

**A STUDY OF THE IMPLEMENTATION OF THE
WHOLE SCHOOL EVALUATION (WSE) POLICY IN
SCHOOLS EVALUATED BY THE KWAZULU-
NATAL DEPARTMENT OF EDUCATION AND CULTURE**

By

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Master of Education (Management) in the University of KwaZulu Natal (Durban
Westville Campus)**

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Declaration

I declare that this thesis titled the study of the implementation of the Whole School Evaluation Policy in schools evaluated by the KwaZulu-Natal Department of Education and Culture is my own work and that all the sources that have been used or quoted, have been indicated and acknowledged by means of complete references.

.....

S.A. NKOSI

April 2004

Dedication

This dissertation is dedicated to my late parents, Mr and Mrs A.M. Nkosi and my family, my typing assistant brother Thokozani and lastly my wife Zamakhize “Staff” Nkosi to whom it should serve as encouragement to further her own studies.

Acknowledgement

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Abstract

With the advent of democracy in 1994 and the repeated calls by the South African public for the renewal and reconstruction of the education system there has been a radical shift on school supervision from inspection to whole school evaluation. The new system of school supervision is carried out under the auspices and in terms of the National Policy on Whole School Evaluation. The application of the said policy however has not been without its own problems. Teacher unions have in some circles resisted its application in their schools. Trained departmental officials had to be chased away from some of the schools that were targeted for evaluation and this incident generated heated national debates in the public domain and within educational forum (Natal Mercury 28 May 2002).

This study takes a cue from these widespread debates about the implementation of the Whole School Evaluation Policy within the school context. It explores in details the implementation strategies of the WSE policy, how the policy is conceived and perceived by those to whom it is applied. The study looks at the reception of this policy and the experiences gained by those educators who were evaluated with a view to suggest areas for development and reinforcement of good educational practices.

These experiences were captured through the use of interviews, policy analysis and questionnaires. Responses were then analysed and interpreted with a view to make recommendations on how best the policy could be applied at school level.

The study found that Deputy Principals are neglected in terms of training. This affects policy implementation at school level where their involvement in school management is substantial. The study also found that there is a serious lack of a shared basis of cooperation between schools and their district offices in respect of implementing WSE .

The study further indicated a serious lack of co-ordinated effort on all levels of the system in the application of the WSE policy. The application of WSE has no visible support from major role players especially at district level. The absence of key structures and personnel such as district support teams and WSE coordinators as suggested by policy, impacts negatively on the implementation of the policy at the school level.

Having considered all available options and the contextual factors within which the policy is applied in our schools this study advances a variety of recommendations that could be applied to improve implementation of the WSE Policy in schools in KwaZulu-Natal.

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ABBREVIATIONS AND ACRONYMS

ABET	Adult Basic Education and Training
ADEA	Association for Development of Education in Africa
DAS	Developmental Appraisal System
DET	Department of education and Training
DEC	Department of Education and Culture
FEFC	Further Education Funding Council
HOA	House of Assembly
HOD	House of Delegates
HOR	House of Representative
IMTEC	International Movement Toward Educational Change
IQMS	Integrated Quality Management System
KZN	KwaZulu Natal
NGO	Non Governmental Organization
OBE	Outcome Based Education
QMS	Quality Management System
SADC	Southern African Development Countries
SSE	School Self Evaluation
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team
TMS	Teacher Management Support
UDW	University of Durban Westville
WSE	Whole School Evaluation

CHAPTER ONE

1.1 BACKGROUND TO THE STUDY.

The South African Schools Act is very pertinent to issues of educational transformation, together with numerous other policy initiatives including the Bill of Rights from the Constitution Act No 108 of 1996 which acknowledges that South Africa requires a new system of schooling, which will provide an education of progressively high quality to all South Africans. Prior to 1994 and until very recently before July 2001, there never was a coordinated national system of evaluating the performance of schools nor a comprehensive data on the quality of teaching and learning as well as the standards achieved in the education system of the past (Department Of Education: 2001).

Throughout the educational struggles within S.A. educational system, students in particular campaigned vigorously for quality Education (e.g. Soweto riots of 1976). Hence education has now become one of the most important national priorities that required instant overhauling in order to meet the needs of the society. As a public demand it therefore became incumbent upon the National Ministry of Education to ensure that the quality of its education provision be constantly monitored.

In response to this public demand the Government has since 1994 begun reconstructing and redefining the education and training system in order to satisfy the aspirations of all South Africans. The course of transforming education and the desire

to address the imbalances of the past led to drastic changes in education system and brought about numerous policy interventions aimed at achieving the transformation goals of equity, redress, access and quality education for all.

Chapter 4 of the White Paper on Education and Training (Notice No. 196 of 1995) defines the principle of access, equity, redress and quality as interrelated. The White Paper requires the education system to “increasingly open access to education and training of good quality, to all children, youth and adults and to provide means for learners to move from one learning context to another.” For this to happen there has to be a credible system of ensuring quality management.

The education system is also required by the White Paper on Education and Training quoted above to redress educational inequities among the section of the people that have “suffered particular disadvantages or were especially vulnerable, including street children and out of school youth, the disabled and the citizens with special educational needs, illiterate women, rural communities, squatter communities and communities damaged by violence.”

With regard to transformation of education the White Paper requires the system to distribute and allocate resources equitably throughout the system so that the same quality of learning opportunities is affordable to all. As part of the response to the ever growing public demand for the restructuring of education The Department’s Corporate Plan (Department of Education, 1998 b:8) outlined the department’s commitment to “ensuring that all South Africans receive lifelong education and training of high quality. ”

The Minister of Education, according to the National Education Policy Act (Act 27 of 1996), should monitor and evaluate education provision annually in compliance with the Constitution of South Africa. This policy provided a legislative framework through which schools would have to be evaluated (Department Of Education: 2002). This legislative framework provided a mandate to the Minister of Education to report on both the performance of the schools and the education system as a whole. Subsequent to this mandate the department of education instituted the Whole School Evaluation (WSE) and the Systemic Evaluation (SE) directorates in order to evaluate the performance of the schools and the system respectively.

This research therefore seeks to explore the implementation of WSE as a Quality Assurance initiative aimed at improving the performance of schools. It attempts to establish whether or not the policy on Whole School Evaluation is indeed implemented accordingly within the school context.

1.2 WHAT IS (W S E) AND WHY DO WE NEED IT?

The introduction of Whole School Evaluation in July 2001 should be seen within the broader context of transforming the education system in order to enhance the level of performance of our schools. The question though is whether the policy is achieving what it was set out to achieve? Of importance is that the implementation of this policy should be seen as aligned to all other developmental initiatives for educators, so that educators are confident that the features of good practice sought in Whole-School Evaluation are the same as those encouraged through other appraisal and development programmes (Department of Education, 2001). It is therefore important to note that

Whole School Evaluation (WSE) does not seek to replace any of the existing educator development programmes but complements all other development initiatives. Why an interest in the implementation process of WSE at school level is a question that could be asked.

