiality means that although researchers know who has provided the data, they will in no way make the connection known publicly; the boundaries surrounding the shared information will be protected. This is the extent to which researchers keep faith with those who have helped them.

I do believe that the right to privacy is a "sensitive right" and it implies that the respondent has the final say about his or her identity and the data they are submitting to public. The general strategy for protecting privacy is to avoid linking data to the concerned respondent. There are major international codes of human rights which upholds the right to privacy. In the South African context, section 14 of the Constitution (SA, 1996) states that every respondent has a right to privacy. Chapter 2 of the Constitution contains the Bill of Rights in which the State guarantees the protection of the fundamental rights of individuals. In this research I conformed to ethical issues such as making sure that the privacy of all the respondents were protected at all times.

Therefore, all responses to the questionnaires and interview schedule were completely anonymous. No names of respondents were required. Furthermore, the names of the various schools were not indicated in the research study. Anonymity was guaranteed. The anonymity of the various respondents and their institutions was stressed with the hope of eliciting objective and honest responses.

I also assured that all information collected and reported (both from the questionnaires and interview schedule) would be undertaken in strict confidence. Confidentiality had been maintained by using pseudonyms to disguise the respondent's identity in all research information. Anderson (1993) supports the idea of using pseudonyms since the reader of the research will not be able to deduce the identity of all the teachers. All the respondents were constantly reminded

that the information that they provided will be treated with total confidentiality and further it would be used for research purposes only.

3.7 Sampling

3.7.1 The Target Population

It is essential that I define my target population so that my sample can be clearly described. I obtained a list from the District Office of all public schools in the Verulam Circuit. The Verulam Circuit is one of the largest circuits in the Phoenix District. Before 1994, these schools were controlled by the Department of Education & Training and Ex-House of Delegates. After 1994, these schools are centrally controlled by the KwaZulu-Natal Provincial Education Department. In 2002 there were 16 public schools in the Verulam Circuit.

3.7.2 The main sample for the survey questionnaire

One of the greatest challenges of designing my sample population was to make it as comprehensive as possible. I was always concerned about the question of "sample size". A sample will make more sense if the target population is also known. I read around the different types of sampling to decide on the best method of sampling for my study. In the meanwhile, I contacted all 16 principals in the Circuit to gain permission to conduct my research study. Of the 16 schools in the circuit, two schools had serious problems in respect of school administration and one school did not wish to participate in the study. The school where the final test of the pilot study was conducted was excluded from the sample. Eventually 12 out of 16 schools (80%) willingly agreed to participate in my research study.

I accepted all 12 schools to be part of my sample. The reason for the choice of twelve schools, was that the greater the coverage of the target population the more valid and representative the results would be. All these schools in the Verulam Circuit have different staff compositions in respect of the age group of educators, and differences in gender and race groups. The 12 schools that participated in the study can be described as rural and peri-urban schools.

3.7.3 The sample by school

The sample is a widespread of educators across small, medium and large school establishments. There are 181 educators in the 12 schools who participated in the research study. The number of educators within each school and the valid percentage are indicated in table 3.5 below:

School	No. of Educators	Valid Percentage
1	16	9%
2	8	4%
3	11	6%
4	5	3%
5	14	8%
6	19	10%
7	20	11%
8	30	17%
9	22	12%
10	14	8%
11	12	7%
12	10	6%
Total	181	100%

Table 3.5: Describing the sample by school

3.7.4 The Distribution of educators in terms of Gender and Race

Table 3.6 describes the sample in terms of gender and race.

Gender	Race						Total	%
	African	%	Indian	%	Coloured	%		
Males	4	9.1	40	90.1			44	24.3%
Females	30	21.9	106	77.4	1	0.7	137	75.7%
Total	34	18.8	146	80.7	1	0.6	181	100%

Table 3.6: Distribution of educators in terms of Gender and Race

Gender

There are 24.3% males and 75.7% females in my sample. Generally, the females make up the largest population of the teaching force. The males account for the smallest portion of the profession. This is a normal breakdown of gender distribution of educators in the teaching profession in South Africa.

Race

There are 18.8% Africans, 80.7% Indians and 0.6 % Coloureds. The Indians make up the largest percentage of educators while the Coloureds make up the smallest percentage of educators in the Verulam Circuit. The percentage of Coloureds was extremely small (1 participant) and was not considered as part of the main study. The decrease in the percentage of Africans was as a result of the non-participation of some of the schools. This is beyond the control of the researcher. Any attempts to increase the number of African educators from another Circuit would have affected the methodology. However, many attempts were made by the researcher to ensure that all schools participated in the research.

Gender and Race

There are only 9.1% of African males as compared to 90.1% of Indian males. On the other hand, there are 21.9% of African females as compared to 77.4% of Indian females. The lowest number/percentage (n=4; 9.1%) of educators were the African males. The highest number (n=106) of educators were the Indian females.

3.7.5 The Distribution of educators in terms of Age

Table 3.7 describes the sample in terms of educators in the different age groups.

Age	Frequency	Valid Percentage
21-30	21	11.6%
31-40	81	44.8%
41-50	60	33.1%
51-60	16	8.8%
61-70	3	1.7%
Total	181	100%

Table 3.7: Distribution of educators in terms of Age

There are 11.6 %; 44.8%; 33.1% and 10.5% of educators in the 21-30; 31-40; 41-50 and 51-70 age categories respectively. This implies that there are fewer novice (21-30) and very experienced educators (61-70) in the Verulam Circuit as compared to the middle-career teachers (31-50). The majority of educators (78%) fall within the 31-50 age groups.

***Reasons for the choice of age groupings**

It is absolutely important to become aware of the complexities surrounding the nature of teachers' professional development in respect of why do teachers think and develop the way they do. The teachers are at various stages of their career and I believe that they behave, think and develop differently at different age groups. However, I do fully understand that this may not be a straight forward linear way of categorising the educators according to age. Finally, the data findings will eventually provide in a detailed way how and why educators developed they way they did according to the different age groups, therefore, the reasons for the initial choice of the various age groups are as follows:

- The 21-30 age group hopes to capture the experiences of the early entry stage of novice educators. These educators try to fit into their new school context and become acquainted with the various stakeholders viz. the learners, other teachers, parents, school management members and the School Governing Board Members so that they are able to gain confidence in dealing with everyday classroom complexities.
- The 31-40 age group hopes to capture the experiences of educators who are generally seeking to build up their competencies and improve their teaching abilities during this phase of their teaching career. These educators generally try to expand their teaching knowledge by working as a team, they try out new teaching strategies or ideas and they create learning materials for active learner participation. This can be seen as a period of challenge and of wanting the best for their learners.
- The 41-50 age group hopes to capture the teachers who gained a good reservoir of teaching knowledge, teaching skills and different strategies to take care of the dilemmas of the classroom. This is also a period of questioning. Why am I in this profession? Generally, teachers at this age group feel that they are overburdened with several duties and experience teacher burnout.

- The 51-70 age group hopes to capture the educators' development at a level of stability in their job. At this stage the educators are perceived as no longer interested "in burning the midnight oil". Teachers at this stage are generally disinterested in finding new ways for personal and Professional Development. This period also signals the thoughts of teachers wanting to leave the profession.

*Distribution of educators in terms of Age by Race

Table 3.8 describes the sample in terms of age and race:

Age Categories	Race						Total	%
	African	%	Indian	%	Coloured	%		
21-30	6	17.6	15	10.2			21	11.6%
31-40	20	58.8	61	41.8			81	44%
41-50	6	17.6	53	36.3	1	100	60	33.1%
51-60			16	11			16	8.8%
61-70	2	5.9	1	0.7			3	1.7%
Total	34	100%	146	100%	1	100%	181	100%

Table 3.8: Distribution of educators in terms of Age and race

The highest percentage (58.8%) of the Africans fell within the 31-40 age category. The lowest percentage (5.9%) of the Africans fell into the 61-70 age category. There were no African educators in the 51-60 age category. The number of educators were evenly distributed (17.6%) for both the 21-30 and 41-50 age categories.

Similarly, the highest percentage (41.8%) of the Indians fell within the 31-40 age category. The lowest percentage (0.7%) of the Indians fell into the 61-70 age category. However, there was a higher percentage (36.3%) of the Indian educators in the 41-50 age category as compared to 10.2% and 0.7% in the 21-30 and 61-70 age categories respectively.

***Distribution of educators in terms of Age by Gender**

Table 3.9 describes the sample in terms of age and gender:

Age	Gender				Totals	%
	Males	%	Females	%		
21-30	6	13.6	15	10.9	21	11.6%
31-40	15	34.1	66	48.2	81	44.8%
41-50	20	45.5	40	29.2	60	33.1%
51-60	3	6.8	13	9.5	16	8.8%
61-70			3	2.2	3	1.7%
Total	44	100%	137	100%	181	100%

Table 3.9: Distribution of educators in terms of age by gender

The largest percentage of the males (45.5%) fell within the 41-50 age category. The lowest percentage of the males (6.8%) fell within the (51-60) age category. There were no males in the 61-70 age category. On the other hand, the highest percentage of females (48.2%) fell within the 31-40 age category unlike the males who fell in the 41-50 age category. The lowest percentage of females (2.2%) fell in the 61-70 age category unlike the males who fell in the 51-60 age category.

3.7.6 The sub-sample for my semi-structured interviews

I had discussed my sub-sample with many of my Education Faculty lecturers, lecturers from the Statistics Department and Statisticians from the University Administration. I realised that this issue of sample size is highly complex and is worthy of a separate thesis on its own. Not-forgetting that the sample is absolutely important, I decided to choose a sub-sample for my interviews that best depicts and is truly representative of the main sample. I used **the stratified random sampling** to arrive at my selected sub-sample for interviews.

Cohen and Manion (1995) defined stratified sampling as “dividing the population into homogeneous groups, each containing subjects with similar characteristics” (p.87). After the questionnaires had been stratified into the three strata, I used the technique of **“simple random sampling.”** Anderson (1993) states that in simple random sampling the respondent has an equal

chance of being selected for the research study. Tuckman (1988) argues that “while randomness is the key to overcoming selection bias in sampling, stratification adds precision in insuring that the sample contains the same proportional distribution of respondents on selected parameters as the population” (p.230).

***Outlining the big picture for the choice of interviewees**

Firstly, I carefully categorised all 150 survey questionnaires according to three strata which were the lens through which I was conducting my research study. viz.:

- gender,
- different categories of ages of the teachers,
- and the race of the teachers.

There were 18 questionnaires in 21-30 age group; 72 questionnaires in the 31-40 age group; 46 questionnaires in the 41-50 age group; 12 questionnaires in the 51-60 age group and 2 questionnaires in the 61-70 age group. There were 6 questionnaires that had missing items. I examined each age category and separated the responses into race i.e. Indians and Africans. Thereafter, within each race category I further separated the questionnaires into gender i.e. males and females. This amounted to four sets of responses within each age category namely Indian Male, Indian Female, African Male and African Female. This gave me a comprehensive picture of my sample for my interview. A proportionate number of respondents to be consulted for each age, gender and race variables were guided by the sample size. A stratified random sampling was completed in table 3.10 on page 101:



Age Groups	No of Indian Male Respondents	S	No of Indian Female Respondents	S	No of African Male Respondents	S	No of African Female Respondents	S	Total Responses	Sample Required (S)
21-30	1	0.1	10	1.1	4	0.4	3	0.3	18	2
31-40	12	1.2	43	4.2	-	-	17	1.6	72	7
41-50	17	1.8	26	2.8	-	-	3	0.3	46	5
51-60	2	0.2	9	0.8	-	-	1	0.1	12	1
61-70			1				1		2	0
Grand Totals	32	3	89	9	4	1	25	2	150	15

NB. 1. "S" denotes sample required.

2. Six respondents had missing items.

Table 3.10: The choice of interviewees

I decided to choose 10% of 150 respondents of my questionnaires to arrive at my sub-sample for the interviews. This resulted in 15 interviewees to be included as a second level of data collection. I then worked out the proportionate percentages in relation to each age category.

Step One

The 15 interviewees were proportionately distributed to the various age groups according to the calculations below:

- Age Category: 21-30: $18 \div 150 \times 15 = 1.8 = 2$ interviewees required
- Age Category: 31-40: $72 \div 150 \times 15 = 7.2 = 7$ interviewees required
- Age Category: 41-50: $46 \div 150 \times 15 = 4.6 = 5$ interviewees required
- Age Category: 51-60: $12 \div 150 \times 15 = 1.2 = 1$ interviewee required
- Age Category: 61-70: $2 \div 150 \times 15 = 0.2 = 0$ interviewee required

Step Two

Choosing interviewees within each age category

Taking the age category “31-40” having the highest interviewees required as an example:

The 72 respondents were separated into four sets namely 12 Indian Males, 43 Indian Females, 0 African males and 17 African females. The proportionate number of interviewees for each set was calculated as follows:

Indian Male

➤ $12 \div 72 \times 7 = 1.2$

One respondent required

Indian Female

➤ $43 \div 72 \times 7 = 4.2$

Four respondents required

African Male

➤ $0 \div 72 \times 7 = 0$

Zero respondents required

African Female

➤ $17 \div 72 \times 7 = 1.6$

Two respondents required

Likewise this was done for each of the other age categories and the number of interviewees required for the research study are outlined in the table above. This was one of the most difficult tasks of my research study.

After calculating the number of interviewees required in each set, I randomly selected from the Indian Male, Indian Female, African Male and African Female in line with how many interviewees I needed.

***Gaining access to respondents for interviews**

I realised that gaining access was one of the most important issues involved before interviewing. It was very difficult to gain access to the various interviewees. I made several calls to schools trying to obtain addresses and telephone numbers of the randomly chosen respondents. At first many educators showed a negative attitude either towards me as a researcher or this was the general apathy of many educators in the profession. Finding respondents and convincing them to agree to be interviewed was a serious problem. During my research I found that teachers were most reluctant. Nevertheless, I made more than seven telephone calls each to secure an interview with some of the respondents. This was compounded by some of the personal problems of the respondents, their busy lifestyles and apathy displayed. As a result I had to reschedule my interviews several times. While trying to secure the interview date, some of my respondents were scared of taped interviews. I re-assured them that all responses will be used in strict confidence and that no names will be revealed. I also made it known to my respondents that taped interviews will obviate writing during the interview process which in many cases caused distraction.

Most importantly, I explained to my respondents that their efforts and responses would be beneficial to the majority of teachers in respect of making a contribution towards Teacher Professional Development. Surprisingly, many of the respondents acknowledged that teachers are silent about how they teach in the classroom and that it was time that “how teachers engaged in their Classroom Practice” needed to be shared with other educators. My careful and reassuring

communication with the interviewees gave them the courage of agreeing to an interview. Finally, I secured 15 of my interviewees.

3.8 Data Analysis

3.8.1 Questionnaires

The questionnaire was carefully designed to elicit both quantitative and qualitative data on the Developmental Appraisal Policy. The data obtained from my questionnaires was carefully analysed both quantitatively and qualitatively. The SPSS Program (Statistical Package for the Social Sciences) was used to thoroughly analyse the quantitative data from the questionnaires. The data from the questionnaires were coded and entered into the SPSS programme.

The purpose of the quantitative analysis was to summarise all the data in such a manner that they yielded answers to my critical questions. The analysis stage is one of the most important stages in the research design. Therefore, I carefully thought about the various statistical measures to best engage and interrogate my data and uncover deeper findings. I included a brief explanation of the various statistical measures so that my readers especially teachers who don't have a good background in statistics would be able to read and understand the research findings. The following statistical measures were used:

3.8.1.1 Factor Analysis

I used factor analysis because I believe it is of considerable value in reducing the variables (in the 3 aspects, viz. intentions, implementation and influencing Teaching Practice) into categories, components or factors.

Burns (2000) highlights that factor analysis is “ a very popular and frequently used way of reducing a plethora of variables to a few factors; by grouping variables that are moderately or highly correlated with each other together to form a factor” (p.272). Dyer (1979) argues that factor analysis is a more complex and sophisticated method of data analysis by specially using the data-analytic technique of Factor Analysis. He defines factor analysis “as a broad category of techniques that examines the patterns of association within a set of variables to determine whether the total number of variables can be reduced to a smaller number called – Factors” (p.380).

Kline (1994) argues for the importance of factor analysis. He emphasised that factor analysis has data reduction capability. He further added that the factor analysis technique allow researchers to ascertain some pattern of relationship so that the data set may be reduced or rearranged to a smaller discrete set of factors or components. Factor analysis is a widely used technique in data analysis.

3.8.1.2 Means

I used the mean because it is the most useful statistical measure. I believe that it provides a description of the sample in terms of the average score attained. It is also a platform for which many other important measures are calculated. The mean is generally known as the best measure of central tendency. One advantage of using the mean in research is that it is more stable. The mean is the average value of the variables calculated across all cases. The primary statistics measure used to determine whether or not the means from two different groups or samples are different beyond what would be expected due to sample to sample or group to group variation is called t-test.

3.8.1.3 T-test

I used the t-test to compare and determine differences between two groups (such as males and females, Africans and Indians).

3.8.1.4 Statistical Significance

Statistical Significance is usually reported at one of the various levels of confidence. The significance of my study is set at the 5% level ($p < 0.05$). This means that the differences found between the groups (such as males, females and Indians, Africans) would occur in 95 out of 100 repetition. If $p < 0.05$ then it indicates a **positive significant difference** between the variables.

For example, Table 3.11 indicates that the p- value is **0.023*** ($p < 0.05$). This indicates that there is a **positively significant difference** in the attitude of males and females in respect of how the Developmental Appraisal Policy influenced their Teaching Practice.

Policy influence on Teaching Practice: Gender	t-test for Equality of means		
	T	Df	p- value sig.(2-tailed)
	2.324	77.660	<u>.023*</u>

*p < 0.05

Table 3.11: Overall gender Perspective (p-value): Policy influence on Teaching Practice (Example)

3.8.1.5 Anova

I used the Anova to compare and determine differences between three and more groups (such as the different between teachers in the various age groups viz. 21-30, 31-40, 41-50, 51-60, 61-70).

3.8.1.6 Correlation

Best and Khan (1986) argues that the most often used and most precise coefficient of correlation is the Pearson product-moment coefficient(r). I used the concept of the correlation to express the degree of similarity or differences between how the educators perceived the intentions of the Developmental Appraisal Policy, how the policy was implemented within schools and its influence on teachers' Teaching Practice.

The degree of relationship (in the same or opposite direction) may be measured and represented by the coefficient of correlation. Correlation coefficients range from –1 to +1. A perfect positive correlation is +1 and a perfect negative correlation is –1 while a completely lack of relationship is zero (0). Coefficient of correlation are usually interpreted with reference to their statistical significance. I used the following ranges as a guide to explain the various degrees of correlation:

➤ **Correlations ranging from 0.20 to 0.35**

A correlation at this range shows a very slight relationship between the variables. Although the relationship may be significant, it has very limited meaning for predictions.

➤ **Correlations ranging from 0.35 to 0.65**

A correlation at this range shows a slight relationship between the variables. Even though the relationship may be significant, it may not be powerful if it is used singly to make predictions.

➤ **Correlations ranging from 0.65 to 0.85**

A correlation at this range shows that there is a strong relationship between the two variables correlated. It also makes it possible for the researcher to make predictions which are more accurate.

➤ **Correlations over 0.85**

A correlation at this range shows that there is a very strong relationship between the two variables correlated. From this correlation, useful predictions can be safely made for both individuals and groups.

3.8.1.7 Valid Frequency counts

I also used valid frequency counts to provide an indepth and fine-grained analysis of how educators perceived the intentions of the Developmental Appraisal Policy, how the policy was implemented within schools and its contribution or impact on teachers’ Teaching Practice.

3.8.1.8 Analysis of “open-ended” questions in the questionnaire

I believe that there are no formal or rigid ways of analysing qualitative data in a questionnaire. The responses from the “open-ended” questions are integrated in the combined analysis (quantitative and qualitative) in chapter 4. In my research, analysing the qualitative data of the questionnaire involved the following processes:

- The qualitative data from the questionnaire were analysed manually. It was a process of bringing order to my data set, organising the data into carefully chosen categories or patterns. In the first step, the biographical details of all the questionnaire were read and were then separated according to the first variable – Gender (male and female responses). The male responses were categorised as category one and the female responses were categorised as category two as illustrated in table 3.12

GENDER	Categories
MALES	1
FEMALES	2

Table 3.12: Gender categories

- In each category the responses were carefully analysed and similar patterns and themes were detected in three aspects viz. policy intentions, policy implementation and policy influence on Teaching Practice. The patterns and themes were interpreted in a meaningful way which gave more significance to the data analysis process.
- Once meanings had been attached to the various patterns and theme, I then made judgements and assigned values to what has been analysed and interpreted the data in relation to my questionnaire.

Similarly, all the questionnaires were once again separated into the second variable - Age viz. 21-30; 31-40; 41-50; 51-60 and 61-70. The responses from the age groups 21-30 to 61-70 were categorised from three to seven as indicated in table 3.13 below. The same procedure of detecting patterns & themes and finding meanings were followed in three aspects viz. policy intentions, policy implementation and policy influence on Teaching Practice. The data in each age group were analysed and interpreted in relation to my questionnaire.

Different Age Groups	Categories
Age (21-30)	3
Age (31-40)	4
Age (41-50)	5
Age (51-60)	6
Age (61-70)	7

Table 3.13: Different age group categories

Thereafter, the same procedure was applied to the third variable – Race (Indian and African) as depicted in table3.14. Indians were categorised as eight and Africans were categorised as nine.

RACE	
INDIANS	CATEGORY 8
AFRICANS	CATEGORY 9

Table 3.14: Race categories

3.8.2 Interviews

All 15 transcripts were carefully transcribed and then separated according to gender, age and race responses as indicated below:

➤ Gender Analysis

There were 4 males and 11 female transcripts. Under each gender category three aspects were analysed namely, intentions of the policy, how the policy was implemented at school level and its influence on Teaching Practice. Within each aspect common themes & patterns were detected, differences in opinions and suggestions for alternate practice were also noted. The data for each category was re-presented in detail as an organising framework as indicated in table 3.15

15 GENDER TRANSCRIPTS		
4 MALES		11 FEMALES
Three aspects		Three aspects
1. Intentions of policy	↔	1. Intentions of policy
2. Implementation of policy	↔	2. Implementation of policy
3. Influence on teaching practice	↔	3. Influence on teaching practice

Table 3.15: Sample of gender transcripts

Thereafter, each aspect of both the categories (male and female) was compared to explain and justify the findings of the quantitative data. (Refer to Chapter 4). The depth and detail of the analysis had been promoted through the use of direct quotations of the teachers in the three aspects. Similarly, the analysis of the responses of teachers from the various age groups and race groups had been completed.

3.9 Linking Quantitative and Qualitative Data

I considered **four** important questions in my research study:

1. What kinds of methods are relevant to my topic?
2. What kinds of data set do I need to best answer my critical questions?
3. How can the various methods be best used?
4. How can the data sets be best analysed, interpreted and evaluated?

I decided to collect, discuss and analyse the quantitative method separately and then integrate it with the qualitative data set (Chapter 4) to show the richness in each method. I believe that both the quantitative and qualitative approaches are powerful in themselves. Furthermore, both quantitative and qualitative research represents two distinct approaches to social research. Each of the two approaches have a variety of methods of data collection. For the quantitative approach I used survey questionnaires and for the qualitative approach I used semi-structured interviews. I decided to linking the quantitative data and qualitative data (interviews + open-ended questions from the questionnaires) in chapter 4.

The quantitative methodology (questionnaires) is a much more predetermined and fine-tuned research tool which seeks to capture an overview perspective of the situation at hand. Patton (1980) defines quantitative measures as “succinct, parsimonious and easily aggregated for analysis” (p.28). He further states that quantitative data are “systematic, standardised and easily presented in a short time” (ibid.).

I believe that the qualitative methodology (interviewing) is flexible and calls for complex, indepth and discursive answers from respondents. Bullock, Little and Millham (1992) views qualitative methods as “an intensive or micro-perspective which relies on evidence gleaned from individuals or a situation” (p.85). He argues that one way of integrating both quantitative and qualitative approaches in social policy research is using the indepth qualitative findings to explain or justify the findings of the quantitative research method. Patton (1980) also argues that “qualitative data consist of detailed descriptions of situations, events, people, interactions and observed behaviours; direct quotations from people about their experiences, attitudes and thoughts” (p.22). He argues further by explaining that qualitative approach seeks to capture the indepth and detail experiences as well as personal voices of respondents of what they have to say

about a particular situation. Depth and detail emerge through the careful choice of certain direct quotations.

Thus, by using both the quantitative and the qualitative methods in an integrated fashion is an extremely powerful way of conducting research. However, I had to engage in a balancing of the use of both the methods due to pragmatic considerations. My method of linking the different data set concurs with Brannen (1992) by arguing that the different methods can be combined or integrated in one research study. He further argues that integration can be made interesting with the linkage occurring in a certain stage, for example at the analysis or write up stage.

It is extremely important to note that while it may be an advantage to encourage researchers to make use of a repertoire of research methods, it is equally important to take cognisance that certain kinds of methods that are appropriate for particular research problems while other may not be suitable. Thus, careful consideration must be given in respect of how different research techniques are used alongside each other to obtain different data sets. In my research a variety of data collection methods was used to yield different kinds of data sets. The data presented in the **written form** for example, the responses from the questionnaires are responses of teachers “of what they publicly espouse” i.e. away from their Teaching Practice. On the other hand, the data presented in the **verbal form** for example, the responses from the semi-structured interviews are responses of teachers “of what they personally experience” about their teaching.

3.10 Conclusion

In chapter three, I presented a detailed description of how I plotted my methodological course. My **central focus** was on the following aspects: data collection instruments, sample population and data analysis. The two data collection instruments have been appropriately chosen for this study namely, survey questionnaire and interview schedule. I am confident that both these instruments have been thoroughly planned and validated to elicit data on my critical questions.

I believe that the sample population can only make sense in relation to its target population. Thus, I have described both my target population and my sample population in great depth.

I provided an explanation of the different analysis techniques which will be used to analyse, interpret and read meanings into my data. I motivated as to why I combined the quantitative and

qualitative data. The results from the qualitative will be validated against the quantitative data. By doing this, it enhances the validity of the results of my research. I am positive that my methodology chapter has prepared a good foundation for the data collection and analysis in chapter 4 and appendix 4.

4.1 Introduction

This chapter proposes to **LINK** data from the **SURVEY QUESTIONNAIRE** and **INTERVIEW SCHEDULE**. Table 4.1 provides an overview of the structure of this chapter. A synthesis of the emerging issues and key constructs from both the data sets will be presented in chapter 5.

In fact my appendix four was once a separate quantitative chapter and I believe it could still be read as a separate chapter. Nevertheless, I will be drawing from it especially during the integration of quantitative and qualitative data. Appendix 4 will, nevertheless, form an important part for future research. I am keeping it as a comprehensive document for future researchers attempting to develop rigour of research especially in the analysis of the data using the various statistical tests. The reasoning for the movement of this “chapter” now referred to as appendix 4 is to elevate and give prominence to the **integration of the quantitative and qualitative data**.

The presentation in this chapter will involve the following format:

- Chapter 4 integrates the **voices of teachers** with **quantitative data** and would be analysed in the following areas namely: **gender, attitudes of the different age and race groups**.
- The data will be presented in three broad categories viz. Policy Intentions, Policy Implementation and Policy Influence on Teaching Practice.
- Each category will integrate the qualitative & quantitative responses from the survey questionnaire and interview schedule.
- I found that teachers were hesitant to make public their teaching practice. They provided several reason such as “I’m extremely busy”, “I’m not available”, “I’m scared”, “I’ll contact you when I’m ready”, “what’s this all about”, “you need to get my principal’s permission”, “I’m not interested in this” and “I haven’t done this before”. Nevertheless, I had decided to make public the **voices of teachers**, also maintaining **anonymity and confidentiality of individuals**. The **extremely rich**

data is representative of the **actual narration of teachers**. This had been done to **make explicit the voices of teachers engaging with their practice**.

This chapter proposes to link the Quantitative Data and Qualitative Data

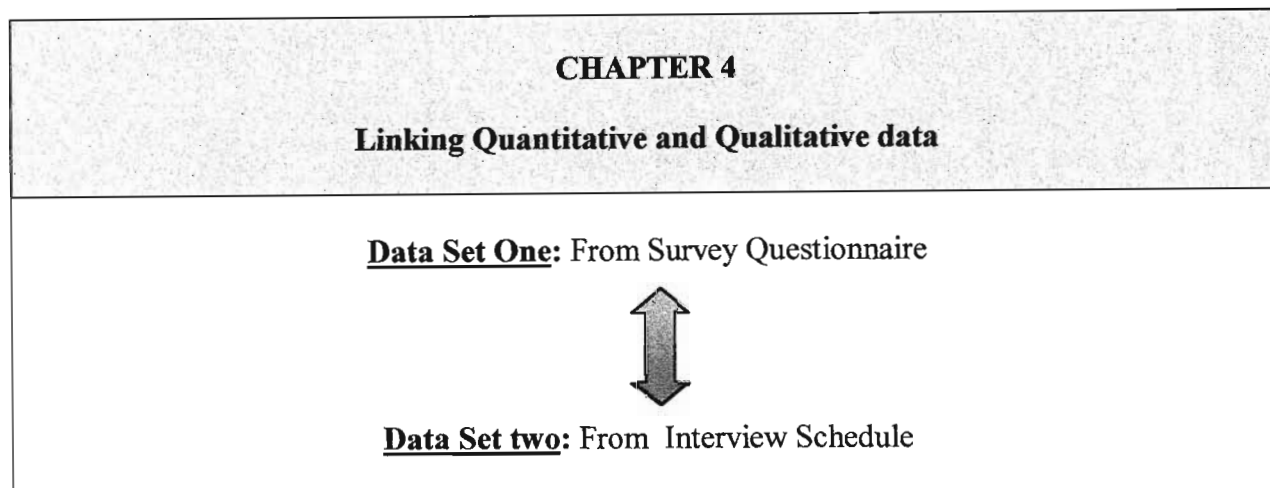


Table 4.1: Overview of Chapter 4

4.2 Linking Quantitative & Qualitative Analysis by Gender

4.2.1 The Intentions of the Developmental Appraisal Policy

There were no significant differences ($p > 0.05$) in the overall perspective in the extent to which males and females perceived all the intentions of the Developmental Appraisal Policy. However, the survey data revealed that a significantly large percentage (86.1%) of the males claimed the most important intentions of the appraisal policy were to “identify the needs of educators” and “also bring about individual professional development”. The majority of males (80.6%) also believed that another important intention of the appraisal policy is to “improve the teaching ability of educators”. The males perceived the intentions of the appraisal policy as more **specific** in terms of addressing the **needs of individual teachers** which ultimately resulted in **individual Teacher Development**. Teachers when interviewed, claimed that the main intentions of the policy were for personal and professional development of educators. The policy aimed at identifying teachers’ weaknesses and strengths, thus providing them with professional growth. The teachers also believed that the policy was a measure of accountability to parents and the department.

The male teachers had mixed feelings about the potential influence of the appraisal policy on teaching practice. Some of them believed that the appraisal policy could be realised in their schools. They believed that teachers are able to conduct the appraisal process and Teacher Development could be achieved through the process of sharing. However, others were sceptical. They believed the policy could not be realised because of the lack of manpower. They stated that it was impossible to send a panel to evaluate another teacher since there was tremendous chaos amongst learners during the appraisal process. One of the teachers also explained that the intentions of the policy couldn't be achieved because of the lack of financial resources. He highlighted the following:

If one looks at the Professional Growth Plan (PGP), it is an acceptable phenomenon/process that is taking place in all schools. The PGP is used to upgrade educators because teachers' growth have been identified at a certain stage. If one wants to improve that stage, this will most definitely bear on the financial resources of the Department. The appraiser cannot suggest the need for certain skills development because the educator would say that he/she does not have the necessary financial resources. Therefore, the Department has to look at the issue of improving financial resources.

On the other hand, the females had a different perception of the intentions of the appraisal policy. The majority of females (86.9%) claimed that encouraging teachers to "assist each other in their teaching" was the top priority of the appraisal policy. A very large percentage (85.3%) of females also claimed that "sharing of professional expertise, ideas and knowledge" was an equally important intention of the appraisal policy. It is important to note that the females claimed that the most important intentions of the appraisal policy were "encouraging teachers to assist each other in their teaching and sharing of professional expertise, ideas and knowledge". This clearly signalled that the females' perception of the policy was one of developing teamwork and building a collaborative community of teachers. They believed that the idea of teamwork and collaboration are the core intentions of the appraisal policy.

In comparison to the males, the female teachers were more **optimistic** and positive about the intentions of the policy. They believed that the policy could be realised within their schools. They claimed that the Developmental Appraisal Policy has worked well in their school. Currently, they were engaging in teamwork and were benefiting tremendously from this activity. The female

teachers urged the management and staff to work collaboratively and expressed the need to be positive towards the appraisal system for it to be a success.

Table 4.9 (Appendix 4) indicated that both the males and females, perceived the following were not the intentions of the appraisal policy viz. to control teachers' professional conduct, to find faults and weaknesses in their teaching and to sift competent from incompetent teachers. The teachers believed that these variables were "judgemental in nature". The males and females accepted that the appraisal policy was a developmental process rather than finding faults in the teacher's performance in the classroom. Generally, all the teachers had a positive perception of the policy.

4.2.2 The Implementation of the Development Appraisal Policy

The data from Appendix 4, table 4.10 indicated that there were no significant differences between the males and females in respect of how the Staff Development Team implemented the appraisal process. Between 76% to 87% of males and females claimed that they **experienced no problems** during the initial launch of the policy (refer to Appendix 4, table 4.14). This data can be substantiated by the fact that all the males and females reported that the policy was introduced well amongst the staff, panels were formed properly and appraisal meetings and workshops were successfully conducted. Teachers reported that they have come to understand the expectations of the policy via their unions, district workshops and through circulars from the Department of Education. The content of the policy was cascaded to the staff by their principals. As the first procedure, the management and staff collectively and democratically elected a Staff Development Team (SDT). Then the educators chose their own panels. They then developed personal profiles of teachers in which they had personal details viz. name, persal number, qualifications etc. Thereafter, teachers set dates and time-frames for their appraisal. It is clear that the technical aspects of the policy were excellently undertaken. This revealed that teachers are seen as implementing official policy, yet the actual implementation process was fraught with problems.

It is also clear from what teachers reported, that the overall technical aspects of the appraisal policy were implemented well. Survey data also confirmed that the overwhelming majority of female teachers (87.1%) and (76.3%) male teachers believed that the policy was introduced well within their schools. It is clearly evident that the Staff Development Team had performed

their initial technical responsibility with diligence. However, the opposite was true for the actual process of implementation. Factor 2 represents the various stages of the actual implementation process i.e. peer appraisal, panel appraisal, developing the Professional Growth Plan and the writing of the final appraisal report. Factor 2 i.e. the actual process of implementation will be discussed in more detail.

➤ **Factor 2: Actual process of implementation**

The actual process of implementing the developmental appraisal policy was problematic. Both the males as well as females (refer to Appendix 4, ranked table 4.14) clearly indicated that they experienced several implementation problems in areas of peer appraisal, panel appraisal, the Professional Growth Plan and the writing up of the appraisal report.

• **Peer appraisal**

The females (51.7%) claimed that their engagement with their peers have added value towards improving their Teaching Practice. They also reported that peer appraisal was conducted well in their schools. The peers collected their books and learner portfolios for evaluation and were satisfied with their ratings. This is evident from the comment made by one of the teachers:

We felt that peer appraisal was OK! My appraisers made suggestions on what they evaluated and I am happy with this because they are keeping us up to date with our records. I felt that their suggestions helped me a lot. I am prepared to accept my peers suggestions because I want to develop and be the best teacher.

This points to the fact that female teachers have more preference to peer appraisal and peers checking their books than males and they also acknowledge its positive influence on Teaching Practice. On the other hand, only 44.1% of the males claimed that engaging with peer appraisal had influenced their Teaching Practice. The male teachers reported that this process was very subjective since friends were appraising friends and eventually their appraisal ratings were very high.

Panel appraisal

A large majority (77.8%) of the males and (84.6%) females claimed that panels were well formed at the initial stage. However, a low percentage of males (41.7%) and females (45.6%) claimed that they received support from their panel members during the implementation stage of the

appraisal policy. Generally the teachers' reported that they received poor support from their panels which had a corresponding poor influence on their Teaching Practice. The completion of panel appraisal was very time consuming. The panel members rushed the process because they had to keep to unrealistic time-frames. This claim can be further substantiated by the fact that 44.1% of the males and 48.9% of the females ranked "engaging with feedback from panel members" as 7th out of 10 activities that caused a positive shift towards teaching practice. Both the males and females reported that there was lack of time in conducting panel appraisal and the process was very subjective. Since peers (colleagues) are chosen on panels, friends favoured each another and nepotism crept in. The panel approach was not workable since it was extremely time consuming to complete all the meetings. Some teachers were overburdened on many panels as indicated below:

The choice of members on the panel are influenced over the years by their likes & dislikes of one another. In my school I am overburdened by being on 7 panels. It was difficult for me to come to grips with each and every educator. Time-frames will never be met.

- **Professional Growth Plan**

A low percentage of both the male (33.3%) and (33.9%) female teachers claimed that the Professional Growth Plan (PGP) was implemented well within their schools. They stated that the PGP was done once a year where the teachers' development plan was designed. The plan included the main objectives, resources needed to improve the teacher and the key performance indicators to show evidence of improved Teaching Practice. Teachers stated that the PGP didn't serve its intended purpose. One of the teachers gave an example of how his PGP was completed. His panel members merely wanted "something" to be filled in the PGP. They asked the teacher to work on his presentation but he thought that his presentation was excellently done. His panel simply wanted to fill in the form so that it was complete and that there was "something" written down as follow-up activity. The teacher felt this was ridiculous since he was an experienced teacher and had been teaching for 21 years. Another teacher also pointed out that implementing the PGP resulted in financial constraints and it lacked clarity on who will actually develop the teacher as indicated below:

The Professional Growth Plan cannot be implemented at my school because it requires financial resources to be provided by the Department for the professional development of the educator. At the moment the PGP is very vague because the question arises,

“who’s going to develop the teacher?” Are we going to ask the teacher to develop himself using the PGP? The Department stipulates that we require some kind of growth plan. What may work in a rural school is far different from what is working in a private school or maybe a public school. So at which level do we take the educator to?

- **The writing of the final appraisal report**

A small percentage of male (30.5%) and (29.7%) female teachers claimed that the final appraisal report was poorly undertaken. Both the males and females found it very difficult to write the appraisal report due to its complexity. Furthermore, filling in the various forms and report writing were not discussed thoroughly with all the teachers.

4.2.3 The Influence of the Development Appraisal Policy

There was a positive significant difference in the attitude of males and females since the p-value is 0.023 ($p < 0.5$) in respect of how the development appraisal policy influenced their Teaching Practice (refer to Appendix 4, table 4.15). The females also indicated a lower mean value (20.77) as compared to males with a higher mean value (25.75), refer to Appendix 4, table 4.16. This overall perception indicates that females are more positively inclined towards improvement in their Teaching Practice, than males. The male teachers reported that the Developmental Appraisal Policy had no impact on the planning of their work. On the other hand, the female teachers claimed that the introduction and experience of the appraisal policy had caused little contribution towards a better understanding of their Classroom Practice. However, both male and female teachers called for regular self-appraisal. Self-appraisal, sharing of resources and sharing of assessment techniques had a positive influence on Teaching Practice.

- **Self appraisal**

The survey data revealed that a higher percentage of males than females have benefited from engaging with self-appraisal activities. A lower percentage (51.4%) of the males as compared to (58.6%) the females claimed that the filling in of the self-appraisal form was implemented well but was done once a year. They reported that the process was insufficient and that reflection should be an ongoing process. One of the female teachers made an important point that the self-appraisal form would be useless if teachers are not going to improve their weaknesses and develop their strengths. She stressed that filling in the form was not important but rather the

support provided was vital. What is surprising is that a higher percentage (67.6%) of males indicated that self-appraisal had influenced their Teaching Practice as compared to (57.2%) the females.

When interviewed all the male and female teachers strongly expressed that engaging in self-appraisal signaled a powerful means of improving their roles and Teaching Practice. The teachers stated that by engaging in self-appraisal activities, it had improved their role towards their learners and their role within the wider society. The males performed many roles towards their learners such as facilitator, role model, father, guidance counsellor, friend, guru, doctor, lawyer, detective, policeman and disciplinarian. Serving as a father was the strongest role played by the male teachers. There was a difference with the role played by the female teachers. All the females had a strong sense of serving the “mother-teacher-parent role”. They showed greater love and affection for their children. They felt responsible for their children’s education and believed that children looked upon them as a “motherly figure”. Unlike male teachers, all the female teachers excellently showed a different concern for the learners. One of the females highlighted her role in the following extract:

....then when a child is hurt in my class or crying for something, I have to wipe his tears. If he loses his pencil, then I have to investigate and find that pencil for him because he is very unhappy. When he has extra spending money and he doesn't know what to buy in the tuckshop, then I am responsible to go and get that for the child and make sure that he gets the correct change. I feel I have many roles to play. When he brings his school fees, I got to make that receipt and ensure it is in his bag. We play a number of roles and we are really privileged to be in this profession.

It was evident that both the males and the females claimed that the perception of their roles have changed as a consequence of engaging in self-appraisal activities. All the teachers believed that their role had been extended beyond their Classroom Practice. It was interesting to note that all the male and female teachers engaged in self-reflection at a “social-justice” and “moral level”. They realised that it was absolutely important to develop learners into “worthwhile citizens”. The teachers always tried to educate their learners so that they are able to make decisions, choices and be able to play a meaningful role in a wider society. One teacher stated:

My role is to develop and educate the child and prepare them for the future as responsible citizens i.e. developing pupils with responsibility, knowledge, respect and ultimately make them dignified citizens.

Another teacher provided an interesting account of her role in preparing her learners for adulthood:

I counselled a number of learners on parental divorce, smoking, drug abuse, stealing and sex. Apart from teaching them the content of the subject, I want my learners to lead a clean life in society. Many of our African learners are victims of abuse because of their situation. I make sure I teach my children how to make decisions in life because when they are adults, they must be able to make the correct decisions for themselves.

It is clear that both the male and female teachers engaged in self-appraisal activities and were able to link the purpose of their practice to the social-justice, moral and ethical values.

It was clearly evident from the interview data that almost all the females have engaged in self-appraisal in some written format while the male teachers had not engaged in such a practice. There were interesting ways in which these teachers have recorded their self-reflections which ranged from recordings on the desk calendar, remedial book and a personal diary. Teachers recorded information while they were teaching a lesson, if there were concerns and matters that needed attention or after marking learners' books. One of the teachers stressed the value of writing on a desk calendar:

....now what I do is that I record it on my desk calendar. So when I am planning my lesson for the next day my desk calendar is just there in front of me. Immediately I can see on that date what I need to consider in my planning. My planning on the desk calendar helps me because the areas that are repeated, I will attend to immediately. All JP staff members record information on a desk calendar and we share it with each other.

The teachers also claimed that records of pupils' issues, written "somewhere" proved to be very useful. It was evident that the written reflections of the female teachers focused on issues particularly of "classroom-lesson" problems. This form of written reflection acted as a scaffold to better planning and preparations of their daily lessons as indicated below:

Well, I have a REMEDIAL BOOK for my personal use (My teaching diary), where I record these things, like those sections which were not well understood or if pupils didn't perform well. I record their names and the concept that was not well understood. Whenever I feel that there is a need, I record. When I am planning I prepare for those sections. Like yesterday there were about 12 children who didn't understand doubling. So I had to prepare a separate lesson for them the next day.

- **Sharing of resources**

Both, the majority of males (70%) and females (68%) have claimed that sharing their resources had made the most positive difference in their Teaching Practice. All the male teachers reported that they engaged in sharing of resources with other educators throughout their teaching career and it was not since the introduction of appraisal policy. They believed that whatever knowledge they have acquired over the years must be shared with the younger and inexperienced teachers. They believed that sharing was an extremely important activity. They shared resources because it ultimately benefited the learners. The females on the other hand, claimed that they have engaged with this activity long before the introduction of the policy. However, they were sharing more resources now (after the introduction of the appraisal policy) than in the past. Previously, they worked on their own in respect of preparing and developing their lessons. But with the formation of panels, it generated more collaboration and the idea of sharing made it easier for them to or provide help to their colleagues and develop creativity.

- **Sharing of assessment techniques**

Similarly, the males (64.7%) and females (67.4%) claimed that sharing of assessment techniques have made a positive difference in their Teaching Practice. The males and females had differing views with regard to the influence of the appraisal policy on the sharing of assessment techniques. The males claimed that they have been sharing assessment techniques with other educators and that the appraisal policy didn't have any influence on this activity. All the male

educators indicated very clearly that they have been sharing assessment techniques with other educators. One of the teachers highlighted the following:

Yes, for sure! At times it becomes imperative to share your assessment techniques. When I am drawing up a test I will always show other educators what I am doing. For example, I still have level 1/2/3 questions because some of the learners think at different level and you need to extend them.

Almost all the educators emphasised that the Developmental Appraisal Policy did not assist them in the development and sharing of assessment techniques. As one of the educators stated:

My involvement with the Curriculum Unit (of the Department of Education) and all the other educators has helped me improve my ability in assessing learners. The various stages of the Appraisal Policy didn't help me.

On the other hand, the females claimed that the appraisal policy did have some influence in respect of sharing assessment techniques since it benefited their learners. However, there was some conflicting views whether the appraisal policy or Outcomes Based Education Curriculum Policy caused an influence on teaching practice. Some of the female teachers stated that they shared more, especially after the introduction of Outcomes Based Education (OBE). They pointed out the influence of OBE on the sharing of assessment techniques: One of them highlighted the following:

Yes! We shared our assessment sheets with each other and we looked at samples from other schools. This was long before the appraisal policy i.e. after the introduction of OBE. After the introduction of OBE, assessment was quite a difficult part. Everyone had a problem with recording the assessments. As a result, it made us share quite a bit of what we had.

What was evident is that the introduction of Outcomes Based Education had most influenced how teachers planned and prepared their assessment techniques. Teachers found it difficult to assess learners according to the new format of OBE and there had been great demands of OBE on assessing learners. Thus, teachers engaged more with sharing of their assessment techniques to overcome their problems of assessment. It was clear that the appraisal policy had very little to no influence on sharing assessment techniques.

In correlating the intentions of the policy and Teaching Practice, the survey data revealed that the females perceived that the most important intention of the development appraisal policy as “encouraging teachers to assist each other and sharing of professional expertise, ideas and knowledge with other educators”. What the females believed the intention of the appraisal policy to be and what happened in practice correlated. They believed that the appraisal policy encouraged a feeling of togetherness – building a community of teachers unlike in the past. This had been substantiated by the fact that females were influenced more when they began to share their activities after the introduction of the appraisal policy. The idea of building a community was highlighted by one of the teachers:

The idea of working together has benefited us tremendously because it's not one person's idea. If you sit alone it's only your thought and your idea. How do you know that your idea is the only and best idea? By sitting as a team we found that we were able to get ideas from everybody.

There was no correlation between what the males believed the appraisal policy intentions to be and its impact on Teaching Practice. The majority of males (86.1%) claimed that “bringing about individual Teacher Professional Development” and “identifying the needs of educators” both focused on individual teacher development. Yet, collaborative activities were favoured much more by males (70.5%) than females (68.4%) in creating a positive influence on Teaching Practice. What is surprising is that the males claimed that they have always engaged in collaborative activities during the course of their teaching and that they are currently engaged in the same activities. Therefore, the data is pointing to the fact that the Developmental Appraisal Policy has benefited female teachers more in their move towards community sharing than it influenced male teachers who already are engaged in this form of Teacher Professional Development.

- **Classroom observation**

A relatively small percentage of males (44.6%) and females (47.1%) claimed that classroom observation was not implemented well within their school. This had the same poor impact on their teaching practice. Correspondingly, only a small percentage of both the males (35.3%) and females (47.3%) believed that observing peers teaching in their classroom have benefited them towards an improvement in their Teaching Practice. Generally, the male and female teachers

reported that they were dissatisfied with peers observing their lessons. The teachers as appraisees believed that they were seasoned teachers, felt uncomfortable and only in observational lessons the junior teacher might learn the various skills from the seasoned teacher. The teachers as appraisers believed that observation was a passive learning process for them as compared to sharing resources with other educators. The teachers also claimed that classroom observation by a peer represented “power and authority”. Classroom observation elevated the position of the peer even though he or she might have limited experience in Classroom Practice. One of the teachers provided an alternative to classroom observation. He suggested the following:

I prefer the sharing of resources which is more interactive to observing peers in their classroom. Far more development will take place through the process of sharing. I prefer an interactive stage in the appraisal process as compared to classroom observation. The more interaction we have, the more effective will teacher learning become.

A deeper analysis of the interview data revealed that all the female (especially the older and younger) teachers believed that they experienced more opportunities when observing peers teaching in their classrooms. The teachers highlighted the reciprocal advantage of classroom observation, to both younger and older teachers. The teachers explained that by observing peers teaching in their classroom they were able to pick up their flaws. One of the teachers commented on the opportunities of classroom observation:

Not necessarily are you sitting there to condemn or to degrade the teacher. But you can say, ‘mam’, this is how I do it, would you like to try my method. You need to always share your ideas with the teachers instead of saying, ‘you are wrong’. The older teacher can learn from the younger teacher and vice-versa. An old teacher can learn from a new teacher who has innovative ideas. It works both ways.

Similarly, another female teacher argued that the more experienced (older) teacher had more to offer. The following was highlighted:

....however, we can’t underestimate the younger teacher. The younger teacher will also have innovative ideas. The more experienced teacher, hopefully will have more to offer. You can learn from both the experienced and the younger teacher.