The school is the basic functional point of the education system and therefore the impact of the policy and the support provided by the next level, the district is invaluable to bring about the desired change in the system and cannot be underestimated. This research will also look closely at the role districts play in mediating developmental programmes at school level especially recommendations by external evaluations. Paragraph 4.8.3.2. of the White Paper 6 mentions institutional level support teams that will provide support to schools. This research will through acceptable research practices, further investigate how WSE is applied at school level in order to fulfil Quality Assurance legislative mandates. All observable gaps and shortfalls in the application of the policy will be documented as part of the findings of this study with a view to provide possible solutions at the appropriate level.

Whole-School Evaluation is the cornerstone of the quality assurance system in schools. It enables a school through external evaluation to provide an account of the school's current performance and to show to what extent it meets national goals and the needs of the public and communities (Department of Education, 2000). ✓

This approach provides the opportunity to acknowledge the achievements of a school and to identify areas that need attention. Whole-School Evaluation implies the need for all schools to look continuously for ways of improving, and the commitment of

Government to provide development and support programmes designed to support their efforts (Department of Education, 2001).

Effective quality assurance within the National Policy on Whole-School Evaluation is to be achieved through schools having well-developed internal Self-Evaluation processes, credible external evaluations and well-structured support services. The research will undoubtedly look into the applicability of all these assertions especially within the context of a school.

The shift in terminology from 'inspection' to 'Whole-School Evaluation' is important. Whole-School Evaluation encapsulates School Self-Evaluation as well as external evaluation. It also provides for schools to receive advice and support in their constant effort to improve their effectiveness.

The WSE process does not interfere in any way with existing activities and agreements, for example, Systemic Evaluation and the Developmental Appraisal System. Part of its purpose is to evaluate the effectiveness with which such initiatives are being implemented and provide information aimed at strengthening their contribution to educational improvement (Gov. Gazette Vol. 433, July 2001).

NB

The policy is aimed at improving the overall quality of education in South Africa. The adopted model is radically different from the previous school inspection system carried out in South Africa under the apartheid regime (Prof. Kader Asmal, MP Minister of Education, June 2000). As a process, Whole School Evaluation is meant to be supportive and developmental rather than punitive and judgemental. Its main ✖

purpose is to facilitate improvement of school performance through approaches of partnerships, collaboration, mentoring and guidance (Department of Education, 2002). *

The policy also contains well articulated guidelines for reporting findings and providing feedback to the school and to various stakeholders especially the National and Provincial Education Departments, parents and society on the level of performance achieved by the schools (Department of Education, 2000). As a researcher I am therefore interested in determining the extent to which the acclaimed assertions are applicable within a school context and in particular to schools that have been evaluated recently.

Competently conducted the proponents of Whole School Evaluation Policy claim that the policy has a potential to provide information that can be examined, analysed and utilized for the purpose of raising the standard of teaching and learning in our schools without threatening the ¹educator's self esteem and stimulating defensive response as well as resistance (Department of Education: 1998).

As a researcher I will therefore explore how these guidelines are implemented and the extent to which educators relate their own experiences to the process as well as to the proclaimed assertions as contained in the policy.

One of the basic tenets of this policy is that it seeks to eliminate completely the fears associated with teacher evaluations of the past thus making teacher development a real possibility (Department of Education, 2000).

¹ In this study the term *educator* is used interchangeably with the term '*teacher*'. Meaning one who is qualified to teach or educate.

The question is whether Whole School Evaluation is indeed achieving this ideal. To this end I would also want to determine the extent to which these assumptions attest to educator's own experiences of the policy implementation.

Whole School Evaluation claims not to be an end in itself, but the first step in the process of school improvement and quality enhancement. The National Policy on Whole School Evaluation is designed to achieve the goal of school improvement through a partnership between supervisors, schools and support services at one level, and national and provincial governments at another. This research will therefore assess the extent to which the aforementioned assertions are applicable at a school level.

In concluding, the afore-going background, I attempted to guide the reader as to the official conceptualisation and rationale behind the introduction of the Whole School Evaluation Policy, what it purports to serve and the field within which Whole School Evaluation process is located. Following is the purpose for which the study is undertaken.

1.3 PURPOSE OF THE STUDY.

- (a) The purpose of the study is to explore the implementation process of Whole School Evaluation within the context of a school.
- (b) The study will look at the theoretical framework, which underpins the fundamentals of the policy and the extent to which this theoretical framework influence the implementation of the policy at school level

(c) Lastly the study seeks to determine ways and means by which the implementation of this policy could be developed.

1.4 CRITICAL QUESTIONS FOR THE STUDY.

The issues of investigation in this research have been grouped into the following two critical questions:

- How was the implementation of Whole School Evaluation policy developed ?
- What were the experiences of educators who were recently involved in the evaluation of their schools?

The first question is investigated through literature review from different sources internationally and specifically from South Africa especially the National Department of Education's Quality Assurance Chief Directorate's policy publications and policy framework.

The second question will be investigated with reference to all official documents, schools' evaluation reports, questionnaires, interviews, observations, and other records available on Whole School Evaluation policy issued variously in South Africa by a number of authors and the National Department of Education Quality Assurance Directorate. However observations and interviews will be the key tools by which I will respond to this specific question.

This will then be followed by discussions and interpretations as well as the analysis, which will then throw light on the two critical questions, asked.

1.5 THE RATIONALE.

At a personal level the study is borne out of the fact that I work for the Department of Education as a Chief Education Specialist in the field of Quality Assurance and therefore findings from this study will inform my own core business, as a monitor for the implementation of Whole School Evaluation in the KwaZulu–Natal Department of Education and Culture.

At a policy level, it is hoped that the study will inform the department of education on the implementation of WSE in schools that are sampled for evaluation in our Province. Should the study reveal gaps in the literature review these gaps would be highlighted with a view to contribute to discussions pertaining to the implementation of WSE at school level. Lastly the rationale for this study stems from an urgent need for a management practice that would guarantee a system - wide quality education provision.

1.6 THE SIGNIFICANCE OF EDUCATIONAL EVALUATIONS AT SCHOOL LEVEL.

In the past, not only in South Africa, but also in most education systems based on the British model, school audits and reviews were referred to as, or occurred in the form

of school “inspection.” Typically this was done for purposes of checking on the use of public funds, examination of pupils and educators and ensuring compliance with various regulations. As Cuttance (1998:11) noted “classical inspection systems were designed to weed out sub-standard of non-conforming practices and services not build quality”.