Whilst the mutual advantages of classroom observation especially for the younger and older teachers have been highlighted, the males and females in the overall perspective preferred an interactive platform for learning. They felt most comfortable with an “open, public, active and bigger domain” for constructive sharing of resources which caused an improvement in their Teaching Practice as compared to classroom observation. Classroom observation suggested a more “closed, private, passive and smaller domain” for learning. They added that classroom observation by peers was least likely to cause a marked improvement in their Teaching Practice.

The males (55.9%) claimed that the way in which they planned their lessons had also made a significant contribution to their Teaching Practice. The interview data revealed that almost all the male teachers reported that the appraisal policy had no impact on the planning of their lessons. The implementation of the new curriculum (OBE) had played a significant role in terms of sharing assessment techniques. Both the males and females provided enough evidence that the promotion of sharing of assessment techniques was as a result of the implementation of OBE and not the appraisal policy.

- **Professional Development**

Almost all the male and female teachers claimed that self appraisal contributed **tremendously** to their Professional Development. They also complained about self-appraisal being done only once a year and insufficient. Continuous self-appraisal contributed to their development. This process helped them to develop their teaching as indicated below:

The aspect of self-appraisal contributes to my professional development as we are doing this all the time i.e. before, during and after a lesson. We are reflecting all the time. Therefore, I'm saying that self appraisal is the best!

There were many **other** influences that affected teachers' Professional Development. The following categories of influences were common to both males and females. Firstly, what I called the “**providers**” such as academic institutions, the Department of Education Curriculum Unit, colleagues, Subject Committee Meetings, professional development courses, Forum meetings & workshops and the media. The teachers believed that where information and ideas were presented to them it assisted them in their teaching. They were able to use some of the ideas during their Teaching Practice. For example, many teachers commented on the advantages of the Verulam

Foundation Forum that provided interesting ideas to members. They stated that the forum has been more powerful as compared to members of the panel. The Forum executives visited a number of schools including Model C and independent schools in respect of “how teachers taught”. When the executives of the Forum met with their membership they presented what worked and didn’t work in those classrooms. Teachers were able to interact at a much higher level. Other teachers explained how their degrees and diplomas assisted them in their teaching. They reported that the application of some of the “content material” learnt in their graduate courses such as the “Business Management Model” and the Master-Pupil Model was very useful in their teaching.

Secondly, teachers reported that their qualities from their “**inner self**” such as the love, passion & commitment to the profession gave them the strength to carry on in their vocation. One of the teachers explained her inner love for the teaching profession:

The thing that has motivated me the most to really go all out for teaching comes from within me. I have a little sister who is a slow learner. I feel that most of the time we blame the parents for children not performing well. No, you can’t blame the parents all the time. I have had my parents who took my sister from Stanger to Durban for remedial classes but it didn’t work. (respondent in tears). My own development stemmed from my inner motivation to assist my sister. (respondent in tears again).

Thirdly, teachers believed that they developed when their role extended beyond Classroom Practice. They believed that “**community involvement**” such as being involved with sporting bodies and religious organisations influenced their Teaching Practice. They began to realise that apart from their pedagogic role they also played a social role where they were able to inculcate good morals and values in their learners. Some of the teachers stressed the importance of regular church service. One of the teachers stated that she was a Sunday school teacher and she had told her children how to behave, show respect to others and to develop good morals and values of society.

4.3 Linking Quantitative & Qualitative Analysis by Age

4.3.1 The Intentions of the Developmental Appraisal policy

The overall scenario shows that there is no significant difference (the p-value is 0.260) in the extent to which the educators within the various age groups perceived the intentions of the Developmental Appraisal Policy (refer to Appendix 4, table 4.20). All the educators in the various age groups claimed that the appraisal policy is developmental in nature.

All the teachers in the 21-30 age group claimed that the appraisal policy aimed at “improving the teachers’ ability to teach. The essence of the appraisal policy was to improve teacher development. They believed that the policy also focused on appraising teachers and assisting them to improve in their areas of weaknesses. Teachers in the 31-40 group believed that the policy had been introduced in schools to improve the quality of teaching and learning and to engage in the professional development of teachers. It was also clear that teachers believed that the policy attempted to ensure that teachers are being monitored so that the “standards” among all the teachers in the profession could be regulated. The strongest claim made by members of this group was accountability. Teachers claimed that the appraisal policy was a means of making teachers accountable for their teaching. An interesting account was presented by one of the teachers:

I think accountability is the major point. Previously, when inspectors examined the novice teachers and if things were not right then very little effort was made to put them right. Now that the system has been done away with, no checking was done, even educators and principals didn’t go into the classroom. If teachers had a problem in their teaching nobody knows why and how to put it right because nobody knows the problem. So the first thing was to get teachers to be accountable. The next thing is that assessment and appraisal leads to improvement. Even if you are a good teacher, there is always a chance that you have something to improve on and you can develop from other people by taking good points.

Teachers in the 41-50 age group believed that the Development Appraisal Policy was introduced to enhance Teacher Professional Development unlike the past appraisal system. They claimed that the appraisal system today was a far more transparent process as compared to the “inspection

system” which was conducted by the “Inspectors”. The teachers also believed that the appraisal policy promoted life-long learning and development of educators.

All the teachers in the 51-60 age group perceived the policy as “encouraging teachers to assist each other” as well as “sharing professional expertise, ideas and knowledge”. They believed that the main reason for the introduction of the appraisal policy was to show at what level any educator was at the present moment and how that person could share and develop his present skills. They added that one of the main intentions of the Department of Education for introducing such a policy was to keep the teachers focused and at the same time to assist the teachers. Teachers are at different levels of their development, more especially the newly qualified, well-experienced and very experienced teacher. Thus, teachers being at these different levels will be able to assist one another.

4.3.2 The Implementation of the Developmental Appraisal Policy

There is an overall positive significant difference (p-value is **0.019** i.e. $p < 0.05$) in how the educators in the various age groups rated their Staff Development Team on the implementation of the various stages or processes of the Appraisal policy (refer to Appendix 4, table 4.25). The teachers in the 21-30 and 51-60 age groups have a lower mean value (15.94) and (19.17) respectively, which indicates that they are more positively inclined to the implementation of the appraisal process as compared to the teachers from the other groups (refer to Appendix 4, table 4.26).

The teachers in the 21-30 age group expressed positive feelings about the various stages of the appraisal process. These teachers reported that they need to appraise themselves regularly. They strongly believed that self-appraisal was insufficient and should not be conducted once a year. They believed that if the process were to be implemented again, they would “call for regular self-appraisal” since it made them engage in self-analysis and has caused a change in their practice. Teachers had positive views on peer appraisal. One of the teachers highlighted the following:

Colleagues have been appraising others in respect of their classroom observation and their teaching records. I feel that peer appraisal is good since I have learnt much more from my colleagues, therefore I suggest that peer appraisal should also be done on an on-going basis and not once a year.

The idea of panel appraisal was also welcomed since teachers learnt from one another. It is believed that teachers can make positive suggestions to facilitate development. Teachers stated that the panel appraisal was something new and they believed that they had made a good start. Teachers stated that suggestions were recorded on their Professional Growth Plan. They welcomed the idea of suggestions since they were newly qualified with limited direct teaching experience. Therefore, any suggestions given to them would be looked at positively.

Teachers in this age group explained that the introduction of the Developmental Appraisal Policy helped them contribute towards a better understanding of their Classroom Practice. One of the educators reported the following:

Since the developmental appraisal policy requires educators to submit their books for appraisal, it has made me aware that I need to engage in proper planning of lessons. Yes, I take my planning very seriously in respect of outcomes, level of learners, resources and especially how to introduce the lesson to my learners. I also use different teaching strategies to make my lesson interesting.

Similarly the teachers in the 51-60 age group reported that the appraisal policy was implemented and accepted on a positive note. The teachers held a positive image of themselves since they were in the profession for many years. Due to their years of experience they rated themselves very high when engaged in self-appraisal. They found it difficult to find areas where they needed development because they felt that they were seasoned. Teachers in this group engaged in self-appraisal once a year as the policy demanded. The educators were comfortable with peer appraisal since they chose their panel. The panel was made up of individuals (not friends) whom they felt comfortable with. They claimed that the ideal was not the appraisal rating but the development of the person.

Teachers in the 51-60 age group also commented that there was a big difference between the panel appraisal and the past "inspection system." In the past system teachers were not notified of the date of their appraisal. The superintendent made an assessment of the teacher's classroom observation (unannounced) and classroom preparation records. There were no serious discussions of development with the educator concerned. Furthermore, there were no follow-up programmes for Teacher Professional Development. However, they believed that the panel appraisal as part of the Developmental Appraisal Policy was a far more progressive approach. "Teachers claimed

that the feedback from the panel members were both positive and critical at times for example, mention was made of their poor classroom discipline. Some teachers felt that their peers were “over critical”.

➤ **The actual experience of the implementation process**

Generally, teachers in all the age group were satisfied with the initial technical aspects of the appraisal process. They believed that they were part of the cascading of information since they engaged in presentation of meetings and held workshops. However, the teachers in the 31-40 and 41-50 age groups were dissatisfied with how the Staff Development Team implemented the actual appraisal process within their schools. Teachers from these two age groups represented the bulk (78%) of the sample population. Thus, major questions can be levelled against the appraisal policy in respect of its suitability. An indepth analysis revealed that serious problems were experienced by teachers in the 31-40 and 41-50 age groups with regard to the actual process of implementation. This can be substantiated below:

• **Self appraisal**

A large percentage of teachers (65.7%) and (66.6%) in the 31-40 and 51-60 age groups respectively claimed that filling in the self appraisal forms were undertaken well within their school. On the other hand, only 42.9% of teachers from the 21-30 and 47.9% of teachers from the 41-50 age groups claimed that the Staff Development Team ensured that the self-appraisal process was completed properly. The teachers in the 21-30 age group claimed that there was a need to appraise themselves regularly. They reported that educators didn't understand how to fill in the self-appraisal form. Teachers merely filled in A's (need attention) and B's (good performance) without much thought. They believed that engaging in self-appraisal once a year was insufficient.

Almost all the teachers in the 41-50 age group also reported that the Developmental Appraisal Policy demands self-appraisal to be completed once a year and they thought that it was insufficient. They felt that self-appraisal needed to be done on an ongoing basis. They reported that teachers couldn't appraise themselves once a year and feel that they have improved. There has been a call for self-appraisal to be done regularly. This was a shortfall of the system. Teachers also stated that engaging in self-appraisal was open to abuse because a teacher rates himself or herself highly as compared to what they were actually doing at “ground level”.

Although teachers acknowledged that they engaged in self-appraisal, its validity was not guaranteed. After teachers reflected on the core criteria, they wrote down “A” if he/she requires assistance in that area or “B” if they were performing well in that criterion. It was reported that there were some teachers who hadn’t realised the value of filling in the self appraisal form correctly and how it impacted negatively on their own development. This was highlighted by one of the teachers:

...well, you get some stubborn teachers who filled in only “B’s” and want to believe they are good teachers. Sometimes, teachers awarded all “B’s” for their friends, and very little could be done about it. The system was abused.

It was clear that some of the teachers didn’t understand how to fill in the form and engage in self-appraisal. Many of them filled in this form for the sake of completion. Teachers were also sceptical about filling in the self-appraisal form. They thought it might give their managers a picture of how well they taught or not. Suspicion at that stage led teachers to believe that if those forms were given to the Department of Education, then it will be a way of getting rid of teachers. Other teachers were also doubtful initially, but after the process unfolded they realised that it was a step towards their own development. As one educator stated “I think that the form should have been explained to the teachers so that they could have filled in the correct details. I don’t think that teachers did the right thing”.

- **Peer appraisal**

Teachers experienced peer appraisal as part of their evaluation process. 46.5% of the teachers in the 31-40 and 35.8% in the 41-50 age groups have claimed that peer appraisal did not impact on their Teaching Practice. They reported that the process was very subjective. There were a number of differences within the panels across the school. Teachers were assessing their peers according to their own ability. For example, the weak teacher accepted the minimum requirements of teaching as one of the teachers explained “I know of many other teachers on our staff that just chose the weakest teacher to conduct their appraisal. My opinion is they wanted to get somebody who is a weaker teacher to do their appraisal so that they will get all B’s (an excellent rating) whereas the ‘stronger’ teacher will want to expect much more from the teacher”. They believed that in many instances, educators were choosing the peers that they are close to – colleagues. This resulted in nepotism. It was reported that when a peer was appraising his or her “buddy” then it

was not workable because it was difficult to be truthful to a friend who possessed poor teaching qualities. The teachers requested for a neutral person to be on the panel as expressed below:

No. I think that there needs to be an objective person, not a close friend. If your friend finds there's something lacking in you, he/she will not feel comfortable telling you. If you require development in that specific area and your friend might feel bad to tell you about this. As a result you may lose out on your development.

- **Panel appraisal**

The teachers in all the age groups namely 21-30, 31-40, 41-50 and 51-60 claimed that the panels were well formed at the initial stage of the appraisal process. However, only 47% of the teachers in the 31-40 age group and 28.8% of the teachers in the 41-50 age group claimed that they received very little support from their panel members. Correspondingly, 44% of the teachers in the 31-40 age group and 38.1% of the teachers in the 41-50 age group claimed that engaging with feedback from panel members had contributed poorly to their Teaching Practice. They believed that teachers selected their friends on the panels. This democratic choice of panel members led to incorrect panel ratings as indicated below:

...if I get my friend to appraise me I'll make sure I get all B's. A lot of people from the panels are suggesting that their friend should appraise instead of a management member. In my opinion this would not be objective. You would give your friend a "B" because you don't want to have a confrontation with your friend concerning your appraisal rating. If your friend has given himself/herself a "B" then it will be very difficult for you to give them an "A". In my opinion there should have been a standard panel where you have three people that are permanent on the panel and one of choice. So you have a similar kind of opinion and judgement of teachers. If you judge me and five others teachers, you know that the judgement on average would be more or less the same. The one person of your choice can make sure that everything goes fairly.

However, teachers chose managers who were their "buddies". In most instances the principal was left out of the appraisal process. He was seen as an authority figure. There were cases where one manager did all the appraisals while other managers were left out because of their firm attitude. The weaker managers were always chosen while the "stronger managers" were left out of the appraisal process. Sometimes, teachers gave differing opinions and some teachers didn't want to hear that. It became a problem at times and arguments did arise which eventually had to be

solved through compromises. The choice of a teacher on the panel was influenced over the years by teachers' likes and dislikes of one another. They appealed for a neutral person to be involved in the panel when appraising teachers.

It was evident that the teacher's free choice of his or her panel members led to nepotism and finally the ratings for the teacher was invalid and not a true reflection of the "worth of the teacher". It was also evident that the "panel format" (its structure and how it operated) led teachers into a "take it for granted or not bothered attitude". One of the teachers made a nasty comment about the seriousness of the panel members:

All teachers choose their friends on the panel. Panel appraisal is supposed to be professional, but when the panel met they had more fun (joking and laughing). Teachers were not talking about what was important but rather as a "friends meeting". This forfeited the purpose of the Developmental Appraisal Policy. Teachers have lost their sense of commitment and are no longer inspired to teach due to factors such as redeployment.

Some of the teachers also reported that they were over-burdened because they were in demand to be in so many panels. It was difficult to come to grips with each and every educator. Teachers were faced with time constraints in engaging with panel appraisal. As a result parents were called in to take charge of the pupils while some teachers completed the appraisal of other teachers. Thus, the role of the panel: Factor 2 resulted as a poor contributor to improved Teaching Practice for teachers in the 31-40 and 41-50 age groups as compared to teachers in the 21-30 and 51-60 age groups (refer to Appendix 4, ranked table 4.29). The teachers appealed to the different Learning Area Committee Heads to be actively involved in the appraisal process.

- **Professional Growth Plans**

A very low percentage of teachers (31.8%) of the 31-40 and (23.4%) 41-50 age groups claimed that the implementation of the Professional Growth Plans was undertaken successfully. Teachers pointed out that the planning of the Professional Growth Plan (PGP) was extremely important for the professional development of educators. Unfortunately, it was done once a year. The appraisee's developmental plan is recorded in this form – his/her objectives, resources needed and key performance indicators to show evidence of improvement. This plan or a "guide" is put together after eliciting the teachers' area of need for improvement. Considering the importance of

this plan and whether its aims have been achieved is a cause for concern. There were many concerns raised by teachers. The teachers explained that growth plans could not be implemented at their school because it required time and financial resources to be provided by the Department for the professional development of educators. They were unhappy with the form itself. They expressed disappointment since the PGP was very vague. It didn't state explicitly who would be developing the teacher. They questioned whether the teacher would develop himself using the PGP?

The teachers stated that they merely filled in the PGP form because it required certain details. This was expressed by one of the teachers:

My panel suggested that I work on my presentation. Yet my pupils did the major part of the presentation. They did a fantastic job! The panel recommended some changes in the PGP which was not true. When I was interviewed by my panel the second time, the Head of Department (HOD) found that my presentation was done very well. and said "you followed my suggestions". But in actual fact, I know from 21 years of experience I've done a fantastic job. The panel merely put something there as follow up.

Teachers also stated that they have not engaged in the PGP because of time constraints. It was alarming to note that teachers completed all the appraisal records even though they had not engaged with the Professional Growth Plan. This shows very clearly that teachers have a way of beating the system. They merely engaged in the appraisal process to satisfy bureaucratic requirements. Thus the notion of teacher development is still in jeopardy.

4.3.3 The Influence of the Developmental Appraisal Policy on Teaching Practice

Table 4.30 (Appendix 4), indicates that teachers in the different age groups differed significantly (p-value is **0.036**) in respect of how the various activities of the appraisal policy influenced or affected their Teaching Practice. Teachers from the 21-30 and 51-50 age groups are **more positively inclined** towards improvement in their Teaching Practice as compared to the teachers in the 31-40 and 41-50 age groups. Teachers in the 21-30 and 51-60 age group concluded that the introduction and experience of the Developmental Appraisal Policy contributed towards a better understanding of their Classroom Practice in respect of the way they planned their lessons, the teaching strategies used and their role and responsibility as a professional. The appraisal policy made them conscious that their role function extended beyond classroom practice such as

working with the community, management of the school, sporting activities, extra and co-curricular activities. The traditional method (inspection system) only focused on classroom observation and keeping excellent teaching records. However, the Developmental Appraisal Policy evaluated the teacher as a classroom practitioner, manager, sports co-ordinator and a community service provider.

- **Classroom observation**

A low percentage of teachers (47.8%) and (36.2%) in the 31-40 and 41-50 age groups respectively, claimed that classroom observation by peers was carried out **poorly** during the implementation stage. Similarly, a low percentage of teachers (43.1%) and (35.7%) in the 31-40 and 41-50 age groups respectively, claimed that classroom observation by peers had **very little** to no influence on their Teaching Practice. The majority of teachers in this group (78% of the sample population) reported that classroom observation was problematic in nature. The teachers in both these age groups stated that peers didn't take kindly to negative comments and they became upset very easily. They liked only positive comments and good remarks. These teachers didn't like anyone telling them where they went wrong in their teaching, pointing out how they could do better or receiving an "A" rating (weak rating). The teachers also highlighted the role of "power and authority" during classroom observation as indicated below:

Teachers stated that when you are criticising peers on a technique, they would ask about alternate techniques. So we may need a kind of "knowledge authority" to say what's right or wrong. So when the educator asks you why this technique is incorrect, then you need to have this "knowledge authority" behind you. But the main question is, what power and authority do other educators have to come into your class and tell you this is bad behaviour and I want you to change this behaviour?

The teacher quoted in the above extract, provided an example of "power and authority" that took place between himself and his appraiser. His appraiser questioned him about his finger-pointing in the class. The teacher in turn stated that it worked well in his class. Every time he pointed his finger, the learner looked at him attentively. He stated it is like a "challenge thing". It is the "power and authority" of the person who is observing you.

Teachers also stressed that children have become uncomfortable and did not learn at ease when observing peers teaching in the classroom. Teachers observed that some children were scared of raising their hands to answer or ask questions. The children were not relaxed as when they were alone with their own subject teacher. Seeing two teachers in one class, made children feel agitated and inhibited.

Teachers in this group also made it clear that the first challenge would be to make the appraisal process as objective as possible. They pointed out that a better way to engage in teacher development would be to share ideas and work in a bigger forum. At this forum teachers could explain what had been working/not working in their class with other teachers as a group. Rather than judging a teacher on a one to one basis when observing his/her teaching. This was not good for the morale of the teacher. The teachers believed that the self-concept and self-confidence of the person being observed could be at risk. However, in an open forum there is no such judgement taking place. The teacher can internalise all these discussions at the forum and bring it into their Teaching Practice. One of the teachers highlighted the advantages of learning through a broader platform in comparison to classroom observation:

I suppose from my experience, when I observe I become like a passive learner. I become a critique, there's minimum learning taking place because I am not an active participant. We need to share ideas on a wider platform. For example, having workshops where we are involved in group sessions. There we become full participants rather than a part participant. We make our inputs and in this way we can share new ideas and improve the quality of our teaching practice.

On the other hand, a much higher percentage of teachers (64.3%) and (66.7%) in the 21-30 and 51-60 age groups claimed that classroom observation by peers was **carried out well** by the Staff Development Team. The pattern of implementation of classroom observation could be mirrored on Teaching Practice. Likewise, a high percentage of teachers (64.3%) and (63.6%) in the 21-30 and 51-60 age groups respectively, claimed that classroom observation by peers had a **positive** influence on their Teaching Practice. Teachers in the 21-30 age group highlighted the advantages of observing their peers towards improving their Teaching Practice. They stated that their colleagues have influenced them a lot. On many occasions they have worked with their peers. They learnt how to speak in meetings, how to chair a meeting and so on. By observing their

colleagues they also learnt how to maintain class discipline, how to handle different kinds of learners and even how to behave like a teacher. They claimed that much has been learnt about “actual teaching” through the process of peer observation. One of the teachers narrated the following:

There are many opportunities when observing peers teach. For me, I feel that I have learnt a lot from observing others. I have checked what method they have used to teach the lesson, what resources and how they have used the resources. By observing I have also learnt how teachers control their class in terms of discipline. I even noticed how they asked learners the different types of questions, such as the simple to difficult questions. I also learnt a lot by checking how they set tasks for the learners and how they have concluded the lesson. This had a positive effect on me. I used some of the ideas from what I have observed. For me, this is a valuable exercise because I want to be a better teacher.

Differing views were expressed in the survey and the interview data in respect of classroom observation in the 51-60 age group. While the teachers in the 51-60 age group claimed (in the survey) that observing peers teaching was conducted well within their schools and that it did have a positive influence on their Teaching Practice, the interview data revealed that it was not ideally accepted. Teachers in the 51-60 age group reported that observing teachers teach in their classroom was a very passive process because peers merely observed. They preferred the observer to become part of the teaching and learning process. For example, when you observe a friend, you need to plan the lesson with your friend, work together in respect of how the lesson is going to be developed/presented and you become part of the evaluation process as well. Generally, Teachers in all age groups claimed that classroom observation by peers had very little influence on their Teaching Practice. However, teachers preferred collaborative activities as compared to classroom observation. Factor 2 represents all the collaborative activities that teachers engaged in i.e. sharing of resources with other teachers, sharing of assessment techniques with colleagues and engaging in self appraisal activities. These activities had tremendously influenced their Teaching Practice.

➤ COLLABORATIVE & PLANNING FACTOR : 2

There were **no significant differences** (p-value: 0.07) between teachers in respect of the influence of the Collaborative and Planning: Factor 2 on Teaching Practice as seen in Appendix 4, table 4.32. There were **similarities** between all teachers in all the age groups. They claimed that the **three activities** “sharing of resources with other teachers, sharing of assessment techniques with colleagues and engaging in self appraisal” had **tremendously** improved their Teaching Practice. This scenario was also in line with the **overall perspective of the teachers** (refer to Appendix 4, section 4.1.3) which indicated that the above three activities featured as the “top 3” out of 10 activities of the Developmental Appraisal Policy that caused an improvement/influence on Teaching Practice.

• Sharing of resources

The **general perspective** (Appendix 4, section 4.1.3 - Factor 2) revealed that 68.5% of the teachers claimed that sharing of resources with other teachers had **tremendously improved their Teaching Practice**. 92.8 % of the teachers in the 21-30 age group claimed that sharing of resources had tremendous improvement on their Teaching Practice. They stated that through the Developmental Appraisal process it was evident that sharing of resources led to Teacher Development. One of the teachers explained how he used teaching aids and the model of a house (developed by his colleagues) in one of his English lessons. He also highlighted the benefits of sharing in respect of how it helped his learners:

I felt the children enjoyed the lesson and they have learnt a lot. I even borrowed charts from my colleagues to make my lesson interesting. I feel that sharing is valuable.

A large percentage of teachers (90.9%) in the 51-60 age group claimed that sharing of resources supported them positively in their Teaching Practice. They reported that teachers shared resources with one another and with teachers from other schools as well. They expressed that teachers have been sharing previously and even up to now. They believed that the development appraisal policy made it clear that no teaching knowledge belonged to one person and that sharing would help someone else. Teachers in the 21-30 and 51-60 age group believed that after the introduction of the appraisal policy teachers were sharing more. They strongly believed that through the process of sharing teachers developed themselves by learning from one another.

However, a slightly different scenario existed with teachers in the 31-40 age group. A large percentage (67.8%) of teachers in this age group acknowledged that the sharing of resources had a positive influence on their Teaching Practice. But, some of them claimed that the developmental appraisal policy had a little influence in terms of sharing of resources while others had the opposite view. They believed that they were sharing resources from a long time and the appraisal policy had no influence on them sharing resources. This can be substantiated with the following interview data.

Some of the teachers emphasised that the Developmental Appraisal Policy did not assist them in respect of sharing of resources since they have always engaged in this activity.

I have shared resources for as long as I can remember. Many of our educators are doing this as well. We also tend to “talk shop” during lunch break, so it’s not only since the Appraisal Policy has come about. It had always happened before the Developmental Appraisal Policy had come about. The introduction of the policy had made no difference.

The teachers reported that they definitely shared resources with other educators for a long time. They shared with the hope that others would share with them. Through the process of sharing they supported each other in terms of their teaching ability. They were happy to report that the idea of sharing eventually benefited the learners.

Although all the teachers claimed that they had been sharing resources in the past, some of them claimed that the introduction of the appraisal policy had made them share more. The appraisal policy made a positive impact on the sharing of resources. Members of my panel and even other colleagues worked closely in improving and developing one another. Since teachers worked this way they benefited tremendously from one another. Some of them also reported that from their experience, teachers were becoming more aware of the requirements of the appraisal policy and were taking the initiative of becoming creative as compared to the past.

An average percentage (54.8%) of teachers in the 41-50 age group acknowledged that the sharing of resources had a positive influence on their Teaching Practice. But, they reported that the developmental appraisal policy had **no influence** in terms of sharing of resources. All the

teachers stated that they shared resources long before the Developmental Appraisal Policy was introduced in schools. The teachers emphasised that sharing of resources helped them to develop collaboratively. However, they explained that sharing of resources with one panel member on the panel was not really useful. They found that sharing across all peers within a school helped them tremendously. One of the teachers explained the disadvantages of sharing with one member of the panel:

...definitely it began before the introduction of Developmental Appraisal Policy when I started teaching in 1981. I attended workshops and gave reports-back, so I have been sharing from that time. I found that sharing information/resources with my entire staff was more useful as compared to sharing with one member of my panel. I am actually empowering more of my colleagues in this way, and ultimately my colleagues will empower their learners.

- **Sharing of assessment techniques with other educators**

The **overall view** of the teachers (Appendix 4, section 4.1.3 - Factor 2) indicated that 67.7% claimed that sharing of assessment techniques with other educators had **positively improved their Teaching Practice**. However, (92.8%) and (90.9%) of the teachers in the 21-30 and 51-60 age groups respectively, claimed that the Developmental Appraisal Policy assisted them in the sharing of assessment techniques. They highlighted the advantages of sharing assessment techniques which was made possible by the appraisal policy. They stated that they were able to check on how other teachers planned pupils' assessment records. By checking, they were able to use and change some of the assessment techniques to suit their own learners.

On the other hand, (66.1%) and (54.8%) of the teachers in the 31-40 and 41-50 age groups respectively, claimed that the sharing of assessment techniques also improved their Teaching Practice. However, they reported that the Developmental Appraisal Policy **didn't assist** them in the sharing of assessment techniques since they have been sharing from a long time. All the teachers in both the age groups stated that they have been sharing assessment techniques prior to the introduction of the Appraisal Policy. The Appraisal policy did not have any influence with regard to the sharing of assessment techniques. Some of the teachers stated that the new Outcomes-Based Education (OBE) influenced the way they planned and shared their assessments. Educators had problems with the various types of assessment after the introduction of OBE.

The demands of the new curriculum (in respect of learner assessment) urged teachers to sit together with teachers from the same grade to share their assessment ideas. There had to be some form of interaction with the same grade teachers to come to a better understanding of how to assess learners. The teachers stated that in the past, the educators kept all their resources and assessment techniques for themselves to be rewarded by the merit system. The new Outcomes-Based Curriculum stressed on the variety of ways to assess learners. Thus, teachers shared their assessments which resulted in development among peers.

- **Engaging in self appraisal**

The **general perspective** (Appendix 4, section 4.1.3 - Factor 2) revealed that 60.5% of the teachers claimed that engaging in self-appraisal had **positively influenced their Teaching Practice**. However, data in respect of the implementation process revealed that 42.9% of the teachers from the 21-30 and 47.9% of the teachers from the 41-50 age groups claimed that teachers did not fill in the self-appraisal form properly. Although the teachers from the 21-30 and 41-50 age groups had the poorest perception of how the self-appraisal form was filled, but in practice it had a positive influence on their Teaching Practice. Teachers who engaged with the self-appraisal form in the 21-30 age group had experienced the best influence on Teaching Practice. This can be substantiated from the fact that 85.7% and 54.8% of teachers from the 21-30 and 41-50 age groups respectively, claimed that engaging in self-appraisal had tremendously improved their practice.

The opposite was true for teachers in the 31-40 and 51-60 age groups. 65.7% of the teachers in the 31-40 age group and 66.6% in the 51-60 age group claimed that they had filled in the self-appraisal form well. However, in practice 55.2% of the teachers in the 31-40 age group and 72.8% of teachers in the 51-60 age group claimed that engaging in self-appraisal activities had influenced their Teaching Practice. **Generally, teachers in all the age groups claimed that engaging in self-appraisal activities had influenced their Teaching Practice.**

A deep analysis of the interview data revealed that teachers engaged in self-appraisal more than what the appraisal policy demanded. The appraisal process required teachers to engage in introspection and self-analysis once a year and the self-appraisal form had to be duly completed. They stated that apart from filling in the self-appraisal form once a year, continuous appraisal during the course of their teaching shaped their daily lessons.

It was clear that teachers filled in the self-appraisal form merely as a technical requirement of the appraisal process. They didn't really understand the value of the form and struggled to fill it. Some of the teachers filled in an "inflated or unreal" rating for themselves and their colleagues due to reasons such as nepotism. All the teachers claimed that the self-appraisal activities allowed them to know their shortfalls and strengths. However, all the teachers understood **self-appraisal as a continuous activity**.

Teachers conceptualised self-appraisal as a process which involves reflection on ones self and contribution in the classroom, in the school and even in the community. They believed that self-appraisal shouldn't be restricted to reflections of what they are doing only in the class but also in the school and the community. For example, if they reflect on their classroom, they would reflect at three levels namely before, during and after their lesson presentation. Reflection at school level includes their role in making the child's world meaningful within the school context. Teachers believed that reflecting beyond the school is a very deep sense of commitment to the learners in terms of preparing them for a democratic community life. As one of the teachers claimed that her role towards her learners extended beyond classroom practice. She believed that she played a vital role as a teacher within the wider society. She reported the following:

By educating the children (not only providing knowledge of academic work) you will be teaching them the morals, values, integrity and right from wrong... Our learners are young adults who must be groomed into adults to lead a better life. So eventually you are uplifting the quality of community life.

• Reflections on Classroom Practice

All teachers presented interesting accounts of their reflections on classroom matters. From the interview it was clear that teacher reflected before, during and after their lesson presentation. Teachers stated that they reflected before their next lesson and also after considering the issues of the previous day. They believed that reflection before and after is a simultaneous process.

➤ Reflection during Teaching

Teachers also reflected during the course of their teaching. They reflected to control the process of learning. One of the teachers stated that sometimes his learners stared at him with blank faces. Upon reflection he discovered what was wrong. This facilitated the process of learning. Teachers believed that reflection during the process of teaching is very difficult but it comes with experience. Teachers believe that they won't be able to reflect during their 1st and 2nd years of teaching. Teachers reported that there were key questions which assisted their reflective process such as the following: ***"Are my children understanding me? Are pupil's participating well? Am I reaching out to my children? How am I going to move my groups about while teaching? What problems are learners experiencing? Am I making the correct decision?"***

➤ Reflection before and after a lesson

When teachers engaged in lesson planning and preparation they constantly reflected on how and what they taught for the day and how they can best plan for the next day. Teachers reported on the many things they thought about before planning lessons. They reflected heavily on "the lesson" they had presented to the class. **The teachers stated that they constantly asked several question when they reflected during lesson planning such as** "How did my lessons go? Did the learners participate? Were the children happy? Was the lesson interesting? How can I make it even more interesting? Did everybody participate when we were singing, or was anybody sad? Did my second language learners understand the story? Did I use enough aids or pictures?" Teachers reported that by engaging in reflection before, during and after their lesson, it developed them tremendously as this was pointed out clearly by one of the teachers:

Self-appraisal activities made a big difference in my teaching. The aspect that helped over the years from the 1st year of teaching to present, was the guidance from Heads of Department (HOD's) and preparation from the college, but as time went on during the 6th and 7th years of teaching, self reflection helped me i.e. when you come from school, you sit back and reflect . Self reflection will develop you far more as a teacher because it urges you to take action and rectify your mistakes and improve yourself.

- **Reflections on the socio-economic background of the child**

Teachers also reflected on the child's background because their learners come from different socio-economic backgrounds. Sometimes when they set homework for the learners they think about their financial status and affordability to bring or make items for their projects and assignments. The teachers also believed that not all parents are educated and not many of them will supervise their children's homework.

- **Reflections outside classroom practice (the school as a whole)**

Teachers also reflected on the various factors that contributed to a meaningful school life. They believed that the school does not operate in isolation. The school is part of a bigger reality. They reflected on the various important days such as Youth Day and World Environment Day. When they reflected they questioned themselves on what they had done to show significance for these days? They realised that they have to "bring reality" to their learners. Teachers stated that they also approach guest speakers to inform their learners about various issues such as health, safety and world peace. When teachers were questioned why they engaged in such activities they reported that these activities must become part of the children's learning.

- **Reflections on the community**

An indepth analysis revealed that the teachers reflected at a much deeper level that is beyond classroom practice. Generally, teachers reflected on their Classroom Practice to ensure that their learners were taught in a meaningful way. However, it was also evident that teachers believed that their role had been extended to prepare active learners to meet the challenges of the broader community. Teachers also reflected on what they did for the community as well. They believe that their role is not only to teach learners but to develop a strong community. They reported on the numerous domestic violence that occurred in the community and how it impacted negatively on the learner. Thus, they believed that by assisting and counselling parents on issues of child abuse they would be motivating parents to lead a healthy parent-child life. The teachers also called in the Child Welfare to speak to the learners on child abuse and how to keep safe. Teachers were very sympathetic towards their community since it was extremely poor. They assisted their parents on moral issues (eg. child abuse) to avoid them ending up at the police station. When the teachers were questioned about their supportive role towards parents, they reported that their work was part of a bigger unit namely, the community. They realised that they

had to reflect and work with the community they served since the community had a tremendous influence on the child.

- **Teachers' roles towards their learners and within the wider society**

Teachers believed that the perceptions of their roles had changed as a consequence of engaging with self-appraisal activities. By appraising themselves each time they were more confident in class and were able to change methods that didn't work. They even began to improve their questioning techniques to their learners. By reflecting on their own work and also on how other teachers taught they were able to re-plan and offer the best to their learners.

Teachers believed that they taught their children a lot of content information. By engaging in self-appraisal activities, they tremendously changed the way they taught. They also questioned their roles and responsibilities. They realised that their role is not only to fill the child with information and facts, but to impart knowledge and develop skills in their learners, make learners confident, self sufficient and emotionally stable so that they have a positive image of themselves now and later in life. The teachers claimed that they played important roles towards their learners and within the wider community. The most important roles teachers engaged in with their learners were serving as leader and facilitator, personal development, parent, role model, counsellor, decision maker, creating political awareness, protecting children's/human rights. One of the teachers reported on the multi-faceted role that she played towards her learners:

I reflect whether I am providing the type of education to my learners that will make them fit into our society. I think that by engaging in self appraisal activities I began to see my role more than a teacher such as a mother, counselor and sometimes a doctor because so many of our learners have certain diseases and illnesses such as scabies and rashes. I even treat them.

Teachers believed that their role was not only to teach but to develop learner's thinking ability so that they would be able to make informed decisions to lead a meaningful life. Teachers believed that learners must be able to make decisions from an early age. Teachers realised after engaging in self-appraisal activities that preparing learners to fit into a bigger society, developing self-reliant individuals, developing decent citizens and instilling good habits, morals and values were part of their on-going responsibility. All the teachers claimed that self reflection had helped them

to better think their roles as indicated below:

My role has changed, most definitely. When I come home and reflect on the day, I definitely think about different things, which helps make me a better person. You become so much aware and clued up with what goes on in these children's lives and even in the community. I think you learn to accommodate, adjust and understand their needs. By reflecting, I am able to understand my learners and community better.

Some teachers reported that they had many learners from the disadvantaged community. Apart from educating them, they had to see to their basic needs such as the provision of food and clothing. They provided items of clothing to ensure that the child had the basic school uniform. One of the teachers who was really touched by one of her learners stated that through the process of reflection she began to see the “fruits” of her role and responsibilities towards her learners. She related a story (abridged) of her passion for the profession, the love and care for her children:

...children come to me for clothes as well. The most touching thing that happened to me was on my birthday, when an African child sent me a card. The child wrote the following: “Mam, thank you for the times when I need a friend, I know you are there, also thank you for the time when I needed clothes, and the time when I needed somebody to talk to”. He also sent me a little song with it. I was extremely touched because these are the things that makes teaching fruitful. It's not about standing in front of the class and giving the child a whole lot of written information. The child must be able to grow and develop around you.

- **Protecting the human/child rights**

The teachers believed that they had to show empathy towards their learners. All teachers must be able to place themselves in those “little shoes”. They also acknowledged that the teachers’ work is rather a difficult task. In their conversation they stressed that every child must be empowered to stand up for their rights. By asking a child to “shut up” is damaging for life. Children will tend not to speak even when they grow up because they might believe that somebody will “shut them up”. A teacher reports how she empowers her learners:

I feel that the children must be able to stand up for their rights. We do wrong in the class when we tell the child to keep quiet, sit down or shut up. Those are words that are a “no, no” in the classroom. The child must be able to stand up and talk. If the

child stands up and tells me mam you are wrong, I will ask the child why am I wrong. I will listen to the child because the child has a right as much as I have rights. I must be able to see what the child is saying. It must be a two-way relationship.

- **Developing social skills, good character and attitudes in learners**

Teachers believed that developing social skills, good attitude and values in their learners were very important. They stated that they were involved in sports at school and community level. They motivated their learners to take part in sporting activities even after school hours to develop their social skills. By engaging in sports learners imbibed good sportsmanship, sang songs for building team-spirit and they developed a sound sporting character such as having good temperament and making good decisions. They added that by developing the learners' social skills, they would have less time to engage in vices and more time to lead a healthy life. They also believed that parents must be actively involved with the learners to promote good community life.

Some of the teachers stated that **one cannot divorce the school from society**. They emphasised that the school is located in a strategic position because it is able to identify juvenile delinquents. They claimed that teachers were the best persons to identify and assist the learners towards remediation or correction of delinquent behaviour. Teachers strongly believed that by helping children in this way they would be helping the society at large. Teachers needed to provide opportunities for learners to become useful members of society. Most of the teachers reported that they were getting learners involved in youth clubs for example, soccer camps, volleyball clubs and cricket clubs where learners would inculcate good values and good health. Participating in club activities helped to keep them clear from the different vices such as smoking, drinking or taking drugs. Further, pupil involvement in organisations and associations led to the development of good relationships and self responsibility.

- **Professional development**

It was absolutely clear that all teachers reported that self-appraisal contributed **best** to their Teaching Practice. They expressed that self-appraisal should be an ongoing activity as compared to the various stages of the appraisal process which is implemented annually. The teachers also stated that there were other factors that influenced their development. Firstly, **knowledge providers** such as academic institutions, attending seminars, workshops, professional

development courses, forum meetings and media. Teachers believed that the content gleaned from the above-mentioned areas had assisted them in their classroom practice. Secondly, the “**inner self**” such as commitment, drive and goals were characteristics that assisted teachers to sustain their commitment to the learners. Thirdly, **community involvement** such as involvement in sports and religious work assisted learners to develop “a sound mind in a healthy body”. Lastly, the **school context** such as the principal as mentor was still perceived as a strong contributor towards teacher development. One of the teachers spoke proudly of one of her mentors. She explained that she had learnt a lot from her friend and highlighted the following:

I have a real friend who is a principal. She is my role model. She has motivated me to study the B. Tech Degree. For many years she has given me a lot of guidance and support. The Principal from Eshowe, wants me to come to his school. All these comments gives me happiness and motivation in my development.

4.4 Linking Quantitative & Qualitative Analysis by Race

4.4.1 The Intentions of the Developmental Appraisal Policy

There were no significant differences (p-value: 0.238) between the race groups in the way their perceived the intentions of the Developmental Appraisal Policy (Refer to Appendix 4, table 4.35). Both the African and Indian teachers reported that the most important intentions of the Appraisal Policy were accountability, Teacher Development and promoting the Culture of Teaching and Learning. The Indians focussed heavily on the issue of accountability. They believed the appraisal policy was introduced in schools as some form of accountability mechanism. They felt that teachers were not held accountable for their actions in the past because of the absence of an appraisal policy. However, the re-introduction of the negotiated appraisal policy brings about uniformity among all teachers as well as making them responsible for their work.

All the teachers also highlighted the Teacher Development aspects of the policy. They stated that the policy was introduced to assist teachers to assess themselves in their Classroom Practice and how they could develop in their areas of need. The appraisal policy also focused on collaboration where teachers assisted each other in their development. The African teachers believed that the policy was introduced more to instil the Culture of Teaching and Learning in their schools. In the past many teachers did not take teaching seriously because there was no appraisal system in place. Now the appraisal policy tries to ensure that teaching and learning takes place in the classroom.

Both the African and the Indian teachers believed that the appraisal policy could be realised within the school. The African teachers stated that teachers understand each other and would better assist each other in their teaching. This was highlighted by one of the teachers:

I think DAS has worked well within my school. At the moment we are engaging in teamwork and I like that very much. We are getting so much of ideas by sharing with one another. I think that this is benefiting us tremendously. In my school we are helping each other.

The Indian teachers on the other hand, believed the appraisal policy could be realised especially with new teachers. Generally, the new teachers needed help but didn't know how to ask for it. One of the teachers pointed this out when for the very first time she observed another teacher (6

years) teaching. She felt that the novice teachers had much to learn. Fortunately, this novice teacher was ready to learn. She made the novice teacher aware, from her accumulated experience, that children especially in the Junior Primary Phase must be given small doses of information at a time. All the other teachers also felt that sharing ideas among the novice educators would help them in their teaching.

However, some of the Indian teachers believed that whilst the policy could be realised there would be some problems experienced, such as the lack of manpower. They stated that it was impossible to send a panel to appraise a teacher. They questioned what would happen to the pupils in the class when one teacher goes to appraise the other teacher. They explained that in their schools the children were left unattended which often led to discipline problems and chaos within the class.

4.4.2 The Implementation of the Developmental Appraisal Policy

The implementation of the Developmental Appraisal Policy is explained using two factors (refer to tables 4.42 and 4.43 in Appendix 4). TECHNICAL PROCESS : FACTOR 1 deals with the introduction of the policy, the formation of panels and the appraisal meetings/workshops conducted at school. The ACTUAL PROCESS deals with the process of filling in self-appraisal forms, peer appraisal, support from panel members, implementation of the Professional Growth Plan and the writing up of the appraisal report. There were marked differences in the way the Indians and African teachers implemented the actual process of the appraisal policy. The following section will delve deeper on how the Indian and African race groups implemented the various stages of the appraisal process.

• TECHNICAL PROCESS : FACTOR 1

Table 4.42 (in Appendix 4) indicates that the p-value for Factor 1 is 0.508 ($p > 0.05$). This reveals that there is **no significant difference** between the race groups in respect of the technical aspects of the implementation process. Both the African and the Indian teachers claimed that they were satisfied with the implementation of **the Technical Aspects of the appraisal policy**. Both the African and Indian teachers reported that their principal attended a number of appraisal workshops at district level. The principal had come back and cascaded the information by conducted workshops with the staff. The feedback during the workshop was very informative.

The Staff Development Team (SDT) was formed and they discussed the various stages of the appraisal process in detail.

The teachers understood the expectations of the appraisal process at the various school workshops. The SDT emphasised that the Developmental Appraisal Policy was not about criticising the teacher but focused on sharing resources and developing together as a community. Teachers were quite happy with this approach and they expressed a positive feeling towards the implementation of the policy. The teachers explained that the SDT had a number of meetings to explain what was required of them during the appraisal process. Teachers were satisfied with the manner in which the policy (the Technical Aspects: FACTOR1) was introduced within their school. They actually welcomed it. This was highlighted by one of the teachers:

I feel that the policy was introduced well. We formed panels and was given the opportunity to choose our own members, which was good.

- **THE ACTUAL PROCESS: FACTOR 2**

Table 4.42 (in Appendix 4) indicates that the p-value for Factor 2 is **0.002** ($p < 0.05$). This reveals that there is a **positive significant difference** between the race groups in respect of the actual implementation process. The African teachers were more positive about the “Actual Process” of implementation: FACTOR 2 (with a lower mean value of 10.76) than the Indian teachers (with a higher mean value of 14.43) - refer to Appendix 4, table 4.42. When the Indian teachers were asked to comment on each of the different stages of the policy in terms of their own experience, they uncovered a host of problems during the implementation stage.

The majority of Indians were dissatisfied with the actual process of implementation. The Indians accounted for 81% ($n=146$) of the total sample. The Africans on the other hand, accepted the implementation process and welcomed it as a means of influencing their Teaching Practice. They believed that most of the actual process of implementation was carried out well. The writing up of the report was a “**problem area**” for both the African and Indian teachers.

- **The filling in of self appraisal form**

The data shows that a large majority of Africans (70.8%) believed that “the filling in of the self appraisal forms” were carried out well in their schools. The teachers reported that filling in the self-appraisal was really a new experience for them since they hadn’t engaged in this activity

before. They reported that they had to think about how they performed in the various core criteria. After self-reflection on the core criteria, the teacher had to write down “A” if he/she required assistance in that criteria or “B” if they are performing well in that criteria. The teachers also reported that level one teachers, Heads of Department and principals had to complete different self-appraisal forms. However, one of the teachers felt that the system of self-appraisal could be abused since teachers could rate their friends highly and this would reflect an incorrect evaluation.

On the other hand, only 54.4% of the Indians believed that filling in the self-appraisal forms were carried out well in their schools. Most teachers believed that engaging in self-appraisal was a good process because the teacher engaged in self analysis. Teachers had to evaluate themselves to identify their strengths and weaknesses so that panel members would be able to provide some kind of professional support. However, teachers also highlighted some of the problems of engaging in self-appraisal.

They believed that teachers were not filling in the appraisal form conscientiously as a result the support and assistance were based on incorrect ratings. They felt that teachers needed to read the various criteria and understand what was required of them to get a certain rating such as “B” (good rating). However, in reality teachers merely filled in all “B’s” in their self appraisal form. They were also unhappy about filling in the form once a year. They believed that self-appraisal is a continuous process and that teachers needed to engage in self- analysis from time to time. Therefore, filling in the form once a year was considered insufficient. One of the strongest criticisms of filling in the self-appraisal form was that this system was open to abuse. Since teachers chose friends on their panels it was easy for them to give their friends a high rating. They concurred in most instances that they found teachers choosing their peers whom they were close to. They added that if peers were appraising their “buddies” then the appraisal process was going to be very subjective and will not be workable. They stated that there was no other monitoring mechanism in place to moderate the ratings.

• Peer Appraisal

A large percentage (76%) of African teachers claimed that engaging in peer appraisal had improved their Teaching Practice tremendously. They believed that teachers were comfortable with peer appraisal since they choose peers on their panels. All the African teachers had positive

views on peer appraisal. They reported that colleagues had been appraising others in respect of their classroom observation and teaching records. They felt that peer appraisal was good since they had learnt much more from their colleagues. Therefore, they suggested that peer appraisal be done more frequently during the course of the year. One of the teachers commented on the value and support she received from peer appraisal:

We felt peer appraisal was OK. Our peers collected the learner's books and our preparation books. They made suggestions on what they evaluated and I am happy with this because they are keeping us up to date with our records. I felt that their suggestions helped me a lot. I am prepared to accept my peer's suggestions because I want to develop and be the best teacher.

On the other hand, only 43.5% of the Indian teachers claimed that engaging in peer appraisal had improved their teaching practice. Many teachers experienced several problems in respect of peer appraisal. They reported the following:

- it was very subjective
- peers lacked the time to evaluate
- it led to favouritism
- abuse of powers by peers
- resulted in differences in peer ratings
- peers are choosing the weaker teacher to be on the panel
- it also led to nepotism
- lack of uniformity across the whole school

One of the teachers reported problems of peer appraisal regarding choice of panel members:

With peer appraisal you're always choosing your friends. I am not afraid of management. I accept criticism for my own good. So I try to make peer appraisal as objective as possible. I know of many other teachers on our staff that just chose even the weakest teacher to do their appraisal. My opinion is that they wanted to get somebody who is a weaker teacher than themselves, so that they will get all B's. I feel that the peer appraisal will work to a certain extent because you have somebody else to observe you, but it's not always objective.

- **Support from panel members**

An overwhelming majority of African (88.9%) and Indian (88.1%) teachers claimed that the panels were well formed during the initial stage of the appraisal process. A large percentage (66.7%) of the Africans claimed that they received support from their panel members. Correspondingly, the positive formation of panels and good support received from panel members resulted in a positive influence on Teaching Practice. All the African teachers felt that they are much more relaxed now as compared to the previous appraisal system. In the previous appraisal system inspectors had a preconceived idea of their role (drawing up a long list of faults) with the least emphasis on support for teaching improvement. However, in the Developmental Appraisal System, teachers preferred to choose a friend who would be able to provide some kind of support in their teaching. They claimed that the panel method, where teachers made suggestions to improve teaching, was better since they learnt from one another.

Only 40.3% of the Indians believed that they received support from their panels. Most teachers experienced the following problems in respect of panel appraisal:

- Nepotism
- Friends are selected as appraisers
- Teachers are being overburdened on many panels
- Different teacher opinions led to arguments
- Time constraints to evaluate teachers
- Differing opinions
- Managers who are friends are chosen- the principal is left out.

Some of the teachers provided their problematic experiences of panel appraisal. Teachers believed that having a “free choice” of members on panels is really a disadvantage. Eventually what had happened was that teachers chose their friends or weak teachers chose weaker appraisers. In this way teachers beat the system and the status quo remained. Some of the “competent” teachers reported that they were not chosen on a panel because of their tough teaching attitude and the excellent manner in which they taught in class. They stated that this was a disadvantage since much of the help, experience and guidance they had, were not shared with others to improve themselves personally and professionally. One of the teachers provided evidence of how the panels operated in his school:

...I like to tell you why I wasn't chosen to be on other panels because I am an experienced teacher and "I know my stuff!" I'm also very thorough. So, anybody who chooses me on their panel know that I'm very thorough and I won't assess them as "good" because they are my peers. Therefore, I feel that "birds of a feather flock together". So if a person chooses me on their panel, then it's really a challenge to that person.

- **Implementation of the Professional Growth Plan (PGP)**

An average percentage (54.2%) of the Africans claimed that the PGP was implemented well. All the teachers explained that they were given suggestions and these suggestions were recorded in the Professional Growth Plan. Teachers were very receptive to suggestions. They stated that suggestions given to them by their panel members were welcomed and were looked at positively.

Only a very small percentage of Indians (29.9%) believed that the PGP was implemented well. Teachers experienced numerous problems when they engaged with the Professional Growth Plan.

Some of the problems relating to the Professional Growth Plan were the following:

- the suggestions/remedial measures were made for the sake of paperwork;
- time constraints in filling the Professional Growth Plan (Form);
- no financial support from the Department to successfully ensure the objectives of the PGP had been achieved;
- insufficient engagement with professional development of teachers.

- **The writing up of the appraisal report**

Only a small percentage of Africans (45.9%) and Indians (26.8%) claimed that writing up of the final appraisal report was completed successfully. Both the Africans and Indians concurred that this activity was an area of concern. The Indians believed that writing of the appraisal report was a rushed process. All teachers who were upset about the appraisal reports in the past (written by the Superintendents) are now given the very same responsibility. The question is how different is it from the "old appraisal report writing process"? The current process of writing up the appraisal report is worse because of several problems such as nepotism and biased report writing.

All the **African teachers** reported that the introduction and their experience of the Developmental Appraisal Policy had assisted them to plan their lessons more constructively and **positively influenced their Teaching Practice**. They reported that when peers collected their learner's portfolio and their preparation books, they gave positive suggestions. It was very encouraging and they reported that they benefited from their support and guidance. On the other hand, the majority of the **Indian teachers** concluded that the introduction and their experience of the Development Appraisal Policy didn't contribute towards a better understanding of their Classroom Practice. The Developmental Appraisal Policy had caused **no positive change** in the planning of their lessons, use of teaching strategies and their role and responsibility as professionals. They stated that they have been planning in this manner for many years. The appraisal policy hasn't brought about change in their responsibilities towards their children. Apart from the various problems experienced during the different stages of appraisal, the teachers, principal, deputy principal had different interpretations of how the appraisal policy should have unfolded within their schools. This varied interpretation of the process compounded the problems of evaluation. However, many of the teachers stated that they experienced change due to the new curriculum which had forced them to adjust the way they taught and it also encouraged teamwork in the planning and preparing of "Learning Programmes".

4.4.3 The Influence of the Developmental Appraisal Policy on Teaching Practice

The process of classroom observation had proved to be very useful to the African teachers. They believed that the opportunity of observing other teachers teach had a **positive influence** on their development. This was untrue for the Indian teachers. However, both the African and Indian teachers claimed that there were three other activities namely engaging in self-appraisal, sharing of resources with teachers and sharing of assessment techniques with other colleagues had **contributed positively** to their Teaching Practice. A detailed discussion of the four activities and the extent to which they influenced the race groups will follow:

- **Classroom observation**

A significant majority (66.7%) of the Africans claimed that classroom observation was implemented well within their schools. This shows that there has been a shift in the thinking of African teachers with regard to the value and importance of classroom observation. A large percentage (68%) claimed that observing peers teaching in their classrooms had a positive

influence on their Teaching Practice. They accepted classroom observation as a way of teacher development. They stated that in the previous system of evaluation, educators were not allowed to conduct classroom observation. However, in the Developmental Appraisal System classroom observation is one of the essential requirements of the appraisal process. The African teachers reported that colleagues could teach one another. This was highlighted by one of the educators:

No one is a perfect teacher. If somebody observes my lesson, I openly welcome suggestions because I want to develop my skills in teaching. More importantly I want to be a productive teacher in the classroom. So every opportunity I get to learn is welcomed. I also think the teacher who is observing my lesson, will also benefit from the way I teach. In this way we learn from each other.

On the other hand, only 42.6% of the Indian teachers believed that classroom observation was carried out well within their school. At the same time only 38.4% of the Indians claimed that observing peers teaching in their classroom had caused an influence in their Teaching Practice. However, when interviewed, teachers had mixed feelings with regard to the advantages of observing peers teaching in their classrooms. On one hand, teachers felt that they acquired more ideas, knowledge and information about teaching through the process of observing other teachers. Some of the advantages of observing other teachers were the following:

- ***The use of facilitation skills***
- ***The careful use of questioning techniques***
- ***Non-verbal Attributes***
- ***Correct your own teaching flaws***
- ***Learn creative and innovative ideas***
- ***Check how aids are used in lesson presentation***

On the other hand, the teachers pointed out the disadvantages of observing peers teaching. They highlighted the following:

- ***Peers don't take kindly to negative comments***
- ***Not objective***
- ***Teachers feel uncomfortable***
- ***"Birds of a feather flock together" – Teachers will only choose their friends to observe their lessons***
- ***Peers display 'power and authority'***

- **Self appraisal**

A large percentage (70.8%) of African and an average percentage (54.4%) of the Indian teachers claimed that the self-appraisal forms were filled in properly during the implementation stage. Correspondingly, a large majority (80%) of the African and an average percentage (55.5%) of the Indian teachers claimed that engaging in self-appraisal had **tremendously influenced** their Teaching Practice. One of the African teachers reflected on how she had completed the self-appraisal form:

If I had done a good job then I gave myself a B, which is a “good rating”. Where I was weak and didn’t meet the criteria, I gave myself an A which is a “poor rating”. I did this for my own advantage because I want to show my colleagues where I wanted development. This self-appraisal form is filled once a year. I think this is not sufficient. We need to reflect on our work regularly i.e. before and after I teach a lesson. This process of reflection has helped me to plan my lessons better each time.

Both the African and the Indian teachers reported that engaging in self-appraisal once a year was insufficient. They made a call for a Reflective Practice to improve Teacher Development. They reflected before, during and after their lesson presentation. They reflected heavily on classroom practice such as achievement of learning outcomes, strategies, resources, language used during lesson presentation and whether the children understood the lesson. However, the teachers also reflected beyond classroom matters such as their involvement in school activities, their relationship with their colleagues and their participation in community activities.

The teachers stated that the perceptions of their roles had changed tremendously as a consequence of engaging with self-appraisal activities. Apart from classroom teaching, the teachers performed many other important roles towards their learners and within the wider community. They believed that their role had been extended beyond mere Classroom Practice i.e. it included the educational, social and political factors. They stressed that their role was to develop an individual into a worthwhile citizen so that he/she (child) could play a meaningful role in society. In terms of the children, the whole focus was to help them to take their rightful place in society. They must be taught in such a way, that they are self reliant as individuals, possessing various skills and be able to find a job in the future.

Teachers reported that the social aspects of the child must be given due consideration. Teachers must build a partnership between the school and the parent. They must generate activities where children and parents can work together. The main purpose of these collaborative activities is to jointly accomplish something worthwhile for the youth and the learners. Teachers stated that they must discourage learners from spending their energies at the pool tables, cafes, joining bad company and drugs taking. Teachers must provide opportunities for their learners for example, engaging in sporting or religious activities so that they keep fit, stay away from trouble, be able to lead a decent life and also serve the community.

Some of the teachers stated that their learners are from disadvantaged backgrounds and were oppressed in the past due to apartheid. Therefore, their job is to educate the learners well so that they will be able to stand up for their rights, fight oppression and develop a just and humane society.

The teachers also stated that there are so many teenagers who are involved in drugs, alcohol and sex. Therefore, their job is to ensure that learners develop as decent citizens and be kept away from these illegal activities. Teachers reported their strong desire for the learners to develop good habits, morals and values. One of the educators also highlighted her role in preparing her learners for adulthood:

I counselled a number of learners on parental divorce, smoking, drug abuse, stealing and sex. Apart from teaching them the content of the subject, I want my learners to lead a clean life in society. Many of our African learners are victims of abuse because of their situation. I make sure I teach my children how to make decisions in life because when they are adults, they must be able to make the correct decisions for themselves.

- **Sharing of resources**

A large majority (80%) of the Africans claimed that sharing of resources had **positively influenced** their Teaching Practice. The African teachers claimed that the Developmental Appraisal Policy promoted the sharing of resources across peers and colleagues within the school. They believed that the focus of the appraisal policy was Teacher Collaboration. The teachers benefited tremendously through the process of sharing. For example, one of the teachers

reported that members of her panel and even other colleagues were working closely and sharing resources to develop themselves and their learners:

Since we are working together, I benefited tremendously because I remember a colleague of mine who shared one of her charts with me, for example, a chart showing the different types of food. I found it very useful to teach the lesson. The chart assisted me tremendously and the learners found it interesting.

Sharing brought about a sense of togetherness. It also ensured that teachers worked as a team and not as individuals. Sharing improved their teaching and teachers emphasised that through the process of sharing they could develop together. The African teachers also stated that they were sharing resources more now than in the past. In the past they worked on their own in respect of preparing and developing their lessons. They stated that in the new appraisal policy the panels are working well. The formation of panels and the idea of sharing made it easier for them to seek or provide help to their colleagues.

Similarly, a large percentage (66%) of the Indians also claimed that sharing of resources had **contributed positively** to their Teaching Practice. Teachers claimed that they have been engaging in the sharing of resources long before the introduction of the Developmental Appraisal Policy. They believed that the main purpose of sharing was to educate the children. They believed that staff working together and sharing their resources was an excellent method of Teacher Development because informative discussions take place, new ideas are generated and shared.

The teachers also found that sharing of ideas within a panel was different from an open forum or committee discussion. They felt restricted in a panel because the type of discussion that took place in that context was different. The discussions with staff, forum or committee members were open and much more fruitful. The teachers also believed that they were not working once in a year as the appraisal policy demanded. However, by continuously working and sharing resources together, the teachers' work gets lighter in terms of his or her preparation and planning of lessons. In this way teachers will not feel stressed and by sharing teachers will be able to offer more to their learners.

- **Sharing of assessment techniques**

A large percentage (76%) of the Africans claimed that sharing of assessment techniques **contributed tremendously** to their Teaching Practice. All the African teachers reported that they had benefited by the process of “sharing their assessment techniques”. The Developmental Appraisal Policy made them aware of the following:

- that they needed to keep their teaching records up to date;
- that their panel would be calling for their records to check on their development.

All the teachers welcomed the idea of sharing assessment techniques. They stated that assessing the learner was the most important aspect in evaluating learner performance. This collaborative activity started after Outcomes Based Education (the New Curriculum) and through the introduction of Developmental Appraisal Policy. The appraisal policy had helped them to share more. One of the teachers emphasised the following:

I seem to be benefiting more now because previously we did not have colleagues giving guidance and providing suggestions of how to assess learners. But now, we are able to talk more freely to our colleagues about whether we are using a good method of assessment for our learners. My colleagues have shared those assessment techniques that worked well in their class with me.

Similarly, a large percentage (66%) of the Indians also claimed that sharing of assessment techniques **contributed tremendously** to their Teaching Practice. It was clear that teachers shared their assessment techniques with other educators. The only difference is that they have been engaging in this activity long before the Developmental Appraisal Policy. Most of the teachers highlighted that the Appraisal policy had not influenced their Teaching Practice regarding assessment of learners. Some of the teachers pointed out that the appraisal policy did not empower them to assess their learners. They had acquired the various techniques and strategies through attending Outcomes Based Education workshops and from their many years of experience.

- **Professional Development**

The **majority of teachers** claimed that self-appraisal contributed **best** to their Teaching Practice. They expressed that self-appraisal as an ongoing process has contributed tremendously to their professional development. The process has helped to monitor themselves as teachers. One of the teachers stated that self appraisal gave her a chance to “see herself in front of the mirror”. Another teacher summed up the benefits of engaging in continuous self-appraisal:

Self Appraisal is when I reflect everyday on what I do in the classroom, its ongoing, it's not appraisal once in a while, it is not appraisal on a sheet of paper, it's evaluation, when you appraise yourself after each lesson. Self-appraisal gives me focus and direction and it gives me an idea of the needs of the learners in the classroom. If one looks at Peer Appraisal, observation of peers and the development of the PGP, these are done once a year.

There were also other factors that caused improved Teacher Development such as religious activities, attending workshops, support from principal as mentor, community involvement, learner achievements, mentor teacher, academic studies, involvement in sports bodies, commitment to the profession, reading the newspaper and the media. Many teachers found that by attending workshops they benefited in respect of their Teaching Practice. This was highlighted by one of the African teachers:

There's so much of different ideas and discussion in a workshop and as a teacher we must be able to learn these 'things' and apply them to our class. Some educators discuss what works well in their classes and we learnt from these discussions. Therefore, workshop discussions has helped me develop as a teacher.

Many teachers showed their commitment to their profession. One of the Indian teachers explained the following:

Although the morale of teachers are so low, I enjoy working with my children at school and I think basically that what keeps me going each day. It's more because of the background of the children that I want to reach out to them.

4.5 Conclusion

I believe that the linking of the survey and interview data has been really powerful in my research. The interview data brought in the **rich “close-up” experiences** of teachers in respect of the intentions, implementation and influence of the Developmental Appraisal Policy on their Teaching Practice. For me, it put the “flesh on the bones” of the survey questionnaire responses. I have included certain direct quotations (voices of the teachers) which makes my reporting parsimonious. The reporting of teachers’ implicit knowledge is valuable in the policy context. Thus, chapter 4 legitimises that varied experiences of teachers is needed to understand policy implementation. *Hence, my argument of “backward mapping” now makes sense. It gives power to re-thinking policy implementation by understanding teachers’ experiences of Classroom Practice.* This chapter linked the quantitative and qualitative analysis in three broad categories namely: gender, age and race. The next chapter provides a synthesis of the data on the three categories.

Figure 5.1 below presents a framework leading up to Chapter 5

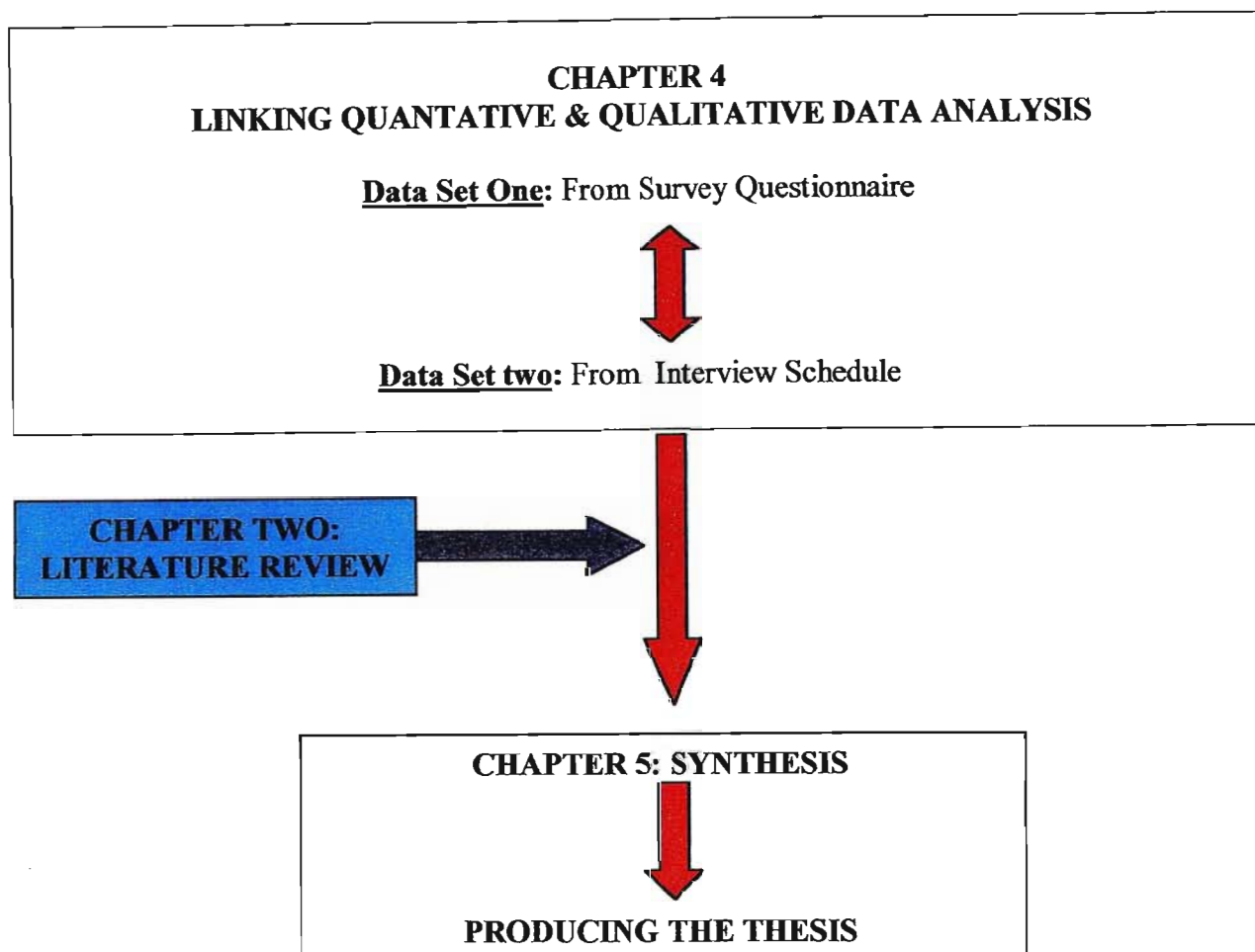


Figure 5.1 : Framework leading to Chapter 5

5.1 The Intentions of the Developmental appraisal Policy

Any new formal policy like the Developmental Appraisal Policy is likely to be viewed with suspicion and apprehension, especially in the South African context. This is due to the fact that our education system is still undergoing rapid change, transformation, rightsizing, redeployment and uncertainty. In the past the appraisal system was totally rejected due to its “judgemental nature” and was not accepted by the various stakeholders who are involved in education. However, the teachers (based on gender, the various age and race groups) also have certain perceptions of the latest negotiated appraisal policy.

The males perceived the intentions of the appraisal policy as taking care of individual teacher development i.e. eliciting teachers' weaknesses and strengths, thus providing them with professional support. The females claimed that the most important intentions of the appraisal policy were "encouraging teachers to assist one another in their teaching" and "sharing of professional expertise, ideas and knowledge". This clearly portrayed the females' perception of the policy as one of developing and building a collegial community of teachers. They believed that the policy aimed at bringing teachers to work together. Teamwork and collaboration were the core intentions of the appraisal policy.

The overall scenario showed that there was no significant differences in the extent to which the educators within the various age groups perceived the intentions of the Developmental Appraisal Policy. All the educators in the various age groups claimed that the appraisal policy was developmental in nature. All the teachers in the 21-30 age group claimed that the appraisal policy aimed at "improving the teachers' ability to teach". The essence of the appraisal policy was to improve teacher development. They believed that the policy also focused on appraising teachers and assisting them to improve in their areas of weaknesses. Teachers in the 31-40 age group believed that the appraisal policy had been introduced in schools to improve the quality of teaching and learning and to engage in the professional development of teachers. Teachers in the 41-50 age group also believed that the Development Appraisal Policy was introduced to enhance Teacher Professional while the teachers in the 51-60 age group perceived the policy as "encouraging teachers to assist each other" as well as "sharing professional expertise, ideas and knowledge".

There were no significant differences between the race groups in the way they perceived the intentions of the Developmental Appraisal Policy. All the teachers also confirmed the appraisal policy developed the teacher to be more efficient in his or her teaching as well as improved the teaching and learning situation. They stated that the policy was introduced to assist teachers to assess themselves in their Classroom Practice and how they could develop in their areas of need. The appraisal policy also focused on collaboration where teachers assisted one another in their development. The African teachers believed that the policy was introduced more to instil the Culture of Teaching and Learning in their schools. They reported that in the past many teachers

did not take teaching seriously because there was no appraisal system in place. Now the appraisal policy attempts to ensure that teaching and learning takes place in the classroom.

Both the African and Indian teachers reported that accountability also featured as a strong intention of the Appraisal Policy. There was agreement among many teachers whom I interviewed that the appraisal policy was a means of ensuring accountability to the general public and that quality teaching was taking place in schools. The concern of accountability also reflects a **change in the thinking and attitude of teachers towards** their roles and responsibilities as compared to the past. In the past teachers did not emphasise accountability for their actions perhaps as a result of their struggles focussing on their individual rights as workers. There was no evaluation system in place to determine at what level teachers operated and the support they needed. Thus, teachers made a **shift in their thinking**. They are now beginning to believe that they are answerable to the Department of Education and to the parents for their actions.

The general perception based on gender, age and race clearly indicated that the appraisal policy was developmental in nature. Most of the teachers didn't perceive the Developmental Appraisal Policy as a threat. It can be noted from the survey data that the appraisal policy was not about finding "faults", spotting "weaknesses" and "catching" teachers out. Teachers definitely had a positive view of the intentions of the appraisal policy since it focused on development. I believe that the teachers were quite satisfied about its intentions.

The data also revealed that teachers were not agitated because they believed that the appraisal policy was not about sifting competent and incompetent teachers. Currently teachers are being redeployed to other schools based on the number of years in the teaching profession. The redeployment process has created stress and tension for many teachers. However, teachers didn't view the appraisal policy as a means of rightsizing, selection, redeployment or dismissal.

The data revealed that there had been a clear **shift from the "old" to the "new"**, i.e. a change in the mind-set of teachers as compared to the past. In the past teachers had a negative perception of the appraisal process labelling it as a fault finding mission, a mechanism to police teachers and catch them out on their weaknesses. Teachers were unhappy about the intimidation

and harassment caused by Superintendents during the “inspection system” in the past. Teachers’ morale had declined tremendously and their defiance to authority increased.

Now, there are signs of a genuinely re-orientated teaching workforce in terms of their thinking towards the appraisal system. This revealed that teachers have accepted the “appraisal policy” as a promising avenue towards Teacher Development and support. This in fact revealed a **“paradigmatic change”** and change of different mind-set. There was a clear indication by all teachers in their thinking in respect of the intentions of the appraisal policy, from one that was **judgemental in nature** to one which is **developmental in nature**.

5.2 The Implementation of the Developmental Appraisal Policy

5.2.1 The Technical Aspects of the Appraisal Policy

An overview perspective (gender, age and race) revealed that the teachers were thoroughly satisfied with the initial Technical aspects of the implementation process. The technical aspects of the implementation process included the introduction of the appraisal policy, cascading the “content” of the appraisal policy via the appraisal meetings and workshops and the formation of panels. A large majority of teachers (87.2%) claimed that the appraisal policy was introduced well and 77.9% accepted that the appraisal meetings and workshops were conducted equally well. A large majority of teachers also claimed that the various panels were well formed.

5.2.1.1 The introduction of the Appraisal Policy

The entire appraisal process had been introduced in a democratic and non-threatening way. The principle of “transparency” prevailed from the beginning of the process since the Staff Development Team was democratically elected by the entire staff. Due to the extensive participative process by staff, the appraisal process was accepted in a non-threatening way. The teachers as technical implementers of policy were made aware of the various stages of the appraisal process. This revealed that the process was open and transparent. Being transparent meant that the appraisal for teachers must not be done in a secretive and corrupt manner. Transparency and openness further implies that all decisions taken by the panel members must be fully justified in the context of the teaching and learning situation. All the panel members had to be fair when taking decisions in respect of the appraisee. The power has now been vested in

the hands of teachers. However, while the process was “open and transparent” teachers reported several issues of implementation problems and confirmed that the appraisal process was biased, unfair and nepotism was rife.

5.2.1.2 The effect of the cascade as a method for disseminating appraisal information

The teachers reported that the principals were initially workshopped on the entire appraisal process. They were then given the task of cascading the appraisal policy to staff members. One the greatest advantages was that the first level “informers” (Principals) disseminated the information to their Staff Development Team who in turn disseminated the information to the staff members. In theory it is hoped that the same information the “truth” would be transferred faithfully from the first level to the last level within the school context i.e. to the teachers. Initially, teachers had a positive perception of the appraisal policy. They accepted the intentions of the policy as developmental in nature. However, in practice the implementation process had been fraught with problems.

There were several reasons for the poor implementation process. Teacher development trainers from the Department of Education may be in a position to discuss and deliberate with principals and other school managers at a very interesting and informative level. The risk factor of changing and modifying the information when presented to staff is great. This resulted in distortion of facts to the users (teachers). This evidence surfaced when teachers and school managers had different interpretations of the policy. Teachers have been so called “empowered”, since they were allowed to present workshops and implement the appraisal policy. Teachers are still seen as performing a technical function i.e. implementing policy. It is not evident that teachers have the opportunity to evaluate, critique and make constructive criticism to the appraisal policy. This would be more a critical approach to policy implementation, evaluation and review. Teachers were not given the opportunity of breaking the cycle of being mere technicians. The cascading model must allow for “bottom-up” inputs and review to policy which is absent in the current appraisal policy.

It has been noticed that once the cascading process was set in motion it was viewed essentially a one-way transmission of information to staff members. Rarely are “grassroots” concerns and dilemmas communicated (backed up) via the structures for consideration. What needs to be done is that teachers need an inservice training programme on understanding the appraisal policy in a macro context and must give space for a review to the process based on their experiences from practice. The cascade method must not be an end in itself.

5.2.2 The Actual Process of Implementation

Firstly, the survey and interview data confirmed that the males and females experienced many problems of the actual implementation of the appraisal process. Secondly, teachers from the 31-40 and 41-50 age groups (78% of the sample population) also experienced similar problems during the actual process of implementation. Teachers from the 21-30 and 51-60 age groups (both groups only accounted for 24% of the sample population) claimed that the appraisal policy was smoothly implemented. Lastly, the Africans claimed that they were satisfied with the implementation process while the Indians (80.7% of the sample population) believed that the actual implementation process was coupled with severe problems. Thus, an overview perspective revealed that the teachers (**more especially the teachers from the 31-40 and 41-50 age groups**) experienced a “**load**” of implementation problems such as inconsistent teacher assessments due to nepotism. The poor manner in which the self appraisal, peer appraisal, panel appraisal, the designing of the Professional Growth Plan and the writing up of the final report were conducted, are evidence of inadequate skills by teachers and their lack of commitment to bring about a change in the education system.

5.2.2.1 Self appraisal

The appraisal process required teachers to fill in self-appraisal ratings which revealed the teachers’ level of performance at that point in time. Teachers had to conscientiously fill in a “B” if he or she was performing well and an “A” for an area that required attention. Instead, teachers were filling in this form for the sake of completion. Many of them were **not truthful** to themselves and to their panel members. Some of them knowing full well their ability as “weak” or “good” simply wrote down all “B’s” to portray that they were good teachers. Other teachers were not serious and filled in all “B’s”. Almost all the teachers didn’t really understand the importance of the self-appraisal form which was a pre-requisite stage to triangulate the ratings

with the entire panel ratings. As a result the desired effect of filling in the form to enhance teacher development was not possible. Surprisingly, teachers stated that filling in the self-appraisal form was insufficient. However, in practice teachers believed that self-appraisal was a continuous engagement and reflection of teaching activities. Thus, they reported that constant self-appraisal (and not filling in the appraisal form annually) had changed their roles towards their learners and within the wider society.

5.2.2.2 The formation of the Panel

The panel was a democratically elected structure which was upheld by teachers themselves. The teachers reported that the formation of the panel was in many ways seen as inclusive of other stakeholders such as peers, management member and union representative. Teachers had indicated that they were free to choose their own panel members. Thus, the formation of the panels is a step towards **democracy**. Teachers have acknowledged that the panels have been well formed within their schools which confirms its democratic composition. What was noticeable was a **change in supervisory relations** from Superintendents to “Panels”. In the past, Inspectors or Superintendents of Education were totally responsible for the appraisal and development of teachers. Due to the political status of the country and the struggle towards democracy, teachers engaged in defiance campaigns against the state and this meant that Department officials were not allowed to engage in evaluation and teacher development. Currently, the appraisal process is actually controlled by the Staff Development Team (SDT) and implemented by the various panels. The SDT and the various panels are made up of representatives from staff members. This represents a sudden and **direct shift of authority, control and responsibility of teacher development from the State to the already “over loaded timetable” of the teacher**. The current way in which the panel operated was different from the past appraisal system since one person was responsible for conducting teacher appraisals. Currently, teacher appraisal is conducted by a group of teachers who formed the panels. The panel controlled the growth and development of all teachers. This also revealed a shift in the approach as to who “controls” teacher appraisal. The formation of panels revealed a more collegial approach to the support and development of teachers. But there are serious questions that need to be borne in mind such as the following:

- What are the re-defined roles of Inspectors or Superintendents of Education?

- Are teachers in the South African context, (given the 40 years of resistance stance towards Apartheid), ready for taking charge of their own learning and learning of others?

The interview with teachers revealed that there were vast differences between the panel ratings across the school. Some of the reasons for the great disparity were that some teachers were truthful in their ratings while others were not. In most instances teachers chose all their “buddies” on their panels. This is quite understandable since teachers wanted to work with colleagues whom they felt comfortable with. However, this affected the operations of the panels. Teachers didn’t carry out their responsibility with commitment in the real spirit of teacher development. What was prevalent was that the choice of peers/friends on the panels had in many ways drastically influenced the ratings for the appraisee (teacher). Teachers were awarding their peers very good ratings (all “B’s”) which in reality didn’t match up to the teacher’s actual potential. The question is how can one have an objective view of a teacher if one is in close contact with him or her at school level. The self, peer and the panel ratings could not be easily “questioned” because of the collegial relationship that existed between panel members. Teachers on the various panels failed to realise that they were responsible for the development of the appraisee (teacher). It was evident that teachers were not serious about their role within the panels since they were even laughing and joking during serious appraisal business. The panel meetings actually turned out to be an extension of “idle chit-chat”.

The shift of authority, control and responsibility to the domain of teachers is no different from the past system of evaluation. Nepotism, favouritism and unfair ways of appraising a teacher still prevailed after implementing the Developmental Appraisal Policy. This also revealed that the current system of appraisal maintains the status quo of teachers in terms of their development. Yet, there is a dire need to develop our teachers to bring about a balance in the already unequal teaching abilities of educators across the country.

Teachers always complained in the past that Superintendents conducted appraisal of teachers with no follow up support activities or mechanism in place to assist the teacher. The development of the teacher was virtually “nil”. However, in the developmental appraisal policy, the characteristics of the panel allowed for feedback from panel members on the progress of the teacher. It was shocking to note that teachers in the 31-40 and 41-50 age groups, members which

was the bulk 78% of the sample population, hardly received support and feedback from their panels. Yet, the (Department of Education, 1998) emphasised that Principle rule No. 6 of the Developmental Appraisal Policy recognises feedback as being “one of the indispensable elements of the appraisal process” (p.61). The complaint against the Superintendents not providing feedback and support in the past hasn’t improved if not worsened. The notion of teachers taking a collective responsibility for each other in their development has not materialised. Thus, several questions point to the assumed benefits of the panel.

Panel members also engaged in different ways of teaching. Some engaged in a traditional approach to teaching, which requires them to apply all the learned theories from college or universities to his or her practice while others engaged in a critical approach. Thus, each teacher within the panel had different conceptions of how to teach due to their origins, background and own history. The appraisee during his/her appraisal tried to frame his or her teaching practice based on the contextual factors, ideas of how to teach from the teacher education programmes and the appraisee’s history. Thus, how to teach for the appraisee would obviously be different from those of the panel members. Quite often this led to conflicting views on how to teach. The question is, do panel members have the capacity and skill in dealing with different conceptions of teaching? Bearing in mind that many teachers have not been seriously capacitated except through their own reading.

5.2.2.3 The Professional Growth Plan

The Professional Growth Plan (PGP) is also a new concept within the Developmental Appraisal Policy which gives authority to the panel members to take charge of the development of the teacher. Panel members need to design a plan of action to take care of the developmental needs of the appraisee (teacher). Teachers reported that the form was “vague” because it didn’t quite clearly state who would develop the teacher. However, teachers also stated that for the PGP to be successful it needed financial assistance from the Department of Education. A number of resources were needed by the panel to promote Teacher Professional Development, yet were not supplied by the Department. Teachers also reported that there were time constraints in completing the PGP. The PGP was filled merely to ensure the completeness of the technical process. Thus, the panel having the PGP in place for the teacher should have had a positive influence on the teacher’s development. But this proved to be otherwise. The real aim of the PGP

had not been realised since teachers saw the Professional Growth Plan as another form to be filled. Hence, this resulted in a negative influence on Teacher Development.

5.2.2.4 The Appraisal Report

In the past the teachers accepted the Superintendent's appraisal report with much reservation. The appraisal report always resulted in a conflict situation between the Department official and the teacher concerned. The teacher claimed that the appraisal report was unfair and biased. From the implementation of the Developmental Appraisal Policy, it is evident that teachers completed the appraisal report in a haphazard way. The appraisal report is the culmination of the self-appraisal, peer appraisal and panel appraisal. Given the scenario of how the teachers completed the various appraisal ratings, the appraisal report represented a **"falsified report"**. An important point to be mentioned is that the appraisal report has to be sanctioned by all the panel members. Due to the fact that the appraisee (teacher) has a right to access and reject his/her appraisal report - the **"audi alteram partem"** rule no 7, teachers and panel members are simply endorsing these reports (Department of Education, 1998). This in effect revealed a false picture of the status of teacher development at school, district, provincial and even at National levels.

While the principle of democracy is reflected at all levels during the appraisal process, the big question is that democracy in the eyes of the public is not practised in the same way at school level. One needs to look at the micro-politics of how democracy works, especially the implementation of the appraisal policy. Teachers reported that factors such as experience, likes and dislikes at school level affect the way teachers choose their panel members. There is considerable gap between policy intentions (ideals) and implementation practice with respect to the Developmental Appraisal Policy under the new, post-apartheid legislation. The new Appraisal Policy is an example of an educational reform process in theory, which makes it possible for greater stakeholder participation by peers, school managers and union representatives. It is well and good to have a sophisticated and idealistic appraisal policy, yet implementation is highly fragmented and biased in practice.

The policy-practice gap is further exacerbated by its complex and lengthy process of implementation. The problem is compounded by the lack of communication between the Department of Education and the SDT at school level especially, the provision of financial resources to promote the Professional Growth Plan. The policy makers must obtain teachers' inputs on how appraisal is implemented at school for review. Schools, given their different racial, gendered and unequal backgrounds cannot always be expected to implement progressive non-racial, non-sexist policies such as the Developmental Appraisal Policy. There are still huge disparities among all school contexts in South Africa such as differences in human resources, financial resources and basic requirements. Therefore, teachers with little knowledge of how to implement the appraisal policy will find it extremely difficult to implement the appraisal policy in the context of a rapidly changing South African education system.

5.2.2.5 An overload of the teachers' responsibility

Teachers have reported on the impact of the Outcomes-Based Education curriculum on their planning and preparation of lessons. Thus, many teachers constantly complained of time constraints in fulfilling their full responsibility. The administrative requirements had escalated due the implementation of the new developmental appraisal process (filling in form, planning a Professional Growth Plan and writing appraisal reports). Teachers' job description is never ending because it includes taking care of their own development (one of the principles of the appraisal policy), planning of lessons, teaching, supervising learners, attending meetings and workshops, participating in extra and co-curricular activities. This overload of responsibility in respect of the various policies including the Developmental Appraisal Policy resulted in the fragmentation of teachers' work. Fragmentation of work snowballed into negative attitude towards their work and poor quality of teaching thus prevailed.

The historic patterns of school administration had been based on "top-down" approaches where teachers are expected to implement policies as technicians. The same scenario still exists. Furthermore there's nothing inherently progressive about democratisation and decentralisation of powers at school level, unless teachers, Staff Development Teams and panel members understand their functions in a much broader context and are able to perform their functions effectively and competently. The Developmental Appraisal Process of which teachers are in the centre of control, are responsible to enact broader school and country-wide changes (changes

towards whole school development and the promotion of a culture of human rights, democracy and social justice in South Africa as a whole). The shift towards the Developmental approach was seen as a move towards transparency, democracy and fairness. The new approach was also seen as a mechanism for addressing the past inequalities especially the vast differences in the ability of teachers to teach. Teachers were regarded as change agents and were placed at the centre of educational change. Unfortunately, teachers have not taken to the appraisal system seriously. Teachers seem to beat the system of appraisal. Due to the “messiness” caused by teachers themselves they further deepened the inequalities of the past thus maintaining the status quo of teachers in terms of their development.

5.3 The Influence of the Development Appraisal Policy on Teaching Practice

The female teachers from the 21-30 and 51-60 age groups and African teachers are more positively inclined towards improvement in their Teaching Practice as compared to the male, teachers in the 31-40 and 41-50 age groups and the Indian teachers. Huberman’s (1989;1995) model of Teacher Development is appropriate to explain teacher behaviour at different years in the profession. He confirms that teachers at the 21-30 age group are in the “career entry and stabilisation stage”. The first years of a teacher’s life can be described as a stage of breaking new boundaries. The novice teacher usually tries to survive at the initial stages of Teaching Practice latching onto new way of teaching. They are even enthusiastic of being a member of a larger teaching community sharing their ideas and trying out new techniques. Thus, teachers within the 21-30 age group in my study are much more positive about the various stages of the Developmental Appraisal Policy since it improves their practice.

Teachers in the 51-60 age group are in their “disengagement stage-bitter or serene”. Teachers experience disappointment in their teaching practice generally due to dissatisfaction from the implementation of school policies, experiencing the process of change or are unable to produce good results. This can be seen as a bitter stage of a teacher’s life. On the other hand, some teachers might continue with the phase of serenity up to the period of retirement. These teachers enjoy their teaching career. This is evident in this study where the 51-60 age group are positive about their teaching and welcome the Developmental Appraisal Policy. Teachers in this age group enjoy their teaching and accept the various stages of the policy as a means to better improve their teaching.

Teachers in the 31-40 age group are in the “experimentation and stock-taking stage”. The accumulation of teachers’ practical knowledge makes them feel secure in their teaching since they are constantly experimenting what works and what doesn’t. They are not interested in the introduction of a new policy for the improvement of their teaching. Some teachers also engage in self-analysis and question their job satisfaction. Teachers in the 41-50 age category can be in their “conservatism stage”. Teachers at the conservatism stage constantly complain about their teaching. Hence, teachers in the 31-40 and 41-50 age groups are too busy experimenting and constructing new ways of teaching and perceive the Developmental Appraisal Policy as an added “administrative burden” to their teaching.

However, as outlined in the methodology (Chapter 3), my task was to contrast classroom observation and collaborative activities. Classroom observation has for me been regarded as a passive form of professional development. I contrasted classroom observation with activities of active learning which takes place in a public domain such as Teacher Collaboration. Teachers had changed their roles towards their learners and within the wider society as a consequence of engaging with collaborative and continuous self-appraisal activities. Teachers engaging with collaborative activities and continuous self-appraisal (unlike classroom observation) produced tremendous positive influence on Teaching Practice.

5.3.1 Classroom observation

The analysis of gender, age and race revealed that a low percentage (35.3%) of males and 47.3% of the females have agreed that observing peers teaching in their classroom have caused very little influence in their Teaching Practice. Similarly, a low percentage (43.1%) of the teachers from the 31-40 and 35.7% of the teachers from the 41-50 age groups have claimed that observing peers teaching have caused very little influence in their teaching practice. However, there had been a difference between the thinking of the race groups. A large percentage (68%) of the African teachers claimed that observing peers was really an advantage while only 38.4% of the Indian teachers reported otherwise. Generally, teachers reported that classroom observation was uncomfortable for themselves and their learners. The peers didn’t take kindly to constructive criticism.

Classroom observation had been resisted for many years by teachers in the South African context due to its unacceptable instrument and biased reports written by Department officials. It is still evident that the majority of teachers had strong reservations about the advantages of peers engaging in classroom observation. They also added that when peers were observing their colleagues teaching, their own classes were left unattended. The situation also worsened due to severe discipline problems. This kind of response from teachers invariably displayed the same “resistance mood” but had been accompanied by different problems compared to the past. So the question of classroom observation hasn’t improved but has worsened.

5.3.2 Sharing of resources

On assessing the survey data, the gender based responses indicated that a large percentage of males (70.5%) and 67.4% of the females have claimed that sharing of resources had positively improved their Teaching Practice. An analysis of teachers in the various age groups revealed that an overwhelming majority (92.8%) of teachers in the 21-30 age group and 90.9% of the teachers in the 51-60 age group have indicated that sharing of resources had tremendously influenced their Teaching Practice. Similarly, a large percentage (67.8%) and (54.8%) of teachers in the 31-40 and 41-50 age groups respectively claimed that sharing of resources had positively improved their Teaching Practice. There were distinct differences between the African and Indian teachers in respect of sharing of resources. The majority (80%) of African teachers and a large percentage (66%) of the Indian teachers claimed that sharing of resources had tremendously influenced their teaching practice. An overview analysis of the survey data indicated that **“sharing of resources” is a positive contributor towards Teaching Practice.**

The above claims have been confirmed by all teachers when they were interviewed. All the teachers believed that the concept of sharing was really important for professional development. Teachers shared the different types of resources with their colleagues which in many ways enriched their teaching. When teachers shared their resources they believed that it made their lessons interesting and had created a positive impact on the learners’ performance. Most of the teachers stated that they were engaged in this activity **long before** the introduction of the appraisal policy. However, many of the female teachers and most of the teachers in the 21-30 & 51-60 age groups indicated that they were sharing more now (after the introduction of the appraisal policy) as compared to the past. The majority of teachers in the 31-40 and 41-50 age

groups (78% of the sample population) reported that the Developmental Appraisal Policy had no impact on the sharing of resources. **However, it was evident that “sharing of resources” was a strong factor in promoting Teacher Development.**

5.3.3 Sharing of assessment techniques

The survey data, indicated a similar pattern with regard to the influence of “sharing of assessment techniques” when compared to “sharing of resources” and its influence on Teaching Practice (Refer to tables in appendix 4.19; 4.34 & 4.49). The teachers reported that they had been sharing assessment techniques with their colleagues long before the introduction of the Developmental Appraisal Policy. By sharing assessment techniques teachers were better able to assess their learners. Many of the teachers stated that the introduction of the new curriculum (OBE) had virtually forced them to share their assessment techniques with one another. They believed that drawing up assessment strategies for the learners was a difficult task and they had to work with other teachers to ensure progress. Teachers engaged in the sharing of assessment techniques as a consequence of the intervention of the OBE policy and not because of the appraisal policy. Finally, from the positive remarks made by teachers it was clear that, **“sharing of assessment techniques was another positive factor in promoting Teacher Development.** Both “sharing of resources” and “sharing of assessment techniques” were confirmed as significant factors in promoting Teacher Development.

However, when contrasting classroom observation with building a collaborative community of teachers, it was found that generally an overwhelming majority of teachers were more in favour of teacher collaboration. They felt that observing peers in their classroom was a passive form of learning. The area of interaction was located in a closed domain and the kinds of discussions and deliberations that went on there were seen as private. Much of the learning took place through the process of imitation. Some of the teachers also pointed out that classroom observation was excellent for novice and inexperienced teachers.

On the other hand, sharing of resources and assessment techniques generated conditions for building an active community of teachers as learners. Building a collaborative community meant that teachers were operating in an open, public and bigger domain for stimulating divergent

thinking, sharing of ideas and information. This form of active participation in the learning process ensured improved Teacher Development.

It was clearly evident that teachers have benefited tremendously from developing as a community of teachers and “the concept of sharing”. The idea of “**verbal assistance**” in the form of feedback from panel members and the Staff Development Team and “**passive learning**” from classroom observation proved to be less supportive towards teachers’ development. Whereas, support that was “**more tangible**” and activities which led to “**active participation**” such as the sharing of resources and assessment techniques proved to be most supportive in Teachers’ Professional Development. Thus, the concept of building a “collaborative community” is regarded as one of the best ingredients for Teacher Development.

5.3.4 Engaging in Self Appraisal

Teachers didn’t feel that filling in the self-appraisal form once a year was sufficient. Self-appraisal for teachers was seen more as a **process** i.e. a continuous activity throughout one’s teaching rather than an **event**. The survey and the interview data confirmed that inspite of the self appraisal forms being filled (as an event) with much controversy “self appraisal” (as a process) itself still emerged to be one of the most powerful influences on teachers’ Teaching Practice. What is seen here is a call from teachers for a continuous reflective practice.

Whilst self-appraisal had been regarded as the powerful means of improving Teacher Professional Development, it is viewed more as an “**individualistic activity**”. If teachers are reflecting on their work in an isolated manner then they will find it extremely difficult to initiate positive school changes and ensure that learners are developed as active critical citizens. Literature points clearly to the advantages of collegial work. Therefore, teachers still need to engage in self-appraisal and share their implicit practical teaching knowledge with their colleagues within a group. Unlike in the past, teachers’ practical knowledge was located within a private domain. Teachers didn’t share their teaching knowledge. Teachers also need to reflect collectively as a group. By teachers reflecting as a group, it breaks the cycle of working in isolation within the classroom. This kind of collegial practice eventually develops a community of teachers working towards common school goals. Teachers need to understand that in the past, they worked in isolation for the betterment of their learners. Although collegial activities in

improving their Teaching Practice seems to be a feminine activity, I think that all teachers should be working within a collegial and reflective framework. They must be made aware of their **“collective responsibility”** as a **“community of teachers”** is in the best interest of the provision of quality education for all learners.

It was interesting to note that teachers reflected at different levels in their teaching. It was evident that teachers reflected heavily at a very technical level. They were more concerned with the effective application of teaching skills and technical knowledge in the teaching within their classroom. At this level teachers were most concerned about applying their teaching knowledge to achieve the ends (outcomes) that are already formulated. The means, ends and surrounding context were regarded as unproblematic.

However, it was also clearly evident that almost all the teachers reflected at a critical level as well. They reported that their roles and responsibilities have changed as a consequence of engaging in self-appraisal activities. Previously, their main role was to ensure that learners were taught. It is now clear, that how they taught and why they taught the way they did was extremely important to them. This view of the teachers questions the means-ends reasoning and regards the surrounding context as problematic. This level of reflectivity emerged during the interview with teachers. Teachers reported that their role (through engaging with self-appraisal activities) had been extended beyond Classroom Practice. Teachers strongly believed that their role had been extended to develop a “worthwhile” citizen i.e. embracing the moral, justice and ethical issues. Teachers began to see their classroom and the school as “an area for preparation” for good community life and that the community or society was an extension of school life. It was also evident that teachers didn’t educate their learners to be promoted into the next standard or grade but it extended beyond just “promotion”. This was evident when teachers reported that their role is to develop the child for life i.e. prepare him or her for the future as responsible adult citizens. They further reported that learners have to be developed morally, be able to make decisions and defend their rights so that they are better able to fit into society. These levels of reflective practice engaged by teachers are ideally a path for them to develop and extend their growth. Thus, engaging in constant self-appraisal is essential for Teacher Professional Development.

5.3.5 Professional Development

Apart from sharing of resources, sharing of assessment techniques and engaging in self-appraisal activities that caused tremendous influence on Teaching Practice, teachers reported on other factors that improved their development. There were three distinct categories of influences which teachers believed to have improved their development: Firstly, what I called the **“knowledge providers”** such as Department Curriculum Unit, colleagues, Subject Committee Meetings, Professional Development courses, academic institutions, Forum meetings and workshops and the media. Teachers believed that the “providers of knowledge” played an important role in improving classroom practice. Knowledge gained from these platforms was put to use in the classroom. It helped them to better plan and prepare for their learners.

Secondly, **“community involvement”** such as being involved with sporting bodies and religious organisations played a significant role in teaching. Teachers have reported that their involvement in religious and sports organisations played an important role in the moral development of their learners. Due to external pressures and evil forces there had been devastating changes in the family unit which has caused parent abuse, divorced parents, single parents and alcoholic parents. The external forces such as peer pressure, the violent, sexual and barbaric scenes on television screens all have detrimental effects on the moral development of our learners. As a result this has weakened the roles and responsibilities of parents in re-enforcing strong principles of moral values and skills development in their children. The teachers believed that their involvement in religious and sporting activities are playing a responsible role in their struggle to develop morally balanced citizens. This has revealed a shift in the role and responsibilities of teachers. Teachers believed that their role was not merely to impart “knowledge” i.e. the academic development of their learners. Their teaching role extended beyond their classroom and into the community. Educating the child morally was an equally important aspect in their teaching.