Evaluation is essential to organizations and assist the management of organizations tremendously in the decision making process. Shipman (1979:1) points out that “evaluation is a basic management tool in all organizations. The search is for information and for performance that will help in decision-making.”

All organizations set goals, which have to be achieved if they are to be successful. To accomplish objectives, organizations employ people. Employees should know what is expected of them so that organizational goals can be met. In this regard, Biesheuval (1985) contends that evaluation takes place for the purpose of supervision, where employees need advice and direction with a view to achieving the objectives and goals set by the organization. For organizations to know if employees are performing at the level expected of them, evaluation or appraisal of their work should take place. Threthowan (1987) and Shipman (1979) contend that there is no effective management without appraisal.

Trethowan (1987:1) states that “ the person being managed is entitled to know what the organizational goals are, what his or her role is, how successfully he or she contributed to the achievement of these goals last year and what he or she should do to make next year’s contribution even better”.

1.6.1 Types of Evaluation.

This study explores the implementation of WSE within a school context. It is therefore necessary to look at the various forms of evaluation and how they are implemented. Information from this literature review will then assist to reveal possible gaps if any in the application of the WSE in our own schooling system. Evaluations occur formally and informally. Formal evaluations take place when the evaluator follows set procedures, for the evaluation of an organization or an employee. These procedures are decided upon by the organization or a higher authority. In this instance the whole organization becomes aware of the evaluation process.

Informal evaluation on the other hand, takes place incidentally, as and when the occasion arises. Quick (1980:98) calls this “on the spot informal reinforcement or criticism”. Staff evaluation can also be management imposed “top down approach” or developed by staff themselves “grass-root approach”. Employing “a top-down approach” may result in resistance from staff. A “grass-root approach” to evaluation and staff development may be more regularly accepted, and thus perhaps be more successful (Naidoo, 1991).

1.6.2 Formative versus Summative Evaluation.

An evaluation is formative if its sole purpose is to provide information that is useful for decision about how to teach or improve teaching. Teachers engage in formative evaluations whenever they evaluate their own instruction for guidance in organizing, designing or planning lessons.

Summative evaluation occurs whenever a judgement of instructional effectiveness is made for purposes other than helping the teacher decide how to teach. Unlike formative evaluation, summative evaluation may influence administrative decisions about that teacher e.g. (regarding, retention, salary or promotion).

1.6.3 School Self Evaluation (SSE).

With the democratisation of education practices and the associated decentralization of authority, schools are increasingly being held accountable for their performances. This implies that school improvement is the responsibility of schools as much as it is of the National and Provincial departments.

In order to meet the demands for improved quality and standards, schools need to establish effective strategies for monitoring and evaluating their work, so as to meet and exceed expectations of their customers i.e. parents, learners and local communities served by the schools.

School self evaluation is a process by which the school determines, at a given point, to what extent it is succeeding in attaining its stated aims and objectives, taking into account the priorities set and the full range of available resources (Gov. Gazette, 2001).

Whole School Evaluation as an external process of assessing the performance of an institution, validates an internally conducted, ongoing, self-assessment process, called School Self Evaluation (SSE). School Self Evaluation precedes Whole School

Evaluation. School Self Evaluation provides a comprehensive monitoring and evaluation that is highly participatory (Department of Education, 2000).

1.7 WHOLE SCHOOL EVALUATION AND QUALITY ASSURANCE.

According to the Discussion Document on Quality Assurance Framework in South Africa (Department of Education, 1998) Quality Assurance is described as a relatively new concept within the educational terrain in South Africa. Its necessity is to be judged against the backdrop of the changes that have occurred in the restructuring of the education system, as well as the wide-reaching transformation in education policy and practice that has occurred since 1994, making measuring progress and impact of these an obvious imperative.

Quality assurance represents the planned and systematic actions necessary to provide confidence that the education provided is meeting expectations and is relevant to the needs of South Africans.

There is a need to promote a realization that quality assurance is not a burden but a necessary and a vital part of the solution in the development of a more cost effective and efficient education system.

Monitoring and evaluation are two sides of the same coin, the coin is quality assurance. Monitoring and evaluation complement each other in several ways. Monitoring help clarify program objectives, link activities and inputs to those objectives, set quantitative performance targets, collect data routinely and feed results

directly to those responsible for making interventions (Department of Education, 1998).

Evaluation looks at why and how results were or were not achieved, links specific activities to overall results, includes broader outcomes that are not readily quantifiable, explores unintended results and provides “generalizable” lessons for adjustments to programs and policies to improve results.

Quality Assurance seeks to ensure that quality exists and permeates all aspects of our education provision so that high performance standards are evident throughout the education system.

1.8 CONCLUDING REMARKS.

Quality Assurance within which WSE is located seeks to ensure that quality should exist and permeates all aspects of our education provision so that high performance standards are evident throughout the education system. Various intervention strategies e.g. WSE are being implemented with an intention to monitor quality education provision. It is therefore important to explore whether these quality assurance initiatives are indeed serving the purpose for which they were intended within the schooling system, hence the need to explore their implementation.

1.9 RESEARCH METHODOLOGY.

The study is a qualitative study which seeks to elicit information about the implementation of WSE. This methodology is most appropriate for the study because

it attempts to explore implementation of a programme at school level. The implementation cannot be measured quantitatively.

According to Neuman (1997), Qualitative techniques provide data in the nature of pictures or words whilst quantitative techniques provide data in the nature of numbers. Since the study is exploring an implementation process therefore, a qualitative technique is most appropriate.

Data collection techniques: the study will employ the use of questionnaires, document analysis as well as structured interviews as means for data collection.

1.10 LIMITATION OF THE STUDY.

This research is based on a fairly small sample of nine (9) schools evaluated by the Provincial Unit in the Quality Assurance Directorate of the Department of Education. It is indeed a small-scale study whose results cannot be generalized throughout the country. In spite of the afore-mentioned limitation the information obtained will serve a valuable purpose in refining the implementation of the WSE policy.

Some aspects of the Whole School Evaluation are being reviewed and these are subjected to on going debates between the Department of Education and social partners (Unions), the outcome of these debates might result in some aspects of the policy being changed completely thus resulting in change of attitude of educators which may contrast the findings of the study in the long run. A conscious attempt has been made to keep the researcher-bias to an absolute minimum. The fact that I am a

member of the Provincial Quality Assurance Unit responsible for overseeing the implementation of Whole School Evaluation may be construed as having an undue influence on the responses provided by the educators especially where educators needed to assess the conduct of the provincial evaluation teams (supervisors).

Determining the long term effect of the implementation process cannot be ascertained by this once off study on so small a scale therefore the study would be limited in reflecting the impact of the application of the policy on a long term basis. Had this been possible it would be a truly scientific validation of the impact of WSE on the teaching-learning situation on a long-term basis.