Thirdly, **“the inner self”** such as the love, passion and commitment to the profession influenced the way teachers taught. Some teachers stated that they needed to listen to the deeper parts of why they are in the profession. They reported that their love for children sustained their commitment to the profession. Teachers believed that their learners came from different backgrounds and this re-enforced the need towards bringing about a change in them. Teachers

believed that they also have a moral obligation to uplift members of their society from decay and keep them abreast of the transformation that is taking place.

5.4 The generation of the “Thesis”

5.4.1 The Implications at Department of Education Level

5.4.1.1 Financing of Teacher Professional Development

Conducting appraisals in schools is believed to be a “cost free” process. However, the entire process is very costly. The success of school policies depend on the implementation process and its evaluation but more especially, the availability of human, physical and financial resources are crucial. The appraisal process cannot always be complete during the teachers’ “non-teaching periods” since these periods are time set aside for lesson planning such as making worksheets, reading information for a particular section or theme and marking of learners books. The appraisal process thus infringes on fundamentally important pedagogical times. One of the ways of ensuring a successful appraisal process is to estimate the “cost of appraisal time” per teacher at national level. If teacher appraisal is taken seriously then additional finance is required for the provision of more teachers in schools to cater for the increase in time that appraisal demands. The allocation of more teachers to schools will mean that teachers will have a lower “teaching load” in terms of teaching time. A lower teaching contact time with learners will mean that there will be more hours available for managers and Staff Development Teams to plan for constructive Teacher professional Development. Thus, Teacher Professional Development can be seen as part of the whole school programme.

The success of the Professional Development Plan (PGP), which is the “crux” of teacher development in the Developmental Appraisal Policy, can only be achieved through availability of resources within a particular school context. There are vast differences in the level of resources in all schools especially in rural areas. The teachers in this study complained that for the PGP to be successful it required resources to be supplied by the Department of Education. Resources were not forthcoming from the Department of Education and unfortunately, teachers had to accept the serious limitation of the appraisal policy. I think it is foolish for panel members to engage in any

discussion on the PGP because quite often the panel put together a plan of action for the appraisee and realised that the plan could not be fulfilled due to financial and resource constraints within the school. It is very discouraging and demotivating to an appraisee because when the PGP is collectively designed with the panel it is expected that the appraisee take full charge of his/her development. With several financial and resource constraints existing in most public schools, the designing of the PGP was futile.

Every public school is given financial support depending on their “status-ranking”. The more disadvantaged schools (in terms of poor infra-structure and low socio-economic parent community) receive a higher financial allocation as compared to advantaged (affluent) schools. This allocation is granted to school to satisfy the basic requirements of schools such as textbooks, lights, water and telephone. The Department of Education also needs to realise that allocation of finances to schools also includes support for teachers. Thus, there need to be additional finances allocated to school to engage teacher support and development. The Staff Development Teams must be empowered and capacitated to access this financial allocation for the purchase of resources so that the Professional Growth Plans of teachers can be realised. The Skills Development Act No. 97 of 1998 ensures that teachers are skilled in areas of need so that they are able to teach effectively. Hence, the provision of additional finance to schools for Teacher Development is compulsory.

5.4.1.2 Capacity building for change

While I do believe that the Developmental Appraisal policy had been shaped heavily by the State and especially the South African Democratic Union (Chapter 1 section 1.3.2), teachers have not been given capacity building training to understand the process of change. Furthermore they were not empowered to implement the appraisal process. All teachers, Staff Development Teams and panel members need to be capacitated on the entire appraisal process. Skills of handling the appraisal process, thorough knowledge of when, how and why certain processes are taking place and attitude of the appraisee and appraisers towards the appraisal process are important. Due to tremendous inputs by unions on teacher appraisal it seems that teachers have to a large extent contributed to the Developmental Appraisal Policy and that they will automatically be in a better position to initiate and monitor the process of the appraisal policy. There needs to be intensive training for appraisers. Some teachers are chosen because of friendship but in reality they don't

possess the skills, knowledge and attributes to be an appraiser. Not anybody can be an appraiser. The appraisal policy assumes that all teachers have the knowledge of being an appraiser. All teachers need to be thoroughly trained in terms of the objectives and how the process needs to take place. There needs to be a common understanding between the policy makers and those at “grassroots” i.e. the teachers.

The Developmental Appraisal process is new to all stakeholders in education. All those who are involved in the appraisal process, including Superintendents, must be capacitated. Although the appraisal process is solely managed at school level, it does not mean that Superintendents have no responsibility in respect of teacher appraisal. Superintendents are in close liaison between the Department and the school personnel. They are equally responsible in providing support and guidance to personnel at school level. Therefore, it is imperative that Superintendents are empowered and have the same understandings of the appraisal process as teachers. Capacity building must include areas of understanding how to implement the process “per se” and a deep understanding of the origins of the developmental appraisal process so that it will make more sense in their role towards improving themselves, other teachers and the nation as a whole. This must be nationally/provincially co-ordinated so that there would be uniformed understanding of the appraisal process (aims, objectives, criteria etc).

5.4.1.3 Streamlining the number of forms

One of the greatest problems of implementation that emerged was the question of time. Many of the teachers complained about the difficulty in filling in the various forms. The entire process was lengthy and cumbersome. It required immense time in filling the many administrative forms which were often very confusing. The teachers have more of a technicist view of the appraisal policy i.e. just filling a host of forms as against improving teacher growth. The filling in of forms is really a further intensification of teachers’ work which reduces planning and preparation time for teaching. This increased technicisation and intensification of teachers’ work is believed to enhance teacher professionalism but is misleading. Teachers’ quality of service is compromised, they tend to “cut corners to save time” and there’s no time to develop their competency. Their preoccupation with administrative tasks leaves less time for quality teacher-pupil relations. Therefore, it is imperative that these forms need to be streamlined or refined so that teachers do not spend many hours filling forms at the expense of quality preparation time for teaching.

Teachers believed that filling in forms such as the self-appraisal form were construed as an event that was accomplished because of policy demands. Self-appraisal needs to be viewed as a “process” which is ongoing. While teachers are engaging in reflection at an individual level, collective reflection is seen as a powerful process where teachers as a group reflect collectively on their practice. The discussions, deliberations and debates are enriching and promote the collective responsibility of teachers as a community in the development of learners.

5.4.1.4 Different rating system for Teacher Assessments

Mokgalane et. al (1997) pointed out in the report of the National Teacher Appraisal Pilot Project that “the grading system came under fire from the various schools in all the departments” (p.31). Although teachers in this study reported that there are different core criteria for teachers, Heads of Department, Deputy Principals and Principals with the explanation and expectations of each core criteria clearly defined, there needs to be a different rating system. Rating teachers as “A” where they needed improvement and “B” where the teacher excelled well but room for improvement is still perceived as too rigid and judgemental. It is still seen as a measure of “competency” and “incompetency” of the teacher. It is also a process of sifting the good from the weak teacher. Teachers are at different points of the continuum in respect of their potential and development. Thus, a graded system that reflected a much finer grained rating is recommended.

5.4.1.5 The structure of the panel

The Developmental Appraisal Policy is an example of a policy that portrayed a shift of the appraisal of teachers from autocratic to democratic principles. This implied that the appraisee is given the opportunity to choose his or her members on the panel and have a say in the appraisal process. This freedom of choice resulted in the appraisees choosing only their buddies for appraisal. Eventually the appraisee and the appraisers’ ratings were subjective and didn’t match the performance of the teacher. One of the ways of overcoming this problem was to have a neutral person on the panel as opposed to a close friend. This implies that the Department needs to seriously think about a change in the structure of the panel and how it operated. One of the teachers suggested that there needs to be a standard panel within the school so that the teachers’ ratings will be more or less consistent and more realistic.

5.4.1.6 Monitoring of teacher ratings

The Development Appraisal Policy was not effectively monitored at all levels. At school level, the various ratings such as the self, peer and panel appraisal ratings were **not monitored** by the Staff Development Team (SDT) due to time constraints. The Superintendents did not monitor the appraisal ratings due to the fact that the entire process was controlled by the SDT. The Department of Education merely played a technical role of requesting how many teachers were appraised in the school. The absence of a monitoring system resulted in nepotism, subjectivity and inconsistency of ratings. There needs to be some safeguards against these malpractices. One way of eliminating nepotism, biasness and unfair play during the appraisal process is to restructure the composition of the SDT and panel members. The main reason to restructure the composition of the SDT and panel members is due to negative evidence that surfaced in this study. Appraisers found it difficult to give their colleagues a poor rating since they are in daily contact with these people (teachers) within their own school. This resulted in nepotism in appraisal ratings.

Therefore, I suggest that a neutral person from “outside the school context” such as the personnel of the OBE: Curriculum Unit of the Department of Education to be involved in the development and appraisal of teachers. As reported by the research participants, these “outside personnel” have the most expertise in the various subjects and “Learning Areas” and would be in the best position to monitor, provide feedback as well as use their own “resource bank: OBE material” in a specific subject area to empower the teacher. (This is also one way of making different policies and bureaucrats from different departments talk to each other). The issue of seriousness among educators will be heightened and nepotism and biasness will be reduced tremendously since personnel from the OBE: Curriculum Unit will be responsible in driving the new curriculum and ensuring that teachers are successful in implementing it. In this way education policies can be seen as mutually supporting the development of teachers.

5.4.1.7 The inside and outside dimension in bringing about institutional and wider school reforms

Taylor (2002) argues that school improvement can be viewed as “inside-out” or “outside-in” approaches. The “outside-in” approach focuses on **accountability** mechanisms in the form of “standards, competencies or expectations” which need to be met to ensure school reform. For

example, in OBE there are certain expectations of learners in terms of outcomes. Learners need to demonstrate these outcomes in specific subjects/learning areas. Even the Norms and Standards for teachers clearly spells out what standards or competencies teachers need to possess in order for them to teach effectively. Quite often the problem with these approaches is that the teachers and school managers such as the Heads of Department, Deputy Principals and Principals lack the skill and capacity to perform at these new defined roles. One way of overcoming this problem is through the provision of capacity building and training programmes.

The “inside-out” approach mainly focuses on providing **support** for example, the Developmental Appraisal Policy identifies the area of need and provides support for the teacher concerned. The unions still view the appraisal policy as an “inside-out” mechanism for change as compared to whole school evaluation. What we need to see happening is a combination of both approaches to bring about institutional and wider school reforms.

5.4.1.8 Cascading method and the review to policy

It has been noticed that once the cascading process is set in motion it was viewed essentially as a one-way transmission of information to staff members. Rarely “grassroots” concerns and dilemmas are “backed up” the relevant educational structures for policy consideration. The cascading method of information to lower levels should not be successful only at the first few levels. The overall aim and objective of the cascading method must be to bring about a positive change in behaviour and situation/context. The cascade method must not be an end in itself. What needs to be done is that teachers should participate in an inservice training programme on understanding the appraisal policy in a macro context. They must also be given space for a review of the Developmental Appraisal process, based on their experiences from practice. Both the strengths and weaknesses of the appraisal process as experienced at “grassroots level” must be “backed-up” the relevant cascading structures. Therefore, successful implementation strategies will integrate “bottom-up” and “top-down” approaches for effective teacher development. This would be a critical approach to policy formulation and implementation.

Formulation of policy is always believed to be the responsibility of the policymakers. Policy makers believe that policy is simply a technical exercise. This approach to policy making assumes that it is easy to translate policy into practice because policy implementation is a smooth

and unproblematic process. In most cases where policies fail, policymakers place the blame squarely on schools for their lack of control of the implementation process in meeting the objectives of the intended policies at school level. It can now be argued that policy formulation and implementation is not a separate process. Policy formulators need to take cognisance of the situation, context and possible implementation problems that could arise. Currently, there is a lack of space within the Developmental Appraisal System for a constant dialogue between the school context and the policy context. The review of policy must be given space for teachers who experienced the process to make inputs for policy review. This shifts the role of teachers as mere technical implementers of policy.

5.4.1.9 Changed roles of bureaucratic personnel – decentralised

We need to understand that the integration of the South African education from more than 12 Education Departments into one unitary system still maintained the “Apartheid bureaucrats” in the system. Some of them were against changes while others were diplomatic in their approach. The shift of “power and control” from the hands of the bureaucrats to school level managers means that bureaucrats need to serve new **“redefined roles”** in terms of Teacher Development. The Superintendents of Education should have co-responsibility in developing the teachers in the profession. At the moment there is a divide i.e. teachers are **“in”** full control of the appraisal process while Superintendents of Education are **“out”** and not in the best position to support the teachers. One of the successful ways of implementing policies, such as the Developmental Appraisal Policy, is to ensure that those who benefit from it and those who are responsible for its implementation are brought together. The main category of persons to benefit from the appraisal process, are teachers. Those who are responsible for the implementation process should not only be grounded at school level. Teacher unions, Superintendents, district managers and parents should play a complimentary role in the development of the teacher. Thus, the efforts of each stakeholder in encouraging Teacher Development must be merged.

5.4.1.10 Combination of policies “talking coherently” to each other

Singh (1992) argues that “South Africa has become an arena of contestation for the restructuring of policy agendas among contending groups seeking to establish a new hegemonic order” (p.67). Although there has been a proliferation and abundance of policies within the education context in South Africa since 1994, there has been no mechanism enforced to evaluate the overall impact of

the “combination of education policies” on the roles, responsibilities and the growth of the teacher. It is common that each directorate within the education context is competing for power and dominance over one another. It is imperative that we examine how the various policies are in “synchrony” in the promotion of Teacher Development. For example, some of the teachers from this study reported that the introduction of the new Curriculum (OBE) by the Department of Education influenced them to share more assessment techniques. Chapter 4 and Appendix 4 of this study revealed that sharing of assessment techniques is a strong factor influencing Teacher Development. Thus, there needs to be a “policy-puzzle” framework within the education context. The different education policies should fit into each other like pieces of a puzzle and not be contradictory but “talking to each other” in achieving common educational goals.

5.4.2 The Implications at Institutional Level

5.4.2.1 Flexibility on the school timetable to conduct classroom visits by peers

One of the main concerns of appraisal is the amount of time involved in completing the process. Yet there is very little impact on bringing about improvement on Teaching Practice. Considerable amount of time is required to engage in classroom observation, appraisal interview and meetings. To avoid classroom chaos during classroom observation, it is imperative to include time for preparation and professional development on the school timetable. At the moment it is compulsory for all the appraisal meetings and panel discussions to be held after normal teaching hours. Therefore, teachers have the added responsibility of balancing the need for extra-curricular duties and Teacher Professional activities after school hours. This places more stress on the teacher and leaves no time to ensure successful operation of the appraisal process. When teachers conduct the appraisal process it is invariably done at the expense of normal teaching hours and quality teaching time is **sacrificed**. It is important to make sure that learners are meaningfully engaged in constructive learning during every period and should not be left unattended or left in the control of a parent.

5.4.2.2 Fostering Teacher Collaboration

Teachers are dissatisfied with the poor manner in which panels provided feedback to the appraisee. Even classroom observation was regarded as a passive way of learning. Verbal feedback during panel appraisal meetings and classroom observation were regarded as a passive

form of learning and were least supportive in Teacher Development. On the other hand, tangible feedback in the form of sharing resources was regarded as active and overt ways of teacher support. This implies a shift in the way we should think about Teacher Development. We need to move away from a merely technicist exercise in providing only oral feedback to the appraisee. However, the sharing of resources and assessment techniques are seen as concrete or definite ways of motivating and boosting the morale of teachers in support of their teaching. These represent tangible forms of support in assisting the teacher to be creative and more innovative in his or her teaching. Conditions for sharing of resources and assessment techniques need to be strengthened. Teachers need to develop collegiality within their schools and change their view that designing teaching material is an individual activity. For example, grade teachers can meet to discuss the advantages and or disadvantages of their teaching material. In this way grade teachers share both positive and negative points in respect of their resources and assessment techniques. Thus, fostering conditions for teacher collaboration can be viewed as “contrived collegiality” (Hargreaves, 1992) where it can be seen as an administrative imposition that mandates teachers to work together. While this may represent a contrived practice, fostering a collaborative community is seen as a powerful factor in influencing Teaching Practice.

5.4.2.3 Promoting Critical Reflective Practice

Teachers understood self-appraisal as engaging in self analysis and introspection of their teaching performance. The Developmental Appraisal Policy demanded that teachers engage in self-appraisal once a year. However, teachers in this study demanded for regular self-appraisal i.e. as a continuous activity throughout one’s teaching career. Teachers claimed that self appraisal had influenced their Teaching Practice. Teachers did not engage in self at a technical level. They reflected on the socio-political aspects raising issues such as democracy, non-discrimination, human rights and good morals in developing a just and humane society. Whilst teachers demand for regular self appraisal, we need to encourage reflection as a collective activity as the literature suggests. This implies that teachers need to reflect collaboratively as a learning community which is powerful and will be able to positively transform their Teaching Practice.

5.4.2.4 Differentiated Teacher Professional Development for different ages of teachers

Teachers operate differently at different stages of their career. Therefore, it is essential that we move beyond traditional boundaries of providing standard, linear or fixed types of professional development programmes for all teachers. From my study it is clearly evident that the teachers in the 21-30 and 51-60 age groups claimed that all the activities of the Developmental Appraisal policy had caused a positive influence on their Teaching Practice as compared to the teachers in the 31-40 and 41-50 age groups. Thus, the teachers in the 31-40 and 41-50 age groups require different methods of professional development as compared to the activities of the Developmental Appraisal Policy. Therefore, the various activities of the appraisal policy doesn't take care of the professional development of all the teachers in all the ages groups. Teachers always encounter different challenges and dilemmas during different stages in their professional lives. There has always been the assumption that all teachers due to the commonality of their work will require only one generic type of professional development that will be apt to teachers in all stages or different ages. It is important to note that there needs to be a differentiated Teacher Professional Development programme for teachers in different stages of their lives.

5.4.3. The Implications at an Individual Level

5.4.3.1 The inner dimension of engaging in Teacher Development

Evidence from the interview data revealed that teachers sustain their teaching and development because of their inner qualities. Many of them are dedicated and committed to their profession because of their love for children. Dewey (1933) concurs that there are three inner essential attributes that every teacher should possess. Firstly, **openmindedness**, a teacher should be the one who will carefully listen to different sides to a issue, is aware of the different possible solutions and acknowledge the potential of information from different sources such as those of other teachers, students, parents and educational researchers. Secondly, **responsibility**, all teachers should be committed, dedicated, single-minded, energetic and enthusiastic about their teaching. Thirdly, **wholeheartedness**, all teachers should engage in their teaching from their inner self without any reservations. This implies that teacher's love for the profession influences the way they teach. Teachers could be offered incentives to boost their morale.

5.4.3.2 Moral responsibility

It is understandable that we need to restore the Culture of Teaching due to the many years of resistance campaign that created disorder in South African schools. The focus cannot be entirely on “how teachers teach” (only pedagogy) but also inculcating morals and values in the classroom context is necessary. The study reveals that greater involvement of the teacher (outside their classroom) in community bodies, projects and organisations in fulfilling their moral responsibility is emerging.

I believe that inculcating moral values in our learners through all possible avenues is one of the most important aspects of the education process. We do not need learners who are well clued up with only academic knowledge (pedagogical) to engage in intellectual transformation. Learners must be also morally empowered in and out of the classroom context, so that they will be able to intervene in any situation where the moral aspects of an individual are breached. Such situations include the use of abusive language, the sexual teacher-pupil relationship and the intake of drugs and alcohol. Teachers need to inculcate self-discipline in their learners which is a key towards building a disciplined society and developing in learners the need to be loyal to their friends, citizens and the nation as a whole. This allegiance starts by influencing learners’ intrinsic or inner qualities i.e. loving and showing respect to their colleagues and their school. Thus, the teaching domain extends beyond the classroom and into the community. Teachers need to be encouraged to participate in outside school activities and programmes such as in sporting and religious organisations. In this way teachers will be able to imbibe their learners morals and values which will develop them to fit into a just and humane society.

5.5 The Thesis

Figure 5.2 below, shows that there are several changes needed to engage with Teacher Professional Development viz. at Departmental, institutional and individual levels. These three levels will be explained.

TEACHER PROFESSIONAL DEVELOPMENT: AN “INTEGRATED APPROACH”

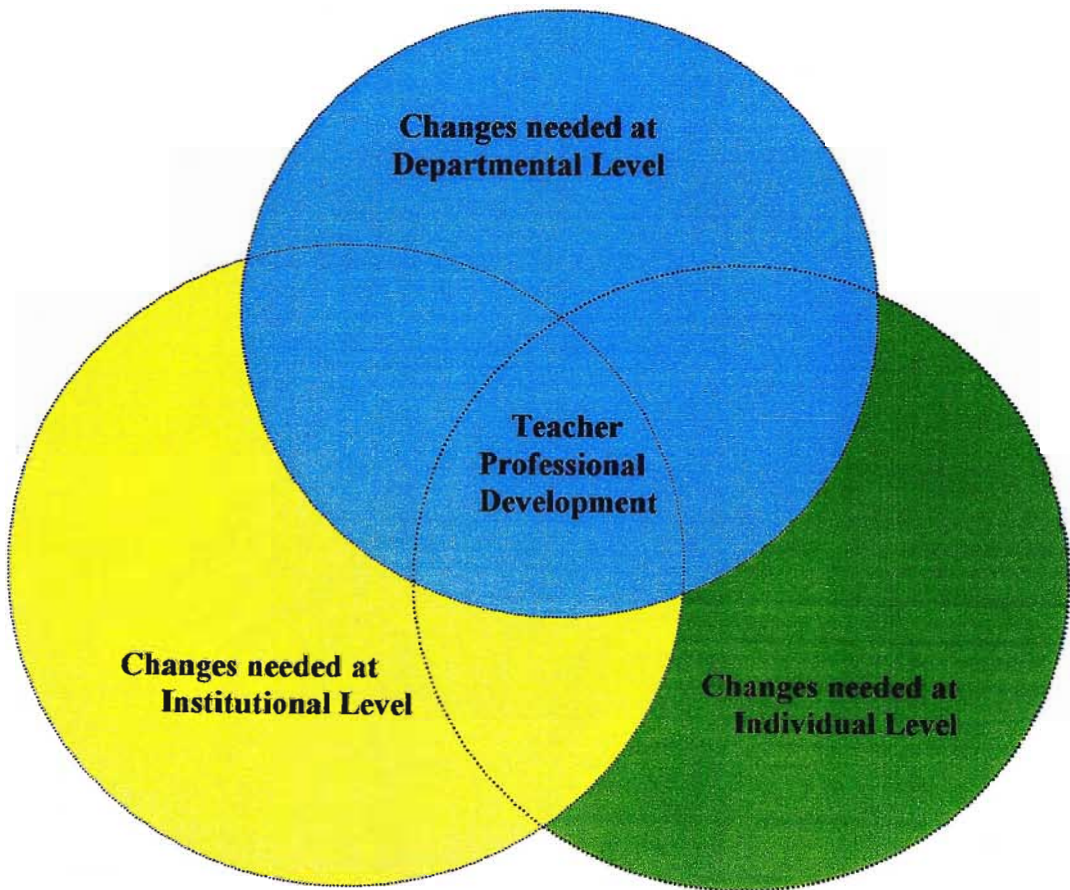


Figure 5.2: An Integrated Approach to Teacher Professional Development

- **Changes needed at Departmental Level**

Teachers continuously read and engage with changing regulations disseminated from National Ministry to school level in the form of manuals, bulletins, policy booklets and circulars. These regulations hopefully try to create harmony and give structure to the school organisation. In the synthesis of the thesis, it is clear that the Department of Education needs to make changes to engage in Teacher Development. Some of these changes are taking serious steps in financial planning for appraisal, providing capacity building for the various stakeholders in education, streamlining the appraisal process (especially the filling in of numerous appraisal forms), engaging in policy coherence, improving the structure of the appraisal panel and monitoring teachers' ratings.

- **Changes needed at Institutional Level**

The institutional environment influences the way teachers carry out their roles and responsibilities. The various persons that comprise this category of influence are managers and teachers. The positive interaction between the managers and teachers will influence Teacher Development and strengthen the administration of the school. The supportive culture from the institution itself will have positive impact on Teacher Development. Teachers will feel that their needs are being taken care of and would offer more to their learners. For example, one of the implications of this thesis is that managers need to think about a flexible composite school timetable to accommodate the activities of Teacher Development. In this way the smooth functioning of the school will be maintained. Managers and teachers also need to set up conditions that will allow teachers to share their ideas and information with one another, for example, sharing of resources and assessment techniques. Teacher Collaboration was highlighted as the strongest factor in influencing Teacher Development. Therefore, changes within the institutional level need to be initiated to promote Teacher Development.

- **Changes needed at Individual Level**

Each and every person is a unique being with varied differences in age, experience potential, value system, beliefs, origins, background and philosophy of life that eventually constructs the person's character and personality. All these aspects have great impact, influence and development on the teacher. Personal factors such as love for children, passion and commitment for the profession have also surfaced as important factors for engaging in Teacher Development.

The proposed model of **intersecting responsibilities** of the Department of Education, the institutional and personal level is advanced (Refer to figure 5.2). How we can activate the responsibilities at these three levels is important? The answer to this question is **no doubt a thesis on its own**. However, I would like to expand the thesis by providing an explanation of **how** the activation of these responsibilities can be made possible by focusing on the following questions:

- ① **What are the obstacles / challenges to a reconceptualised role of the Department officers and officials / bureaucracy?**
- ② **How does one ensure / activate institutional renewal?**
- ③ **What steps/actions need to be taken in order to activate a personal commitment/ “renewal from within”?**

The Departmental and School Level

➤ Re-kindling a Partnership Relationship

The Department is always perceived as the employer i.e. the “outsider”. Teachers often felt intimidated by the presence of officials from the Department. There is a clear gap in communication between the teachers and Department officials. The Departmental officials are seen to be on one end of the continuum while the teachers are on the other end. Furthermore, there is this constant conflict between Department officials and teachers due to the lack of a negotiated understanding of their roles and responsibilities. The Department officials are often seen as the “outsider” coming to school to perform a “watchdog” function. Teachers didn’t value the “support” (if any) of these bureaucrats. The Department needs to rethink how it positions itself in relation to teachers i.e. how it consults and dialogues with them. The Department officials and teachers need to see themselves as playing a complementary role towards the provision of quality education for all learners. There needs to be a **re-kindling of a partnership relationship** between Department officials and teachers. Fostering this partnership relationship helps to strengthen professional work relation, a process to share ideas, experiences, knowledge and expertise. Growth and development cannot be initiated if teachers, administrators at school

and Departmental level work independently of each other. All these personnel should be **integrated as co-workers** who should strive towards improving the quality of teaching and learning. There needs to be regular meetings to take on the challenge of changing the “old mind set” of both teachers and bureaucrats in respect of their roles and responsibilities and “cement” this new **“partnership relationship”**.

➤ **Giving Praise**

Most teachers viewed the bureaucrats as “fault finders” and “cold people.” Teachers spoke with anxiety and distrust whenever departmental issues were concerned. Reports on teachers in the newspaper by the parents and the Department of Education was in most cases negative even though teachers often worked in difficult conditions. “Teacher bashing” in the media by bureaucrats and politicians was common. Teachers may by virtue satisfy the requirements of being a profession, but the public will still continue to accord less respect because the status of the teaching profession is low.

It must be noted that many teachers and many of the Department officials are note-worthy of praise. Verbal and written praise is an excellent form of external reward system. Teachers, managers at school and at the Departmental level need to move beyond simply attacking each other and providing negative feedback to teachers and the school about their performance. The purpose of praise from the Department is a form of strengthening teacher commitment, reinforcement of good behaviour and performance as well as increasing the morale of teachers. Likewise the Department officials need to be praised for their dedication, support and efforts if it is forthcoming. We need not be silent about it.

➤ Supporting parallel initiatives

The Whole School Evaluation and the Developmental Appraisal process is an example of one of the many parallel initiatives that have been engaged within schools. The implementation of the Developmental Appraisal Policy is supported strongly by the teacher unions. Nevertheless, there is strong resistance to Whole School Evaluation (WSE) from the teacher unions. They are likely to sabotage the activation of WSE. In order to ensure the success of WSE there needs to be more advocacy of WSE and to show that there is fundamentally no difference to the Developmental Appraisal process. However, the unit of analysis for implementing the Developmental Appraisal Policy is the “teacher” and for WSE the “institution” itself. Both these initiatives are also geared towards Teacher Development.

Due to the disruption of Whole School Evaluation process in some schools and a meeting with SADTU, a Joint Task Team was established. There several recommendations were advanced to ensure the success of both the Developmental Appraisal process and Whole School Evaluation viz.:

- The observation of the educator in practice to include the educator’s skills and techniques in facilitating teaching and learning in his or her classroom. The observation of educators in practice is a process which is required by both the Developmental Appraisal process and Whole School Evaluation. The Developmental Appraisal process needs to provide support and give direction for the educator towards more effective ways of curriculum delivery. Whole School Evaluation process to validate the quality of teaching and learning and provide benchmarks for the educators within the institution. These benchmarks will maintain continuity of the Developmental Appraisal process in schools.
- The data collection forms for collating the school profile from Whole School Evaluation and school self-evaluation be redesigned to include collection of information on the Developmental Appraisal Systems operations and processes.
- A protocol be developed to guide both parties in respect of their roles and responsibilities.

- A pre-evaluation checklist needs to be discussed by the evaluators and educators prior to any classroom observation.
- A common form for recording the observation of educators in practice has been proposed for use in both Whole School Evaluation and the Developmental Appraisal System.

➤ **Encouraging Teacher participation and decision making**

I am aware that many teachers are experiencing disappointment in their Teaching Practice which results directly from the implementation of school policies. Nevertheless, the challenge would be to encourage teacher participation in school based decision making within and outside the school. Teachers need to take ownership of all school activities. Increased teacher participation also enhances the communication among the teachers and the school managers (administrators). Managers need to create opportunities for teachers to take on leadership roles. For example, teachers need to be given the opportunity to serve management functions such drawing up the year or term planner of the school, organising staff development workshops, being part of school management meetings and so on. Using this collaborative approach to school administration will boost teacher's morale, commitment and dedication to the profession. It will also ensure that teachers' talents in school administration will be used and not wasted. This complementary support and assistance from teachers and school administrators will invariably have a positive impact on the functioning of the school.

➤ **A Reward Structure**

Many teachers regard themselves as "people who are always stuck in the profession" due to the fact that they are not promoted or given any reward for the progress they have made. Any individual would most definitely be happy when rewarded (for example with money) since it satisfies one of their basic needs. Maslow (as cited in Sergiovani et al 1993) reinforces the idea that what gets rewarded gets done. Thus, a reward structure for teachers will affect teachers' attitude towards their work and motivation to learn.

There can be an **individualistic** and a **competitive** reward structure. Under the individualistic reward structure teachers can work on their own to achieve rewards. Rewards for an individual teacher is not subjected to the efforts and support of other teachers. The question is who do we reward? There are many teachers who attend workshops, meetings, conferences, symposiums and developmental programmes. It is sad to say that the vast amount of information “collected or learnt” at these forums is not purposefully disseminated to the various constituencies. Information gleaned at this level need to be disseminated to staff members and at other forums. A presentation of the information would keep teachers and managers informed and up-to-date with the latest trends in education. However, teachers need to be rewarded only after completion of a presentation to their respective constituency. Rewards should be given in the form of points recorded against a teacher’s name. Points should not be given for mere attendance of a course or meeting. The points can be rewarded in the form of “money” or promotion as a “lead teacher” after a certain number of points have been attained. In this way teachers can be regarded as an active participant within his or her own field. This kind of plan needs the support and approval of all the stakeholders. Hence, the Department, teachers and unions should be working collaboratively in designing such a reward structure.

In the competitive reward structure the teacher’s performance is compared to others. Reward in this structure is achieved in terms of surpassing the performance of other teachers. This reward structure will sustain the dedication and motivation of active and creative teachers. For example, teachers should be given a merit notch for their high level of performance (based on a pre-determined criteria) over others. There are divergent opinions and resistance to such a “merit system”. Performance related pay is still not perceived in a positive light by teachers. Some questions are raised about what happens to “good teachers” who are not rewarded in this system? This does not mean that those who are not rewarded, will have to “pull up their socks?”

Nevertheless, teachers need to be given rewards and or incentives to raise the quality of teaching and learning. I am aware that there is a discussion document advocated by the Department of Education that attempts to shift the discourse on teacher promotion, reward, incentives and recognition of performance in the form of career-pathing. In a recent press release by Govender (2003) the National Minister of Education, Professor Kader Asmal, after meeting with all nine Provincial Education Ministers in Cape Town, announced that for the very first time teachers

would be awarded incentives without having to be promoted into administration posts. He found that specialist subject field teachers, especially in Mathematics and Science, had often joined the world of business. Further, some of the specialist teachers were promoted out of their classroom practice and into senior management positions. With the proposed career-pathing teachers could, based on their competence, apply for promotion in the senior teacher category. The creation of the senior teacher category would give teachers the opportunity to remain as a classroom practitioner, mentor other colleagues and at the same time still be rewarded. Govender (ibid.) also reported that according to the Deputy President of the South African Teachers Union (SADTU), Edwin Pillay, the Department's proposal still needed to be disseminated to its membership for discussion and comment.

This thesis chooses not to delve into this career-pathing document further. Perhaps the document still to be realised needs to be accepted by all the stakeholders in education as a new way of addressing issues of Teacher Development. The document signals an important step, nevertheless, that the Departmental, Institutional and Individual contexts need to be integrated.

The Individual Level

There are certain actions that can be taken in order to activate a personal commitment or "renewal from within" an individual. For example, how does one ensure moral regeneration? There are several ways of how a teacher could fulfil their moral responsibilities which also need the support at the school and Departmental level. Firstly, all teachers must be a positive **role model** to their learners in developing strong character and moral values. Secondly, teachers need to take cognisance of the moral development of their learners as part of their professional work. Teachers are curriculum designers. They must carefully select aims, objectives and content material so that it contributes towards desirable educational ends.

Thirdly, the teacher must encourage all learners to engage in moral discourses in and outside the classroom. This can be realised during oral communication periods, speech and debates. Fourthly, the teacher must be clear and upfront about his or her ethics and values for further

discussion. Fifthly, teachers must develop in their learners a sense of empathy so that they are able to take care of the moral welfare of their colleagues.

Sixthly, the teacher must create a positive moral climate in the classroom and further be able to nurture and provide support for their learners in respect of moral development. Lastly, teachers must be able to provide a variety of opportunities for learners to engage in activities that will develop learners in and out of their classroom. In this way learners will be given practice and practical experiences of how to behave or react unselfishly. In trying to support “teacher moral regeneration” the school and Department also need to rethink their roles and responsibilities. For example the Department need to change the way it operates with the teachers. In this way the teachers will feel more self assured and motivated.

Although I tried to provide “answers” to the above questions separately, they somewhat could not be kept as water-tight compartments. While reading you would realise that renewal at these three levels i.e. the Department, Institutional and Individual levels cannot be activated separately.

There are overlaps such as the way the Department, Institution and Individuals monitor “teacher ratings” at different levels. For example, on an individual level, every teacher undertakes self-analysis and introspection in terms of his or her teaching performance. This is followed by self-evaluation where the teacher records his/her teaching performance by means of a “rating”. These performance ratings are monitored by the teachers themselves each year in their next cycle of appraisal. Likewise, at an institutional level, one of the functions of the Staff Development Team (SDT) is to also monitor the entire appraisal process which includes monitoring “teacher ratings”. After monitoring “teacher ratings” it is also incumbent upon the SDT to provide ongoing professional support in the form of staff development workshops. Similarly, the task of the Department of Education is to execute Whole School Evaluation which encapsulates both internal school monitoring and external monitoring which includes teacher performance. The Department should complement other initiatives to improve the work of schools and individuals, such as the Developmental Appraisal for teachers.

The argument in my thesis is further strengthened since these **three levels (the Departmental, Institutional and Individual) need to be aligned and integrated** so that the educators are confident that the features of good practice are consistent. The aim and objectives of monitoring “teacher ratings” must be coherent or common to personnel at these levels. All personnel, be it from the Department, from within institutions and the individual him/herself need to be working as partners in achieving a common educational goals.

Although I have argued for a new model to engage with Teacher Development, there were certain limitations to the study that needs to be noted. This study also gives researchers the opportunity to engage in further research. The limitations and areas for future research will be explained in the next section.

5.6 Limitations of the study

My research study was conducted in the Verulam Circuit. There were 16 schools which can be described as rural and peri-urban schools. Although several attempts were made to include all the schools in the circuit, only 12 schools finally participated in the study. Four schools didn't participate due to them experiencing administration problems. This resulted in my target population being mainly peri-urban and the majority of teachers being from the Indian race group. The data for only the African race group is limited since there was a lack of representation of more African teachers in the main sample of this study. Due to the lack of African teachers in the main sample it led to satisfactory evidence of how they engaged with Teaching Practice.

On one hand Anderson (1993) argues that the fundamental principle in sampling is that one cannot generalise from the sample to anything other than the population from which the sample was drawn. On the other hand, Tuckman (1988) argues that any study will have external validity if the results collected would apply in the real world. Therefore, the limited data from the African teachers in this study thus raises questions of external validity. It is difficult then to generalise on the basis of such limited data. I then conclude that the results of this study cannot be generalised to the majority of teachers in the teaching profession since the majority of teachers in the profession are predominantly African teachers.

Another limitation of the findings was based on a self-reporting questionnaire. I provided incentives to schools that returned (90%) or more of their completed questionnaires. Although I was quite satisfied with a return rate of 86.7% the data quality cannot be guaranteed. Data quality has another aspect besides response rate i.e. the accuracy and completeness of responses to the questions. Another problem is the inability to control the context of question answering, and specifically, the presence of other fellow colleagues in the teaching profession. Respondents may have asked friends to examine the questionnaire or comment on their answers before writing them down. Thus, the respondent's own private views and opinions may have been silenced due to biasness. Finally the self-reported questionnaires do not allow an interviewer to correct misunderstandings or answer any "clarity" questions that the respondent may have. The respondent might answer incorrectly or not at all either out of confusion, anger or fear, often without the researcher being able to tell that a question has been misinterpreted.

The limitation also arises because the study relied (primarily) on what at best is teachers' self-reported data. What teachers claimed / espoused was the influence of the Developmental Appraisal Policy and its impact on their Teaching Practice may not be validated to have actually occurred since no direct observation of policy implementation was undertaken, nor observation of Teaching Practice in the classroom. The study thus relies on what the teachers declare was executed at school level and their reported "claims" of the influence of the policy are taken at face value. Instead the reports of teachers were triangulated with reports presented in interviews with the teachers. *However, it should be noted that this study aimed to establish how teachers understood and experienced the introduction and implementation of the policy, hence their self-reported data is fundamental rather than whether these events and processes were in fact executed.*

5.7 Future Research

5.7.1 Research on the Developmental Appraisal Policy

➤ Capacity building

Previously, the superintendents (now called ward managers) have been totally responsible for the appraisal of teachers. The shift of “**power and control**” from the domain of the bureaucrats to school personnel thus means that the bureaucrats should now serve new “**redefined roles**” in terms of Teacher Development. Ward Managers and teachers should have a co-responsibility of improving the performance of teachers. Thus, the Department of Education needs to intensify their capacity building workshops during the course of the year for teachers. Firstly, research must be undertaken to examine the various capacity building programmes/in-service training programmes. These programmes could be implemented so that teachers would be better equipped with the refined skills of evaluating their colleague’s performance as appraisers. Secondly, the capacity building programmes must also focus on how teachers need to understand the appraisal policy in the macro context.

Further, research needs to explore the different ways in which Ward Managers could serve a meaningful role as providers of support and guidance. It is thus evident that there is a definite research terrain i.e. to explore the possible changed roles of bureaucratic personnel from the “fault-finding” roles that existed in the past to a supportive one. Research should also focus on how the various interested parties (the teachers as beneficiaries on one hand and the teacher unions and ward managers on the other) are brought together.

Therefore, research in the **capacity building programmes** for teachers and **new redefined roles** for Ward Managers would focus on a complementary role in the development of the teacher. In this light the efforts of teachers and Ward Managers working together in encouraging Teacher Development will be strengthened.

➤ Review of the composition of panels

The Developmental Appraisal Policy is a good example of a policy that portrayed a shift of the appraisal of teachers from an autocratic perspective to one incorporating democratic principles. The transparent and democratic procedures implied that the appraisee is given the freedom to

select members on his or her panel and the “**audi alteram partem rule**” is applied. This rule means that a legal subject such as a teacher should be afforded the opportunity to present his or her version / side of performance i.e. the teacher has a say in the entire appraisal process and more especially the nature of his / her performance. It was clearly evident that the teacher’s free choice of his/her panel members led to personal preferences and nepotism. Finally, there was a great disparity between the appraisal ratings and the “actual worth” as expressed by the teachers. The problem of biasness with the selection procedures of panel members has to be researched by the Department of Education and unions. Therefore, research into the “panel format” i.e. its structure and how it operated is a matter of urgency.

➤ **Overall monitoring and consistency of teacher ratings**

The Staff Developmental Team and panel members themselves have been entrusted the responsibility of monitoring teacher ratings. Unfortunately, it was evident that the responsibility of monitoring had been absent. Panels and appraisee ratings were not monitored. This can be substantiated by the fact that teachers were laughing and joking during the serious process of appraisal rating and that teachers were rating their colleagues with very good ratings (all B’s). In the absence of “monitoring”, the appraisal process turned out to be an extension of “idle chit-chat”. Thus, research in the area of creating standard panels in each school for consistency of rating is essential.

Another focus of research could be the effect/impact of a neutral person from outside the school context in the monitoring, evaluation and development of teachers. The outcome of future research in this area would also highlight whether the seriousness among teachers could be improved with nepotism and biasness being reduced

Research could also take on the form of an action research initiative which attempts to engage teachers with the exercise of self and peer appraisal which moves beyond merely fulfilling a technical requirement. The articulation between the Developmental Appraisal Policy and other school improvement initiatives such as the Whole School Evaluation Policy and the Performance Assessment Policy should be investigated. Presently, a new policy of “Integrated Quality Management system” is being proposed by the Department of Education which aims to align the Developmental Appraisal Policy, Whole School Evaluation and Performance Appraisal

(Education Labour Relations Council, 2003 b). The effect of “joined up policy thinking” needs to be researched in terms of whether it engenders new conceptions of self and peer appraisal and whether the monitoring system is hereby improved.

➤ **Resources for the Professional Growth Plans (PGP)**

The successful implementation of the PGP in the appraisal policy is the “crux of Teacher Development” and can be achieved through the provision of resources. There are extremely vast differences between the level of resources in all schools throughout the country. The Department of Education has failed miserably in the provision of resources. These resources include financial, physical and human assistance which are needed to accompany the delivery of the Developmental Appraisal Policy programme. For example, are district officials adequately orientated to deliver quality developmental support? Are there adequate text and print materials available to teachers to activate their personal journey of continuing professional development? Where is the budget located and managed to effect the Developmental Appraisal Policy implementation? Whose responsibility is it to ensure the availability of resources: the Department of Education or the Schools Governing Bodies? How does the lag time between submitting the developmental plans to the Department of Education and the implementation and monitoring of the intended Professional Growth Plan influence teachers faith in such a policy? Having knowledge of the technical steps of Developmental Appraisal Policy is not tantamount to belief in its value. Further research would need to address if and how Developmental Appraisal becomes part of the worldview of teachers as a strategy for continuing Professional Development.

Research needs to look at how the Department, members of the school environment (internally and externally) and parents, as important stakeholders in education, work collectively in ensuring the success of school policies. Research into how the various interested parties (i.e. the general public, the State as Employer, the organised teaching profession, unions and parents) assist in providing resources which includes human, physical and financial resources needs to be conducted. Research in the provision of the different sources of resources and its impact on teacher performance needs to be explored further. Research in this direction may bring to bear that all parties need to work together and engage in harmonious co-operation to entertain the same objective of educational teaching i.e. for the sake of their children’s progress.

5.7.2 The link between Teacher Education and Teachers' new roles and responsibilities

This research has pointed to the strong link between the school and society (Chapter 2). Due to this strong link teachers have acquired new roles and responsibilities towards their learners. However, more research is needed in how to best link Teacher education programmes to the changed roles and responsibilities of teachers, within the school and societal context. Teacher Education planners need to strive to prepare teachers who will develop into critical thinkers, be able to challenge the current educational practice and prepare teachers in their total development i.e. academically and morally. Thus, the teacher educational planners must explore how the social, political, moral and economic factors influences Classroom Practice.

5.7.3 Natural ways of fostering collegiality

The creation of conditions for natural and development orientated efforts when fostering collegiality had been outside the scope of this research. However, we need to explore more possibilities of creating a learning culture which is not forced upon teachers but rather create opportunities which will enable teachers to openly articulate and be in a position to share their practical classroom knowledge that underpins their practice. Thus, engaging with teacher development will mean helping teachers to reconstruct their implicit practical knowledge based on the challenges of their colleagues and learners.

5.7.4 Understanding teacher beliefs in engaging Teacher Development

This research had raised the issue of understanding the “inner qualities” of teachers such as the love and passion for teaching to promote Teacher Development. Equally important is the issue of teachers' implicit beliefs about teaching and learning which guide all their planning, preparation and how they make decisions in their practice. This area needs serious consideration. While trying to engage in Teacher Professional Development from the outside i.e. through policy we also need to engage in research to uncover ways of understanding the rich store of implicit teacher knowledge and beliefs (inside) that which is seldom articulated.

5.7.5 Activation of the Departmental, Institutional and the Individual Levels

Although my thesis provided an explanation of how the above three levels can be activated, this issue is no doubt a thesis on its own. Therefore, it is an area that provides fresh ground for further research.

For example, researchers need to explore the obstacles and challenges to a reconceptualised role of the Department officers and officials within the bureaucracy. There needs to be more research in the ways of creating “renewal” from within the Departmental level i.e. exploring different ways of re-kindling a partnership relation between the Department of Education and the teachers.

Supporting parallel initiatives, encouraging teacher participation and a reward structure are some of the ways of “renewal” at the institutional level. The intersection between the Developmental Appraisal Policy intentions and the goals of the proposed new Career Pathing proposal by the Department of Education outlining new pathways for a career development would need to be explored (Education Labour Relations Council, 2003a). Will teachers who are interested in remaining within the career path of being classroom-based teachers (“promotion inside the classroom”), as opposed to seeking a career in school management (“promotion out of the classroom”). Are teachers likely to develop different conceptions of reviewing their developmental trajectories? These are the goals of the new Career Pathing Policy, but will it have the desired effect of engendering new attitudes, beliefs and practices in Teacher Developmental ?

The Department of Education must re-look at how they operate and the ways they communicate with teachers. There has always been suspicion on the side of the Department and teachers. Research needs to look at what steps or actions can be taken in order to activate a personal commitment or “renewal” within the teacher. More research should be channeled in the direction of exploring ways of making teachers feel more self assured and re-motivated.

5.7.6 Coherence of policies

The Department of Education, the South African Council of Educators (SACE) and the unions are engaged in designing and producing several policies affecting the dynamics of the school context. There has been a proliferation and abundance of different educational policies after 1994 each having its own origin, “voice and power”. This is quite understandable since the new

government has been seeking to establish a new hegemonic order. However, my study opens up an area for research in respect of how do you bring into dialogue the variety of policies on Teacher Professional Development. Most of the policies are “pulling” in different directions under different directorates. There are several problems with overlaps and gaps which are serious areas of concern. For example, how do you bring career pathing, re-licensing, re-registration, Developmental Appraisal, Whole School Evaluation and conditions of service together in achieving the same educational goals? Although all these initiatives have different origins such as from the SACE, UNION, ELRC and Department, they need to fit into a broad “policy puzzle” framework . All these initiatives are the same initiatives in different languages operating in different directions. Therefore research in this direction is crucial.

To conclude my thesis, I argue that if Teacher Professional Development is taken seriously it is necessary to take cognisance that the changes at Department, Institutional and Individual level needs to be viewed as **COMPLEMENTARY PROCESSES** to promote Teacher Development. Therefore, changes at these three levels should be **INTEGRATED** harmoniously into a single focus for School-Based Teacher Professional Development. Hence, the title **TEACHER PROFESSIONAL DEVELOPMENT: AN “INTEGRATED APPROACH”** is most appropriate and is likely to become the new “buzz-word” in the Teacher Development landscape.

BIBLIOGRAPHY

- Altrichter, H., Posch, P. & Somekh, B. (1993) *Teachers investigate their work*, Routledge, London.
- Anderson, G. (1993) *Fundamentals of Educational Research*, The Falmer Press, New York.
- Anderson, G. L. (1998) Toward Authentic Participation: Deconstructing the Discourses of Participatory Reforms in Education. *American Educational Research Journal*, vol.35, No. 4, pp. 571-603.
- Apple, M. (1993) Deskillling and Intensification, in *Official Knowledge: Democratic Education in a Conservative Age*, Apple, M.W. (ed.), Routledge, London, pp. 118-125.
- Asmal, K. (2001) *Meeting the Challenge of the 21st Century: Putting the Teacher at the Centre*. A Paper presented at the Teacher Education Conference, 20th October, Gallagher Estate, Midrand: South Africa.
- Balt, D. (2002) *Focus on Accountability Mechanisms*, A Paper presented at the National Consultation on School Development on 29th January, pp. 166-177.
- Barasa, F. S. & Mattson, E. (1998) The Roles, Regulation and Professional Development of Educators in South Africa: A Critical Analysis of Four Policy Documents, *Journal of Education*, vol.23, pp. 41-72.
- Batten, M. (1993) The Identification, Development and Sharing of Professional Craft Knowledge, in *Research on Teacher Thinking: Understanding Professional Development*, Day, C; Calderhead, J. & Denicolo, P.(eds.), The Falmer Press, London, pp. 177-184.
- Bell, L. & Day, C. (1991) *Managing the Professional Development of Teachers*, Open University Press, Philadelphia.