Whole School Evaluation is an elaborate process that involves a wide range of stakeholders i.e. parents, educators, pupils, educational structures on site as well as members of the broader community, where a school is located. Due to limited time and funds it wasn't possible to engage all of them in the study.

1.11 PLAN OF THE STUDY.

The focus of this study is based on the critical analysis of the implementation process of the Whole School Evaluation policy and also seeks to assess the extent to which implementation is achieved. The plan of the study will then follow the sequence as described below.

Chapter One: Is an introductory and orientation chapter wherein the background to the study is covered, some important concepts explained, the motivation and rational

for undertaking the study, the problem statement as well as the research methodology are elaborated on. The significance of this inquiry is also highlighted in this chapter.

Chapter Two: A literature survey on Whole School Evaluation with special reference to the implementation of the process, is presented in this chapter. The chapter explores various evaluation procedures as practiced in other countries namely USA, England and eight (8) Southern African Development Countries (SADC). These countries will be looked into with a view to establish how each country evaluates the performance of their institutions namely schools.

The chapter also elaborates on the Quality Management System as a theoretical framework which underpins the principles and operations of the WSE policy.

Chapter Three: Present the methodology used in the study. It outlines the research design and the process of collecting data for the study.

Chapter Four: Presents an analysis of the data collected, a detailed discussion of the results and interpretation of the findings.

Chapter Five: Puts forward the conclusions arrived at in respect of the views expressed with regard to the implementation strategies of WSE and the extent to which proclaimed assumption are achieved by the policy.

1.12 SUMMARY.

In the above chapter the proposed study was briefly outlined by stating the problem to be investigated. I further provided motivation for the need to explore the implementation process of WSE. This exploration will be done as yet another attempt at enhancing school effectiveness by giving account of how each phase of the implementation process is carried out. Possible gaps in the implementation process will be highlighted and these will be of use if necessary in further refining its implementation.

In the next chapter some relevant sources of information will be studied and reviewed for the purpose of establishing a theoretical framework within which the study will be located.

CHAPTER TWO

2.1 INTRODUCTION.

This chapter focuses on the review of literature pertaining to various forms of evaluation systems as experienced in different countries such as U.S.A. and in particular the British model of school inspection from which the current South African version of school evaluation takes its cue. It seeks to explore and venture into an overview of the Quality Assurance systems and processes with a view to indicate the theoretical framework in which the study is located. The study is of course located and driven by the Quality Management framework which is a tool for Quality Assurance in any organisational set up. The chapter will further elaborate on the conceptual framework of the Quality Management system and how it becomes relevant in the application of WSE at a school level.

The aim behind reviewing other forms of quality management strategies is to see to what extent the implementation of Whole School Evaluation policy in South African schools relates to some of the developed and developing countries of the world. Our quality of education should be such that it competes favourably both at local and international levels. This section further looks into the evaluation system used by eight African countries belonging to the Association for the Development of Education in Africa (ADEA) forms part of discussions relating to school based reviews. It will also compare monitoring and evaluation strategies and through comparison devise effective strategies to improve application of this policy in our

schools. The chapter extends to capture the various models and their advantages and disadvantages with a view to document features that are likely to make a difference in our own evaluation system.

2.2 THE USE OF EVALUATION SYSTEMS.

Evaluation systems differ in many ways. Many systems will emphasize career decision like financial rewards, promotion and probation. Some systems emphasise professional development. The systems that emphasise both the use of professional development and career decision in one evaluation system sometimes, lead to confusion and may be threatening to teachers. (Cangelosi, 1991; Stake, 1989; Sergiovanni and Starratt, 1983). The analysis of this policy will also take into account whether or not such policy defects and gaps as indicted by Sergiovanni and Starratt are not inherent in our application of the WSE policy.

In England and Wales, teacher evaluations are used to enhance the professional development of the individual and to see it as a way of ensuring that the support mechanisms available are appropriately matched to the individual needs (Bradley 1991).

According to Cangelosi (1991) there are two main forms of evaluations, formative and summative as mentioned earlier in the study, each process is linked to a specific set of outcomes. Summative evaluation differ from formative evaluation because it is mainly a tool used to make judgment on instructional effectiveness and for a purpose other than helping educators to decide on how to improve teaching, but instead to

assist in administrative decisions in order to effect promotion, retention, medical boarding etc. This is a teacher-centred form of evaluation. Formative evaluation on the other hand, seeks to identify the weak points and the strong points of a teacher in order to develop a growth plan. These two forms of evaluations do not measure specifically the performance of an institution but deal directly with the teacher. WSE on the other hand assesses the performance of the school and very indirectly the performance of teachers (Department of Education: 2001). It should be noted that whilst the policy allows that WSE information be considered for School Improvement Plans it may not be used for administrative purposes.

According to Cangelosi (1991) the inclusion of both formative and summative evaluations in one system poses a threat to and is a source of discomfort to educators. Data gathered for one purpose should not be used for other purposes. If educators suspect that evaluator's formative evaluation may influence administrative decisions such as retention, salaries or promotion, the trusting, collegial relationship necessary for effective instructional supervision may be threatened.

Stake (1989) warns that the formative and summative purposes of evaluation "co-exist" and they sometimes "got in each others way." Evaluators therefore, should attempt to make a clear distinction between the two forms of evaluations without affecting the goals of the institution. WSE is also a form of formative evaluation directed at institutional level and not at the level of an individual teacher.

Scriven (1988) as cited by Cangelosi (1991:13) also warns, "Formative evaluation of instruction can hardly serve its purpose unless it is completely divorced from summative evaluation".

Lewis (1973) from New York State in the United State of America, defines teacher-evaluation as follows: As judgment by one or more educators usually the immediate supervisor, of the manner in which another educator has been fulfilling his professional responsibilities to the school district over a specific period of time. Here failure to fulfil that responsibility may lead to immediate action to termination of service. He further indicates that the education should take into account a certain amount of work covered within a specific period of time. The evaluator and the teacher must discuss the work to be evaluated. From this point of view, it is clear that evaluation is used for both the summative and formative purpose.

Jack (1989 / 1990) Cumbria county defines the concept teacher-evaluation as a professional activity in which the appraisee and the appraiser are professional partners in a structured and negotiated review of the teachers work, with the aim of acknowledging the successes and achievements and to identify the areas for development and to agree to a pattern and method of improving work with in-built review time to discuss progress and if necessary revise targets.

What comes out of this definition is that teacher evaluation is a planned professional activity by the teacher and evaluator in order to acknowledge success and achievement. The acknowledgement of success and achievement increases the level of teacher motivation in the execution of duties. The feature of mutual discussion between the teacher and the evaluator characterises our own system of evaluation. In WSE each evaluation is preceded by a pre evaluation profile checklist used for the profile of any person who is to be evaluated. The evaluator and the teacher interact on a set of questions which are used as a framework for a professional discussion

between the evaluator and the evaluated educator. A record of the provided answers is kept (Department of Education: 2003).

Furthermore evaluation strives to identify areas for development. In this case, the intention is not to identify general incompetence, but the creation of the opportunity for the teacher to acknowledge his weak points and plan remedial action, which encompasses targets to be achieved. Remedial action comes from both the teacher and the evaluator in order to allow for co-operation, support and counselling.

Most importantly both parties should agree upon a pattern and method of achieving success. Jacks, (1989/1990) in his definition also indicates that evaluation should be based on targets, which should be achieved. Failure to achieve the target should necessitate their revision. Following, is a discussion on the past forms of teacher evaluation in a South African schooling system.

From the above discussion it is therefore clear that an evaluation should be a well planned professional activity, between the appraisee and the appraiser. It should be characterised by mutual discussion between the two parties. Since evaluations could be conducted for a variety of purposes, it is therefore imperative that the purpose for each evaluation be clearly identified and be known to the parties involved. For example formative evaluations serve a different purpose from summative evaluations and that the two forms of evaluations should not be lumped together for the same purpose.

2.3 THE UNITED KINGDOM'S INSPECTION MODEL AND ITS INFLUENCE ON SOUTH AFRICAN EVALUATION PROCESS.

This section will attempt to explain the philosophical framework underpinning the South African model of Whole School Evaluation. It will explain features common to other systems of evaluation from other countries. The aim being to identify components from other countries that are likely to improve the efficiency in our own system of evaluation. It will further explain the rationale for focus of a study, intentions, outcomes, funding and support of evaluation system.

Our South African model of school evaluation is adapted from the British system of inspection. Dillon a consultant from the United Kingdom spearheaded the introduction of a new model of Whole School Evaluation (WSE) in South Africa. Describing what he understood evaluation to mean, Dillon contends, that evaluation is a structured process through which judgements are reached about the quality provision offered to learners and the benefits those learners gain, be they academic attainment or personal and social development.

He goes on to say that evaluation is a process in which the good work of a school can be affirmed and recommendation can be made that are designed to help the school improve. So evaluation is more than inspection and more than an audit. He sees evaluation as being a combination of several elements. The internal process in a school, the School Self Evaluation (SSE), which is a continuous exercise, should be complemented by external evaluations at particular times. Dillon continues to say that

he pins his colours to the mast that says that external evaluation has a value (Department of Education, September 2000).

The Further Education Funding Council (FEFC) is a national body set up to administer further education in the United Kingdom. The inspectorate is based within the FEFC. It is co-ordinated nationally but worked through nine regional teams. The inspectorate comprises 85 full time and 320 part-time inspectors (Department of Education, 2000). The work of the inspectorate is overseen by an independent committee that includes principals of colleges, governors, a student representative and people from business.

2.3.1 The United Kingdom's Process of Inspection.

The focus of inspection is on the experience of learners. The inspectorate is not there to report on individual teachers in inspection reports. This is a striking resemblance feature characterising our own evaluation process in South Africa. Lesson observation is a key feature of inspectors work but then also, interviews with students, staff, members of the community, where appropriate and governors. In addition, they scrutinise students' work and refer to a wide range of other documented evidence.

Apart from assessing curriculum delivery, inspectors look at a "Whole college provision", governance, management, general resources, quality assurance and student support. Inspectors identify the strengths and weaknesses of provision and that summary judgement are expressed as grades. Typically between nine and thirteen aspects of provision are graded. This will include the five aspects of whole college

provision and anywhere between four and eight curriculum areas. All inspection reports are published. This too is a feature of our evaluation system in South Africa which is the hallmark and a pinnacle of the evaluation process.

Self-assessment is integral to the process of inspection. Before this inspection, a college will carry out a self-assessment that is used to help plan the inspection and to identify issues which might be followed up during inspection.

More importantly, self-assessment has had a key role in helping colleges understand what is involved in carrying out objective assessment and making judgements. It has also helped them understand that these processes can also be used to drive quality improvement. This mutual understanding between inspectors and college staff is important. Well-focussed quality improvement depends on inspection being carried out and received in a constructive way.

According to Beach, Harper and Row (1989) it is essential that inspectors develop the right kind of relationship with those who are inspected, if a strong culture of quality improvement is to be ensured. In other words, the practise of inspector is much more significant, in relation to raising standards than the words used to describe the process of inspection (e.g. 'assessment' or 'evaluation'), or the title of inspectors themselves (e.g. 'evaluators' or 'supervisors').

It is strongly believed in the U.K. that, inspection should have two, clear overriding purposes; (Headteachers Training Module (1993), Commonwealth Secretariat). The two purposes are:

- 1) To underpin public accountability to a wide audience, including parents, students, the general public and government. All these people have a right to know whether education provision is effective and making good use of public funds.
- 2) To act as a catalyst for quality improvement for the benefit of learners. Inspection must be a means to an end. Inspectors are there to help make things better, and the people who benefit from the inspection have to be the learners.

2.3.2 Key Elements of the U.K.'s Inspection Procedure.

(a) Openness

The framework for college inspection was agreed through consultation. Colleges in the Further Education Funding Council (FEFC) are involved in their inspection. Staff members of inspected colleges have representatives who shadow the inspection team throughout the inspection. This person attends all meetings of inspectors (evaluators) and contributes to discussions. This aspect is highly valued by both inspectors (evaluators) and the college staff. Both sectors find it extremely helpful to have someone from the college always available to clarify issues as they arise. Everyday inspectors inform the college of emerging findings during the inspection week. An appeal procedure is built into the inspection process.

In South Africa an appeals procedure is not clearly articulated. No ombudsman is appointed to oversee the appeals, whilst in the U.K., if a college believes an inspectorate judgement is wrong, or the inspection process has not been carried out

appropriately, there is a standard appeals procedure that may culminate in an appeal to an independent ombudsman.

Colleges see their report before publishing, so that they can ensure the facts are correct. Finally each college is invited to fill in an evaluation form on the inspection. Every year these evaluations are collated and independently analysed, and a report on the work of the inspectorate is published.

(b) Rigour

The overall aim of the U.K's inspection procedure is to be objective and consistent. Inspector's judgements are moderated by the FEFC's internal audit service and the National Audit office that reports to parliament (Department of Education, 2000). All colleges inspected keep a close eye on the consistency of the inspectorate's published reports.