- Bell, J. (1989) *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*, Open University Press, Milton Keynes, Philadelphia.
- Bellon, J. J., Bellon, E. C. & Blank, M. A. (1992) *Teaching from a Research Knowledge Base: A Development and Renewal Process*, Maxwell Macmillan Canada, Toronto, pp. 1-19.
- Best, J. A. & Khan, J. V. (1986) *Research in Education*, 5th edition, Prentice-Hall, New Jersey.
- Bloomer, K. (1980) The Teacher as Professional and Trade Unionist, in *World Yearbook of Education 1980: Professional Development of Teachers*, Hoyle, E., Megarry, J. & Atkin, M. (eds.), Nichols Publishing Company, New York, pp. 361-375.
- Borger, H. & Tillema, H. (1993) Transferring Knowledge to Classroom Teaching: Putting Knowledge into Action, in *Research on Teacher Thinking: Understanding Professional Development*, Day, C., Calderhead, J. & Denicolo, P. (eds.), The Falmer Press, London, pp. 185-197.
- Brannen, J. (1992) Combining qualitative and Quantitative approaches, in *Mixing Methods: Qualitative and Quantitative Research*, Brannen, J. (ed.), Avebury, Sydney, pp. 3-35.
- Bullock, R., Little, M. & Millam, S. (1992) The Relationship between quantitative and qualitative approaches in social policy Research, in *Mixing Methods: Qualitative and Quantitative Research*, Brannen, J. (ed.), Avebury, Sydney, pp. 81-99.
- Burns, R.B. (2000) *Introduction to Research Methods*, Sage Publications, London.
- Bush, T. (1995) *Theories of Educational Management*, 2nd edition, Paul Chapman Publishing Ltd, London.
- Calderhead, J. (1984) *Teachers' Classroom Decision-Making*, Billing & Sons Limited, Great Britain, pp. 1-21.
- Calderhead, J. (1987) *Exploring Teachers' Thinking*, Cassell, Great Britain.

- Calderhead, J. (1988) The Development of Knowledge Structures in Learning to Teach, in *Teachers' Professional Learning*, Calderhead, J. (ed.), The Falmer Press, London, pp. 51-63.
- Carr, W. & Kemmis, S. (1986) *Becoming Critical: Education, Knowledge and Action Research*, The Falmer Press, London.
- Carrim, N. (2001) Democratic participation, decentralisation and educational reform, in *Implementing education policies: the South African Experience*, Jansen, J.D. & Sayed, Y. (eds.), University of Cape Town Press, Cape Town, pp. 98-109.
- Carrim, N. (2003) Teacher Identity: Tension between roles Changing Patterns of Teacher Education in South Africa, in *Policy, Practice and Prospects*, Lewin, K., Samuel, M. & Sayed, Y. (eds.) Heinemann, Cape Town.
- Carron, G. (1994) *School Management, Teacher Development and Support*, Proceedings of a Conference held at Eskom Centre, Midrand, 18-19th August, Education Policy Unit, University of Witwatersrand, Johannesburg, South Africa, pp. 83-141.
- Chetty, D., Chisholm, L., Gardiner, M., Magau, N and Vinjevold, P. (1993) *Rethinking Teacher Appraisal in South Africa: Policy Options and Strategies*. Paper presented to the Centre for Education Policy Development Conference on Teacher Policy, Broederstroom.
- Chisholm, L. (1999) The Democratization of Schools and the Politics of Teachers' Work in South Africa, *British Association of International and Comparative Education*, vol. 29, no.2, pp.111-126.
- Christie, P. & Potterson, M. (1997) *School Development in South Africa: A Research Project to investigate Strategic Interventions for Quality Improvement in South Africa*, Education Department, University of the Witwatersrand, Johannesburg, South Africa.
- Clandinin, D. J. (1986) *Classroom Practice: Teacher Images in Action*, The Falmer Press, London, pp. 3-187.

- Clandinin, D. J. & Connelly, F. M. (1987) Teachers' personal knowledge: What counts as 'personal' in studies of the personal, *Journal of Curriculum Studies*, vol. 19, no.6, pp 487-500.
- Cochran-Smith, M. (1991) Learning to Teach against the Grain, *Harvard Educational Review*, vol. 61, no. 3, pp. 279-310.
- Cohen, L. & Manion, L. (1995) *Research Methods in Education*, 4th edition, Routledge, New York, pp. 82-385.
- Dahlstrom, L. (1999) Critical Practitioner Inquiry and Teacher Education in Namibia: The First Attempts to build a Critical Knowledge Base for Education, *Perspectives in Education*, vol. 18, no.1, pp. 81-96.
- Darling-Hammond, L. (1990) Teacher Professionalism: Why and How? in *Schools as Collaborative Cultures: Creating the Future Now*, The Falmer Press, New York, pp. 25-50.
- De Clercq, F. (1997) Policy Intervention and Power Shifts: An Evaluation of South Africa's Education Restructuring Policies, *Journal of Education Policy*, vol. 12, no.30, pp.127-146.
- Department of Education (1994) *Implementation Plan for Education and Training*, Pretoria.
- Department of Education (1996) *The South African Schools Act of 1996*, Pretoria.
- Department of Education (1997) *C2005- Lifelong Learning for the 21st Century*, Pretoria.
- Department of Education (1998) *Developmental Appraisal for Educators*, Pretoria.
- Department of Education (1998a) *Educators Employment Act*, Pretoria.
- Department of Education (2000) *Norms and standards for educators*, Government Gazette No. 20844, Pretoria.

- Department of Education (2001) *The National Policy on Whole-School Evaluation*, Pretoria.
- Dewey, J. (1933) *How We Think: A restatement of the relation of reflective thinking to the educative process*, D.C. Heath, Boston.
- Dewey, J. (1961) *The School and Society*, The University of Chicago Press, Chicago, pp. 1-90.
- Doyle, W. (1986) Classroom Organization and Management, in *Handbook of Research on Teaching*, Wittrock, M.C. (ed.), Collier Macmillan Publishers, London, pp. 392-431.
- Dworkin, A. G. (1987) *Teacher Burnout in Public Schools*, State of New York Press, New York.
- Dyer, J. R. (1979) *Understanding and Evaluating Educational Research*, Addison-Wesley Publishing Company, Sydney, pp. 18-394.
- Education Labour Relations Council. (2003a) *Collective Agreement No. 4 of 2003: Post & Salary Structure for Educators*, April 2003.
- Education Labour Relations Council. (2003b) *Integrated Quality Management Systems: Draft Document tabled at ELRC*, August 2003.
- Elbaz, F. (1983) *Teacher Thinking: A Study of Practical Knowledge*, Croom Helm, Canberra, pp. 3-171.
- Elliott, J. (1993) Professional Education and the Idea of a Practical Educational Science, in *Reconstructing Teacher Education: Teacher Development*, Elliott, J. (ed.), The Falmer Press, London, pp. 65-85.
- Elmore, R.F. (1979/80) Backward Mapping: Implementation Research and Policy Decisions, *Political Science Quarterly*, vol 94, no.4, pp. 601-616.
- Elmore, R. F. (1993) What Knowledge Base, *Review of Educational Research*, vol. 63, no. 3, pp. 314-318.

- Embery, C. & Jones, J. (1996) Appraisal: Monitoring and Evaluating its progress, *Educational Research*, vol 38 no. 2, pp. 123-131.
- Eraut, M (1988) *Management Knowledge: Its Nature and its Development*, in Teachers' Professional Learning, Calderhead, J. (ed.), The Falmer Press, London, pp. 197-204.
- Eraut, M. (1994) *Developing Professional Knowledge and Competence*, The Falmer Press, London, pp. 14-122.
- Eraut, M. (1995) Developing Professional Knowledge within a Client-Centered Orientation, in *Professional Development in Education*, Guskey, T. R. & Huberman, M. (eds.), Teachers College Press, London, pp. 227-252.
- Feiman-Nemser, S. & Floden, R. E. (1986) The Cultures of Teaching, in *Handbook of Research on Teaching*, Wittrock, M.C. (ed.), Collier Macmillan Publishers, London, pp. 505-526.
- Glickman, C. & Gordon, S. (1987) Clarifying developmental Supervision, *Educational Leadership*, vol. 44 no.8, pp. 64-68.
- Giroux, H. A. (1988) Teachers as Transformative Intellectuals, in *Teachers as Intellectuals: Towards a critical Pedagogy of Learning*, Bergin & Gorvey, New York, pp. 121-128.
- Giroux, H. A. & McLaren, P. (1986) Teacher Education and the Politics of Engagement: The Case for Democratic Schooling, *Harvard Educational Review*, vol. 56, no 3, pp. 213-238.
- Gitlin, A. & Smyth, J. (1989) *Teacher Evaluation: Educative Alternatives*, The Falmer Press, New York.
- Goodman, J. (1991) Using a Methods Course to promote Reflection and Inquiry among Pre-Service Teachers, in *Issues and Practices in Inquiry-Oriented Teacher Education*, Tabachnick, B. R. & Zeichner, K. (eds.), The Falmer Press, London, pp. 7-76.
- Govender, P. (2003) Super Teachers! in The Daily News, 25 February 2003, KwaZulu-Natal, South Africa, pp. 1.

- Greene, M. (1986) In Search of a Critical Pedagogy, *Harvard Educational Review*, vol. 56, no.4, pp. 427-441.
- Handal, G. & Lauvas, P. (1987) *Promoting Reflective Teaching: Supervision in Practice*, Open University Press, England, pp. 9-29.
- Hargreaves, A. 1992. Cultures of Teaching, in *Understanding Teacher Development*, Hargreaves, A. & Fullan, M.G. (eds.), Cassell, London, pp. 217-235.
- Hargreaves, A. (1994) *Changing Teachers, Changing Times*, Cassell, USA.
- Hartnett, A. & Carr, W. (1995) Education, Teacher Development and the Struggle for Democracy, in *Critical Discourses*, Smyth, J. (ed.), Cassell, London, pp. 39-53.
- Hauge, T. E. (2000) Student Teacher's Struggle in Becoming Professionals: Hopes and Dilemmas in Teacher Education, in *The Life and Work of Teachers*, Day, C., Fernandez, A, Hauge, T. E. & Moller, J. (eds.), Falmer Press, New York, pp. 159-171.
- Henderson, J. G. (1992) *Reflective Teaching: Becoming an Inquiring Educator*, Maxwell Macmillan International, Singapore, pp. 27-163.
- Hindle, D. (1994) *School Management, Teacher Development and Support*, Proceedings of a Conference held at Eskom Centre, Midrand, 18-19th August, Education Policy Unit, University of Witwatersrand, Johannesburg- South Africa, pp. 83-141.
- Horne, H & Pierce, A. (1996) *A Practical Guide to Staff Development & Appraisal in Schools*, Kogan Page Limited, London.
- Hoyle, E. (1980) Professionalisation and Deprofessionalisation, in *World Yearbook of Education: Professional Development of Teachers*, Hoyle, E. & Megarry, J. (eds.), Kogan Page Publishers, New York, pp. 43-54.
- Huberman, M. (1989) The Professional Life Cycle of Teachers, *Teachers College Record*, vol. 91, no. 1, pp. 31-58.

- Huberman, M. (1995) Professional Careers and Professional Development, in *Professional Development in Education*, Guskey, T. R & Huberman, M. (eds.), Teachers College Press, London, pp. 193- 224.
- Jackson, P. W. (1968) *Life in the Classroom*, Holt, Rinehart and Winston, Inc., London.
- Jackson, P. W. (1992) Helping Teachers Develop, in *Understanding Teacher Development*, Hargreaves, A. & Fullan, M. G. (eds.), Teachers College Press, New York, pp. 62-74.
- Jansen, J. D. (1998) *Why Education Policies Fail?* (Unpublished manuscript) University of Durban-Westville, Centre for Education Research, Evaluation and Policy, Faculty of Education, Durban, pp.1-4.
- Jansen, J. D. (1999) *Can Research Inform Education Policy in Developing Countries?* (Unpublished manuscript), University of Durban-Westville, Centre for Education Research, Evaluation and Policy, Faculty of Education, Durban, pp. 1-14.
- Jervis, K. (1986) A Teacher's Quest for a Child's Questions, *Harvard Educational Review*, vol.56, no.2, pp.132-150.
- Judd, C. M., Smith, E. R. & Kidder, L. H. (1991) *Research Methods in Social Relations*, 6th Edition, Harcourt Brace Jovanovich College Publishers, London.
- Kemmis, S. (1987) Critical Reflection, in *Staff Development for School Improvement: A Focus on the Teacher*, Wideen, M. F. & Andrews, I. (eds.), The Falmer Press, Philadelphia, pp. 73-90.
- Kemmis, S. (1995) Theorizing Educational Practice, in *For Education: Towards Critical Educational Inquiry*, Carr, W. (ed.), Open University Press, Philadelphia, pp. 1-17.
- Kerdeman, D & Phillips, D. C. (1993) Empiricism and the Knowledge Base of Educational Practice, *Review of Educational Research*, Fall 1993, vol. 63, no. 3, pp. 305-313.

- King, A. (1994) Guiding Knowledge Construction in the classroom: Effects of Teaching Children how to question and how to explain, *American Educational Research Journal*, vol. 31, no.2, pp. 338-368.
- Kline, P. (1994) *An easy guide to factor analysis*, Routledge, London.
- Lewis, J. (1998) The “New Professionalism” in Teaching: An Appraisal. Conference Proceedings, in *International Trends in Education (Policy, Politics & Practice)*, Samuel, M; Perumal, J; Jansen, J. and Lewin, K. (eds.), University of Durban Westville, South Africa.
- Lieberman, A. & Miller L. (1990) The Social Realities of Teaching, in *Schools as Collaborative Cultures: Creating the Future Now*, The Falmer Press, New York, pp. 153-163
- Little, J. W. (1990) Teachers as Colleagues, in *Schools as Collaborative Cultures: Creating the Future Now*, Lieberman, A. (ed.), The Falmer Press, New York, pp. 165-193.
- Lytle, S. L. & Cochran-Smith, M. (1992) Teacher Research as a Way of Knowing, *Harvard Educational Review*, vol. 62, no. 4, pp. 447-473.
- Lewis, J. (1998) *Professional Development and Teacher Trade Unionism: A SADTU Perspective*, Paper presented to the 1998 Teacher Education Conference, University of Durban-Westville, 20-22 July, pp.1-16.
- McDonald, J. P. (1986) Raising the Teacher’s Voice and the Ironic Role of Theory, *Harvard Educational Review*, vol. 56, no.4, pp. 355-378.
- Mercer, N. (1995) *The Guided Construction of Knowledge: Talk among Teachers and Learners*, Multilingual Matters Ltd, Philadelphia.
- Merriam, S. B. (1988) *Case Study Research in Education*, San Francisco, Jossey-Bass.
- Metcalf, M. (1994) *School Management, Teacher Development and Support*, Proceedings of a Conference held at Eskom Centre, Midrand, 18-19th August, Education Policy Unit, University of Witwatersrand, Johannesburg, South Africa, pp. 83-141.

- Mokgalane, E. (2001) Let's Talk Teacher Professionalism. *South African Council for Educators News*, pp. 6-7.
- Mokgalane, E. Carrim, N., Gardner, M., & Chisholm, L (1997) *National Teacher Appraisal Pilot Project Report*, Education Policy Unit, University of the Witwatersrand, Johannesburg, pp. 1-57.
- Moletsane, R. (1998) *Initiating School Improvement through Teacher Collaboration: The Case for School Based Staff Development*. A Paper presented at International Trends in Teacher Education, University of Durban-Westville, Durban, pp.1-13.
- Nespor, J. (1987) The Role of Beliefs in the Practice of Teaching, *Journal of Curriculum Studies*, vol. 19, no.4, pp. 317-328.
- O'Loughlin, M. (1992) Engaging Teachers in Emancipatory Knowledge Construction, *Journal of Teacher Education*, vol. 43, no.5, pp. 336-346.
- Paley, V. G. (1986) On Listening to What the Children Say, *Harvard Educational Review*, vol. 56, no.2, pp.122-131.
- Paterson, K. (1993) *HELP! Survival strategies for teachers*, Pembroke Publishers Limited, Ontario.
- Patton, M. Q. (1980) *Qualitative Evaluation Methods*, Sage Publications, London, pp. 22-253.
- Pollard, A. & Tann, S. (1987) *Reflective Teaching in the Primary School: A Handbook for The Classroom*, Cassell Education Limited, London, pp. 3-22 & 175-198.
- Pollard, A. (1997) *Reflective Teaching in the Primary School: A Handbook for The Classroom*, 3rd edition, Cassell Education Limited, London, pp. 4-73 & 118-357.
- Preissle-Goetz, J & leCompte, M. D. (1991) *Handbook of Research on Social Studies Teaching and Learning*. Mac Millan, New York.

- Pultorak, E.G. (1996) Following the Developmental Process of Reflection in Novice Teachers: Three Years of Investigation, *Journal of Teacher Education*, vol. 47, no. 4, pp. 283-291.
- Quinlan, O. & Davidoff, S. (1997) *Valuing Teachers through Appraisal*, Via Afrika: National Book Printers, Pretoria, pp. 2-82.
- Ramrathan, P. (2002) *Ways of Knowing: Teacher Attrition and Demand in KwaZulu-Natal in the context of an HIV/Aids Pandemic*, Durban, South Africa, D.Ed Thesis, University of Durban Westville.
- Russell, T. (1988) From Pre-Service Teacher Education to First Year of Teaching: A Study of Theory and Practice, in *Teachers' Professional Learning*, Calderhead, J. (ed.), The Falmer Press, London, pp. 51- 63.
- Shulman, L. S. (1987) Knowledge and Teaching: Foundations of the New Reform, *Harvard Educational Review*, vol. 57, no. 1, pp. 1-22.
- Samuel, M. A (1996) *Words, lives and music: On becoming a teacher of English*, (unpublished), D.Ed thesis, University of Durban Westville, South Africa.
- Schneider, E. (1996) Giving Students a Voice in the Classroom, *Educational Leadership*, September, pp.22-26.
- Schon, D. A. (1983) *The Reflective Practitioner: How Professionals Think in Action*, Basic Books, New York, pp. 3-355.
- Sergiovanni, T. J. & Starratt, R. J. (1993) *Supervision-Human Perspectives*, McGraw-Hill Publishing Co., New York.
- Slavin, R. E (1984) *Research Methods in Education: A Practical Guide*, Prentice-Hall, New Jersey.
- Singh, M. (1992) Intellectuals and the politics of policy research, *Transformation*, vol. 18, pp.66-73.

- South African Council of Educators. (1998) *Code of Conduct*, Pretoria.
- South Africa (Republic). (1996). *Constitution Act 108 of 1996*. Government Printer, Pretoria.
- Squelch, J & Lemmer, E. (1994) *Eight keys to effective School Management in South Africa*, Southern Book Publishers, Halfway House, South Africa.
- Swartz, R. (1994) *School Management, Teacher Development and Support*. Proceedings of a Conference held at Eskom Centre, Midrand, 18-19th August: 83-141; Education Policy Unit, University of Witwatersrand: Johannesburg- South Africa.
- Sykes, G. (1998). The “New Professionalism” in Teaching: An Appraisal. Conference Proceedings, in *International Trends in Education (Policy, Politics & Practice)*, Samuel, M; Perumal, J; Jansen, J. and Lewin, K. (eds.), University of Durban Westville, South Africa.
- Tabachnick, B. R. & Zeichner, K. (1991) *Reflections on Reflective Teaching: Issues and Practices in Inquiry-Oriented Teacher Education*, Tabachnick, B. R. & Zeichner, K. (eds.), The Falmer Press, London, pp. 7-76.
- Taylor, N. (2002) *Accountability and Support: Improving Public Schooling in South Africa*. Paper presented to the National Consultation on School Development, Department of Education, 29 January 2002.
- Tom, A. R. (1984) *Teaching as a Moral Craft*, Longman, New York.
- Tuckman, B. W. (1978) *Conducting Educational Research*. Harcourt Brace Jovanovich, New York.
- Turner-Bisset, R. (1999) The Knowledge Bases of the Expert Teacher, *British Educational Research Journal*, vol. 25, no. 1, pp.39-54.
- Turner, G. & Clift, P. (1988) *Studies in Teacher Appraisal*, The Falmer Press, New York, pp.1-205.

- Valli, L. & Tom, A. R. (1988) How Adequate are the Knowledge Base Frameworks in Teacher Education? *Journal of Teacher Education*, September-October, pp. 5-12.
- Van der Heever, R (1993) The Formation of Educational International: A report from the South African Democratic Teachers' Union, *Perspectives in Education*, vol. 14, no. 2, pp. 239-242.
- Van Manen, J. (1977) Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, vol.6, pp. 205-208.
- Wang, M. C. & Haertel, G. D. (1993) Toward a Knowledge Base for School Learning, *Review of Educational Research*, vol. 63, no. 3, pp. 249-294.
- Wilson, S. M; Shulman, L. S & Richert, A. E. (1987) 150 Different Ways of Knowing: Representations of Knowledge in Teaching, in *Exploring Teachers' Thinking*, Calderhead, J. (ed.), Cassell, Great Britain.
- Wragg, E. C. (1987) *Teacher Appraisal – A Practical Guide*, Macmillan Education Ltd, London.
- Wright, C. (2000) Re-claiming the Teaching Profession: A Response to Public Sector Reforms in Africa, in *Education across the Commonwealth: Teachers and the Teaching Profession*. Wright, C., Kaluba, H. & Edwards, D. (eds.), Commonwealth Secretariat, London, pp. 44-54.
- Zeichner, K. M. & Liston, D. P. (1987) Teaching Student Teachers to Reflect, *Harvard Educational Review*, vol. 57, no. 1, pp. 23-48.
- Zeichner, K. M. (1992) *Connecting Genuine Teacher Development to the Struggle for Social Justice*. The National Center for Research on Teacher Education, Michigan State University, Michigan, pp. 1-19.

52 Lotus Road

Temple Valley

Verulam

4340

11 April 2002

The Principal & all Staff Members

<p style="text-align: center;">PARTICIPATION IN DEVELOPMENTAL APPRAISAL RESEARCH STUDY</p>

I am currently, a Doctoral student at the University of Durban Westville, researching the new Developmental Appraisal Policy. It would be greatly appreciated if you and your staff members complete the enclosed questionnaire.

Permission to conduct research at your school has been granted by the Department of Education Reference No. 2/12/2/3. I value your team's participation in this research. Please be assured of complete confidentiality. Names of participants are not required; neither will the name of your school be made known in the research report. Anonymity is therefore guaranteed.

Please feel free to communicate with me at any time or to contact me at home on **032-5333607** for any assistance with regard to Appraisal. *Your contribution will be invaluable in generating responses to crucial issues which will be of immense benefit for workshop sessions convened at the Verulam Circuit.* Your responses will also assist in providing feedback during the review of this policy.

A copy of the summary results of this research will be made available to your institution and the Verulam Circuit. **Please refer to INCENTIVE PAGE attached.**

Thank you for your time and assistance.

B. Gounden

Teachers' perceptions of the Developmental Appraisal Policy

Verulam Circuit : Primary Schools

BACKGROUND:

This survey is intended to explore how teachers perceive the Developmental Appraisal Policy introduced in schools since 1999. The new appraisal policy has generated concerns with regard to its intentions, actual implementation and whether it improves teaching practice. In the light of the perceived concerns I decided to research the interpretation and implementation of the Developmental Appraisal Policy at school level. Approval for conducting this research has been approved by the Department of Education Reference No 2/12/2/3.

The aim of the survey is to explore three main questions:

- 1. What do teachers perceive are the intentions of the policy?*
- 2. How the policy was implemented/not in your school?*
- 3. What effect this policy had on the teachers' teaching practice?*

This questionnaire will take approximately 10-15 minutes to complete. All responses to this questionnaire are completely confidential. No names are required on the questionnaire; the name of your school will not be made known in the research study. Anonymity is therefore guaranteed.

Please fill in the following questionnaire to indicate your own personal views/perceptions/experiences about the Developmental Appraisal Policy.

Thank You!

B. Gounden: (032-5333607)

Survey Questionnaire

SECTION A: BIOGRAPHICAL DETAILS

Please tick (✓) in the appropriate box:

Official Use

1. My position at school:	Level One Educator	<input type="checkbox"/>	<input type="checkbox"/>
	HOD	<input type="checkbox"/>	<input type="checkbox"/>
	Deputy Principal	<input type="checkbox"/>	<input type="checkbox"/>
	Principal	<input type="checkbox"/>	<input type="checkbox"/>

2. I am paid by the:	School Governing Body	<input type="checkbox"/>	<input type="checkbox"/>
	State Department	<input type="checkbox"/>	<input type="checkbox"/>

3. Gender:	Male	<input type="checkbox"/>	<input type="checkbox"/>
	Female	<input type="checkbox"/>	<input type="checkbox"/>

4. Race:	African	<input type="checkbox"/>	<input type="checkbox"/>
	White	<input type="checkbox"/>	<input type="checkbox"/>
	Coloured	<input type="checkbox"/>	<input type="checkbox"/>
	Indian	<input type="checkbox"/>	<input type="checkbox"/>

5. Present age of educator:	<table border="1"> <tr> <td>21-30</td> <td>31-40</td> <td>41-50</td> <td>51-60</td> <td>61-70</td> </tr> </table>	21-30	31-40	41-50	51-60	61-70
21-30	31-40	41-50	51-60	61-70		

6. I have completed the following teaching qualification(s):	Teaching Certificate	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching Diploma	<input type="checkbox"/>	<input type="checkbox"/>
	Bachelor's Degree	<input type="checkbox"/>	<input type="checkbox"/>
	Honour's Degree	<input type="checkbox"/>	<input type="checkbox"/>
	Master's Degree	<input type="checkbox"/>	<input type="checkbox"/>
	Doctoral Degree	<input type="checkbox"/>	<input type="checkbox"/>

7. Number of years in the teaching profession (NDA) : _____ years.

8. Are you a member of the Staff Development Team ? Yes ☐ No ☐ ☐

SECTION B: POLICY INTENTIONS/IMPLEMENTATION/EFFECT

1(a) On the scale indicated below, please indicate how you perceive the intentions of the Developmental Appraisal Policy.

Please tick (✓) in the appropriate column below:

Official
Use

The intentions of the Developmental Appraisal Policy are the following:	Strongly Agree	Agree	Disagree	Strongly Disagree	
1. To improve teaching abilities of educators.					
2. To find faults & point out weaknesses in my teaching.					
3. To identify the strengths of educators.					
4. To encourage teachers to assist each other in their teaching.					
5. To bring about individual professional development.					
6. To sift competent from incompetent educators.					
7. To share professional expertise, ideas and knowledge amongst all educators.					
8. To identify the needs of educators.					
9. To control teachers' professional conduct.					
10. To develop teachers' democratic rights.					

1(b) What do you perceive are the intention of the Developmental Appraisal Policy?

2(a) On the scale indicated below, please rate how your Staff Development Team implemented the phases/processes of the Developmental Appraisal Policy since 1999.

Please tick (✓) in the appropriate column below:

Official
Use

Phases/processes of implementation of the Developmental Appraisal Policy	Excellent	Good	Poor	Did not take place		
1. The introduction of the Developmental Appraisal Policy.						
2. The Appraisal meetings & workshops conducted.						
3. The formation of appraisal panels.						
4. The filling in of self appraisal forms.						
5. Classroom observation by peers.						
6. Support from panel members.						
7. Implementation of the Professional Growth Plans.						
8. The writing up of the educators' final appraisal reports.						

2(b) Comment on any other aspect in respect of how the Developmental Appraisal Policy was implemented at your school.

3(a) To what extent has the implementation of the Developmental Appraisal Policy influenced your Teaching Practice since 1999 ?

Please tick (✓) in the appropriate column below:

**Official
Use**

The following activities improved my teaching practice:	IMPROVED MY TEACHING PRACTICE					
	Tremendously	To some extent	Very little	Not at all		
1. The planning of my lessons.						
2. Engaging in self appraisal.						
3. Engaging in peer appraisal.						
4. Observing peers teaching in their classroom.						
5. Sharing resources with other educators.						
6. Sharing assessment techniques with other educators.						
7. Engaging with feedback from my panel members.						
8. Appraisers checking the planning & preparation of my lessons .						
9. Appraisers checking learner - portfolios .						
10. Following the recommendation of my Staff Development Team.						

3(b) Comment on any other important aspect of the Developmental Appraisal Policy that influenced your Teaching Practice positively and/or negatively.

Your willingness in completing this survey is sincerely appreciated. Please return survey questionnaire to the person in charge at your school -Thank You!

SEMI-STRUCTURED INTERVIEW SCHEDULE:
EDUCATOR RESPONSES
ON THE DEVELOPMENTAL APPRAISAL POLICY

This interview schedule will be used to get a “deeper and thicker” critique of the Developmental Appraisal Policy and Teacher Professional Development.

The purpose of this interview is to understand:

1. *What do teachers perceive are the intentions of the policy?*
2. *How the policy was implemented/not in your school?*
3. *What effect this policy had on the teachers' teaching practice?*

1. INTENTIONS OF THE DEVELOPMENTAL APPRAISAL POLICY

- 1.1 Why do you think the Developmental Appraisal Policy was introduced as a policy for schools?
- 1.2 What do you think are the intentions of the Department of Education of introducing such a policy?
- 1.3 Do you think that these intentions are capable of being realised in your school context? Why? Why not?

2. IMPLEMENTATION OF THE DEVELOPMENTAL APPRAISAL POLICY

- 2.1 Describe how the Developmental Appraisal Policy (DAP) was **implemented** in your school.
- 2.2 If this process were to be implemented again, what would you do differently?
- 2.3 How did you come to **understand** the expectations of the DAP?
- 2.4 The Developmental Appraisal Policy suggests four important stages of implementation:
 - Self Appraisal
 - Peer Appraisal
 - Panel Appraisal
 - Professional Growth Plan(PGP)
 - The Final Appraisal Report

Comment on each of these different stages, in terms of your own experiences at this school.

2.5 To what extent did the introduction and experience of DAP **contribute** towards a better understanding of your **classroom practice** i.r.o. the following:

- ▶ the way you plan your lessons;
- ▶ teaching strategies used;
- ▶ your role and responsibility as a professional.

3. EFFECT OF THE DEVELOPMENTAL APPRAISAL POLICY ON TEACHING PRACTICE

3.1 Self Appraisal

3.1.1 Describe your experiences when you engage in self appraisal?

- ▶ What did you actually reflect on?
- ▶ How often did you engage in self appraisal?
- ▶ When did you engage in self appraisal?
- ▶ What form did it take? (Written, documented, circulated among members)

3.1.2 How do you see your role :

- as a teacher towards your learners.
- as a teacher within a wider society.

3.1.3 To what extent have these perceptions of your role (as indicated above) changed as a consequence of self appraisal activities you engaged in? (Give a few examples.)

3.2 Sharing resources with other educators

3.2.1 Developmental Appraisal Policy promotes the sharing of resource across peers/colleagues within the school.

- Do you engage with such an activity? Why? Why not?
- Has this practice began before/after the introduction of the DAP?
- What contribution do you think the DAP made to your practice regarding the sharing of resources? (Give a few examples.)

3.3 Sharing assessment techniques with other educators

3.3.1 Have you or have other educators shared their assessment techniques with you?

3.3.2 Have you or your colleagues engaged with such collaborative activity before or after the introduction of the Developmental Appraisal Policy?

3.3.3 What influence do you think the Developmental Appraisal Policy made to your practice regarding the assessment of learners? (Give a few examples.)

3.4 Observing peers teaching in their classrooms

3.4.1 What do you consider to be the challenges/opportunities when observing peers ?

4. Professional Development

4.1 Which of the following do you think most contributes to your professional development:

- Self Appraisal
- Peer Appraisal
- Observation of peers
- The development of the PGP >>>>>Why? Why not?

4.2 What are any **other influences** which affect your own professional development?

Thank You for participating in this interview!

1. INTENTIONS OF THE DEVELOPMENTAL APPRAISAL POLICY(DAP)

1.1 Why do you think DAP was introduced as a policy for schools?

To engage in professional development of the teacher and to improve the quality of the teacher in terms of the teacher's strategies, motivation and various aspects concerning their teaching itself and to allow the teacher to evaluate himself/herself. DAP replaced the old inspection system whereby advisors came into the classroom, but in DAP your fellow colleagues in school who would assess you but not in a fault-finding mission. It is more a supportive system. The old system was a fault-finding system considering JP you had to be more than very good to get a good assessment. In the 1st year of teaching you came out with nothing more than a "fair" assessment. They had to believe you had to climb the rung irrespective of your ability. You started off with "a fair, satisfactory and then very satisfactory". I couldn't understand this. This was definitely a fault-finding mission. There were more suggestions than highlighting your potentials. You were lucky if your subject advisor praised you for something. DAP was introduced to replace the old system using a different approach. Basically, they were forced to bring in a supportive system because we came to a stage where we said we don't want subject advisors in our classroom anymore because of their approach, as we said it was fault-finding. I think they had to replace that with a more supportive system & that's how DAP came about.

1.2 What do you think are the intentions of the Department of Education of introducing such a policy?

One of the most obvious things would be to monitor the teachers. They cannot do it through subject advisors because this approach doesn't go well. Monitoring of the teachers is more regular with DAP. It is to enhance professional growth via collegial support. The department intends that your colleagues within the school should play a supportive role by rectifying problem areas. Here your colleagues play an important role. Very often we have problems in a certain area or aspects, but you get teachers very often who are not prepared to talk about their teaching, but they go on and on, but by colleagues coming into your classroom hopefully the problem areas can be identified. Or sometime you maybe doing something wrong, but you are not aware of it, so your colleagues can once again assist you. Your problems can be identified and suggestions made in a nicer way via your colleagues rather than the subject advisor. You would generally take suggestions more likely from your colleagues than from a subject advisor.

1.3 Do you think that these intentions are capable of being realised in your school context?

Yes I think they would because according to the forward plan set out for each teacher, I am sure it would work. Our staff works together as a team and everyone is amenable to suggestions. We don't really have problematic teachers and I don't foresee any problems. We are getting a lot of support from our principal so I am sure it's going to work.

2. IMPLEMENTATION OF THE DEVELOPMENTAL APPRAISAL POLICY

2.1 Describe how the Developmental Appraisal Policy (DAP) was implemented in your school.

Workshops were held at school by the SDT.

2.2 If this process were to be implemented again, what would you do differently?

We need people with expertise, more of a "know-how" about DAP and a deeper insight into DAP, because everybody is just talking about what they heard from their colleagues, at school, etc. I think it will be more important if each learning area committee play an important role. Take the role of the principal, our school principal is from the high school and knows very little about JP, so he's not au fait with JP work. As a result I did not choose the principal on my panel, instead I used the JP HOD. The heads of departments should play a much more active role.

2.3 How did you come to understand the expectations of the DAP?

Workshops were held at school, talking to colleagues in and out of school, doing some reading on DAP.

2.4 The DAS policy suggests four important stages of implementation:

■ Self Appraisal

Self appraisal done once a year is not sufficient. It needs to be done on an ongoing basis. You can't just appraise yourself once a year and feel that you've improved. I feel that it should be done once a term or twice a year with your panel.

■ Peer Appraisal

I would say peer appraisal is very subjective. Very often you hear educators say "look I'm going to go into his class, he's teaching for 12 to 13 years and you don't want to demotivate that teacher. I have always been straight-forward so I will go according to what it's worth, it all depends how your suggestions are made. I had a chance of informing my colleague about his teaching. I acted as HOD and made suggestions in respect of their teaching. The teachers took

easily to my suggestions, this was because of my approach. I didn't say "you had to do it and that's the only way", but rather made suggestions. Fortunately I had good grounding from Mr XXX, one of our ex-principals, and the experience gained from him helped me with peer support.

■ **Panel Appraisal**

The peer relationship leads to nepotism.

■ **Professional Growth Plan(PGP)**

The PGP – done annually and is insufficient. Self appraisal and the PGP should be done on an ongoing basis.

2.5 To what extent did the introduction and experience of DAP contribute towards a better understanding of your classroom practice i.r.o. the following:

► **the way you plan your lessons;**

I give my lessons thought, especially because 98% of my pupils are black, English is the second language. So your lesson has to be appropriate to meet the level of their understanding, to be able to grasp their attention and to make it interesting for them. So a fair bit of thought has to go into the methods and strategies, etc. The phonic method doesn't work well with the second language child and I will not place too much of emphasis on this but I'll place more emphasis on the flash approach. They are very good at this and the above average can recognise 7 out of 10 words at the end of the day. I use various teaching strategies with OBE which makes the lesson interesting and children look forward to them. Lots of pupil participation.

► **your role and responsibility as a professional**

I always ensure that I maintain a respectable relationship with my pupils, although we have very good relationships, sometimes mother & child relationship, but at the same time they are aware I am an adult and I am their teacher. They know that they can come to me with whatever problem they have. I have always felt responsible for their learning.

DAP has caused very little change in the planning of my lessons, use of teaching strategies and my role and responsibility as a professional. I have been planning in this manner for many years. DAP hasn't brought about much change in my responsibilities towards the children. I always feel responsible for their learning all the time.

3. EFFECT OF THE DEVELOPMENTAL APPRAISAL POLICY (DAP) ON TEACHING PRACTICE

3.1 Self Appraisal

3.1.1 Describe your experiences when you engage in self appraisal?

Self appraisal is done once a year in respect of DAP. To me self appraisal means that we look at our strengths and weaknesses and if there are weaknesses, then how would you improve on that. You measure teaching against which your pupils have achieved i.e. according to the objectives set out. Then only will I know whether my teaching has been effective or not. I can present the most beautiful lesson, but if my pupils have not learnt anything then I haven't achieved anything. Basically I also appraise myself in sports, when children have the opportunity to participate in any sporting event, I do get involved in it and at the end of the day you look at it and say ok, I have participated in this eg you coach mini-netball for the kids at school, I reflect on it, what else do I make the children improve, develop their skills. You can also appraise yourself on your relationship with your colleagues at school. Sometimes you need to question yourself and ask yourself, how do I relate to my peers, do we get along, are we always rebelling against each other or bickering. Let's face it we do get this, I do think about it and I am quite satisfied that I share a good relationship. Self appraisal has definitely improved my teaching practice and I am seeing this recently. Basically my colleagues at school understand me, for being very straightforward. I am very straightforward, but at the end of the day, I will not bear a grudge, I come back to you smiling. It's not you that I will be arguing about, if there's anything that has to be argued it is the principle or issue at hand.

► What did you actually reflect on?

With regard to my lesson, **I reflect on my teaching methods.** Were the methods appropriate for these particular learners? Because you have learners of different learning abilities and with JP you do group work. Your first and last group- sometimes your methods may not be the same. **I reflect on the different ability groups.** Because of different learning abilities. Do I have to change my methods for the last group to give them a better understanding. When I reflect on the weaknesses of my teaching methods, then I try another method. Or very often you discuss these with a fellow colleague and other members of the staff. You would be surprised they come up with very good ideas. I try it. I share my ideas with my colleagues. Very often when we have lunch. That's the time with often talk-shop. By sharing my ideas.

I do reflect about children who don't talk especially the new comers. A lot depends on the child's background or the home environment. I think about this because the child's home background plays an important role especially in the Black Community. This is what I have learnt because of the years of experience. The Black learners are used to the authoritative type of teaching. It's a one – way process. It's no-where the learners give their inputs. Initially you would give them a chance, but you would find that once they have been accustomed into their new environment, some how they open up, I think your approach is very important. You can't present a stern approach, then the child will not want to speak. You got to let the child know you want him to speak up, you encourage his comments. Sometimes you have to say , what do you think about it? What would like to say? Or give that child a clue, or little start, and you will find the child will speak thereafter, maybe not too much but gradually the child will come out of that shell.

I would reflect on my teaching objectives. Are they realistic? Are they practical? Lets face it OBE now relates very much to true life. Its no more teaching the children things they won't be able to use. My reflection process is definitely helping me as a teacher, my reflection most definitely shapes my teaching practice. **Because you are questioning yourself all the time.**

► **How often did you engage in self appraisal?**

Actually it's before, during and after. Before a lesson you would think about what you are going to plan for the next day. During the next day you would consider the issues of the previous day. I suppose before and after come together. You will reflect on your previous days lesson. You would also reflect during the lesson e.g. are my children understanding me, is pupils participation really good, are you reaching out to them? That's how I reflect during my lesson, the enthusiasm, the interest.

► **When did you engage in self appraisal?**

Actually I reflect before, during and after. Before a lesson because you would think about

► **What form did it take? (Written, documented, circulated among members)**

Long before OBE we used to have a remedial book. **Now what I do is that I record it on my desk calendar.** So when you are planning your lesson for the next day your desk calendar is just there in front of you, immediately you can see on that date this is what you need to

consider in your planning. My planning on the desk calendar helps me because the areas that you find repeated, you will attend to it. All JP staff members record information on a desk calendar and we share it with each other. Long ago there was a senior teacher, who came up with this idea. She says ... must we use one page for remedial work. She says that the best thing to do is, the moment you notice something is not right, just walk to your desk calendar, jot it down, jot down the aspect, the pupil's name and you got it there. When you are planning, even if you don't see your remedial book, your desk calendar is there in front of you and you will definitely see it. But you don't throw away the month page but turn it over for future reference. I am doing this for 5 years, it's a lot more compared to using a remedial book, because we don't need a remedial book to show our subject advisor. We need to plan for our learners personally and nobody else. The desk calendar is a more convenient method.

3.1.3 How do you see your role :

➤ as a teacher in relation to your learners.

I am a **facilitator**, and at the same time we are **mother figures**, especially in a JP class. A female teacher in particular is always a motherly figure to the children. Somehow when you go to school, and your own children are away from you, those children at school become your children. You take them personally. You'll find that you become a **role model** to your children. You'll notice they want to imitate you, the language you use, the words you use, they pick it up and they would use it. As I said I have mostly second language learners and the way you pronounce certain words, they will pronounce it like you and imitate you. It is important that we carry ourselves well and be a role model to the children.

We do have pupils coming with problems such as domestic problems. As much as you don't want to pry into their domestic affairs, but sometimes the child needs to talk about it, so you listen to the child, don't take sides but comfort the child. Tell the child mummy and daddy are adults and they will sort things out. I can quote a current example. I have a little girl is the step-daughter and the other two are the fathers natural children. I don't think the problem is related to the child but because she is the older of the other two, she understands the problem better than the others. There is a domestic problem between the parents and ever so often they have arguments and the mother packs the children up in the car and they go away. She wouldn't come to school and when she comes back after 2 or 3 days, she is upset. I notice that she is very very quiet. Normally she is an extrovert. I don't question her. What I would do is, I would say Carol can you do this and that for me and get her involved on the days work and

eventually by ten o' clock she would come to me and say, "mam, I wasn't sick, this is what happened". I don't take sides or tell her daddy or mummy are wrong, I try to comfort her and play a mediator role and make her feel more comfortable by saying that they are adults and they will sort out their problems. But if you are still troubled and you want to talk about anything then you can come to me. I also tell her not to talk about this in front of the entire class, because I explained to her this is confidential and not something for everybody to know about. After our chat she gets back to normal and doing her duties and making her feel wanted. I take care of the emotional aspects of children apart from the normal teaching. I worry about the inner qualities of the children, not only filling them with information and ideas, I think about how they feel in the classroom.

➤ **as a teacher within a wider society**

In terms of the children, the whole focus is to help them to take the right place in society. I you go back to Carol problem, surprisingly her mother also comes to talk to me about her problems, and as I said I don't take sides, but whenever I speak to the mother I always say to her, whatever happens don't argue and walk out of the house with your children. You can see that I also give guidance to be a responsible parent as well. I say to her, don't have an argument, in front of the children, this not the right approach, I say to her, that there's time and place where you and your husband should discuss this. She's well aware that her daughter chats with me, she hasn't taken offence to this. At the same time I made her aware I didn't pry into her affairs, her daughter came to me on her own. Neither did I go to the parent as say, I heard that you are experiencing this problem. I suppose the daughter had said to her mother that she had told her mam about this. My support and the benefits to Carol's mother and many other parents in the community is noticeable. Basically I have seen so much of changes, I am teaching in this community for 19 years, and I know this community very well. In terms of changes, some of them whom I have taught, their children are now coming to school. Initially when their children come to our school, they come to my class, and you would get an attitude by these parents. They don't want to come to you, but I go up to them and say... are you so and so? How are you? Chat with them...eventually they come out of this shell and converse with me often thereafter. In terms of their growth as such, there's one person that stands out very clearly that is Mrs Dano. I taught her, and her children are in our school, when she initially brought her children to school, she really pleaded poverty, but when talking to her, discussing the whole situation with her, I found that she is damm lazy to go and work. Whenever I met her, I pointed out the importance of her going to work to help support that child. I made her realise the child

needs, as the child grows. Eventually, now she at work, she got a job, and recently her husband was unemployed, and she's complaining about him, she says now that he doesn't want to look for a job. I said to her..."Remember what I told you Dano, about your child's needs and how it is going to change and be more demanding. Now you go and tell your husband how difficult your needs are if he develops that lazy attitude. She stands out very clearly when it comes to my role in the wider community.

3.1.4 To what extent have these perceptions of your role (as indicated above) changed as a consequence of self appraisal activities you engaged in? (Give a few examples.)

My role has changed, most definitely. When I come home and reflect on the day, I definitely think about different things, which helps make me a better person. You become so much aware and clued up of what goes on in these children's lives and even in the community. I think you learn to accommodate them to adjust, to understand their needs. By reflecting, I am able to understand my community better.

3.2 Sharing resources with other educators(Public)

3.2.1 The Developmental Appraisal policy promotes the sharing of resource across peers/colleagues within the school.

➤ Do you engage with such an activity? Why? Why not?

We do share resources with other educators, definitely. I share with the hope that others will share with me. I am not selfish by nature. By sharing we support each other, you help to build one another's strengths, eg. their teaching strength. This idea of sharing will eventually benefit the learners, what you share with the teachers, will at some stage be put into practice. This would assist the learners. I also share my problem areas with other educators. We do this all the time so that they can also guide and support me. In our JP meetings, we have an agenda including "problem areas experienced in the class". Each teacher is given an opportunity to state their problem and a little insight into the problem you are experiencing. This is very beneficial because you are putting many heads together and you come up with a solution. Teachers would state what they have done and suggestions are given, which we try out, and one of those suggestions will work. The teachers and the learners are benefiting and you are not going through the frustrating period of something not working all the time. By colleagues working collaboratively, we find solutions which is also empowering me.

➤ **Has this practice began before/after the introduction of DAP?**

I have shared resources for as long as I can remember. Many of our educators are doing this as well. We tend to “talk shop” during lunch, so it’s not only since DAP has come about. It has always happened before DAP has come about.

➤ **What contribution do you think the DAS policy made to your practice regarding the sharing of resources? (Give a few examples.)**

I don’t think DAP has assisted me much because this is something we have always done. It’s nothing new to us, so I won’t say that I haven’t done this before and now because of DAP I am engaged in sharing of resources. It’s something I’ve always done and DAP has made no difference.

3.3 Sharing assessment techniques with other educators (Public)

3.3.1 Have you or have other educators shared their assessment techniques with you?

We definitely share our assessment techniques with other educators. Before we set out a test in whatever form, whether it’s oral or written, we normally discuss it as a team. Now it’s end of term and you are required to have an assessment test done. So before we do that, we would meet as a JP unit and we’d say what we are going to do for language, either a written form or an oral. We are sharing our assessment techniques.

3.3.2 Have you or your colleagues engaged with such collaborative activity before or after the introduction of the Developmental Appraisal policy?

We engaged with collaborative activities long before the introduction of DAP

3.3.3 What influence do you think the Developmental Appraisal Policy made to your practice regarding the assessment of learners? (Give a few examples.)

No, no, we haven’t started this because of DAP. DAP was not in our minds when we started this. This was done long before DAP. I’ve gained more by sharing with my colleagues than from a panel. The panel discussions are held once a year, so how much are you going to gain once a year? But here we do it on an ongoing basis. Not only will it happen when we have our JP unit meeting, as I say, we share our ideas even when we sit together, someone may discuss a technique, etc. which we may use in the classroom.

3.4 Observing peers teaching in their classrooms(Private)

3.4.1 What do you consider to be the challenges/opportunities when observing peers ?

We can learn from each other. The more experienced teacher has more to offer. However, we can't underestimate the younger teacher. The young teacher will also have innovative ideas. You will learn from peer observation. The more experienced teacher, hopefully will have more to offer. You can learn from both the experienced and younger teacher. If peer evaluation is done correctly, I think it will be a good system. We can benefit from each other. You are more comfortable with your peers than with an "outsider"- subject adviser. But there are so much of problems still.

4. Professional Development

4.1 Which of the following do you think most contributes to your professional development?

Self Appraisal contributes best to my teaching practice because it is done on an ongoing basis as compared to peer appraisal, observation of peers and the development of the PGP which is done once a year. Something which is done on an ongoing basis is definitely more beneficial than something done on a "once of basis". The reason is that you are questioning yourself all the time. In other words you are asking yourself "how can I do better, how can I improve" so obviously you are enriching, you are becoming better all the time. The peer appraisal, observation of peers and the development of the PGP which is done once a year is insufficient.

4.2 What are any other influences which affect your own professional development?

("speaking from the heart: **Inner Qualities**"): *Although the morale of teachers are so low, I enjoy and love working with my children at school and I think basically that what keeps me each day. It's more because of the background of the children, that you want to reach out to them.*

We also need to given care, uplifted and given a boost in our lives as teachers. **But, The most important of all is that I am committed and dedication to my profession** The community that we work with, sadly, coming to school is not the most important point for those parents. Putting food on the table for those children is more important.