In South Africa's evaluation system, the element of objectivity and consistency is somehow compromised in that there is no clear cut procedure regarding the mediation of appeals by the schools. Appeals are currently sent to the same directorate responsible for evaluation of schools. This situation is **untenable** in that the very directorate responsible for evaluation is then expected to play referee and player at the same time.

(c) Support

Pre-inspection visits by inspectors are crucial to enlist the support of educators to be evaluated. Inspectors use these visits to inform teachers, managers and governors

about the process of inspection and to provide guidance on self-assessment. Assessment by inspectors of post inspection plan is also built into the college support procedures. This ensures that a college addresses any weaknesses in provision, which have emerged during this inspection. Finally regular contact in the four years between inspections also helps keep quality high on the college's agenda.

2.3.3 National Agenda of Raising Educational Standards

According to the Commonwealth Secretariat, in England it is a clear government priority to raise standards in further education. As part of the agenda they target increasing student retention and achievement rates, as well as increasing student numbers, widen participation, and establish a lifelong learning.

To support colleges in their endeavour to accomplish the above goals the government has established a national fund, known as the Standards Fund for Further Education. The fund is administered by the FEFC. A priority for its use frequently arises from the work of the inspectorate. The fund creates an important link between quality assessment and the subsequent allocation of resources to make improvements. It ensures that colleges can address issues identified by the inspectorate both at a National level and locally.

In practice, the Standard Fund provides support to colleges as they work through post-inspection action plans. Every inspected college is eligible for the funding. Often the weaker the provision the more the financial support a college may receive. In order to receive funding, action plans have to be costed and the costs agreed by the FEFC.

Progress in achieving the objective set out in the action plans is also regularly monitored. Funding is also available to help the best colleges to disseminate good practice. Any college judged as outstanding is eligible to receive funding. Again funding is only provided against a costed action plan including clear measurable, objectives.

In addition to the support available through the Standards Fund, the FEFC has introduced accredited status for colleges that demonstrate consistently high standards. The college is required to demonstrate that all aspects of its performance are well managed. Those that gain accredited status are entitled to one-off, additional funding and can use a logo indicating their status. It has been discovered that the target of achieving accredited status helps colleges focus on a wide range of activities associated with improving their performance.

The arrangements made for the evaluation of colleges has led to the following benefits:

- Self –assessment has helped colleges rethink how they develop and manage quality assurance.
- Benchmarking data has helped to make colleges more realistic about their standards. Achievements are rising year by year because there is a will within the sector to do better.
- About 75% of unsatisfactory provision is found to have improved when it is re-inspected within a year of the original inspection. Colleges are keen to demonstrate that they can make improvements.

- Support for dissemination has helped to increase collaboration and has helped the sector take a greater interest in its own welfare.
- Special initiatives have been launched to pick up on national issues identified during inspection.

In conclusion the British model of inspection compares very closely to the S.A evaluation system in that many of its features characterise our own system of evaluation. It is developmental in nature and the process is structured in the same way as Whole School Evaluation. Striking features of similarity are the **pre-evaluation visits, the on site briefing** by inspectorate before **actual evaluations** take place as well as the on site briefing by inspectorate on self assessment. From these similar activities one could equate them to our own system of self evaluations.

Britain is classified as a first world country and their schools would by comparison to our own differ in many respects, therefore comparison in terms of performance would by imagination, be easier than in our own situation where the historical imbalances of the past are still the hallmark of the legacy of apartheid. The system would therefore not be wholly transplanted to our own peculiar circumstances but was adapted to suit our unique South African situation. **The separate funding of evaluated colleges, the funding for outstanding colleges and the granting of accredited status** are but a few of striking differences South Africa needs to consider including in their own system of evaluation.

2.4 THE ASSOCIATION FOR THE DEVELOPMENT OF EDUCATION IN AFRICA (ADEA).

The aim of this subsection is to present in detail a form of school evaluations adopted by the eight African countries who affiliated to the ADEA with a view to showcase its features i.e. strengths and weakness in order to document aspects that might be useful, to include in our own system of evaluation.

Following the adoption of the ADEA Working Group on the Teaching Profession Work Program for 1995–97 at the Teacher Management Support (TMS) Review meeting held in Accra, Ghana in July 1995, eight Southern African Development Countries (SADC), hatched a regional plan of action for improving school inspection and advisory services.

The global objective of the regional plan was to improve the quality of basic education through the provision of a structured local training program for school inspectors as well as ongoing professional support.

The regional TMS Working group met in Botswana (1995), Zimbabwe (1995, 1996); Zambia (1997); Lesotho (1997), and Namibia (1998) to identify priority training needs for basic school inspectors, to develop needs led training modules for school inspector / advisors; to test the training modules in all participating countries, and to conduct the first training of trainers for school inspectors in the region in Namibia in February 1998 (Commonwealth Secretariat / ADEA 1998).

According to the eight participating countries of the ADEA, the most important features of the inspection process are the following:

- Examination and evaluation.
- Judgement based on evidence.
- Judgement of learning and teaching.
- Assessment of standards achieved.
- Giving advice.

The above features are inherent in our own evaluation system except for the aspect on giving advice. The policy does not explicitly state that it is the function of supervisors to give advice. That function is implicitly left in the hands of district support teams.

The same working group of the (ADEA) agreed that the purpose of the inspection would be the following: (Commonwealth Secretariat/ADEA, 1998)

- Improving teaching and learning.
- Quality assurance, quality control, and quality audit.
- Promoting effective administration and management of education.
- Assessment of teaching and learning in schools.
- Provision of feedback.
- Creating of a conducive climate for change.
- Facilitation of curriculum development and its implementation.
- Ensuring provision of adequate resources.
- Conducting needs assessment.

The types of inspection agreed upon included:

- Full inspection, which includes examining, advising, evaluating, giving feedback and doing an in-depth assessment of all areas.
- Partial inspection includes examining; advising, evaluating, giving feedback and doing a snap check assessment of some areas.
- Special inspection examining, advising, evaluating, giving feedback and doing an in-depth assessment of special areas.
- Follow-up inspection includes examining; advising, evaluating, giving feedback and doing a snap check assessment of some areas.

Below is a table depicting the various types of inspection models, their advantages and disadvantages as seen through the eyes of the eight participating African countries.

Type of Inspection	Advantages	Disadvantages
Full Inspection	<ul style="list-style-type: none"> - All aspects can be covered - Encourages team spirit - Cost effective 	<ul style="list-style-type: none"> - Can be disruptive - Difference in work rate - Can create interpersonal problems
Partial inspection	<ul style="list-style-type: none"> - Well focused - Thorough 	<ul style="list-style-type: none"> - May gloss over other important aspects
Special Inspection	<ul style="list-style-type: none"> - Well focused - Thorough 	
Follow-up Inspection	<ul style="list-style-type: none"> - Well focused - Corrective 	

Table 2.1 Types of inspection

According to the Association for the Development of Education in Africa (ADEA), styles of inspection should include:

Directive: this involves clarifying, presenting, demonstrating, directing, standardising and reinforcing.

Collaborative: this is characterised by the following behaviours; listening, presenting, problem solving and negotiating.

Non-directive: Here it is assumed that teachers are capable of analysing and solving their own problems. Behaviours associated with the non-directive approach include: listening, clarifying, encouraging and presenting.

Below is the table depicting the advantages and disadvantages of the various stages of inspection.

Inspection Style	Advantage	Disadvantage
Directive	<ul style="list-style-type: none"> - Things get done - Task oriented 	<ul style="list-style-type: none"> - Stifles initiative -The human dimension is ignored
Collaborative	<ul style="list-style-type: none"> -It is supportive -Encourages teacher growth -Emphasis is on collegueship 	<ul style="list-style-type: none"> -Difficult to implement in situations where teachers are untrained
Non-Directive	<ul style="list-style-type: none"> - Promotes trust in teachers - Encourages teacher growth 	<ul style="list-style-type: none"> -Associated with laissez faire attitude -Laxity in teacher supervision -Teachers can exploit the situation

Table 2.2 Inspection styles

The South African model uses a collaborative style as it emphasizes support for teacher's growth and collegueship. This collaborative style is somewhat difficult to apply in our situation as teachers are at different levels of training especially schools in the rural areas (School Evaluation Reports 2001-2003).

2.4.1 Roles and Responsibilities of Inspectors.

According to the ADEA representatives, roles and responsibilities of inspectors should include:(Commonwealth Secretariat/ADEA, 1998).

1. Inspection Roles.

(a) Inspecting and monitoring standards

- Classroom observation.
- Check on and assess lesson preparation.
- Check on and assess schemes and record of work.
- Examine pupils' work.
- Check classroom inventory e.g. attendance register, time-table, furniture, displays, equipment, textbooks.

(b) Subject / Department Inspection

- Check teaching materials for availability, access, storage, suitability etc.
- Records of departmental meetings.
- Management style in the department e.g. delegation, staff appraisal, and staff development.
- Check scholastic records-examination results.

- Staffing levels and relevant qualifications.
- Availability of relevant and current syllabuses, schemes of work, records of work.

(c) Assessment of School Organisation and Management

- Check admission register.
- Staff and pupil files.
- Assess school mission statement.
- School Development Plan – mission statement translated into Action Plan.
- Check the school inventory including master time-table.
- Check on historical and achievements display boards.
- Check examination records.
- Check availability of statutory regulations and procedures (policies).
- Check financial records.
- Check specialised rooms.
- Check school routine and assemblies.
- Check general learning atmosphere.
- Check project in operation.

The S.A. model compares very favourably with this aspect when evaluating the basic functionality of a school. One aspect though which requires inclusion with the S.A model is “checking project” that is in operation. This should become a routine item for evaluation so that schools will be compelled to translate their mission statements into projects (Post Evaluation Plans).

(d) Assessment of the School Environment.

- Safety and cleanliness of building.
- Sanitation – adequacy and cleanliness of toilets and ablution blocks, clean water.
- Ground – playing fields, pathways etc.
- Check boarding facilities.

2. Advisory Roles

- Dissemination of good practise and innovation.
- Guidance and counselling.
- Curriculum development.
- Policy formulation.
- Co-ordination of examination.
- Liasing with other stakeholders.
- Identifying training needs and running INSET.
- Action research.
- Advice protocol.
- Advice on current trends in education.
- Advice on new schools.

As indicated earlier in this study, the inspection model described above was adopted between 1995-1997 as a regional plan of action for improving school inspection (Commonwealth Secretariat/ADEA, 1998). This model advocates for a close collaboration between the inspectorate and the subject advisory services. At district level this collaboration is seriously lacking in the S.A. model of evaluation and yet it

is very crucial in enhancing the efficacy of the evaluation system. In this model there is however some striking resemblance in respect of its features when compared to the South African model of school evaluations. The dominant formative element in this evaluation system compares favourably with that of South Africa. Its connotation of constructive feedback, shared goals, common problems and the integration of development and evaluation as interdependent parts of the whole school supervision process is a feature which should make this model effective, something to be encouraged in South African education system as well.

2.5 TEACHER EVALUATIONS IN UNITED STATES OF AMERICA.

This subsection also explains how evaluations are done in America. I will further draw similarities and differences between their system of evaluation and the South African model of evaluation.

According to Theron and Staden (1989), in USA, there is no National system of education but the Federal government does have a vital influence on educational matters by providing support in the following areas:

- Vocational education and Adult education.
- Education for the physical and mentally handicapped.
- Educational support services.
- American Indian education.
- Post secondary education.

The Department of Education, in the Federal Government, is responsible for the distribution of monies in support of education, for specialized advisory assistance to local authorities and for initiating and organizing educational conferences. In that way the Federal Government indirectly supervises the efficient control of administration and organization of education by the relevant local and state authorities. The control of education in the U.S.A. is mainly in the hands of the states, as entrenched in the Tenth Amendment of the American Constitution. This differs from the situation in South Africa where education is controlled by the Central Government. Individual states have their own constitutions and each has its own responsibility to provide education to the inhabitants. In each state, there is a department of education and its controlling board of education laws pertaining to public or private education is enacted by the state legislature, whereas the department of education and local districts are responsible for the operation of the school.

The state board of education determines or formulates policies in compliance with state laws. It is empowered to formulate policies relating to education affairs such as allocation of school funds, certification of teachers, textbooks and library services and provision for records, school calendar and education statistics. At times, it does not play a prominent role as it tends to be overshadowed by the department of education because the State board of education depends on the department of education for information and support services.

The superintendent of education is responsible for administering the state school system and implementing policies adopted by the board. Day to day activities of schools are controlled by school district presently 15000 (Guthrie and Bodenhauser,

1984). The number of schools from each district differs considerably from state to state. In each district, a school board co-ordinates and controls the educational affairs of its region. Members of the board are chosen by the inhabitants of the district, making it possible to place public decisions and administration of education in the hands of the inhabitants. School districts are also independent on municipal control.

The school board manages the following affairs: -

- Collecting funds.
- Acquiring premises and contracting buildings.
- Possible curricular.
- Employing teachers and administrative personnel.
- Admitting pupils to schools.

In America, education systems are developed to suit the individual needs of the different states but there are similarities between these education systems. Each state has a board of education, which is responsible for the formulation of educational policy, and implementation of legislation (Theron and Staden, 1989), in USA, 46 out of 50 states have statutory provisions which require the evaluation of teachers (Sava, 1989/90). Laws governing the evaluation of teachers vary from state to state. The provision of curricular, employment of teachers and administrative personnel, and procedures for the evaluation of teachers is the responsibility of the individual school districts. The school district requires teachers to be evaluated for appointment, probation and retention by adapting “an already –published version of the evaluation system to their specific needs or enlisting the help of the university and state level specialist in designing one” (Sava, 1989/90: 4).