INCENTIVES FOR RESEARCH PARTICIPATION

I thank you most sincerely for participating in my research study. Your contribution will be of immense value to me and the Verulam Circuit as a whole. Your responses will be invaluable in generating responses to crucial issues which will be documented for Professional Development workshop sessions at the Verulam Circuit. In appreciation, I am offering the following incentives:

**INCENTIVES FOR SCHOOLS PRODUCING
90% AND OVER
RETURN RATE OF QUESTIONNAIRES.**

**CHOOSE YOUR INCENTIVES FROM THE LIST PROVIDED ON THE NEXT PAGE
TO A MAXIMUM OF TEN POINTS**

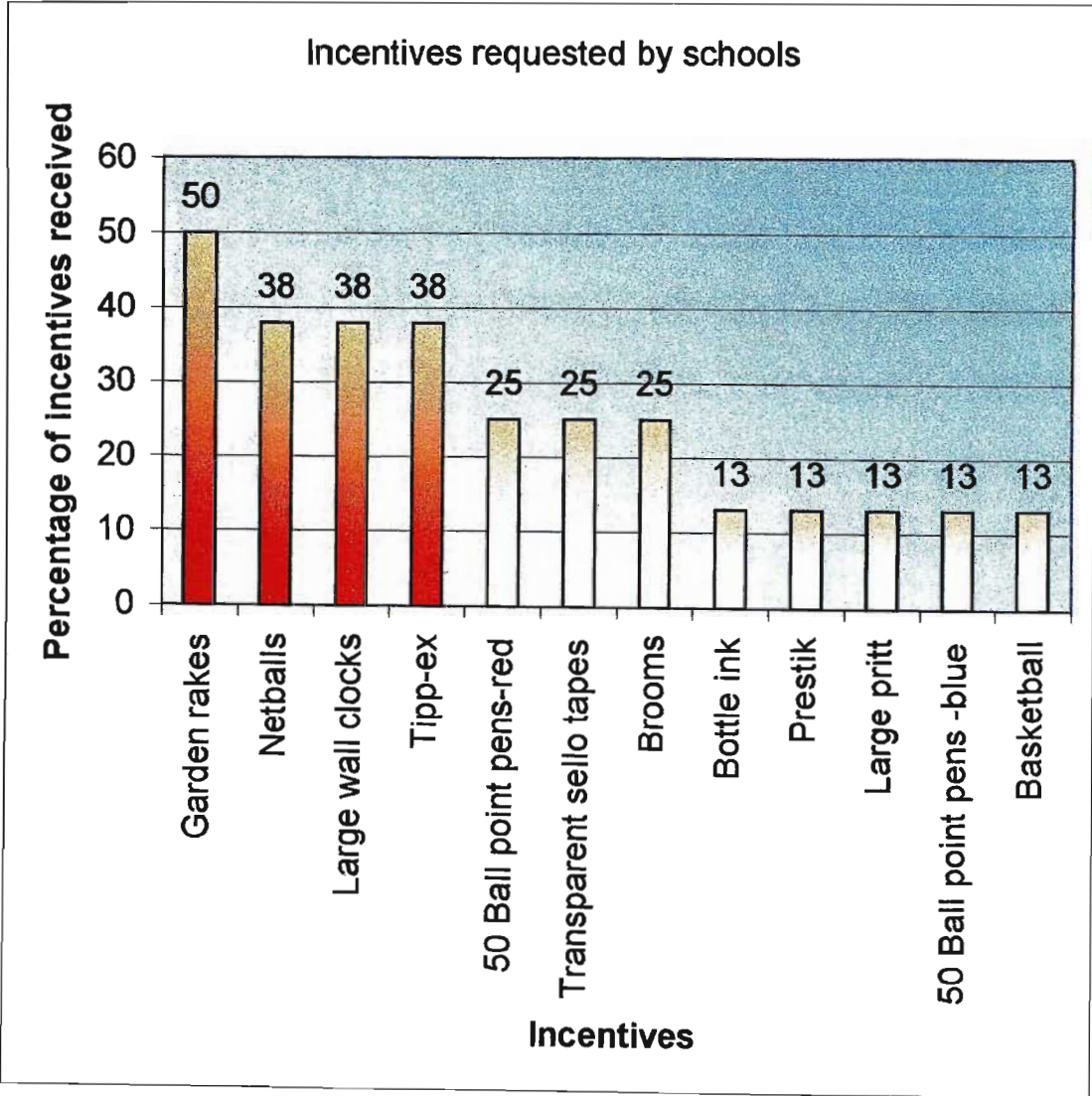
NAME OF SCHOOL : _____.

SIGNATURE OF PRINCIPAL : _____.

CHOOSE YOUR INCENTIVES FROM THIS LIST	Points Value	Tick here: Max. 10 Points
1 Transparent sello tape	½	
1 Bottle ink for stamp pad	½	
1 card of prestik	1	
1 Box staples	1	
1 Broom	1	
1 Mop	1	
1 Garden rake	1	
1 Tipp-ex	1	
1 Large pritt	1	
1 Wall clock – small	1½	
3 Colour artliner	2	
50 Ballpoint pens – black	2½	
50 Ballpoint pens – blue	2½	
50 Ballpoint pens – red	2½	
1 Laminated educational chart	2½	
1 Basket Ball	3	
1 Volleyball	3	
1 Soccer Ball	3	
1 Rugby Ball	3	
1 Wall clock – medium	3½	
1 Wall clock – large	4	
1 Large Garden Shear	4½	
1 Large garden spade	4½	
5 metres extension cord	5	
1 Netball	5	
1 x 3 - 4 Multiple plug adapter (15 Amps each)	5½	
1 Large steel garden fork	5½	
2 Reams of white paper	5½	
10 metres extension cord	6	
1 Stationery Tray: key holders, bulldog clamps, paper clips, drawing pins, sharpener, ruler, pens, pencils, stapler/punch	7	
1 Office set: Pair of scissors, sello-tape, pens, highlighter, pencils, markers, staples, pritt, paper clips, sharpener, pencil lead	7	

Planning the incentives for schools

I went to many shops, supermarkets and stores to ascertain the best prices for these incentives. Each incentive was give a value in terms of points which actually depicted to an extent the monetary value. The points value ranged from a sello-tape with ½ point to an office set with a 7 point value. Each Principal together with his staff had to choose the incentives to a maximum of ten points. The various incentives which were carefully chosen were also attractive for use in schools (refer to appendix A3 : incentives). This technique of improving the response rate of my questionnaires proved to be very successful. Each principal was asked to tick off the various incentives to a maximum of 10 points. Eight schools qualified for the incentive awards. The following high frequency of demand can be seen in the figure below.



Introduction

This Appendix 4 section was once a separate quantitative chapter and was part of the main thesis. This Appendix 4 section could still be read as a separate chapter. Nevertheless, I have drawn extensively from it especially during the integration of quantitative and qualitative data in Chapter 4. The reasoning for the movement of this “chapter” now referred to as appendix 4 is to elevate and give prominence to the **integration of the quantitative and qualitative data**.

Appendix four, is **PURELY QUANTITATIVE** and will be discussed as outlined in table 4.1 below:

GENERAL/OVERALL PERSPECTIVE			INDEPTH RESPONSES			
				GENDER	AGE	RACE
Policy Intentions	Policy Implementation	Policy Influence	→	Policy Intentions	Policy Intentions	Policy Intentions
			→	Policy Implementation	Policy Implementation	Policy Implementation
			→	Policy Influence	Policy Influence	Policy Influence
			↓	↓	↓	
EMERGING ISSUES AND KEY CONSTRUCTS						
POLICY INTENTIONS		POLICY IMPLEMENTATION		POLICY INFLUENCE		
•		•		•		
•		•		•		

Table 4.1: Outline of Appendix Four

The tables, graphs, figures and statistical data had been used to clearly explain my data findings.

Appendix 4 proposes to:

- present the **overall general perspective** of educators in respect of :
 - how they perceived the intentions of the Developmental Appraisal Policy?
 - how the policy was implemented/ not in their schools?
 - the effect or influence the policy had on their Teaching Practice?

- probe deeply into the following areas of concern: **the overall gender, the attitudes of the teachers in the different age groups and race** in respect of :
 - how they perceived the intentions of the Developmental Appraisal Policy?
 - how the policy was implemented/ not in their schools?
 - the effect or influence the policy had on their Teaching Practice?

The presentation in all the sections will involve the following format:

- The data will be presented in the three broad categories viz. Policy Intentions, Policy Implementation and Policy Influence.
- In each category the following will be presented viz. the general overall perspective, similarities and significant differences using t-tests, Mean Values and Factor Analysis, and a ranked frequency table showing indepth presentation of individual and factor responses of educators.
- The use of t-tests, Mean Values and Factor Analysis will be explained in a **narrative style** for which I prefer and will be included in all section to highlight the various issues of the policy.
- The explanation of the Factor Analysis in Appendix 4 section 4.1 is done with an example in each category i.e. Policy Intentions, Policy Implementation and Policy Influence to deepen the understanding of FACTOR 1 AND FACTOR 2. The explanation of the Factor Analysis (FACTOR 1 AND FACTOR 2) in section 4.1 also sets the platform for section 4.2; 4.3 and 4.4

4.1 OVERALL PERSPECTIVE

4.1.1 The Intentions of the Developmental Appraisal Policy

There are ten variables in the questionnaire to measure the extent of the respondent’s degree of agreement or disagreement of how educators perceived the intentions of the Developmental Appraisal Policy. I then applied factor analysis to examined the associations within the set of ten variables. The report of the factor analysis is illustrated in the factor matrix as indicated in table 4.2. The table indicates the relationship between each of the variables and the underlying factors, components or categories. Each statement has a “factor loading”. The factor loadings express the associations between the tests and the factors, and are interpreted like coefficients, ranging in value from –1 to 0 to +1. The factor matrix showing the factor loadings are indicated in table 4.2 below:

The intentions of the Developmental Appraisal Policy VARIABLES	FACTORS	
	1	2
1.To improve teaching ability of educators	0.726	- 0.126
2. To find faults & point out weakness in my teaching	- 0.305	0.656
3. To identify the strengths of educators	0.671	0.28 5
4. To encourage teachers to assist each other in their teaching	0.828	- 0.094
5. To bring about individual professional development	0.780	0.057
6. To sift competent from incompetent educators	0.141	0.725
7. To share professional expertise, ideas & knowledge among all educators	0.860	- 0.125
8. To identify the needs of educators	0.841	- 0.101
9. To control teacher’s professional conduct	0.032	0.764
10. To develop teacher’s democratic rights	0.675	0.378

Table 4.2: Overall Perspective: Intentions of the Developmental Appraisal Policy

In the first column of table 4.2, the entry of 0.726 represents the highest loading of the policy intention “to improve teaching ability,” statement 1 on the first factor and the influence of factor 2 is negligible. Likewise, in the second column, the loading 0.656 represents the highest loading

for the policy intention “to find faults and point out weaknesses in my teaching,” statement 2 on the factor 2. Similarly, the entry of **0.671** represents the highest loading of the intention “to identify the strengths of educators”, statement 3 on factor 1. By reading every row in the same manner, we can describe the linear composition of each variable in terms of two factors. It must be noted that each variable loads significantly only on one factor. I then collectively identified all seven statements that loaded highly on factor 1 and three statements that loaded highly on factor 2. All the statements that loaded highly on factor 1 included those variables which rate the educators’ perceptions of the intentions of the policy as **Developmental factors**, for example:

FACTOR 1	HIGHEST LOADING
➤ to improve teaching ability	(0.726)
➤ to identify the strengths of educators	(0.671)
➤ to encourage teachers to assist each other in their teaching	(0.828)
➤ to bring about individual professional development	(0.780)
➤ to share professional expertise, ideas and knowledge among all educators	(0.860)
➤ to identify the needs of educators	(0.841)
➤ to develop teachers democratic rights	(0.675)

To determine the nature of the factor, I carefully examined all the seven statements with high loadings within factor1 in terms of patterns and the nature of similarity to give the factor a name. Thus, factor 1 has been named **DEVELOPMENTAL APPROACH: FACTOR 1** which indicates the developmental intentions of the policy.

Similarly, factor 2 was made up of variables which rated educators’ perceptions of whether the policy was **Judgemental** in nature. The variables that loaded highly on this factor were the following:

FACTOR 2	HIGHEST LOADING
➤ to find faults and point out weaknesses in my teaching	(0.656)
➤ to sift competent from incompetent educators	(0.725)
➤ to control teacher’s professional conduct	(0.764)

Thus Factor 2 was called the **JUDGEMENTAL APPROACH: FACTOR 2**

The two hypothetical factors i.e. the independent variables, Factor 1 and Factor 2 control or account for a certain proportion of the variance in the dependent variable i.e. variables 1-10. The importance of a given factor for a given variable can be expressed in terms of the variance in the variable that can be accounted for by the factor. Taking one example for instance, the variance of variable 7 (To share professional expertise, ideas & knowledge among all educators) accounted for by the variation in Factor 1 is:

$$(0.860)^2 = 0.7396. \text{ That is, 74\% of the total variance of variable 7 is accounted for in Factor 1.}$$

Likewise, the variance of a variable accounted for by Factor 1 and Factor 2 is the given sum of the squares of the respective factor loadings. Thus, the proportion of the variance in variable 7 accounted for by Factor 1 and Factor 2 is:

$$\begin{aligned} &(0.860)^2 + (-0.125)^2 \\ &= 0.7396 + 0.015625 \\ &= 0.755225 \\ &= 0.7552 \end{aligned}$$

In comparing this value (0.7552) with the variance accounted for by Factor 2 alone (0.7396), the following is noted. The contribution of Factor 2 to the variance of variable 7 is only 0.7552 – 0.7396 = 0.0156 which is negligible. Thus, the variance of each variable can be systematically calculated.

For a deeper analysis I used the frequency counts reflecting the valid percentages of educators that **agreed** to the variables, as the intentions of the Developmental Appraisal Policy as indicated in Factor 1 and 2. Thereafter, I ranked the statements within each factor as indicated below:

FACTOR 1	Rank Order Frequency Counts
TEACHER DEVELOPMENT	Percentage Agreed
To encourage teachers to assist each other in their teaching	85.2%
To share professional expertise, ideas & knowledge among all educators	84.6%
To identify the needs of educators	84.6%
To improve teaching ability of educators	82.1%
To bring about individual professional development	76.9%
To identify the strengths of educators	75.6%
To develop teacher’s democratic rights	46.8%

FACTOR 2:

Rank Order Frequency Counts

JUDGEMENTAL APPROACH FACTOR	Percentage Agreed
To <u>control</u> teacher’s professional conduct	47.4%
To <u>find faults & point out weakness</u> in my teaching	41.9%
To <u>sift competent from incompetent</u> educators	24.4%

After carefully examining the variables in FACTOR 1, **two distinct themes emerged viz. Teacher Collaboration and Individual Teacher Development.**

Theme One

The first theme reflects that the majority of educators believe that one of the main intentions of the Developmental Appraisal Policy is to encourage **teamwork and team building**. This can be substantiated by the fact that 85.2% of the educators claim that the policy is about assisting each other in teaching and that 84.6% claim that the policy is about sharing professional expertise, ideas & knowledge among all educators. This is in line with the policy intention that regards collaboration as an on-going process whereby educators work together to assist each other in solving problems.

Theme Two

The second theme that emerged reflected that the majority of educators believe that the Developmental Appraisal Policy is to encourage individual Teacher Development. Majority of the educators (75.6%) claim that the policy is about identifying the individual strengths of the educators. A large percentage (82.1%) of the educators also claim that the policy aims at bringing about individual professional development. This is in line with the policy intentions. The appraisal policy is located in the developmental approach since it seeks to build on the strengths of each educator. The developmental approach uses the strength i.e. what exists positively in the educator’s performance to overcome the weaknesses that the educator may have. The policy intends to develop each individual educator irrespective of his or her weaknesses.

Majority of the educators (84.6%) also claimed that the main intention of the policy is to identify the needs of educators, while (82.1%) claimed that the policy aims to improve teaching ability of educators. The developmental appraisal policy does not focus only on the strengths of the

educator. The weaknesses and the areas of need in the educator's performance are responded to within a "developmental approach" i.e. by engaging in developmental programmes where the educator will be able to improve his teaching ability.

In FACTOR 2 the **distinct theme that emerged was "The Judgemental Approach Factors"**. Only a small percentage (24%) claimed that one of the intentions of the policy is to sift competent from incompetent educators. However, the basic principle of the Developmental Appraisal policy is that every educator must engage in life-long learning and development with the view to collectively improve the quality of teaching practice and education management.

Less than half (41.9%) of the educators claim that the policy is about finding faults and pointing out weaknesses in the educator's performance. The policy instead moves away from the judgemental approach where there is a tendency of finding faults and "policing" the educator's performance.

Similarly, less than half (47.4%) of the educators claim that the policy attempts to control the professional conduct of educator. This involves making judgements of what aspects constitutes "professional conduct". Previously, the appraisal system was viewed with suspicion, as a fault-finding exercise and a means of sifting competent from incompetent educators.

Therefore, FACTOR 1 suggests that majority of the educators perceive the policy as trying to promote individual Teacher Development as well as developing a collegial community of educators i.e. engaging in collective Teacher Development on a wider platform. FACTOR 2 suggests that the majority of educators don't see this policy as "judgemental". Hence, the findings of how the majority of educators perceived the Appraisal Policy had been clear. They believe that the policy is "Developmental" rather than "Judgemental". Educators seem to "buy into" the Developmental Appraisal Policy. There is a change in "mind-set" that the educator's performance needs to be judged. The new Developmental Appraisal Policy is being received and accepted positively.

4.1.2 The Implementation of the Developmental Appraisal Policy

There were eight statements in the questionnaire to measure the extent of the respondent’s degree of agreement or disagreement of how the Developmental Appraisal Policy was implemented within their schools. The factor analysis technique was used to examine the associations within the set of eight statements. The report of the factor analysis is illustrated in the factor matrix as indicated in table 4.3. The table also indicates the relationship between each of the statements and the underlying factors, components or categories. Each statement has a “factor loading”.

Phases/processes of implementation of the Developmental Appraisal Policy	FACTORS	
	1	2
1. Introduction of the Developmental Appraisal Policy	0,859	0,007
2. The appraisal meetings & workshops conducted	0,761	0,253
3. Formation of panels	0,666	0,351
4. The filling in of self-appraisal forms	0,347	0,681
5. Classroom observation by peers	0,197	0,902
6. Support from panel members	0,198	0,884
7. Implementation of the Professional Growth Plans	0,129	0,898
8. The writing up of the final report	0,165	0,837

Table 4.3: Overall Perspective: Implementation of the Developmental Appraisal Policy

To determine the nature of the factors, similarly explained in Appendix 4: section 4.1.1, I first identified all the statements that loaded highly on both factors. The statements with “**heavier loadings**” have been grouped into one factor as depicted in the table 4.3 above. I then carefully examined all the statements with high loadings in each factor, in terms of the nature of similarity to give the factors a name. The highest loadings on the first factor included those variables which rate how the Developmental Appraisal Policy was implemented within the schools. These are as follows:

FACTOR 1	HIGHEST LOADING
➤ The introduction of the Developmental Appraisal Policy	(0.859)

- The appraisal meetings and workshops conducted (0.761)
- The formation of panels (0.666)

These are statements 1, 2 and 3 respectively on the first factor. Thus, factor 1 has been named as the **TECHNICAL FACTOR**.

Similarly, the highest loadings on the second factor included the following statements below:

FACTOR 2	HIGHEST LOADING
➤ The filling in of self appraisal form	(0.681)
➤ Classroom observation by peers	(0.902)
➤ Support from panel members	(0.884)
➤ Implementation of the professional growth Plans	(0.898)
➤ The writing up of the final report	(0.837)

Thus, factor 2 has been named as **THE ACTUAL PROCESS FACTOR**.

The two factors i.e. the independent variables, Factor 1 and Factor 2 control or account for a certain proportion of the variance in the dependent variable i.e. variables 1-8. The importance of a given factor for a given variable can be expressed in terms of the variance in the variable that can be accounted for by the factor. One very good example for instance, the variance of variable 5 (Classroom observation by peers) accounted for by the variation in Factor 2 is: $(0.902)^2 = 0.8136$. That is, 81% of the total variance of variable 5 is accounted for in Factor 2.

Likewise, the variance of a variable accounted for by Factor 1 and Factor 2 is the given sum of the squares of the respective factor loadings. Thus, the proportion of the variance in variable 5 accounted for by Factor 1 and Factor 2 is:

$$\begin{aligned}
 & (0.902)^2 + (0.197)^2 \\
 & = 0.8136 + 0.0388 \\
 & = 0.8524
 \end{aligned}$$

In comparing this value (0.8524) with the variance accounted for by Factor 2 alone (0.8136), the following is noted. The contribution of Factor 2 to the variance of variable 5 is only $0.8524 - 0.8136 = 0.0388$ which is negligible. Thus, the variance of each variable can be systematically calculated.

For a deeper analysis, I used the frequency counts reflecting the valid percentages of educators that **agreed** to how the Staff Development Team implemented the various stages of the Developmental Appraisal Policy as indicated in Factor 1 and Factor 2. Thereafter, I ranked the statements within each factor as indicated below:

FACTOR 1:		Rank Order Frequency Counts
TECHNICAL FACTOR		Percentage Agreed
The introduction of the Developmental Appraisal Policy		87.2%
The formation of panels		83.3%
The appraisal meetings & workshops conducted		77.9%
FACTOR 2		Ranked Order Frequency Counts
THE ACTUAL PROCESS		Percentage Agreed
The filling in of self appraisal forms		58%
Classroom observation by peers		46.5%
Support from panel members		44.8%
Implementation of the professional growth plans		34.3%
The writing up of the final report		31.2%

From FACTOR 1, one distinct theme emerged viz. “The Technical Implementation of Policy”

➤ Introduction of policy

The overwhelming majority of teachers (87.2%) believed that the policy was introduced well within their school. It has also been noticed that (77.9%) of the respondents confirmed that the meetings and workshops were conducted in a manner which was acceptable to all educators. The introduction of the policy is in line with the role functions of the Staff Development Team (SDT). The SDT is responsible for initiating the appraisal process which includes organising meetings and workshops on the Developmental Appraisal System. This implies that the educators are satisfied with how the SDT initially implemented the policy at their schools.

➤ **Formation of panels**

A significantly high percentage (83.3%) believed that the panels were properly constituted. They held a positive view of appraisal. The formation of appraisal panels is an important process during the appraisal process. The formation of panels is a major step towards three important principles viz. democracy, transparency and developmental emphasis. The Developmental Appraisal Policy allows for educators to choose their own panels. It is hoped that the panels will be democratically formed and be inclusive of stakeholders such as level one educators, School Management Member and outside experts in the field of education.

It confirms that the democratic formation of panels have marked a difference of how appraisal was conducted in the past which was completed by one person. The formation of panels micro-level (school context) also implies a positive move away from bureaucratic control which is top-down, authoritarian and undemocratic. The panels being well formed signals that decisions which are concluded are not made subjectively and are not influenced by personal preferences and nepotism. The collaborative decision making process will eventually ensure transparency and fairness of the appraisal process. The evidence suggests that **the technical aspects** of the appraisal process were implemented well and that educators found no problems within regard to these aspects of the policy implementation. Teachers want to be seen as implementing official policy.

From FACTOR 2 one theme emerged viz. **“The Actual Implementation of Policy”**

➤ **Filling in Self Appraisal**

The actual process of evaluation starts when educators are required to engage in self-analysis and appraise themselves in respect of their teaching performance. This involves educators filling in self-appraisal forms. The majority of the educators (58%) claimed that this process was carried out well. This implies that the educators were able to either purposefully self reflect or that they engaged in self-appraisal on a superficial level.

➤ **Classroom Observation by peers**

Classroom observation is one of the important requirements of the appraisal process. However, only 46.5% of the educators believed that classroom observation was conducted well. Possible reasons for this scenario could be attributed to the poor monitoring and management of classroom observation by the Staff Development Team or due to the apathy and reluctance among teachers to engage in classroom observation. Although the educators have accepted the policy they still seem to believe that classroom observation is a form of “inspection”. The dialogue between classroom observation by peers and working in a collaborative manner is further discussed in chapter 4 section 4.2.3, 4.3.3 and 4.4.3.

➤ **Support from the Panel Members**

One of the main duties of each panel member is to provide continuous professional support. The support from the appraisal panels is hoped to fuel the teacher development of the educator in respect of creating a shift or influence in the educator’s teaching practice. Unfortunately, in view of the fact that 83.3% of the educators claimed that the panels were well formed, only 44.8% claimed that support from panel members did take place. This reflects something about the intentions of the Developmental Appraisal Policy. The policy intends panel members to be actively involved in providing support to each other within the panel. However, the data reveals that the support from the panel members is not taking place as expected.

➤ **The Professional Growth Plan**

The Professional Growth Plan is another important stage which indicates how the educator’s area of concern can be systematically improved. This is regarded as one of the most crucial stages of appraisal because it sets in place a Professional Growth Plan for the teacher. It is noted with concern that only 34.3% of the educators claimed that educators have been designing and implementing Professional Growth Plans (PGP). Possible reasons for this scenario is that the PGP may not be implementable, it’s too idealistic, the PGP was not thoroughly workshopped and its importance was not seriously highlighted.

➤ **The writing up of the Final Report**

The writing up of the final report is the most important stage of the appraisal process. This is a stage where all panel members have to agree via consensus on the final rating and the recommendations or suggestions for the educator. From the responses, it has been found that only 31.2% of the educators believed that the writing up of the final report was concluded.

It was clearly noticeable that during the initial technical stages of the appraisal process educators found no real difficulty in its implementation whereas, the actual implementation process posed several difficulties. Possible reasons for the poor implementation of the actual stages of appraisal are enumerated below:

- Time constraints,
- Poor management and lack of skills by the SDT
- Inadequacy of knowledge by Staff Development Team panel members
- The actual process is idealistic or too demanding.
- Lack of commitment by all stakeholders

These will be explored in more detail when reporting on data generated through the qualitative analysis in chapter 4.

4.1.3 The Influence of the Developmental Appraisal Policy

There were ten statements in the questionnaire to measure the extent to which the implementation of the Developmental Appraisal Policy influenced or caused an effect on the educator’s teaching practice. I applied factor analysis to show which groups of variables were closely related to each other and ended up with two factors within the ten variables. The report of the factor analysis is illustrated in the factor matrix as indicated in table 4.4 below. The table indicates the relationship between each of the ten variables and the underlying factors. Each statement has a “factor loading”.

The following activities improved Teaching Practice	FACTOR	
	1	2
1.The planning of my lessons	0,432	0,750
2. Engaging in self appraisal	0,371	0,806
3. Engaging in peer appraisal	0,741	0,549
4.Observing peers teaching in their classroom	0,789	0,435
5. Sharing resources with other educators	0,276	0,901
6. Sharing assessment techniques with other educators	0,303	0,887
7. Engaging with feedback from panel members	0,850	0,394
8. Appraisers checking the planning & preparation of lessons	0,915	0,250
9. Appraisers checking learner portfolios	0,890	0,320
10. Following the recommendations of the Staff Development Team	0,870	0,332

Table 4.4: Overall Perspective: The influence of the Developmental Appraisal Policy on Teaching Practice

To determine the nature of the factors, as explained in Appendix 4: section 4.1.1 and section 4.1.2 I, first identified all the statements that loaded highly on both factors. The statements with “**heavier loadings**” have been grouped into one factor as depicted in the table 4.4 above. I then carefully examined all the statements with high loadings in each factor, in terms of the nature of

similarity to give the factors a name. The highest loadings on Factor 1 included those variables which rated the influence of the Developmental Appraisal Policy on teachers' Teaching Practice.

FACTOR 1	HIGHEST LOADING
Engaging in peer appraisal	0.741
Observing peers teaching in their classroom	0.789
Engaging with feedback from panel members	0.850
Appraisers checking the planing and preparation of lessons	0.915
Appraisers checking learner portfolios	0.890
Following the recommendations of the Staff Development Team	0.870

After examining the above variables, factor 1 has been named as the **ROLE OF PANEL FACTOR**.

Similarly, the highest loadings on factor 2 included the following variables below:

FACTOR 2	HIGHEST LOADING
The planning of my lessons	0.750
Engaging in self appraisal	0.806
Sharing resources with other educators	0.901
Sharing assessment techniques with other educators	0.887

Thus Factor 2 has been named **COLLABORATIVE AND PLANNING FACTOR**.

Factor 1 and Factor 2 are the independent variables. These factors control or account for a certain proportion of the variance in the dependent variable i.e. variables 1 to10. The importance of a given factor for a given variable can be expressed in terms of the variance in the variable that can be accounted for by the factor. One very good example for instance, is variance of variable 8 (Appraisers checking the planning and preparation of lessons)) accounted for by the variation in Factor 1 is : $(0.915)^2 = 0.8372$. That is, 83% of the total variance of variable 8 is accounted for in Factor 1.

Likewise, the variance of a variable accounted for by Factor 1 and Factor 2 is the given sum of the squares of the respective factor loadings. Thus, the proportion of the variance in variable 8 accounted for by Factor 1 and Factor 2 is:

$$(0.915)^2 + (0.250)^2$$

$$= 0.8372 + 0.0625$$

$$= 0.8997$$

In comparing this value (0.8997) with the variance accounted for by Factor 1 alone (0.8372), the following is noted. The contribution of Factor 2 to the variance of variable 8 is only $0.8997 - 0.8372 = 0.0625$ which is negligible. Thus, the variance of each variable can be systematically calculated.

Figure 4.1 presents a summary of what influence the Developmental Appraisal Policy had on teachers' Teaching Practice.

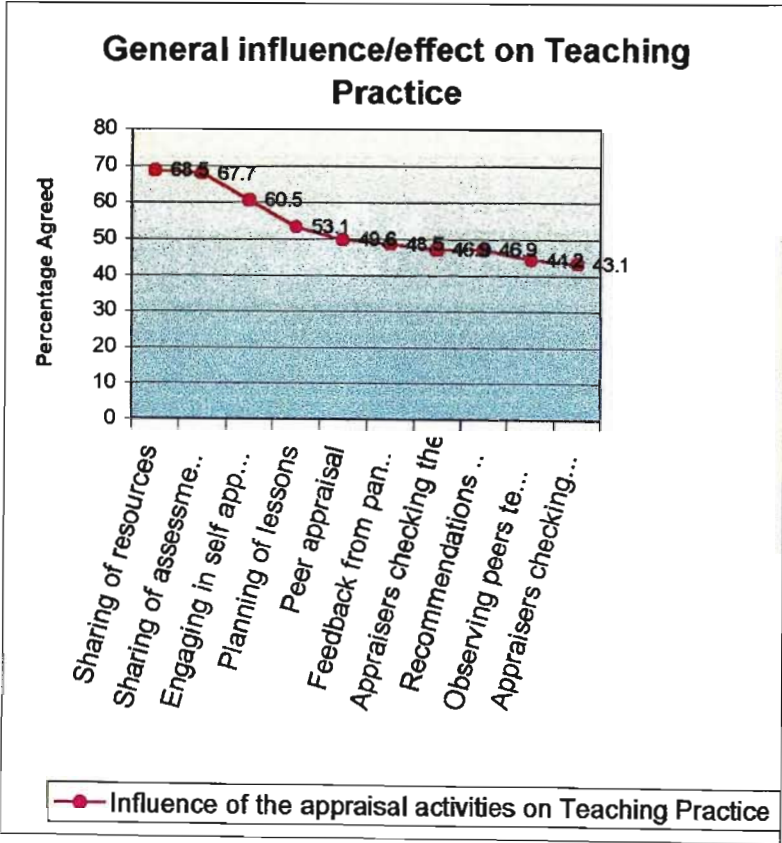


Figure 4.1: General Influence on Teaching Practice

Activities 1 to 4 are significant and contributes very strongly to the improvement of teachers' Teaching Practice. These activities encourages Teacher Collaboration. On the other hand, activities 5 to 10 have weak influences on Teaching Practice. These activities reflect the roles and responsibilities of the panel.

For a deeper analysis, I used the frequency counts (the valid percentages-agreed) to explain what influences the Developmental Appraisal Policy had on teachers' Teaching Practice. In doing this I ranked the statements within each factor as indicated below:

The two factors that emerged from the ten statements were the following:

FACTOR 1	Rank Order	Frequency Count
ROLE OF PANEL FACTOR		Percentage Agreed
Engaging in peer appraisal		49.6%
Engaging with feedback from panel members		48.5%
Appraisers checking the planing and preparation of lessons		46.9%
Following the recommendations of the Staff Development Team		46.9%
Observing peers teaching in their classroom		44.2%
Appraisers checking learner portfolios		43.1%

FACTOR 2	Rank Order	Frequency Count
COLLABORATION & PLANNING FACTOR		Percentage Agreed
Sharing resources with other educators		68.5%
Sharing assessment techniques with other educators		67.7%
Engaging in self appraisal		60.5%
The planning of my lessons		53.1%

The variables in Factor 1 highlighted the **“Role Function of the Panels”**

➤ **Engaging in peer appraisal**

One of the tasks of the panel members is to be responsible for the evaluation of their peers. Educators seem to have mixed feelings as to whether engaging in peer appraisal had caused any significant differences in their Teaching Practice. About half the number

of educators (49.6%) in the study claimed that engaging in peer appraisal had influenced their Teaching Practice.

Engaging with feedback from panel members

The formation of a panel within the appraisal system is a new concept. It is hoped that panel members engaging in a critical discussion and exchange of ideas would benefit the educator being appraised. The most important principle of panel formation sets in motion and recognises “feedback” as the indispensable element of the appraisal process. Unfortunately, only (48.5 %) of the educators claimed that engaging with feedback from panel members have improved their Teaching Practice. A large percentage (51.5%) of educators claimed that engaging with feedback from the panel members did not initiate any improvement in their Teaching Practice. This could be ascribed to the fact that the educator was left to choose his or own members on his or her panel which ultimately contributes poorly to constructive feedback to the teacher being appraised. This is also verified in chapter 4.

➤ Appraisers checking the planing and preparation of lessons

Educators are required to submit their teaching portfolio to their respective panel for checking. Appraisers check on the planning and preparation of the educators’ lessons so that constructive feedback can be given to the educator for improvement. Unfortunately, only (46.9%) of the educators have indicated that appraisers checking the planning and preparation of their lessons had an influence on their Teaching Practice. Therefore, this shows that panel members engaging in this activity are unable to positively influence the teachers on their Teaching Practice.

➤ Following the recommendations of the Staff Development Team (SDT)

All educators within the various panels should follow the recommendations of the Staff Development Team. The guidance provided by the SDT during the process of appraisal should assist the educator in improving his/her Teaching Practice. Only 46.9% of the teachers believed that there was an improvement in their Teacher Practice as a result of following the recommendations of the SDT. Possible reason for this weak influence in Teaching Practice is that the SDT is not sufficiently empowered to make fruitful

recommendations or that the SDT needs to come to grips with managing and monitoring this complex appraisal process.

➤ **Observing peers teaching in their classroom**

Less than half of the educators (44.2 %) claimed that observing peers in their classroom had caused an influence in their Teaching Practice. On the other hand, a significant percentage (55.8%) of the educators claimed that this activity had very little to no contribution towards improved their Teaching Practice. This had implications for the Developmental Appraisal Policy. This implied that the idea of observing peers in the classroom was a poor contributor to Teacher Development. This may be due to the fact that observing peers teaching is located more in a private domain i.e. on a one to one teacher relation in improving Teacher Development. In addition, this “observation of lesson” for the provision of constructive criticism to the teacher is not a dynamic or active process. This form of support is seen as more a passive learning process. Hence, it is in fact a poor contributor towards Teacher Development (also refer to chapter 4 section 4.2.3, 4.3.3 and 4.4.3 for deeper qualitative analysis).

➤ **Appraisers checking learner portfolios**

Appraisers are also required to examine the learners’ portfolios as part of the appraisal process. By appraisers checking the learners’ portfolios, it is hoped that they will be able to make constructive suggestions for improvement on the teachers’ Teaching Practice. However, a low percentage (43.1%) have claimed that this activity had the least influenced on their Teaching Practice.

After carefully examining the variables in FACTOR 2, **two distinct themes emerged viz. Collaboration and Planning of lessons.**

■ **Theme One: Collaboration**

➤ **Sharing of Resources**

On ranking the above four strongest activities to show which activity had the most influence on Teaching Practice, it was found that the idea of sharing resources emerged as the strongest variable of influence on Teaching Practice. A very large percentage (68.5%)

claimed that by sharing their resources (expertise, ideas and information) amongst other educators their Teaching Practice had been tremendously improved. It suggested that Teacher Development take place through collaboration that is largely located in a public domain. Collaborative activities seem to be the most powerful methods of Teacher Development. This implies that if teacher collaboration is sustained and developed further it will have a positive ripple effect on Teaching Practice. This will eventually have a positive effect on whole school improvement and more especially improvement in learner achievement and performance.

➤ **Sharing of Assessment Techniques**

The sharing of assessment techniques with other educators has also had a positive influence on teaching practice. A large percentage (67.7%) claimed that this activity is an equally strong factor in improving Teaching Practice. Like the sharing of resources with other educators, the sharing of assessment techniques is also an activity that takes place through collaboration and is largely located in a public domain.

When educators engage in sharing of resources and sharing of assessment techniques with other educators it suggests the following points:

Collaborative Activities:

- encourages teamwork and develops a sense of teacher community.
- fosters sound work ethics
- reduces “teacher’s workload and stress”.
- improves school culture
- strengthens staff relations
- generates creativity
- is a source of teacher empowerment.

■ **Theme Two: Planning of Lessons**

➤ **Engaging in Self Appraisal**

The Developmental Appraisal Policy requires educators to engage in self-appraisal activities to assist in proper planning and delivery of lessons. In every appraisal process it is hoped that every educator at all levels engage in self-analysis activities. Self appraisal is

the process of rating of one's teaching performance against a set of agreed criteria with a view to re-think current Teaching Practice. A significant percentage of educators (60.5%) claimed that engaging in self-appraisal activities had contributed to an improvement in their Teaching Practice. This implies that this self-reflective process is a positive contributor to teacher development.

➤ **Planning of lessons**

Planning of lessons is an integral process of good teaching performance. It is assumed that a teacher who plans his/her lessons thoroughly will be able to meet the needs of the learners. An average of 53% of the educators believed that the planning of their lessons had helped to improve their teaching. This suggests that educators who spend more time planning their lessons experience a positive influence in their Teaching Practice.

4.2 Indepth Analysis by gender

4.2.1 The Intentions of the Developmental Appraisal Policy

Figure 4.2 below presents an **overview** of how the males and females perceived the intentions of the Developmental Appraisal Policy. The patterns of responses on the graph indicate that there are **similarities** in the way males and females perceived the intentions of the policy in all the variables (Factor 1 and 2). Much more details are presented using independent sample tests (t-tests), Group Statistics (Mean Values) and Factor Analysis.

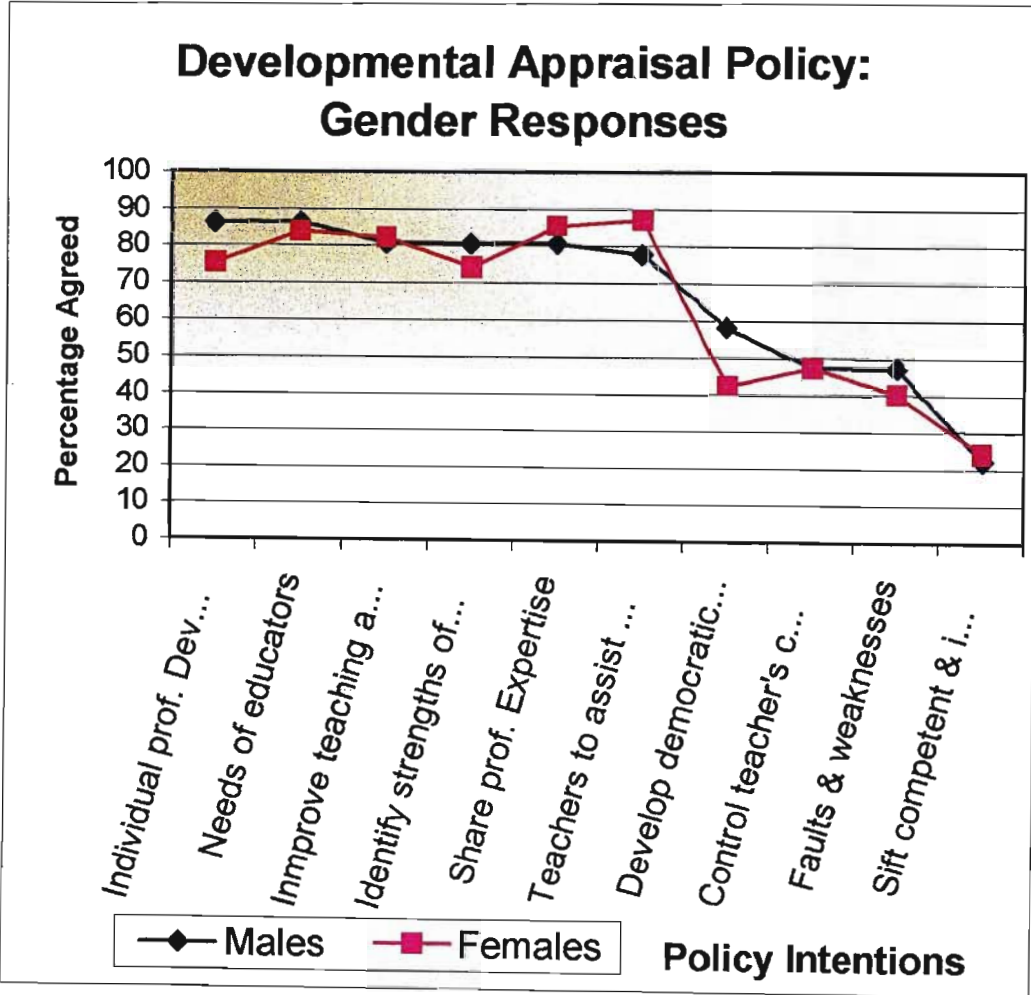


Figure 4.2: Overall Perspective: Gender responses (Policy Intentions)

Table 4.5 below indicates that the p-value is 0.157 ($p > 0.05$). This shows that there is **no significant difference** in the **overall perspective** in the extent to which males and females perceived **all the intentions** of the Developmental Appraisal Policy. This is further evident in table 4.6 when examining the mean values for both males (21.97) and females (23.13).

Independent Sample Test			
Policy intentions: Gender	t-test for Equality of means		
	T	Df	p- value (sig.(2-tailed))
	-1.422	150	0.157

Table 4.5: Overall Gender perspective (p-value): Policy Intentions

Group Statistics				
Policy Intentions	Gender	N	Mean	Std. Deviation
	Male	36	21.9722	4.6012
	Female	116	23.1293	4.1589

Table 4.6: Overall Gender perspective (mean values): Policy Intentions

After applying the factor analysis to the ten variables to examine the extent to which the educators perceived the intentions of the Developmental Appraisal Policy, two distinct factors emerged (Developmental Approach: Factor 1 and Judgemental Approach: Factor 2) as depicted in the table 4.7 below. In the Factor 1 and factor 2 groups, the p-value is 0.188 and 0.622 respectively ($p > 0.05$). This shows that there was **no significant difference** in the extent to which males and females perceived the intentions of the Developmental Appraisal Policy even when examining FACTOR 1 VARIABLES AND FACTOR 2 VARIABLES separately. This is further evident in table 4.8 when examining the mean values for FACTOR 1 i.e. males (13.97) and females (14.97) and FACTOR 2 i.e. males (8.00) and females (8.16).

Independent Sample Test

Components/Categories from Factor Analysis	t-test for Equality of means		
	T	Df	Sig. (2-tailed)
DEVELOPMENTAL APPROACH : FACTOR 1	-1.323	150	0.188
JUDGEMENTAL APPROACH: FACTOR 2	-.495	150	0.622

Table 4.7: Overall Gender perspective on Factor 1 & Factor 2 (p-value): Policy Intentions

Group Statistics

GENDER RESPONSES	N	Mean	Std. Deviation
DEVELOPMENTAL APPROACH : FACTOR 1			
Males	36	13.9722	4.3325
Females	116	14.9655	3.8060
JUDGEMENTAL APPROACH: FACTOR 2			
Males	36	8.0000	1.7403
Females	116	8.1638	1.7343

Table 4.8: Overall Gender perspective on Factor 1 & Factor 2 (mean values): Policy Intentions

From the discussions thus far it has been noticed that there were **no significant differences** in the way males and females perceived the intentions of the Developmental Appraisal Policy. This was evident from the use of t-tests and means (independent sample test & group statistics). However, the intention of this section is to **“delve deeper and present a fine-grained analysis”** on how the males and females perceived **each of the intentions** of the Developmental Appraisal Policy. The focus is to identify the fine-grained differences and similarities of **individual responses** as perceived by both the males and females. I have attempted to do this using ranked frequency tables. The data in the table 4.9 has been generated out from the valid frequency counts. The various statements have been ranked in order of frequency for both males and females.

RANKED RESPONSES - GENDER POLICY INTENTIONS AS PERCEIVED BY THE EDUCATORS		
GENDER		
MALES: % AGREED	Rank	FEMALES: % AGREED
FACTOR1: DEVELOPMENTAL APPROACH		
To bring about individual professional development 86.1%	1	To encourage teachers to assist each other 86.9%
To identify the needs of educators 86.1%	2	To share professional expertise, ideas & knowledge 85.3%
To improve teaching ability 80.6%	3	To identify the needs of educators 83.7%
To identify the strengths of educators 80.6%	4	To improve teaching ability 81.9%
To share professional expertise, ideas & knowledge 80.5%	5	To bring about individual professional development 75.1%
To encourage teachers to assist each other 77.8%	6	To identify the strengths of educators 74.1%
FACTOR 2: JUDGEMENTAL APPROACH		
To develop teachers democratic rights 58.4%	7	To control teacher's professional conduct 47.4%
To control teacher's professional conduct 47.2%	8	To develop teachers democratic rights 42.1%
To find faults & weaknesses in my teaching 47.2%	9	To find faults & weaknesses in my teaching 40%
To sift competent & incompetent teachers 22.2%	10	To sift competent & incompetent teachers 24.2%

Table 4.9: Ranked table on gender response: Policy Intentions

On assessing the gender-based responses as indicated in the ranked table above, it shows clearly that a significantly large percentage (86.1%) of the **males** claimed that the most important intention of the Developmental Appraisal Policy is **to bring about individual professional development** among educators and **identify the needs of educators**. On the other hand, the majority of **females** (86.9%) claimed that encouraging educators **to assist each other in their teaching** is the most important intention of the Developmental Appraisal Policy. The males didn't perceive that encouraging educators to assist each other in their teaching as the most important intention of the policy as compared to the females, since the males ranked this intention as 6 in table 4.9. However, the majority of the females (83.7%) also claimed that the identification of needs of educators is an equally important intention of the Developmental Appraisal Policy.

The majority of the **females** (85.3%) claimed that “**to share professional expertise, ideas and knowledge**” as ranked as 2, as the second most important intention of the Developmental Appraisal Policy. On the other hand, (80.5%) of the males believed that the notion of sharing professional expertise, ideas and knowledge is not the most important intention of the policy as this intention was ranked 5 in table 4.9 The second most important intention of the Developmental Policy as perceived by a large percentage of **males** (80.6%) is **the need to improve teaching ability of educators**. However, the females perceive the need to improve the teaching ability of educators as an equally important intention and is ranked 4 in the table 4.9.

The majority of the males (80.6%) also believe that “to improve the teaching ability of educators” is also an important intention of the Developmental Appraisal Policy as indicated in rank 3. This further confirms that the majority of males believe that the main intention of the policy is very specific. They believe that the policy is about improving the teaching ability of educators.

There is a clear indication by the majority of females that the two most important intentions of the Developmental Policy are “encouraging teachers to assist each other” and “sharing of professional expertise, ideas and knowledge”. These intentions suggest that the females perceive the Developmental Appraisal Policy, as policy that intends to **develop and build a collaborative community of workers**. Within this collaborative community of workers, educators will be able to encourage each other in their teaching. Furthermore, educators will be able to share their professional expertise, ideas and knowledge. It is also signalling two very important work ethic namely, **collaboration and teamwork**. This perception is directly opposite to the males.

The majority of males believe that the two most important intentions of the Developmental Appraisal Policy are “to focus on the needs of educators” and “to bring about individual professional development”. These intentions focus much more on specific areas of concern of individual educators which eventually will lead to individual Teacher Development. Unlike the females, they believe that the policy focuses on individual Teacher Development and this will not emerge out of collaborative activities.

It is surprising that both the males and females perceived that the following as least important intentions of the Developmental Appraisal Policy (shaded grey in table 4.9):

- To control teacher's professional conduct
- To developing teachers' democratic rights
- To find faults and weaknesses in their teaching
- To sift competent and incompetent teachers

The aspects emerging out of gender responses are clear. The majority of females perceive that the most important intention of the Developmental Policy is encouraging educators to talk to each other in their teaching. They also believe that the policy encourages educators to communicate with each other, share ideas, information and resources with a view to develop professionally.

On the other hand, the majority of males ranked the activity of sharing of professional expertise, ideas & knowledge and encouraging educators to assist each other in their teaching as no. 5 and 6. This shows that although the males perceive the policy as having collaborative intentions, they believe that the Developmental Policy is more about individual professional development, identifying the needs of educators, improving educators teaching ability and identifying the strengths of educators. These intentions point more towards "diagnosing and finding treatment" for improvement in teaching.

4.2.2 The Implementation of the Developmental Appraisal Policy

Figure 4.3 below presents an **overview perspective** of the extent to which the males and females rated their Staff Developmental Team in the implementation of the various stages of the Developmental Appraisal Policy. The patterns of the responses on the graph indicate that there are widespread similarities in the way males and females perceived the implementation stages of the policy. Much more details are presented using independent sample tests (t-tests), Group Statistics (Mean Values) and factor analysis.

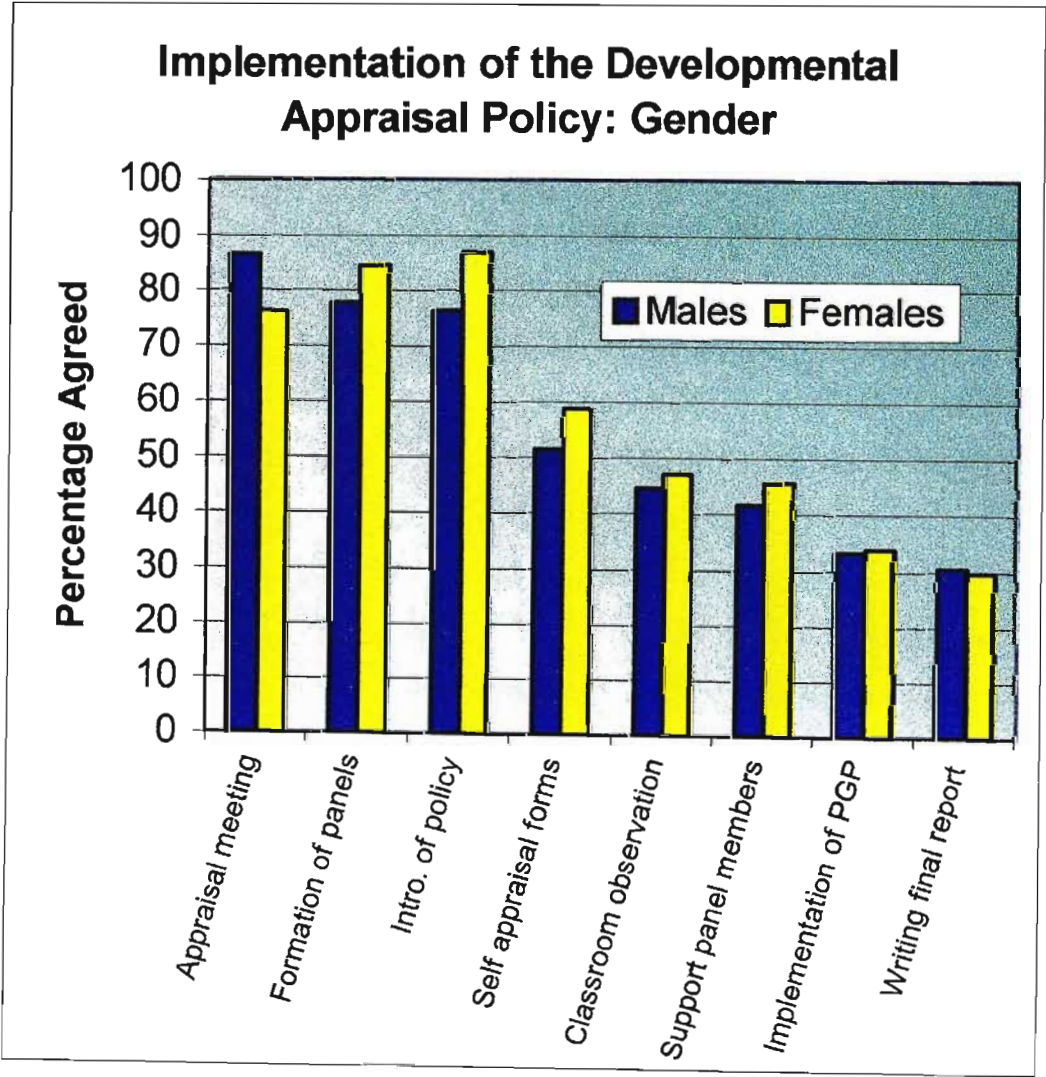


Figure 4.3: Overall Perspective: Gender responses (Policy Implementation)

Table 4.10 below indicates that the p-value is 0.214 ($p > 0.05$). This shows that there is **no significant difference** in respect of how the males and females rated their Staff Development Team on the implementation of the various stages of the Developmental Appraisal Policy within their schools. This is further evident in table 4.11 when examining the mean values for both males (21.42) and females (19.66)

Independent Sample Test

Policy Implementation: Gender	t-test for Equality of means		
	T	Df	p- value (sig.(2-tailed))
	1.248	150	0.214

Table 4.10: Overall Gender Perspective (p-value): Policy Implementation

Group Statistics

Policy Implementation	Gender	N	Mean	Std. Deviation
	Male	36	21.4167	5.6537
	Female	116	19.6638	7.8052

Table 4.11: Overall Gender Perspective (mean values): Policy Implementation

After applying the factor analysis to the eight statements to examine the extent to which the educators rated how their Staff Development Team implemented the various stages of the Developmental Appraisal Policy, two distinct factors emerged as depicted in the table 4.12 below. In both FACTOR 1 i.e. the technical process of implementation and FACTOR 2 i.e. the actual process of implementation the p-value is 0.480 and 0.193 respectively. Both these p-values are greater than 0.05. This shows that there was **no significant difference** in how the educators rated their Staff Development Teams on the various stages of the Developmental Appraisal Policy even when separating both FACTOR 1 VARIABLES (technical process of implementation) and FACTOR 2 (actual process of implementation) of the policy. This is further evident in table 4.13 when examining the mean values for FACTOR 1: technical process of implementation of policy i.e. males (6.53) and females (6.24) and FACTOR 2: actual process of implementation of the policy i.e. males (14.89) and females (13.42).

Independent Sample Test

Components/Categories from Factor Analysis	t-test for Equality of means		
	T	Df	Sig. (2-tailed):p value
TECHNICAL PROCESS FACTOR 1	.708	150	0.480
ACTUAL PROCESS FACTOR 2	1.306	150	0.193

Table 4.12: Overall Gender Perspective on Factor 1 & 2 (p-value): Policy Implementation

Group Statistics

GENDER RESPONSES		N	Mean	Std. Deviation
TECHNICAL PROCESS FACTOR 1	Males	36	6.5278	1.8896
	Females	116	6.2414	2.1854
ACTUAL PROCESS FACTOR 2	Males	36	14.8889	4.5905
	Females	116	13.4224	6.2250

Table 4.13: Overall Gender Perspective on Factor 1 & 2 (mean values): Policy Implementation

From the discussions thus far it has been noticed that there are **no significant differences** in the way males and females perceived the intentions of the Developmental Appraisal Policy. This was evident from the use of t-tests, mean scores and Factor Analysis. However, the intention of this section is to **present the similarities** on the extent to which the male and female educators rated their Staff Development Team on the implementation of the various stages of the Developmental Appraisal Policy. The focus is to present the similarities of **individual responses** as perceived by both the males and females. I have attempted to do this using ranked frequency tables. The data in the table 4.14 below has been generated out from the valid frequency counts. The various statements have been ranked in order of frequency for both males and females.

RANKED RESPONSES : GENDER THE IMPLEMENTATION OF POLICY (DAP) AT SCHOOL LEVEL		
MALES: % Agreed	Rank	FEMALES: % Agreed
FACTOR 1: TECHNICAL PROCESS		
The appraisal meetings & workshops conducted 86.6 %	1	The introduction of the policy 87.1%
The formation of panels 77.8%	2	The formation of panels 84.6%
The introduction of the policy 76.3%	3	The appraisal meetings & workshops conducted 76.2%
FACTOR 2: ACTUAL PROCESS		
The filling in of self appraisal forms 51.4%	4	The filling in of self appraisal forms 58.6%
Classroom observation by peers 44.6%	5	Classroom observation by peers 47.1%
Support from panel members 41.7%	6	Support from panel members 45.6%
Implementation of PGP 33.3%	7	Implementation of PGP 33.9%
The writing up of the final report 30.5%	8	The writing up of the final report 29.7%

Table 4.14: Ranked table on gender responses: Policy Implementation

The majority of females (87.1%) claimed that the Developmental Appraisal Policy was introduced well in their schools. Similarly, the majority of males (86.6%) believed that the appraisal meetings and workshops were conducted well in their schools. Both the majority of males and females concur that the formation of panels were also conducted well in their schools. This seems to suggest that majority of males and females believe that the technical process of the policy had been implemented very well.

The cascading and initial stages of the process i.e. the introduction of the policy, conducting of meetings & workshops and the formation of panels were implemented well by the Staff Development Team. Unfortunately, most of Factor 2: the actual implementation of the various stages (as ranked 4 to 8 in table 4.14) of the Developmental Policy has been poorly implemented. Possible reasons for this scenario are that the policy is not suitable in the South African context, educators are finding it really difficult to understand these new concept of filling in forms, working within panels, designing Professional Growth Plans and writing up of the Final Appraisal Report. This seems an “overload” of new ideas and time constraints in implementation with regard to the way appraisal should be done. As a result the actual implementation of these crucial stages of appraisal have been poorly to satisfactorily undertaken.

4.2.3 The Influence of the Developmental Appraisal Policy on Teaching Practice

Figure 4.4 below illustrates that there are **similarities and marked differences** in both males and females in respect of how the various activities of the Developmental Policy influenced or effected their Teaching Practice. There are more similarities for both males and females in the following collaborative activities (sharing of resources with other educators & sharing of assessment techniques with other educators) and planning activities (engaging in self-appraisal and planning of lessons). Both the males and females claimed that these activities had the **greatest influence on their Teaching Practice**.

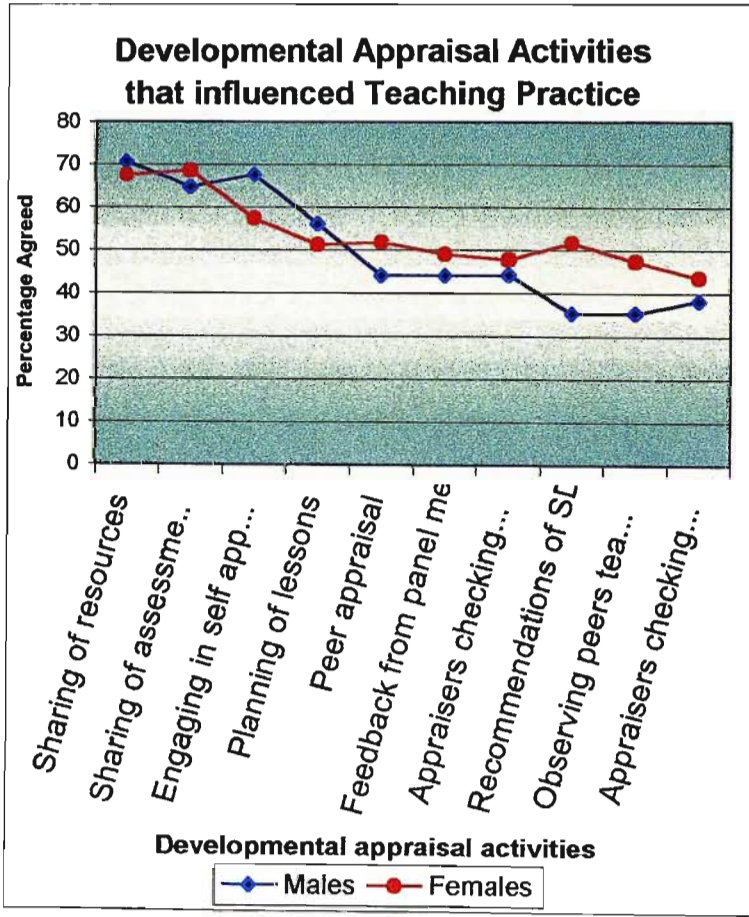


Figure 4.4: Overall Perspective: Gender Responses (Policy Influence)

However, there had been marked differences between females and males in respect of the role of panel members especially following recommendations from the Staff Development Team and observing peers teaching. Much more details are presented using independent sample tests (t-tests), Group Statistics (Mean Values) and Factor Analysis.

Table 4.15 indicates that the p- value is **0.023*** ($p < 0.05$). This indicates that there is a **positively significant difference** in the attitude of males and females in respect of how the Developmental Appraisal Policy influenced their Teaching Practice. Table 4.16 indicated females having a lower mean value (20.77) as compared to males with mean value of 25.75. A lower mean value for females (20.77) indicated that **females overall are more positively inclined** towards improvement in Teaching Practice than males.

Independent Sample Test

Policy influence on Teaching Practice: Gender	t-test for Equality of means		
	T	Df	p- value (sig.(2-tailed))
	2.324	77.660	0.023*

*p < 0.05

Table 4.15: Overall Gender Perspective (p-value): Policy Influence

Group Statistics

Policy influence on Teaching Practice	Gender	N	Mean	Std. Deviation
	Male	36	25.7500	10.3050
	Female	116	20.7672	13.8271

Table 4.16: Overall Gender Perspective (mean values): Policy Influence

After applying the factor analysis to the ten statements to examine the extent to which the implementation of Developmental Appraisal Policy influenced Teaching Practice, two distinct factors emerged as depicted in the table 4.17 below. In FACTOR 1 i.e. the factors that least factors that influenced Teaching Practice and FACTOR 2 i.e. factors that most influenced teaching practice, the p-value is **0.014*** and 0.09 respectively. This reveals that the p-value for FACTOR 1 is significant ($p < 0.05$). This deeper analysis revealed that there is a **significant difference** in the way males and females experienced the influences of the Developmental Appraisal Policy specifically with reference to **THE ROLE OF PANEL: FACTOR 1** (Factors that least improved Teaching Practice). This is further evident in table 4.18 which indicated

females having a lower mean value (13.14) as compared to males with a mean value of (16.67). A lower mean value for females (13.14) indicated that females are **more positively inclined towards improvement in Teaching Practice than males** specifically Factor 1.

Independent Sample Test

Components/Categories from Factor Analysis	t-test for Equality of means		
	T	Df	Sig. (2-tailed)
THE ROLE OF PANEL FACTOR 1	2.513	75.154	0.014*
COLLABORATIVE & PLANNING FACTOR 2	1.719	73.936	0.09

*p < 0.05

Table 4.17: Overall Gender Perspective on Factor 1 & 2 (p-value): Policy Influence

Group Statistics

GENDER RESPONSES	N	Mean	Std. Deviation
THE ROLE OF PANEL FACTOR 1			
Males	36	16.6667	6.8201
Females	116	13.1379	8.8768
COLLABORATIVE & PLANNING FACTOR 2			
Males	36	9.0833	4.1292
Females	116	7.6293	5.2924

Table 4.18: Overall Gender Perspective on Factor 1 & 2 (mean values): Policy Influence

From the discussion thus far it has been noticed that there was an **overall significant difference** between the males and females of how the various activities of the Developmental Policy influenced or effected their Teaching Practice. This was evident from the use of Tests of

Significance, Mean Values and Factor Analysis. However, when examining specifically the variables in THE ROLE OF PANEL: FACTOR 1, there was a significant difference between the males and females. The females are more positive towards improvement in their Teacher Practice than the males. The intention of this section is to present a “**fine-grained analysis**” of the **similarities and differences** of how the males and females experienced the Developmental Appraisal Policy. I have attempted to do this by the use of frequency table showing the ranking of the various activities for the males and females. The data in the table 4.19 below have been generated from the valid frequency counts.

RANKED RESPONSES: GENDER THE INFLUENCE OF THE POLICY (DAP) ON TEACHING PRACTICE		
MALES: % AGREED	Rank	FEMALES: % AGREED
FACTOR 2: COLLABORATIVE & PLANNING		
Sharing of resources with other educators 70.5%	1	Sharing of assessment techniques with other educators 68.4%
Sharing of assessment techniques with other educators 67.7%	2	Sharing of resources with other educators 67.4%
Engaging in self appraisal 67.6%	3	Engaging in self appraisal 57.2%
FACTOR 1: THE ROLE OF THE PANEL		
The planning of my lessons 55.9%	4	Engaging in peer appraisal 51.7%
Appraisers checking the planning & preparation of my lessons 44.2%	5	The planning of my lessons 51.1%
Engaging in peer appraisal 44.1%	6	Following the recommendations of the SDT 51.1%
Engaging with feedback from panel members 44.1%	7	Engaging with feedback from panel members 48.9%
Appraisers checking learner portfolios 38.2%	8	Appraisers checking the planning & preparation of my lessons 47.8%
Observing peers teaching in their classrooms 35.3%	9	Observing peers teaching in their classrooms 47.3%
Following the recommendations of the SDT 35.3%	10	Appraisers checking learner portfolios 43.5%

Table 4.19: Ranked table on Gender Responses: Policy Influence

Both the majority of males and females have claimed that by sharing their resources and assessments techniques they were able to notice a **marked positive difference** in their Teaching Practice. This is indicated as rank 1 and 2 in table 4.19. However, initially there was a clear indication in table 4.9 that the majority of females perceived the first two important intentions of

the Developmental Policy as “encouraging teachers to assist each other and sharing professional expertise, ideas and knowledge with other educators”. The females believed that these intentions of the Developmental Appraisal Policy would encourage the **building of a community of workers for Teacher Development**. It seems that the way the females perceived the intentions of the Developmental Appraisal Policy had a direct bearing on their Teaching Practice.

On the other hand, this perception was directly opposite to the males. The males believed that the most important intentions of the Developmental Appraisal Policy were “bringing about individual professional development and identifying the needs of educators” which focused on individual Teacher Development. The males also ranked “encouraging teachers to assist each other and sharing professional expertise, ideas and knowledge with other educators” as 5 and 6 of the 10 intentions. The data thus revealed that irrespective of how the males and females perceived the intentions of the policy, collaborative activities on a wider platform contributes tremendously to Teacher Professional Development. This can also be substantiated by the fact that more males (70.5%) than females (68.4%) acknowledged that the concept of engaging in a “collaborative community” most improved their Teaching Practice.

Both males (67.6%) and females (57.2%) have ranked engaging with self-appraisal activities very high, as indicated in no. 3 in table 4.19. This suggests that a higher percentage of males than females have benefited from engaging in self-appraisal activities. However, males (51.4%) and females (58.6%) in table 4.14 have claimed that the filling in of the self-appraisal forms was implemented well. Surprisingly, self-appraisal has emerged to be a significant activity towards improvement in Teaching Practice for both males and females. This can be substantiated by the fact that a larger percentage of males (67.6%) indicated that self-appraisal had influenced their Teaching Practice as compared to (57.2%) of the females. Thus, engaging in self-appraisal also signals a powerful means of improving Teaching Practice.

The males (55.9%) claimed that apart from the top three activities namely “the sharing of assessment techniques, sharing of resources and engaging in self appraisal activities” that caused a positive influence in their Teaching Practice, the way they planned their lessons have also added value to improvement in their Teaching Practice as indicated in table 4.19, rank 4. The way they planned their lesson have also positively influenced their Teaching Practice which is slightly

higher than the females (51.1%) as indicated in rank 5 in the table. Similarly, the females (51.7%) have claimed that apart from the top three activities which are the same for the males, the next activity that added value for them towards improvement in their Teaching Practice was “engaging in peer appraisal”.

A relatively low percentage of males (44.2%) believed that appraisers checking their planning and preparation of their lessons (ranked as 5) made little contribution towards improved Teaching Practice. However, a higher percentage of females (47.8%) as compared to males also believed that by appraisers checking their planning and preparation of their lessons had caused little improvement in their teaching as ranked no.8.

A higher percentage of females (51.1%) as compared to males (35.3%) believed that following the recommendations of the Staff Development Team (SDT) had made some changes in their Teaching Practice as indicated in table 4.19 rank 6. The females seem to value the recommendations of the SDT more as compared to males whereas, the males consider the recommendations as the least important activity in causing a positive shift in their teaching.

Only (41.7%) of the males and (45.6 %) of the females believed that they received support from their panel members as indicated during the implementation stage in table 4.14. The poor support received from the panel members during the implementation stage seem to have similar consequences on their Teaching Practice. This can be substantiated by the claim that both the males (44.1%) and females (48.9%) have ranked “engaging with feedback from panel members” as 7th in table 4.19. This shows that engaging with feedback from panel members were not so important activities that contributed to a shift in Teacher Development as compared to the top two activities namely sharing of resources and assessment techniques which featured as the most important. This suggests then that there is a marked difference in the contribution of engaging with feedback from panel members and engaging with educators across the school or schools. Educators have benefited tremendously from collaboration and teamwork thus improving their Teaching Practice.

Both the males (35.3%) and females (47.3%) have believed that observing peers teaching in their classrooms have least benefited them towards an improvement in their Teaching Practice as indicated in table 4.19, rank 9. In comparing rank 1 and 2 (sharing of resources and assessment techniques with other educators) with rank 9 (observing peers teaching in their classroom), there is a direct contrast in the activities that contributed towards improved practice. Both the males and females seem to strongly prefer and feel most comfortable with activity ranked 1 and 2 i.e. **an “open, public, active, and bigger domain for constructive sharing and improvement”** as compared to the activity rank 9 which is classroom observation. The observing of peers in their classrooms suggest that a more **“closed, private, passive and smaller domain”** is least likely to **cause a marked improvement in Teaching Practice.**

4.3 Indepth analysis by Age

4.3.1 The Intentions of the Developmental Appraisal Policy

The figure 4.5 below illustrates an overview perspective of the general perceptions held by the educators of various age groups viz. 21 –30 (blue); 31 –40 (pink); 41 –50 (red); 51 –60 (green) & 61-70 (brown) in respect of the intentions of the Developmental Appraisal Policy. The pattern of responses on the figure 4.5 indicate that there were similarities in the way educators from the different age groups perceived the intentions of the appraisal policy. Much more details are presented using independent sample tests (t-tests, Group Statistics (Mean Values) and Factor Analysis.

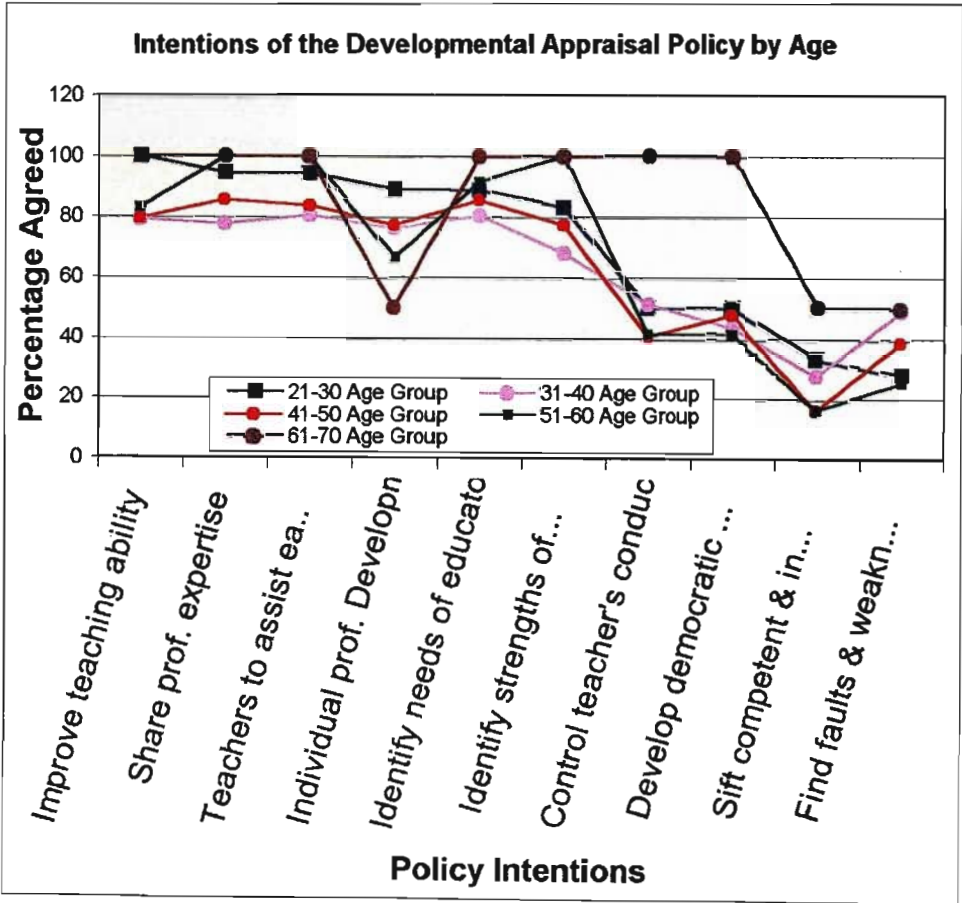


Figure 4.5: Overall perspective: Different Age Group Responses (Intentions)

However, it is clearly evident that the educators from the 6 age groups perceived the following to be the high order intentions of the Developmental Appraisal Policy:

- to improve teaching ability

- to share professional expertise, ideas & knowledge
- to encourage teachers to assist each other
- to bring about individual professional development
- to identify the needs of educators

The educators from the 6 age groups perceived the following as **low order intentions**:

- to control teachers' professional conduct
- to develop teachers' democratic rights
- to sift competent & incompetent teachers
- to find faults & weaknesses in teaching

Table 4.20 below indicates that the p-value is 0.260 ($p\text{-value} > 0.05$). The overall scenario shows that there is **no significant difference** in the extent to which the educators within the various age groups perceived the intentions of the Developmental Appraisal Policy. This is further evident in table 4.21 when examining the mean values (21.61) for 21-30 age group, (22.68) for 31-40 age group, (23.84) for 41-50 age group, (22.33) for 51-60 age group and (20.00) for the 61-70 age group respectively.

		Df	Mean Squared	Significance p-value
Policy Intentions: Age	Between Groups	4	24.207	0.260
	Within Groups	148	18.130	

Table 4.20: Overall Age Perspective (p-value): Policy Intentions

	Age	N	Mean	Std. Deviation
Policy Intentions	21-30	18	21.6111	4.8886
	31-40	72	22.6806	4.5124
	41-50	49	23.8367	3.7044
	51-60	12	22.3333	3.9619
	61-70	2	20.0000	.0000
	Total	153	22.8627	4.2767

Table 4.21: Overall Age Perspective (mean values): Policy Intentions

However, after applying the factor analysis to the ten statements to examine how the educators in the various age groups perceived the Developmental Appraisal Policy, two distinct factors emerged as depicted in the table 4.22 below. This table show a much deeper analysis in terms of the two factors. In both the factors i.e. the **DEVELOPMENTAL APPROACH: FACTOR 1** and the **JUDGEMENTAL APPROACH : FACTOR 2** of the policy the p-value is 0.401 and **0.032*** respectively. The p-values for the DEVELOPMENTAL APPROACH: FACTOR 1 is greater than 0.05. This indicates that there is no significant differences between the various age groups in respect of the variables in the DEVELOPMENTAL APPROACH: FACTOR 1. However, the p-value for the JUDGEMENTAL APPROACH: FACTOR 2 (p-value < 0.05) indicates that the educators in the various age groups **differ significantly** in how they perceive the variables in Factor 2 of the Developmental Appraisal Policy. This implies that the educators from the 21-30, 31-40 and 61-70 age groups are **more positively inclined** towards the variables in the **JUDGEMENTAL APPROACH: FACTOR 2**.

Table 4.23 below indicates that the mean scores for the 21-30 age group (7.94), 31-40 age group (7.75) and the 61-70 age group (7.00) are lower when compared to the mean scores for the 41-50 age group (8.59) and 51-60 age group (8.9). Lower mean scores for the 21-30 age group (7.94), 31-40 age group (7.75) and the 61-70 age group (7.00) indicate that the educators within these age groups are **more positively inclined** to the variables in the JUDGEMENTAL APPROACH: FACTOR 2 of the policy.

POLICY INTENTIONS		df	Mean Square	F	Sign.
DEVELOPMENTAL APPROACH FACTOR 1	Between Groups	4	15.728	1.017	0.401
	Within Groups	148	15.464		
	Total	152			
JUDGEMENTAL APPROACH FACTOR 2	Between groups	4		2.711	0.032*
	Within Groups	148	7.861		
	Total	152	2.900		

*p < 0.05

Table 4.22: Overall Age Perspective on Factor 1 & 2 (p-value): Policy Intentions

Policy Intentions	N	Mean	Std. Deviation
DEVELOPMENTAL APPROACH: FACTOR 1			
21-30	18	13.6667	3.6942
31-40	72	14.9306	4.4033
41-50	49	15.2449	3.3387
51-60	12	13.4167	3.6296
61-70	2	13.0000	.0000
Total	153	14.7386	3.9333
JUDGEMENTAL APPROACH: FACTOR 2			
21-30	18	7.9444	2.0138
31-40	72	7.7500	1.5542
41-50	49	8.5918	1.7550
51-60	12	8.9167	1.9287
61-70	2	7.0000	.0000
Total	153	8.1242	1.7408

Table 4.23: Overall Age Perspective on Factor 1 & 2 (mean values): Policy Intentions

In this section thus far it has been noticed that there are **no significant differences in the overall perspective** of how the educators in the various age groups perceived the intentions of the Developmental Appraisal Policy. This was evident from the use of Tests of Significance, Mean Values and Factor Analysis. However, when examining the variables in the JUDGEMENTAL APPROACH: FACTOR 2, there was a positive significant difference. The educators in the 21-30, 31-40 and 61-70 age groups were more positively inclined to the variables in FACTOR 2 than the educators from the 41-50 and 51-6- age groups. The intentions of this section is to present a **“fine-grained analysis”** of the **similarities and differences** of how the educators of the various age groups perceived the intentions of the Developmental Appraisal Policy. The data in the table 4.24 below has been generated out from the valid frequency counts. The ten variables have been ranked in order of frequency for the educators of the different age groups.

RANKED RESPONSES : AGE					
POLICY INTENTIONS AS PERCEIVED BY EDUCATORS					
The intentions of the Developmental Appraisal Policy	21-30 % Agreed Rank	31-40 % Agreed Rank	41-50 % Agreed Rank	51-60 % Agreed Rank	61-70 % Agreed Rank
FACTOR 1: DEVELOPMENTAL APPROACH					
To improve teaching ability.	100% 1	79.2% 3	79.6% 4	83.3% 5	100% 1
To share professional expertise, ideas & knowledge.	94.5% 2	77.8% 4	85.7% 1	100% 1	100% 1
To encourage teachers to assist each other.	94.4% 3	80.5% 2	83.8% 3	100% 1	100% 1
To bring about individual professional development.	88.9% 4	76.4% 5	77.5% 5	66.6% 6	50% 8
To identify the needs of educators.	88.9% 4	80.6% 1	85.7% 1	91.7% 4	100% 1
To identify the strengths of educators.	83.3% 6	68.1% 6	77.5% 5	100% 1	100% 1
FACTOR 2: JUDGEMENTAL APPROACH					
To control teacher's professional conduct.	50% 7	51.4% 7	40.8% 8	41.7% 7	100% 1
To develop teachers democratic rights.	50% 7	43.7% 9	48% 7	41.7% 7	100% 1
To sift competent & incompetent teachers.	33.3% 9	27.8% 10	16.3% 10	16.6% 10	50% 8
To find faults & weaknesses in my teaching.	27.8% 10	49.3% 8	38.8% 9	25% 9	50% 8

Table 4.24: Ranked table on Age Responses: Policy Intentions

After thoroughly examining the data from the above table the following issues emerged:

21 – 30 year age Group

On closer examination an overwhelming majority (100%) of the educators in the 21 –30 year age group perceive the policy as “**improving teacher ability**”. This can be substantiated by the fact that most of these educators are in their early years of teaching and would want to develop “survival skills” so that they are better able to manage their initial years of teaching. The educators within this age group claim that the Developmental Appraisal Policy will offer further professional development of their concerns in terms of improving their teaching ability. These are mainly classroom performance concerns. Most often learning all the theoretical concepts at college or at a university cannot be applied directly in the classroom which creates added

concerns for the educators within this age group. These are stressful periods for the educators which results in inadequacy, such as whether they are accepted into the school context, can they manage classroom discipline, managing parent teacher relationships. The novice teacher undergoes a period of frustration in the teaching situation resulting from the dynamics and complexities of classroom practice. The novice teacher usually tries to survive at the initial stages of teaching practice, hence “to improve teaching ability” has been ranked the highest.

31-40 and 41-50 Age Group

There are similarities between the educators in both these age groups. The majority of the educators (80.6%) and (85.7%) respectively, concur that “ **identifying the needs of educators**” is the most important function of the Developmental Appraisal Policy. Teachers at this stage of their teaching are much more stable in their teaching. They would have a better knowledge of some of the dilemmas and complex nature of classroom practice. However, teachers at this stage also believe that there are certain gaps in their teaching and that they have certain needs. Therefore, teachers believe that in order to reach a level of mastery, they will have to engage actively with the Developmental Appraisal Policy. Thus they will be able to improve in their area of need.

51-60 Age Group

An overwhelming majority (100%) of the educators in the 51 –60 year age group perceive the policy as “**sharing professional expertise, ideas & knowledge**”, “**encouraging teachers to assist each other**” and “**identifying the strengths of educators**”. This can be substantiated by the fact that most of the educators in this age group are more relaxed in their teaching. At this stage teachers have gained a relatively good reservoir of teaching knowledge and a repertoire of classroom skills to effectively manage their classroom duties. They would want to share their teaching knowledge (strengths) through collaboration with the hope of assisting their colleagues in their teaching. Hence, the educators in this age group value the idea of teamwork as the essence of Teacher Professional Development.

61-70 Age Group

An overwhelming majority (100%) of the educators in this age group are positive about the Developmental Appraisal Policy. They seem to believe that the policy is about sharing of ideas, information & knowledge and seeks to identify the needs of educators and developing their strengths for further growth.

On closer examination, the data in the shaded area (grey) indicate that minority of the educators in the 21-30, 31-40, 41-50 and 51-60 age groups claim that the policy is about sifting competent & incompetent educators and finding faults & pointing out weaknesses in teaching. By implication the majority of the educators within these age groups claim that the Developmental Appraisal Policy is **not** about sifting competent and incompetent educators as compared to the educators in the 61-70 age group who had mixed feelings.

4.3.2 The Implementation of the Developmental Appraisal Policy

Figure 4.6 below presents an **overview perspective** of how the educators from the various age groups rated their Staff Development Team on the implementation of the various stages of the policy. The patterns of responses on the graph indicate the following:

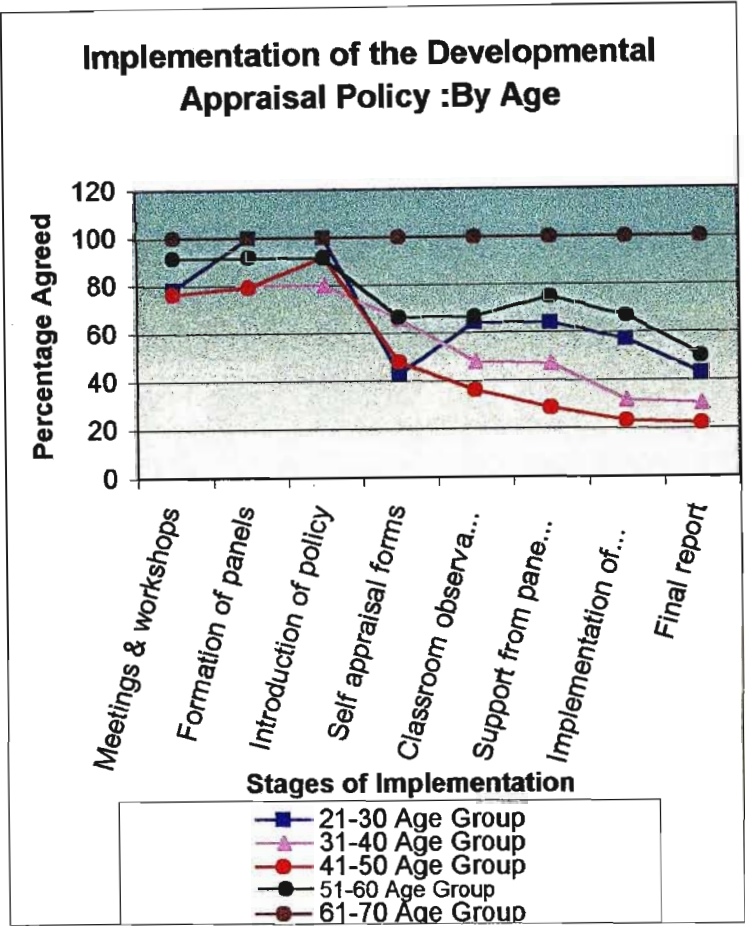


Figure 4.6: Overall Perspective: Age Group Responses (Policy Implementation)

The educators from the 21-30, 51-60 and the 61-70 age groups were **more satisfied** with the implementation process than the educators from the 31-40 and 41-50 age group. The responses from the educators from the 31-40 and the 41-50 age group indicate that **many stages** of the appraisal process have been **poorly implemented** as compared to the other age groups. This implies that educators were **dissatisfied** with how the implementation process unfolded in their schools.

The educators from the 51-60 age group claimed that **all the stages** of the appraisal process were **implemented well**. This implies that educators from this age group were **satisfied** with how the full implementation process was conducted in their schools. However, in this age group educators had **mixed feelings** of whether the final report was implemented satisfactorily.

Table 4.25 indicated that the p- value is **0.019*** (p-value < 0.05). This implies that there is an **overall positive significant difference** in how the educators in the various age groups rated their Staff Developmental Team on the implementation of the various stages or processes of the Developmental Appraisal Policy. This is further illustrated in Table 4.26 which indicated the 21-30 age group and 61-70 age group have a lower mean value of (15.94) and (10.00) respectively as compared to higher mean values in 31-40 age group (20.37), 41-50 age group (21.49) and 51-60 age group (19.16). A lower mean for the 21-30 age group and the 61-70 age group indicated that **educators within these age groups are overall more positively inclined** towards the implementation of the Developmental Appraisal Policy as compared to the educators from other age groups.

		Df	Mean Squared	Sig. p-value
Policy Implementation: Age	Between Groups	4	155.803	0.019*
	Within Groups	148	51.147	

* p < 0.05

Table 4.25: Overall Age Group Perspective (p-value): Policy Implementation

	Age	N	Mean	Std. Deviation
Policy Implementation	21-30	18	15.9444	9.9615
	31-40	72	20.3750	6.9047
	41-50	49	21.4898	6.7457
	51-60	12	19.1667	5.0602
	61-70	2	10.0000	5.6569
	Total	153	19.9804	7.3417

Table 4.26: Overall Age Group Perspective (mean values): Policy Implementation

After applying the factor analysis to the eight variables to examine how the educators rated their Staff Development Team on the implementations of the various stages of the Developmental Appraisal Policy, two distinct factors emerged as depicted in the table 4.27 below.

POLICY IMPLEMENTATION		Df	Mean Square	F	Sign.
TECHNICAL PROCESS FACTOR 1	Between Groups	4	13.678	3.258	0.014*
	Within Groups	148	4.199		
	Total	152			
ACTUAL PROCESS FACTOR 2	Between Groups	4	96.202	2.932	0.023*
	Within groups	148	32.814		
	Total	152			

* p < 0.05

Table 4.27: Overall Age Group Perspective on Factor 1 & 2 (p-value): Policy Implementation

THE TECHNICAL PROCESS: FACTOR 1

Table 4.27 above indicates that the p-value is **0.014*** (p < 0.05). This indicates that there is **positively significant difference** in the extent to which the educators in various age groups rated their Staff Development Teams on the implementations of the Technical Process of the Developmental Appraisal Policy. Educators from the 21-30 age group, 51-60 age group and 61-70 age groups are more positive about the Technical Process of implementation than educators from 31-40 age group and 41-50 age group. Table 4.28 below further illustrates the mean scores of the educators in the various age groups. The educators from the 21-30 age group, 51-60 and most especially the 61-70 age group have a lower mean score of (4.89), 5.92 and (5.00) respectively. This indicates that the educators from these age groups are **more positive about the Technical Process** of implementation than educators from the other age groups.

THE ACTUAL PROCESS: FACTOR 2

Table 4.27 above indicates that the p-value is **0.023*** (p < 0.05). This indicates that there is **positively significant difference** in the extent to which the educators in various age groups rated their Staff Development Teams on the implementations of the Actual Process of the Developmental Appraisal Policy. Educators from the 61-70 age group were the most positive about the actual implementation process. However, the educators from the 21-30 and 51-60 age groups are **more positive** about the Actual Process of implementation than the educators from all

the other groups. Table 4.28 below further illustrates the mean scores of the educators in the various age groups. The educators in the 61-70 age groups have the lowest mean score of (5.00) while the educators from the 21-30 and 51-60 age groups also have a relatively low mean score of (11.06), (13.25) respectively as compared to the other age groups. This indicates that the educators from these age groups are **more positive** about the Actual Process (with educators from the 61-70 being **most positive about the Actual Process**) of implementation than educators from the 31-40 and 41-50 age groups.

Policy Implementation	N	Mean	Std. Deviation
Technical process of implementation			
FACTOR 1			
21-30	18	4.8889	2.8261
31-40	72	6.7361	1.9716
41-50	49	6.3265	1.9407
51-60	12	5.9167	1.5643
61-70	2	5.0000	1.4142
Total	153	6.3007	2.1091
Actual process of implementation			
FACTOR 2			
21-30	18	11.0556	7.3362
31-40	72	13.6389	5.6725
41-50	49	15.1633	5.3826
51-60	12	13.2500	4.4339
61-70	2	5.0000	7.0711
Total	153	13.6797	5.8722

Table 4.28: Overall Age Group Perspective on Factor 1 & 2 (mean values): Policy Implementation.

From the discussions thus far it has been noticed that there **were significant differences** in how the educators rated their Staff Development Team on the implementation of the various stages of the Appraisal Process i.e. FACTOR 1: TECHNICAL PROCESS and FACTOR 2: THE ACTUAL PROCESS. This was evident from the use of t-tests, Mean Values and Factor Analysis. However, the intention of this section is to “**delve deeper and present a fine-grained analysis**” on how the educators rated their Staff Development Team on the implementation of the various stages of the Appraisal Process. I focussed on the similarities and differences of individual

responses by the educators from the various age groups. I have attempted to do this using frequency tables.

The data in the table 4.29 below has been generated out of responses from the valid frequency counts (Percentage Agreed). The various variables have been given rank numbers for all the educator responses in the various age groups.

RANKED RESPONSES : AGE THE IMPLEMENTATION OF POLICY (DAP) AT SCHOOL LEVEL					
Stages of the Developmental Appraisal Process	21-30 % Agreed Rank	31-40 % Agreed Rank	41-50 % Agreed Rank	51-60 % Agreed Rank	61-70 % Agreed Rank
FACTOR 1: TECHNICAL PROCESS					
The appraisal meetings & workshops conducted	78.5 3	76 3	76.6 3	91.6 2	100 1
The formation of panels	100 1	80.2 1	79.2 2	91.7 1	100 1
The introduction of the policy	100 1	80.2 1	91.7 1	91.6 2	100 1
FACTOR 2: ACTUAL PROCESS					
The filling in of self appraisal forms	42.9 7	65.7 4	47.9 4	66.6 7	100 1
Classroom observation by peers	64.3 4	47.8 5	36.2 5	66.7 5	100 1
Support from panel members	64.2 5	47 6	28.8 6	75 4	100 1
Implementation of Professional Growth Plan	57.1 6	31.8 7	23.4 7	66.7 5	100 1
The writing up of the final report	42.8 8	30.3 8	22.2 8	50 8	100 1

Table 4.29: Ranked table on Age Responses: Policy Implementation

The following paragraphs present the data “as they are”. It attempts to uncover a deeper picture of how the educators in each group rated their Staff Development Team on the implementation of the various phases or processes of the Developmental Appraisal Policy.

■ **21-30 Age Group**

As indicated in table 4.29 above, the majority of educators in this age group believed that the following stages were **implemented well** in their schools in a **descending rank order**:

THE TECHNICAL PROCESS:FACTOR 1

- The introduction of the policy 100%

➤ The formation of panels	100%
➤ The appraisal meetings and workshops conducted	78.5%

THE ACTUAL PROCESS: FACTOR 2

➤ Classroom observation by peers	64.3%
➤ Support from panel members	64.2%
➤ Implementation of the Professional Growth Plans	57.1%

Table 4.29 also indicated that the majority of educators in this age group believed that the following stages were **poorly implemented** in their schools in **descending rank order**:

➤ The filling in of the self appraisal forms	42.9%
➤ The writing up of the report	42.8%

■ **31-40 Age Group**

As indicated in table 4.29, the majority of educators in this age group believed that the following stages were **implemented well** in their schools in a **descending rank order**:

THE TECHNICAL PROCESS: FACTOR 1

➤ The introduction of the policy	80.2%
➤ The formation of panels	80.2%
➤ The appraisal meetings and workshops conducted	76%

THE ACTUAL PROCESS: FACTOR 2

➤ The filling in of the self appraisal forms	65.7%
--	-------

Table 4.29 also indicated that the majority of educators in this age group believed that the following stages were **poorly implemented** in their schools in **descending rank order**:

THE ACTUAL PROCESS: FACTOR 2

➤ Classroom observation by peers	47.8%
➤ Support from panel members	47%
➤ Implementation of Professional growth Plans	31.8%
➤ The writing up of the report	30.3%

■ **41-50 Age Group**

As indicated in table 4.29, the majority of educators in this age group believed that the following stages were **implemented well** in their schools in a **descending rank order**:

THE TECHNICAL PROCESS: FACTOR 1

➤ The introduction of the policy	91.7%
➤ The formation of panels	79.2%
➤ The appraisal meetings and workshops conducted	76.6%

The table also indicated the majority of educators in this age group believed that the following stages were **poorly implemented** in their schools in **descending rank order**:

THE ACTUAL PROCESS: FACTOR 2

➤ The filling in of the self appraisal forms	47.9%
➤ Classroom observation by peers	36.2%
➤ Support from panel members	28.8%
➤ Implementation of Professional Growth Plans	23.4%
➤ The writing up of the report	22.2%

■ **51-60 & 61-70 Age Groups**

As indicated in table 4.29, an overwhelming majority of educators in these age group believed that all stages of the Developmental Appraisal Policy were **implemented** well in their schools in a **descending rank order**:

THE TECHNICAL PROCESS: FACTOR 1	51-60 Age Group	61-70 Age Group
➤ The formation of panels	91.7%	100%
➤ The introduction of the policy	91.6%	100%
➤ The appraisal meetings & workshops conducted	91.6%	100%

THE ACTUAL PROCESS: FACTOR 2		
➤ Support from panel members	75%	100%
➤ Classroom observation by peers	66.7%	100%
➤ Implementation of the Professional Growth Plans	66.7%	100%
➤ The writing up of the final appraisal report	50%	100%

In a deeper analysis it was evident that there were different perspectives of the various age groups on how they rated their Staff Development Team (SDT) in respect of the implementation of the phases or processes of the Developmental Appraisal Policy within their schools. The following were clearly evident:

✦ TECHNICAL PROCESS: FACTOR 1

Generally all educators from the various age groups have claimed that the Technical Process: Factor 1 variable of the policy was implemented very well. However, a higher percentage of educators in the 21-30, 51-60 and the 61-70 age groups claim that the policy was implemented extremely well as compared to the other groups.

✦ THE ACTUAL PROCESS: FACTOR 2

➤ Filling in the Self Appraisal Forms

The filling in of the appraisal report is a genuine “**problem area**” of implementation in the 21-30 and 41-50 age groups as compared to the 31-40, 51-60 and 61-70 age groups.

➤ Classroom observation by Peers

Both the 31-40 and 41-50 age group have a poor perception of how classroom observation by peers was implemented in their schools as compared to 21-30, 51-60 and 61-70 age groups.

➤ Support from panel members

Educators from the 21-30, 51-60 and 61-70 age groups claim that they received more support from their panel members as compared to educators from the 31- 40 and 41-50 age groups.

➤ Implementation of the Professional Growth Plans

Educators from the 21-30, 51-60 and 61-70 age groups claim that they were able to implement their professional Growth Plans as compared to educators from the 31- 40 and 41-50 age groups.

➤ The writing up of the Final Report

Only educators from the 51-60 and 61-70 age groups claimed that the final report was satisfactorily undertaken within their schools.

On closer examination of the **ACTUAL PROCESS : FACTOR 2**, it is evident that educators in the 21-30, 31-40 and 41-50 age groups experienced problems in actual policy implementation. This is clearly indicated in table 4.29 (shaded in grey). This has serious consequences for these educators. The majority of educators are from the 21-30, 31-40 and 41-50 age groups. The 21-30 age group account for 12%, the 31-40 (45%) and the 41-50 (33%) of the sample population. This implies that 90% of the educators in the sample rated their Staff Development Team and panel members poorly on the implementation of the various stages of the appraisal policy. The policy makers need to seriously consider the multiple problems experienced by the bulk of the sample population (90%) in the actual implementation of policy. More especially, the fact that this province, KwaZulu-Natal was not part of the actual pilot study of the appraisal policy. This is first major study to highlight the practical problems experienced in practice. This gives sense to my argument that the experiences of teachers at “grassroots level” need to be backed up the relevant educational structures to obtain a greater understanding of policy implementation.

4.3.3 The Influence of the Developmental Appraisal Policy on Teaching Practice

Figure 4.7 below presents an overall perspective of the extent to which the Developmental Appraisal Policy influenced or caused an impact on teachers' Teaching Practice. The patterns of responses on the graph indicate that there are **marked differences** between the age groups in respect of in the various activities of the policy. The educators in the 21-30, 51-60 and 61-70 age groups have claimed that all the activities of the policy have impacted on them positively as compared to the 31-40 and 41-50 age-groups. This suggests that educators in the 21-30, 51-60 and 61-70 age groups have benefited tremendously from the introduction and implementation of the policy but only account for 22% of the total sample.

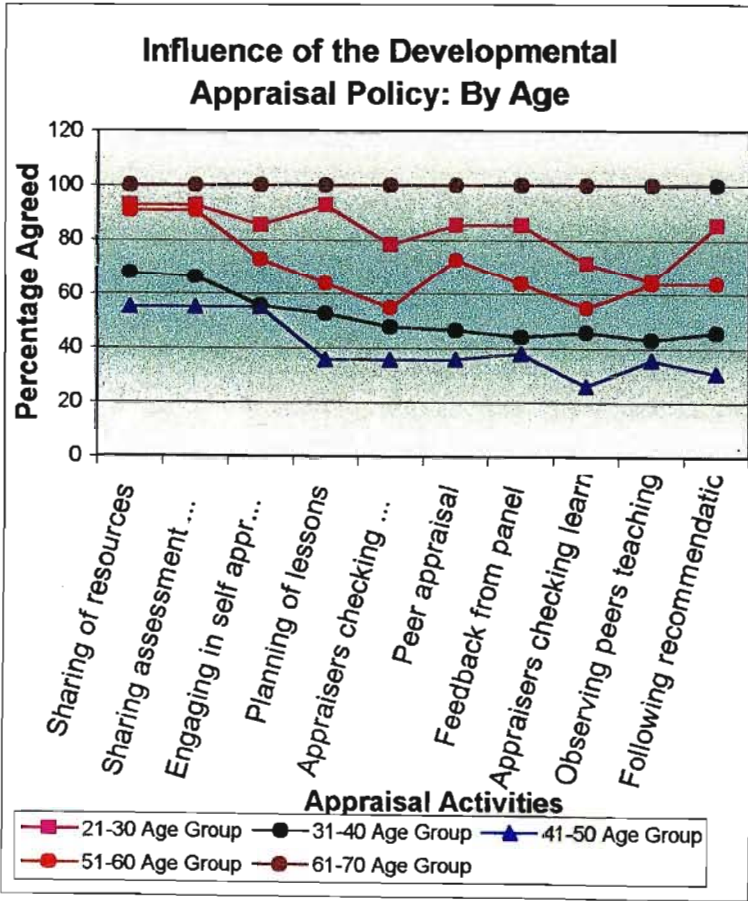


Figure 4.7: Overall Perspective: Age Group Responses (Influence of Policy)

The educators in the 31-40 and 41-50 age groups seem to have definite problems with THE ROLE OF PANEL: FACTOR 1 which will be explained in much more detail later in this section.

Table 4.30 indicates that the p-value is **0.036*** (p-value < 0.05). This indicates that the educators in the various age groups **differ significantly** in respect of how the various activities of the Developmental Policy influenced or affected their Teaching Practice. This is further illustrated in table 4.31 which shows the mean values for the different age groups: 21-30 (16.00); 31-40 (21.63); 41-50 (25.18); 51-60 (21.17) and 61-70 (5.00) respectively. The lowest mean value (5.00) for the 61-70 age groups shows that these educators **are most positively inclined towards improvement** in their Teaching Practice. Even a lower mean value (16.00) for the 21-30 also shows that that these educators **are more positively inclined towards improvement** in their Teaching Practice than educators from the 31-40; 41-50 and 51-60 age groups.

Policy influence on Teaching Practice: Age	DF	Mean Squared	Sig.
Between Groups	4	434.413	0.036*
Within Groups	148	164.526	

* p < 0.05

Table 4.30: Overall Age Group Perspective (p-value): Policy Influence

	Age	N	Mean	Std. Deviation
Policy influence/effect on Teaching Practice	21-30	18	16.0000	10.5496
	31-40	72	21.6250	13.4504
	41-50	49	25.1837	13.3240
	51-60	12	21.1667	9.7312
	61-70	2	5.0000	7.0711
	Total	153	21.8497	13.1007

Table 4.31: Overall Age Group Perspective (mean values): Policy Influence

However, after applying the factor analysis to the ten variables to examine the responses of educators in respect of how the various activities of the Developmental Policy influenced or effected their Teaching Practice, two distinct factors emerged as depicted in table 4.32 below. These factors show a much deeper analysis in terms of the specific influence on Teaching Practice. In both the factors i.e. THE ROLE OF PANEL: FACTOR 1 and COLLABORATION & PLANNING: FACTOR 2, the p-value is **0.034*** and 0.070 respectively. The p-value for the COLLABORATION & PLANNING: FACTOR 2 is not significant (p-value> 0.05). On the other hand, THE ROLE OF PANEL: FACTOR 1 (p-value < 0.05) indicates that the educators in the various age groups **differ significantly** in how they experienced the influences of the policy.

Table 4.33 further illustrates a lower mean score (10.17) and (3.00) for the 21-30 and 61-70 age groups respectively. This indicates that the educators in the 61-70 age group **are most positively inclined towards an improvement in their Teaching Practice** in respect of THE ROLE OF PANEL: FACTOR 1. **Even a low mean value of (10.17)** for the 21-30 age group also shows that these educators are also **positively inclined towards an improvement in their Teaching Practice** (in respect of THE ROLE OF PANEL: FACTOR 1) as compared to educators in the 31-40; 41-50 and 51-60 age groups.

INFLUENCE OF POLICY	df	Mean Square	F	Sign.
THE ROLE OF PANEL FACTOR 1				
Between Groups	4	184.005	2.670	0.034*
Within groups	148	68.907		
Total	152			
COLLABORATION & PLANNING FACTOR 2				
Between groups	4	54.174	2.215	0.070
Within groups	148	24.459		
Total	152			

*p < 0.05

Table 4.32: Overall Age Group Perspective on Factor 1 & 2 (p-value): Policy Influence

Influence of Policy	N	Mean	Std. Deviation
THE ROLE OF PANEL: FACTOR 1			
21-30	18	10.1667	7.1886
31-40	72	13.6250	8.5719
41-50	49	16.1224	8.5942
51-60	12	13.8333	7.0043
61-70	2	3.0000	4.2426
Total	153	13.8954	8.4815
COLLABORATION & PLANNING: FACTOR 2			
21-30	18	5.8333	3.6015
31-40	72	8.0000	5.1785
41-50	49	9.0612	5.3245
51-60	12	7.3333	3.3934
61-70	2	2.0000	2.8284
Total	153	7.9542	5.0241

Table 4.33: Overall Age Group Perspective on Factor 1 & 2 (mean values): Policy Influence

From the discussion thus far it has been noticed that there was an **overall significant difference** between the various age groups on how the various activities of the Developmental Policy influenced or effected their Teaching Practice. This was evident from the use of Tests of significance, Mean Values and Factor Analysis. However, when examining specifically the variables in THE ROLE OF PANEL: FACTOR 1, there was a significant difference between the various age groups. Generally, the educators in the 21-30 and 61-70 age groups were **more positive towards improvement in their Teacher Practice** than the educators from the other age groups. However, the educators from the 51-60 age group also signalled positive influence on their Teaching Practice. The intention of this section is to present a “**fine-grained analysis**” of **the similarities and differences** on how the educators from the various age groups experienced the Developmental Appraisal Policy. I have attempted to do this by the use of a frequency table showing the ranking of the various activities for all the age groups. The data in the table 4.34 below have been generated from the valid frequency counts.

RANKED RESPONSES: AGE THE INFLUENCE OF THE POLICY (DAP) ON TEACHING PRACTICE					
Activities of the Developmental Appraisal Policy that influenced Teaching Practice	21-30 % Agreed Rank	31-40 % Agreed Rank	41-50 % Agreed Rank	51-60 % Agreed Rank	61-70 % Agreed Rank
FACTOR 2: COLLABORATION & PLANNING					
Sharing of resources with other educators	92.8 2	67.8 1	54.8 1	90.9 1	100 1
Sharing of assessment techniques with other educators	92.8 2	66.1 2	54.8 1	90.9 1	100 1
Engaging in self appraisal	85.7 4	55.2 3	54.8 1	72.8 3	100 1
The planning of my lessons	92.9 1	52.5 4	35.7 6	63.6 5	100 1
FACTOR 1: THE ROLE OF PANEL					
Appraisers checking the planning & preparation of my lessons	78.5 8	47.5 5	35.7 6	54.6 9	100 1
Engaging in peer appraisal	85.7 4	46.5 6	35.8 5	72.7 4	100 1
Engaging with feedback from panel members	85.7 4	44 9	38.1 4	63.6 5	100 1
Appraisers checking learner portfolios	71.4 9	45.7 7	26.1 10	54.6 9	100 1
Observing peers teaching in their classrooms	64.3 10	43.1 10	35.7 8	63.6 5	100 1
Following the recommendations of the Staff Development Team	85.7 4	45.7 7	30.9 9	63.6 5	100 1

Table 4.34: Ranked table on age group responses: Policy Influence

✦ THE ROLE OF PANEL: FACTOR 1

Table 4.34 indicates similarities and differences between educators in the various age groups. The educators in the 21-30; 51-60 and 61-70 age groups have claimed that the variables in FACTOR 1 had influenced their Teaching Practice, much more positively than the educators in the 31-40 and 41-50 age groups. However, this accounts for a small percentage (22%) of the sample. The majority of educators in the 31-40 and 41-50 age groups experienced several difficulties with the variables in FACTOR 1. This implies that these variables did not influence their Teaching Practice which accounts for bulk (78%) of the sample population. Major questions can be raised with regard to the policy itself. Is it suitable for majority of the educators?

✦ COLLABORATION & PLANNING: FACTOR 2

Table 4.34 also indicates that there are similarities between the educators in the various age groups. Generally the educators in all the age groups claimed that the variables in FACTOR 2 had influenced their Teaching Practice, except “planning of lessons” didn’t impact positively for the educators in the 41-50 age group. A larger percentage of educators in the 21-30; 51-60 and 61-70 age groups have experienced the variables in FACTOR 2 much more positively. Hence, there was a greater influence on their Teaching Practice as compared to the educators in the 31-40 and 41-50 age groups.

A VERY IMPORTANT CONCLUSION CAN BE DRAWN FROM EXAMINING FACTOR 1 & FACTOR 2

The educators from the 31-40 and 41-50 age groups had experienced little to no influence on Teaching Practice in respect of the variables in FACTOR 1 and FACTOR 2. However, the majority of educators in the 31-40 and 41-50 age groups experienced serious problems with the following activities (FACTOR 1: THE ROLE OF THE PANEL) which deals specifically with the role of panel members of the policy:

- Appraisers checking the planning & preparation of my lessons
- Engaging in peer appraisal
- Appraisers checking the learner portfolios
- Engaging with feedback from panel members
- Observing peers teaching in their classrooms
- Following the recommendations of the Staff Development Team

NB. A deeper qualitative analysis of the problematic role of panel members is discussed in chapter 4 section 4.2.3, 4.3.3 and 4.4.3.

The lack of influence of panel members on teachers' Teaching Practice is **a serious problem**. The data reflecting the formation of panels in table 4.29 indicated that a majority of educators (80.2%) in the 31-40 and significantly high (79.2%) of the educators in the 41-50 age groups believed that the panels were properly constituted. Furthermore, the educators had a positive view of appraisal. It is also recognised that the formation of appraisal panels is an important process during the appraisal process. The shift of the appraisal format from the past to the present signalled the following during the implementation stage:

- A **shift of the appraisal process** conducted by bureaucrats from the Department of Education (top-down, authoritarian and undemocratic style) to the panels at micro-level (school level).
- It is believed that the formation of panels is a major step towards three important principles viz. **democracy, transparency and developmental emphasis**. However, it was hoped that the panels will be democratically formed and be inclusive of stakeholders such as level one educators, School Management Members and outside experts in the field of education. The democratic formation of panels hoped to have marked a difference of how appraisal was conducted in the past, which was completed by one person. The collaborative decision making process hoped to ensure transparency and fairness of the appraisal process. In spite of the educators choosing their own panels there are several problems.

This definitely points to **a major problem** since the **bulk of the educators (n =141: 78%)** are in the 31-40 and 41-50 age groups. This clearly suggests the following:

- We need to uncover teachers' experiences of the Developmental appraisal Policy to understand the problems of policy implementation.

4.4 Indepth analysis by Race

4.4.1 The Intentions of the Developmental Appraisal Policy

The figure 4.8 below illustrates an **overview perspective** of how the various race groups viz. (Indian and African) perceived the intentions of the Developmental Appraisal Policy. The patterns of responses on the graph indicate that there are similarities in the way African and Indian teachers perceived the various intentions of the Developmental Appraisal Policy.

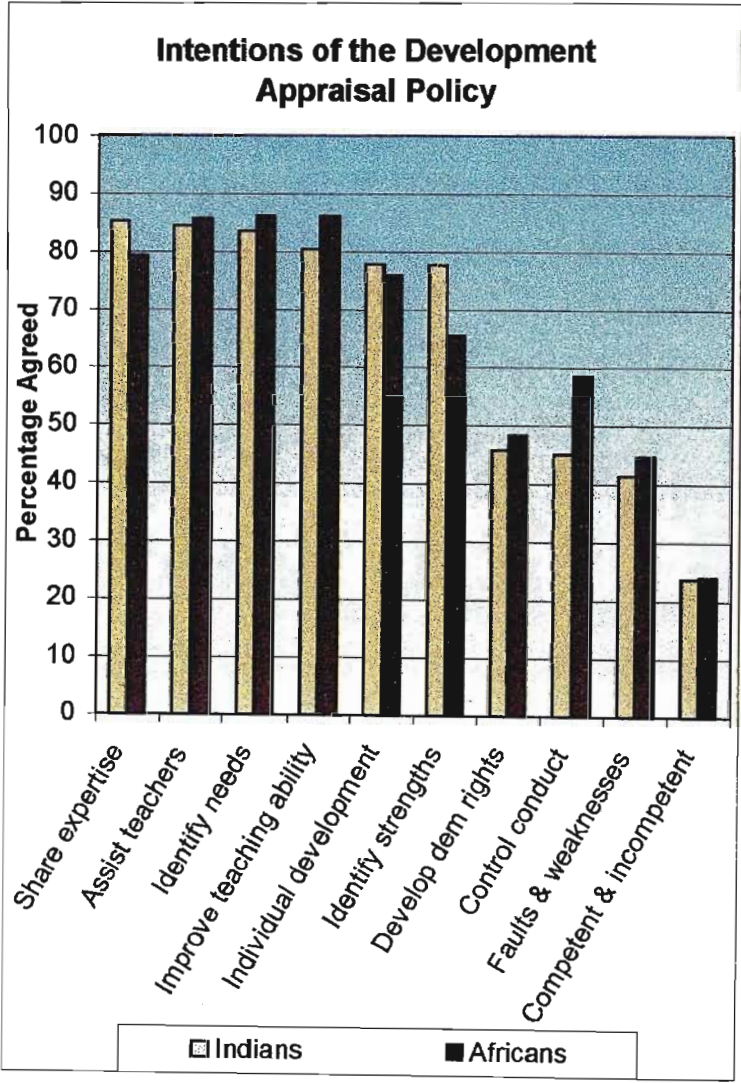


Figure 4.8: Overall Perspective: Race Responses (Policy Intentions)

The following table 4.35 below provides an indepth analysis of how the educators, in the different race groups, perceived the intentions of the Developmental Appraisal Policy. This table indicates that the p-value is 0.238 ($p > 0.05$). This shows that there is **no significant difference** in respect of how the various race groups perceived the intentions of the policy. This is further evident in table 4.36 when examining the mean values for the race groups, Africans (22.00) and Indians (23.00).

	t-test for Equality of means		
	T	Df	p-value (sig. 2-tailed)
Intentions of the Developmental Appraisal Policy	-1.184	149	0.238

Table 4.35: Overall Race Perspective (p-value): Policy Intentions

	Race Groups	N	Mean	Std. Deviation
Intentions of the Developmental Appraisal Policy	Africans	29	22.0000	4.9
	Indians	122	23.0492	4.1
	Total	151	22.86	4.3

Table 4.36: Overall Race Perspective (mean values): Policy Intentions

After applying the factor analysis to the ten variables to examine the extent to which the educators perceived the intentions of the Developmental Appraisal Policy, two distinct factors emerged (Developmental Approach: Factor 1 and Judgemental Approach: Factor 2) as depicted in the table 4.37 below. In the Factor 1 and factor 2 groups the p-value is 0.495 and 0.173 respectively ($p > 0.05$). This shows that there was **no significant difference** in the extent to which African and Indian teachers perceived the intentions of the Developmental Appraisal Policy even when examining FACTOR 1 VARIABLES and FACTOR 2 VARIABLES separately. This is further evident in table 4.38 when examining the mean values for FACTOR 1 i.e. Africans (14.28) and Indians (14.84) and FACTOR 2 Africans (7.72) and Indians (8.21).

Independent Sample Test

Components/Categories from Factor Analysis	t-test for Equality of means		
	T	Df	Sig. (2-tailed)
Race Responses: Intentions			
DEVELOPMENTAL APPROACH : FACTOR 1	-.684	149	0.495
JUDGEMENTAL APPROACH: FACTOR 2	-1.368	149	0.173

Table 4.37: Overall Race Perspective on Factor 1 & 2 (p-value): Policy Intentions

Group Statistics

RACE RESPONSES: INTENTIONS		N	Mean	Std. Deviation
DEVELOPMENTAL APPROACH : FACTOR 1	African	29	14.2759	4.3581
	Indian	122	14.8361	3.8684
JUDGEMENTAL APPROACH: FACTOR 2	African	29	7.7241	1.7403
	Indian	122	8.2131	1.7343

Table 4.38: Overall Race Perspective on Factor 1 & 2 (mean values): Policy Intentions

From the discussions thus far, it has been noticed that there were **no significant differences** in the way the African and Indian teachers perceived the intentions of the Developmental Appraisal Policy. This was evident from the use of t-tests and means (independent sample test & group statistics). However, the intention of this section is to **“delve deeper and present a fine-grained analysis”** on how the African and Indian teachers perceived **each of the intentions** of the Developmental Appraisal Policy. The focus is to identify the fine-grained differences and similarities of **individual responses** as perceived by both the males and females. I have attempted to do this using ranked frequency tables. The data in the table 4.39 has been generated out from the valid frequency counts. The various statements have been ranked in order of frequency for both males and females.

RANKED RESPONSES : RACE		
POLICY INTENTIONS AS PERCEIVED BY THE EDUCATORS		
INDIANS : % Agreed	Rank Order	AFRICANS: % Agreed
FACTOR 1: DEVELOPMENTAL APPROACH		
To share professional expertise, ideas & knowledge 85.2%	1	To identify the needs of educators 86.2%
To encourage teachers to assist each other 84.5%	2	To improve teaching ability 86.2%
To identify the needs of educators 83.6%	3	To encourage teachers to assist each other 85.8%
To improve teaching ability 80.4%	4	To share professional expertise, ideas & knowledge 79.3%
To bring about individual professional development 77.9%	5	To bring about individual professional development 75.9%
To identify the strengths of educators 77.8%	6	To identify the strengths of educators 65.5%
FACTOR 2: JUDGEMENTAL APPROACH		
To develop teachers democratic rights 45.8%	7	To control teacher's professional conduct 58.6%
To control teacher's professional conduct 45.1%	8	To develop teachers democratic rights 48.3%
To find faults & weaknesses in my teaching 41.4%	9	To find faults & weaknesses in my teaching 44.8%
To sift competent & incompetent teachers 23.7%	10	To sift competent & incompetent teachers 24.1%

Table 4.39: Ranked table on Race Responses: Policy Intentions

Three themes had emerged from each of the race group in the above table.

■ **Indians**

➤ **Theme One**

A large percentage (85.2% & 84.5%) of the Indians believe that the main intentions of the appraisal policy are “to share professional expertise, ideas & knowledge” and “to encourage teachers to assist each other” respectively. It is clear that these two intentions suggest that the Indians believe that the most important intention of the Developmental Appraisal Policy is to bring about **collaboration**. Teachers are encouraged to work together, share and assist each other.

➤ **Theme Two**

A large percentage (83.6% & 80.4%) of the Indians also claimed that the main intentions of the policy are to “identify the needs of educators” as well “as to improve their teaching abilities” respectively. It shows that the Indian teachers believe that the policy also focuses on identifying the various needs of teachers with the view of developing the teachers’ ability to teach. Teachers probably believe that they or other teachers have certain areas of concern or shortcomings and it is hoped that the policy will attend to these. The teachers believe that the policy will create a positive influence in terms of their teaching ability. This ongoing process would eventually develop the teacher to be more efficient in his or her teaching as well as improve the teaching and learning situation.

■ **Africans**

➤ **Theme One**

A large percentage (86.2%) of the African teachers also claimed that the main intentions of the policy are to “identify the needs of educators” as well “as to improve their teaching abilities”. It shows that the African teachers believed that the Developmental Appraisal Policy focused mainly on identifying the various needs of teachers with the view of developing and improving specific areas of the teachers’ skill, methods of teaching and ability to teach.

➤ **Theme Two**

A large percentage (85.8% & 79.3%) of the African teachers believed that the appraisal policy was also about assisting and sharing ideas among colleagues. The building of a community of teacher, engaging in teamwork and working together to achieve the goals of education were also the key focus of the appraisal policy.

It is evident that the Indian teachers believed that the policy was intended to first develop teacher collaboration and then attend to the needs of educators. The opposite is true for the Africans. The African teachers believed that the policy was intended to first attend to the needs of educators and then bring about teacher collaboration. This seems quite understandable because many of the African schools had been unstable during the period of struggle and transformation of the country. Some schools were in chaos, experienced violence while others engaged in continuous

defiance campaigns against the Apartheid government. The African teachers did not concentrate on obtaining qualification during the period of resistance. Hence, the African teachers believed the main intention of the appraisal policy was about developing their potential to teach and a support to their qualification.

■ **Similarities: African and Indian Teachers**

➤ **Theme three**

Both the African and Indian teachers also believed that the intentions of the appraisal policy was to “bring about individual professional development” and “identifying the strengths of educators” so that these strengths will be identified and shared with others. Refer to table 4.39 ranked variables 5 and 6. The idea is to share information, expertise and knowledge amongst all the educators. The policy intends to develop or fill the gaps educators have by using other educators who have the expertise and knowledge.

It was clear that both the African and Indian teachers believed that the appraisal policy was not about finding faults & weaknesses in their teaching and sifting competent and incompetent teachers as indicated in table 4.39 rank no. 9 and 10. The African and Indian teachers are opposed to the fact that the appraisal policy is a way of “inspecting” and labelling the weaker teacher. Teachers from both the race groups believe that the policy is geared more towards a “development approach” as opposed to the “judgemental approach”.

4.4.2 The Implementation of the Developmental Appraisal Policy

Figure 4.9 below presents an **overview perspective** of how the educators from the various race groups rated their Staff Development Team on the implementation of the various stages of the policy. The patterns of responses on the graph indicate the following:

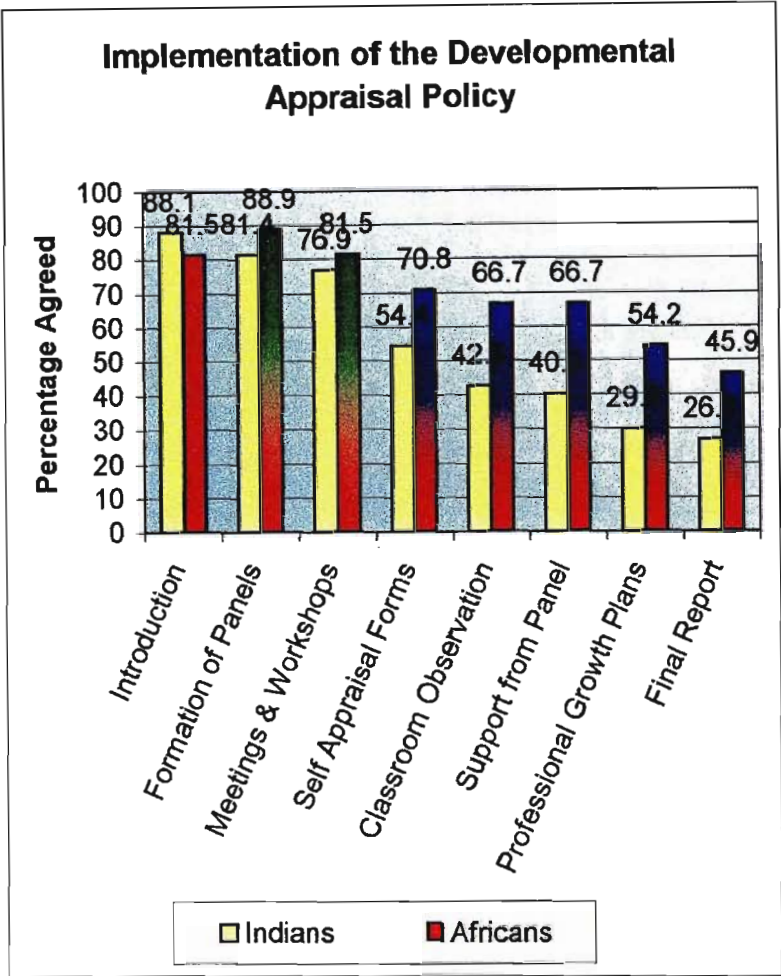


Figure 4.9: Overall Perspective: Race Responses (Policy Implementation)

- The Indian and the African teachers have claimed that most of the Technical Processes were implemented well within their schools. However, the African teachers were more satisfied with the formation of panels and how the appraisal meets & workshops were held as indicated in green.
- The African teachers are also more satisfied with the implementation of the ACTUAL PROCESS : FACTOR 2 as compared to the Indians as indicated in blue in the figure 4.9

Table 4.40 indicated that there is a **positive significance difference** between the race groups in respect of how the implementation process was carried out by the Staff Development Team within their schools. The African and Indian teachers differ significantly (**p < 0.009**) with **African teachers being more positive** about the implementation process than the Indian teachers. This is further illustrated in the table 4.41 below which shows that African teachers have a lower mean value (16.83) as compared to the Indian teachers having higher mean values of (27.00).

	t-test for Equality of means		
	T	Df	p-value (sig. 2-tailed)
Implementation of the Developmental Appraisal Policy	-2.656	149	0.009*

*p < 0.05

Table 4.40: Overall Race Perspective (p-value): Policy Implementation

		N	Mean	Std. Deviation
Implementation of Developmental Appraisal Policy	Africans	29	16.83	8.05
	Indians	122	27.00	7.03
	Total	151	20.80	7.37

Table 4.41: Overall Race Perspective (mean values): Policy Implementation

After applying the factor analysis to the eight variables to examine how the educators rated their Staff Development Team on the implementation of the various stages of the Developmental Appraisal Policy, two distinct factors emerged as depicted in the table below. Table 4.42 illustrates that the p-value for FACTOR 1 and FACTOR 2 are 0.508 and **0.002*** respectively. This reveals that the p-value for FACTOR 2 is **positively significant** with African teacher being more positive in respect of how their SDT implemented the ACTUAL PROCESS: FACTOR 2 as compared to the Indian teachers. This is further evident in table 4.43 which indicates African teachers having a lower mean value (10.76) as compared to the Indians (14.43). A lower mean

value for the African teachers indicate that they are **more positive** about the ACTUAL implementation process as compared to the Indian race groups.

Independent Sample Test			
Components/Categories from Factor Analysis	t-test for Equality of means		
IMPLEMENTATION: RACE	T	Df	Sig. (2-tailed)
TECHNICAL PROCESS : FACTOR 1	-.664	149	0.508
ACTUAL PROCESS: FACTOR 2	-3.104	149	0.002*

* p < 0.05

Table 4.42: Overall Race Perspective on Factor 1 & 2 (p-value): Policy Implementation

Group Statistics			
IMPLEMENTATION	N	Mean	Std. Deviation
TECHNICAL PROCESS : FACTOR 1			
African	29	6.0690	2.5345
Indian	122	6.3607	2.0208
ACTUAL PROCESS: FACTOR 2			
African	29	10.7586	6.3056
Indian	122	14.4344	5.5922

Table 4.43: Overall Race Perspective on Factor 1 & 2 (mean values): Policy Implementation

The intention of the next section is **to delve deeper** on how the race groups rated their Staff Development Team on the implementation of the various stages of the Appraisal Process. I focussed on the similarities and differences of individual responses by the educators from the various race groups. I have attempted to do this using frequency tables. The data in the table 4.44 below has been generated out of responses from the valid frequency counts (Percentage Agreed).

RANKED RESPONSES : RACE		
THE IMPLEMENTATION OF POLICY (DAP) AT SCHOOL LEVEL		
INDIANS: % Agreed	Rank	AFRICANS: % Agreed
FACTOR 1: TECHNICAL PROCESS		
The introduction of the policy 88.1%	1	The formation of panels 88.9%
The formation of panels 81.4%	2	The introduction of the policy 81.5%
The appraisal meetings & workshops conducted 76.9%	3	The appraisal meetings & workshops conducted 81.5%
FACTOR 2: THE ACTUAL PROCESS		
The filling in of self appraisal forms 54.4%	4	The filling in of self appraisal forms 70.8%
Classroom observation by peers 42.6%	5	Classroom observation by peers 66.7%
Support from panel members 40.3%	6	Support from panel members 66.7%
Implementation of Professional Growth Plan 29.9%	7	Implementation of Professional Growth Plan 54.2%
The writing up of the final report 26.8%	8	The writing up of the final report 45.9%

Table 4.44: Ranked table on Race Responses: Policy Implementation

From table 4.44 it is evident that the majority of African teachers claimed that 88% of the stages (i.e. rank 1-7) of the Development Appraisal Policy were implemented well while the majority Indian teachers claimed that only 50% of the stages (i.e. rank 1-4) were implemented well within their schools. This scenario reflects that the Indian teachers are unhappy with how certain stages of the implementation process had unfolded within their school.

■ THE TECHNICAL PROCESS: FACTOR 1

The data indicates that both Indian and the African teachers believed that the **technical processes** of the Appraisal policy were carried out smoothly.

■ THE ACTUAL PROCESS: FACTOR 2

The frequency counts indicate that the majority of Indian teachers are dissatisfied with the actual process of implementation. The Indian teachers account for 81% (n =146) of the total sample. Possible reasons for their dissatisfaction is that the Indian teachers may have not yet made a change in their attitude towards implementing the Developmental Appraisal Policy or have higher expectations of how the process should have been implemented within their schools.

The African teachers on the other hand, seem to accept the implementation process and welcome it as a means of improving their Teaching Practice. They believe that most of the actual process of implementation were carried out well, except for the final stage of the appraisal (The writing up of the report) which was a **“problem area”**. The African teachers are much more positive about appraisal than the Indian teachers, especially regarding the following processes:

➤ The filling in of self appraisal form

The data shows that a large majority of African teachers (70.8%) believed that “the filling in of the self appraisal forms” were carried out well in their schools. This suggests that they must have benefited from this activity after they have engaged with it. Only 54.4% of the Indian teachers believed that this activity was carried out well in their schools. Possible reasons for this could be attributed to time constraints, filling in of the self-appraisal forms which were not taken seriously, poor implementation of the policy by the SDT or the panel members.

➤ Classroom observation

In the previous system of evaluation, educators were not allowed to conduct classroom observation. However, in the Developmental Appraisal System classroom observation is one of the essential requirements of the appraisal process. A significant majority (66.7%) of the African teachers claimed that this activity was implemented well within their schools. This implies that there has been a shift in the thinking of African teachers with regard to the value and importance of classroom observation. They seem to accept classroom observation as a means of improving Teaching Practice as compared to the Indian teachers.

➤ **Support from panel members**

A large percentage (66.7%) of the African teachers claimed that they received support from their panel members as compared to the Indian teachers who believed that this process was poorly implemented. The data also suggests that the African teachers have welcomed the support from their panels.

➤ **Implementation of the Professional Growth Plan (PGP)**

This is regarded as an important stage in the appraisal process whereby the educators implement the suggestions which are listed in the PGP. These suggestions are hoped to engage the teacher in terms of his or her professional development. A very small percentage of Indian teachers (29.9%) believed that the PGP was implemented well as compared to 54.2% of the African teachers.

➤ **The writing up of the appraisal report**

Both the African and Indian teachers concurred that this activity was an area of concern.

The data then suggests that the African teachers are more satisfied with the role of the panel especially the manner in which they implemented the appraisal process as compared to the Indian teachers.

4.4.3 The Influence of the Developmental Appraisal Policy on Teaching Practice

Figure 4.10 below presents an **overall perspective** of the extent to which the Developmental Appraisal Policy influenced or had caused an impact on teachers' Teaching Practice as perceived by the race groups. The patterns of responses in the figure below indicate that there are **differences** between the teachers in the various age groups in respect of how the various activities of the appraisal policy affected Teaching Practice. The large majority of African teachers have benefited from 100% of the various activities of the appraisal process as compared to the Indian teachers. The Indian teachers **have only benefited from three of the activities** as indicated in red in the figure below.

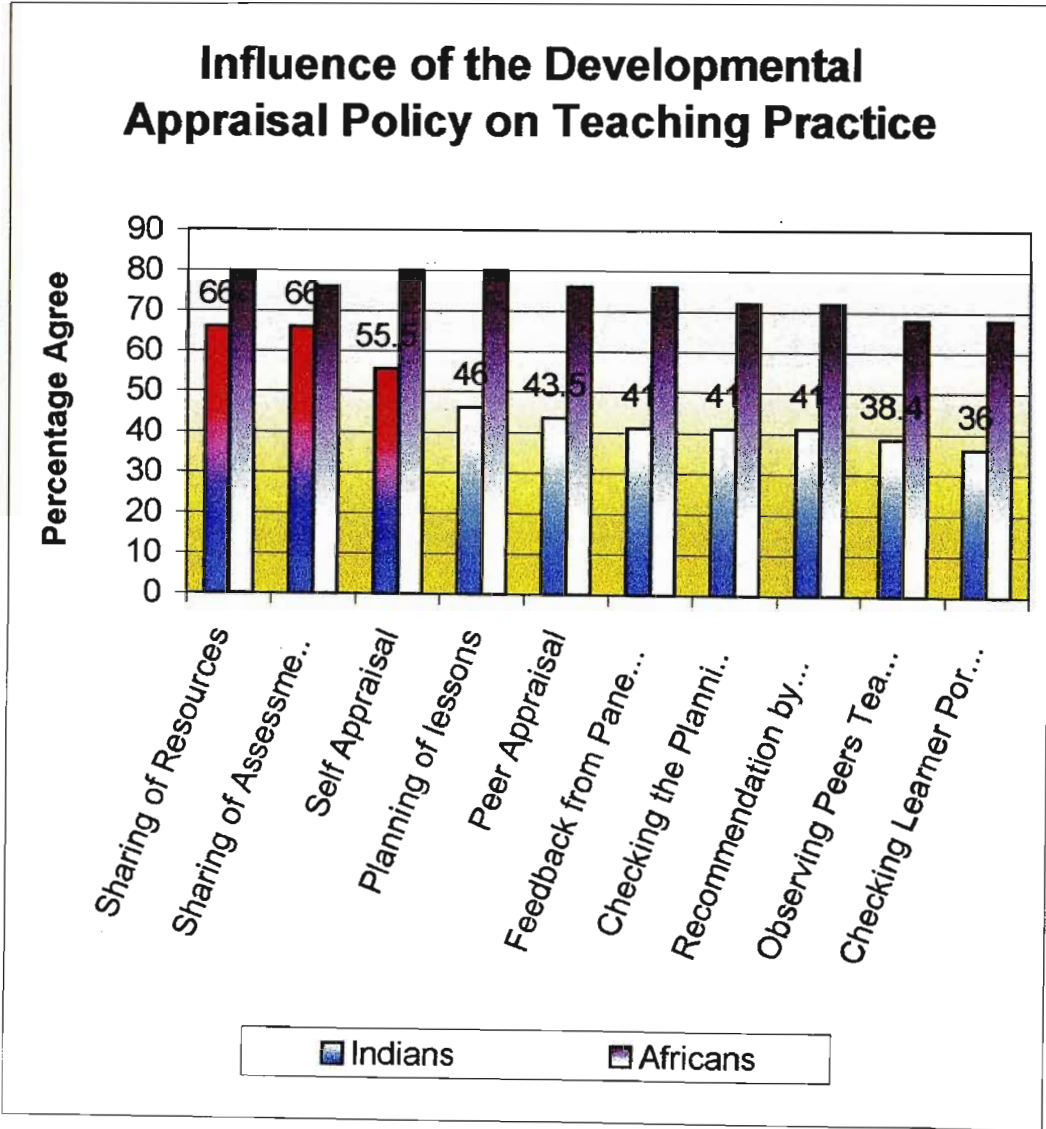


Figure 4.10: Overall Perspective: Race Responses (Policy Influence)

Table 4.45 below indicates that the p-value is 0.56 ($p > 0.05$). This shows that there is **NO CLEAR positive significance difference** in the attitudes of the race groups in respect of how the Developmental Policy influenced their Teaching Practice. This is further evident in table 4.46 when examining the mean values for the African teachers (17.62) and Indian teachers (22.83).

	t-test for Equality of means		
	T	Df	p-value (sig. 2-tailed)
Influence of the Developmental Appraisal Policy	-1.930	149	0.056 (Statistically no clear positive significant difference)

Table 4.45: Overall Race Perspective (p-value): Policy Influence

		N	Mean	Std. Deviation
Influence of Developmental Appraisal Policy	Africans	29	17.62	11.53
	Indians	122	22.83	13.39
	Total	152	21.95	13.21

Table 4.46: Overall Race Perspective (mean values): Policy Influence

However, after applying the factor analysis to the ten variables to examine the responses of the educators in respect of how the various activities of the Developmental Appraisal Policy influenced their Teaching Practice, two distinct factors emerged as depicted in the table below. Table 4.47 illustrates that the p-value for FACTOR 1 and FACTOR 2 are **0.041*** and 0.123 respectively. This reveals that the p-value for FACTOR 1 is **positively significant (0.041*)** with African teachers being more positive in respect of The Role of panel Members as compared to Indian teachers. This is further evident in table 4.48 which indicates African teachers having a lower mean value (11.00) as compared to the Indian teachers (14.60). A lower mean value for the African teachers indicates that they are **more positive** about the role of the panel as compared to the Indian teachers.

Independent Sample Test

Components/Categories from Factor Analysis INFLUENCE ON TEACHING PRACTICE	t-test for Equality of means		
	T	Df	Sig. (2-tailed)
THE ROLE OF PANEL: FACTOR 1	-2.062	149	0.041*
COLLABORATIVE & PLANNING: FACTOR 2	-1.552	149	0.123

* p < 0.05

Table 4.47: Overall Race Perspective on Factor 1 & 2 (p-value): Policy Influence

Group Statistics

INFLUENCE ON TEACHING PRACTICE		N	Mean	Std. Deviation
THE ROLE OF PANEL : FACTOR 1	African	29	11.0000	7.3776
	Indian	122	14.5984	8.6738
COLLABORATIVE & PLANNING: FACTOR 2	African	29	6.6207	4.4111
	Indian	122	8.2295	5.1471

Table 4.48: Overall Race Perspective on Factor 1 & 2 (mean values): Policy Influence

From the discussions thus far, it has been noticed that there were **no positive significant difference** in the way the race groups perceived the intentions of the policy. However, there were **positive significant differences** between the various race groups on the extent to which educators rated their SDT on the implementation of the Developmental Appraisal Policy. The next section presents similarities and differences between the race groups on the impact of the various activities of the Developmental Policy on Teaching Practice. The data in table 4.49 below has been generated out of the valid frequency counts. The various variables have been ranked in order of frequency for the race groups.

RANKED RESPONSES: RACE		
THE INFLUENCE OF POLICY (DAP) ON TEACHING PRACTICE		
INDIANS: % Agreed	Rank	AFRICANS: % Agreed
FACTOR 2: COLLABORATIVE & PLANNING		
Sharing of resources with other educators 66%	1	Engaging in self appraisal 80%
Sharing of assessment techniques with other educators 66%	2	Sharing of resources with other educators 80%
Engaging in self appraisal 55.5%	3	The planning of my lessons 80%
The planning of my lessons 46%	4	Sharing of assessment techniques with other educators 76%
FACTOR 1: THE ROLE OF PANEL		
Engaging in peer appraisal 43.5%	5	Engaging with feedback from panel members 76%
Engaging with feedback from panel members 41%	6	Engaging in peer appraisal 76%
Appraisers checking the planning & preparation of my lessons 41%	7	Appraisers checking the planning & preparation of my lessons 72%
Following the recommendations of the Staff Development Team 41%	8	Following the recommendations of the Staff Development Team 72%
Observing peers teaching in their classrooms 38.4%	9	Observing peers teaching in their classrooms 68%
Appraisers checking learner portfolios 36%	10	Appraisers checking learner portfolios 68%

Table 4.49: Ranked table on Race Responses: Policy Influence

■ COLLABORATION & PLANNING : FACTOR 2

Table 4.49 indicates that the majority of the African teachers believed that FACTOR 1 variables were the most powerful influences in their Teaching Practice. . One of the principles of the policy is reflective practice. Educators are required to engage in self-appraisal as an ongoing process. The majority (80%) of the African educators had benefited tremendously from engaging in self-

appraisal activities. It is also important to note that 80% of the African teachers also claimed that that the sharing of resources and sharing of assessment techniques had also made a tremendous positive difference in their Teaching Practice. The majority of the African teachers (80%) also claimed that the key to their success in their teaching is their ability to plan their lessons well. This implies that the African teachers are placing much more effort and time in the planning and preparation of their lessons which eventually have a positive effect on their teaching. In comparison, a higher percentage of African teachers had benefited from the all variables from FACTOR 2 than the Indian teachers.

There was a clear indication in table 4.39 that the majority of Indian teaches perceived that the two most important intentions of the Developmental Appraisal Policy were to **“share professional expertise, ideas and knowledge”** and **“encourage teachers to assist each other in their teaching”**. Hence, the majority of Indian teachers perceived the policy more as policy that encourages collegiality and support in improving teachers’ Teaching Practice. It seems that the way the majority of the Indian teachers (66%) perceived the intentions of the policy had a direct impact on their Teaching Practice.

Table 4.49 indicates that only 55.5% of the Indian teachers benefited from engaging in self-appraisal activities. However table 4.44 reveals that only 54.4% Indians believed that the SDT had implemented “filling in self-appraisal” well. The poor impact of self appraisal activities on teaching practice as experienced by the Indian teachers can be linked to the poor implementation process, the unconscious manner adopted in filling in of self appraisal forms or self appraisal was not taken seriously.

Table 4.49 indicates that only 46% of the Indian teachers claimed that planning their lessons have changed their Teaching Practice. This implies that the majority of the Indian teachers believe that planning their lessons did not impact positively on their teaching instead the exchange of resources and assessment techniques had assisted them in their teaching. Two themes have emerged out of FACTOR 2 (Indian teachers) which assisted them in their Teaching Practice viz.:

- **Theme One:** The Indians prefer the idea of working together for the sole purpose of intellectual sharing of resources and assessment techniques which is characterised by collaborative planning and collegial work.

- **Theme Two:** The activity of self appraising and planning of lessons suggest that Indians seem to have less preference working by themselves which in turn have very little influence on their Teaching Practice.

Generally, the African teachers benefited more on a large scale in respect of the variables in FACTOR 2 as compared to the Indian teachers. On the other hand, the majority of the Indian teachers (66%) benefited more from FACTOR 2 (Theme One). The response from the majority of Indian teachers seem to suggest they would benefit more from **an “open, active or group discussion format”** where they are able to share their resources amongst educators across the school and at the same time reflect on their Teaching Practice.

■ **THE ROLE OF PANEL : FACTOR 1**

The African educators have also benefited from all the variables in FACTOR 1. This is not true for the Indians. The Indians claimed that all the variables in FACTOR 1 (shaded grey in table 4.49) did not influence their Teaching Practice. This points to the role of the panel which has no influence on Teacher Development. One of the important roles of the panel is to take full control of the professional development of the educators. It seems though that the panel members are not fulfilling their roles, not sufficiently empowered or that the various activities executed by the panel members are having no effect on the development of the Indian educator group.

4.5 Overall Correlation between the three categories (Policy Intentions, Implementation & Influence on Teaching Practice)

3 Categories		Policy Intentions: Factor 1 Developmental In Nature	Policy Intentions: Factor 2 Judgemental in Nature	Implementation Factor 1: Technical aspects	Implementation Factor 2: Actual process	Teaching Practice Factor 1: Role of panel	Teaching Practice Factor 2: Collaboration
Policy Intentions: Factor 1 Developmental in Nature	Pearson Correlation Sig.(2-tailed) N	1.000 . 153	- .016 .848 153	.255** .001 153	.118 .145 153	.186* .021 153	.303** .000 153
Policy Intentions: Factor 2 Judgemental in Nature	Pearson Correlation Sig.(2-tailed) N	- .016 .924 153	1.000 . 153	- .083 .306 153	-.003 .967 153	- .114 .160 153	- .100 .218 153
Implementation Factor 1: Technical aspects	Pearson Correlation Sig.(2-tailed) N	.255** .001	- .083 .306 153	1.000 . 153	.604** .000 153	.382** .000 153	.448** .000 153
Implementation Factor 2: Actual process	Pearson Correlation Sig.(2-tailed) N	.118 .145 153	- .003 .967 153	.604** .000 153	1.000 . 153	.456** .000 153	.353** .000 153
Teaching Practice Factor 1: Role of panel	Pearson Correlation Sig.(2-tailed) N	.186* .021 153	- .114 .160 153	.382** .000 153	.456** .000 153	1.000 . 153	.874** .000 153
Teaching Practice Factor 2: Collaboration	Pearson Correlation Sig.(2-tailed) N	.303** .000 153	- .100 .218 153	.448** .000 153	.353** .000 153	.874** .000 153	1.000 . 153

** Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Table 4.50: Overall correlation between Policy Intentions, Implementation & Influence on Teaching Practice

From table 4.50, various correlation can be deduced between policy intentions, implementation and influence on Teaching Practice. I want to highlight **one correlation that is extremely significant** in table 4.50. There is a significant positive relationship between (Teaching Practice) FACTOR 1: The role of the panel members and (Teaching Practice) FACTOR 2: Collaborative & planning aspects (0.874^{**} ; $r = 0.874$) at the 0.01 level of significance. A correlation at over (0.85) shows that there is a very strong relationship between (Teaching Practice) FACTOR 1: The role of the panel members and (Teaching Practice) FACTOR 2: Collaborative & planning aspects. This shows that if role of panel members are improved it will create a positive influence on (Teaching Practice) Factor 2: collaboration, likewise the opposite will be true. This is pointing to an important point i.e. the role of panel members is crucial in encouraging and developing teamwork, collegiality and collaboration.

The rest of the correlation are **below $r = 0.65$** . A correlation below this range for example $r = 0.604$; $r = 0.448$; $r = 0.456$ etc shows a **slight or weak relationship between the variables**. Even though the relationship may be significant, it may be not be powerful if it is used singly to make predictions.

4.6 CONCLUSION, SUMMARY AND EMERGING ISSUES/KEY CONSTRUCTS

4.6.1 The Intentions of the Developmental Appraisal Policy

➤ Overall perspective

The majority of teachers believed that the main intentions of the appraisal policy were teacher collaboration and individual teacher development focusing on the “developmental nature” of the policy.

➤ Gender

Majority of male teachers claimed that the most important intention of the appraisal policy was to bring about individual professional development among educators. On the other hand, the majority of female teachers claimed that the most important intention of the policy was to encourage educators to assist one another in their teaching.

➤ Age

The overwhelming majority of the teachers in the 21-30, 31-40, 41-50 and 51-60 age groups claimed that the appraisal policy focussed more on the Development of teachers.

➤ Race

Both the African and Indian teachers claimed that the most important intentions of the policy were Teacher Collaboration and development of teachers.

➤ Emerging issue/key construct

The main intentions of the appraisal policy were Teacher Collaboration and Individual Teacher Development.

4.6.2 Implementation of the Developmental Appraisal Policy

■ Technical Factors

➤ Overall Perspective

The overwhelming majority of teachers believed that the technical factors of the policy were conducted well within their schools (the introduction of the policy, formation of panels and appraisal meetings and workshops).

➤ Age

All the teachers were satisfied with the implementation of the technical process of the policy. However, the novice teachers (21-30 age group) were most positive of the implementation of the technical process of the policy as compared to the teachers from the other age groups (31-40, 41-50 and 51-60 age groups).

➤ Race

Both the Indian and African teachers claimed that the technical processes were implemented well within their schools.

➤ Emerging issue/key construct

Majority of the teachers claimed that the technical processes of the appraisal policy were implemented well within their schools. Teachers want to be seen as trying to positively implement policy.

■ Actual implementation process

➤ Overall Perspective

It was clearly evident that the majority of teachers found no difficulties in implementing the initial technical stages of the policy. On the other hand, majority of teachers found that the actual implementation process posed several difficulties.

➤ **Gender**

Both male and female teachers believed that the technical process of the policy had been implemented very well while on the other hand, the actual implementation of the policy had been poorly undertaken.

➤ **Age**

The teachers in the 31-40 and 41-50 age groups were unsatisfied with how the appraisal policy was implemented within their schools as compared to teachers in the other age groups. However, teachers from the 21-30 and 51-60 age group had been most satisfied with the implementation process.

➤ **Race**

The African teachers were more satisfied with the actual implementation process as compared to the Indian teachers. The Indian teachers believed that the actual implementation process was poorly undertaken.

➤ **Emerging issue/key construct**

The Unions were instrumental in designing the Developmental Appraisal Policy to the satisfaction of and for easy implementation by teachers within the school context. However, there was a dis-juncture of how the policy formulators believed the implementation would take place in schools and what had been actually taking place in practice. There were several practical problems in respect of the actual implementation process. Therefore, it makes sense that **teachers' experiences are valued as inputs and dialogue for understanding policy implementation.**

4.6.3 Influence of the Developmental Appraisal Policy on Teaching Practice

➤ **Overall Perspective**

The teachers claimed that the Collaborative and Planning factor 2 (sharing of resources and assessment techniques, engaging in self appraisal & planning of lessons) had positively improved their Teaching Practice as compared to the role of the panel factor 1.

➤ **Gender**

The female teachers were more positively inclined towards improvement in Teaching Practice than the male teachers. Both the male and female teachers strongly claimed that Teacher Collaboration and Self-Appraisal activities had influenced their Teaching Practice.

➤ **Age**

Teachers in the 21-30 and 51-70 age groups claimed that the various stages of the appraisal policy had improved their Teaching Practice as compared to teachers in the other age groups. The overwhelming majority of teachers in all the age groups claimed that Teacher Collaboration and Self-Appraisal activities: Factor 2 had strongly contributed to their Teaching Practice.

➤ **Race**

Both the African and Indian teachers strongly claimed that Teacher Collaboration and Self-Appraisal activities: Factor 2 had influenced their Teaching Practice tremendously. The African teachers claimed that the actual role of the panel: Factor 1 had also positively influenced their Teaching Practice while the Indian teachers had a totally opposite view.

➤ **Emerging issue/key construct**

Teacher Collaboration and **Self Appraisal** activities were the most powerful factors in influencing teachers' Teaching Practice.