Darling-Hammond, Wise and Pease (1983); Turner and Clift (1988); Sava (1989/90); Bradley (1991) argue that the evaluation schemes which were developed by the states were “mainly along summative lines as a basis for initial certification of teachers and for the renewal of contracts.” Their major concern was the provision of competent teachers and the weeding out of incompetent teachers from the teaching force.

To reduce these evaluation threats, Strike and Bull (1981:307) attempted with success to devise a “Bill of Rights for Teacher Evaluation” to safeguard the interest of teachers and the school districts. The bill contains the following list of principles:

- The rights of educational institutions.
- The rights of teachers
 - Professional rights,
 - Evidential rights,
 - Procedural rights,
 - Other humanitarian and civil rights.
- Principles of conflict resolution (Strike and Bull, 1981).

In the late 1980's, a move was initiated to combine summative evaluation and formative evaluation whereby teacher's professional growth was taken into account. An examination of the evaluation procedures common in American schools district will now be examined: -

2.5.1 Procedures and process for Evaluation of teachers in USA.

State laws in USA require that teachers be evaluated mainly for two major purposes:

- To protect students and the public from incompetent teachers, by gathering data that will justify decisions to demote, transfer or fire, while at the same time protecting teachers against arbitrary or biased decisions by heads,
- To foster a teacher's professional growth by diagnosing weaknesses in performance and specifying measures for improvement Sava (1989/90).

Sava (1989/90) provides headings which serve as a guide to the evaluator in order to identify areas for improvement. These headings have no numeric checklist. The evaluation intends to elicit whether the teacher:

- Maintains task and achievement oriented behaviour,
- Communicates instructional objectives to students,
- Use a variety of methods, materials and activities,
- Incorporates student ideas and interest,
- Demonstrates clarity and provides models in presentation,
- Checks for student understanding,
- Guides and directs students in practice,
- Evaluates achievement of objective.

These are not quantitative, as mentioned above, but they direct the head teacher's attention to specific areas of performance, and help focus the collection of evidence to those that most need improvement. This American pattern of local support and control of education means that the school administrator is especially vulnerable to public pressure and opinion. These conditions provide a strong motive and clear opportunity

for reforms that exploit and popularise the emerging technologies of educational measurement and scientific management.

In conclusion various aspects of this system differ from the features of the S.A. model of school evaluation. Control of education in American schools is largely at local level by districts and boards of education. In the S.A. model, policy formulation is a matter of National Department of Education (NEPA Act. No. 27, 1996). Accordingly accountability levels are largely with the Ministry of National Education, than with local authorities as is the case in the U.S.A. This situation is largely accountable for the lack of a strong shared basis for co-operation on the part of district teams and schools. Unlike the American system the school's administrator is not only accountable to the department of educations but equally accountable to the local authorities as well. Whilst evaluations in America, are used for a variety of reasons amongst which retention, promotion, transfers these are balanced up with the protection of the public and students against incompetent teachers. In South Africa, evaluations are currently used mainly for developmental purpose. It is only recent that there is a strong lobby for an Integrated Quality Management System (IQMS). This system will basically divide the school calendar year into the 3 phases of educator's professional development.

Phase one will see all educators going through a self-assessment phase. During this phase educators undergo self evaluation with a view to identify strengths and weaknesses in respect of their teaching capabilities. This is followed by an educator developing his/ her personal growth plan.

Phase two will have the educators working on their own development assisted by their developmental support group (DSG). The DSG's will consist of the educators peer and his / her immediate senior.

Phase 3 will have educators undergoing summative evaluation for grade progression, salary incentive etc. The Department of Education is currently on an advocacy campaign throughout the system, marketing and popularising the idea of an Integrated Quality Management System.

It is interesting to note that WSE as a policy will now be simultaneously implemented with two other sister programmes i.e. Development Appraisal (D.A) and Performance Measurement (P.M) as a basis for the base line evaluation of educators. It is hoped that these integrated programmes will assist educators to identify strengths and weaknesses early in the year which, will be addressed before the end of each year (Summative Evaluation).

2.6 THE LEGAL FRAMEWORK UNDERPINNING THE IMPLEMENTATION OF WSE AT SCHOOL LEVEL.

2.6.1 The legal Imperatives and structures responsible for promoting quality education provision.

Provision of quality education is not only the responsibility of parents to their children but equally so for the State to its citizens. In order to address the imbalances of the past and to advance issues of transformation in education various enabling legislations had to be passed especially after 1994. It is therefore important to discuss some of

these legislative mandates without which intervention programmes for quality provision of education would not have been possible. The promulgation of the National Policy on WSE is a direct result of the application of the authority inherent in some of these legal imperatives. Below is a brief discussion of each of these legislative provisions which seek to address the need for quality education provision within the schooling system.

(a) The National Education Policy Act No 27 of 1996

According to the National Education Policy Act of 1996 and the Assessment policy for General Education and Training, the Minister of Education has been mandated to evaluate and monitor the standards of education provision, delivery and performance with a view to assessing progress in compliance with the provisions of the Constitution of the Republic of South Africa and national education policy.

This policy enhances the quality of education through systematic evaluation and monitoring the performance of the education system. Provinces are obliged to submit an improvement plan should their standards not be satisfactory.

(b) The Education White Paper. No.196 of 1995

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According to the Education White Paper of 1995, the over-arching goal of education policy is to facilitate access to training of **good quality**. This White Paper identifies “**quality**” as one of the basic principles underlying the South African Education system. Chapter 7, paragraph 11 of the White Paper states that the basic right to

education includes facilities of acceptable quality and monitoring by legitimate school governance structures (Department of Education, 1995).

(c) The Assessment Policy in General Education and Training Band

Grades R to 9 and ABET (1996), stipulates that systemic evaluation shall provide feedback to all the role players to enable appropriate action to improve performance of learning sites and the system.

(d) South African School Act (Act No 84 of 1996)

This act acknowledges that South Africa requires a new national system for schools, which will provide an education of progressively high quality for all learners. To provide for a uniform system for the organisation, governance and funding of schools; to amend and repeal certain laws relating to schools; and to provide for matters connected therewith.

(e) Norms and Standards for School Funding (1998)

This document states that effecting redress and equity in school funding to progressively improve the quality of school education are urgent for the Minister of Education. The Norms and Standards for Educators (2000) identify the lack of quality assurance as one of the three major problems in education.

The document provides procedures and criteria for quality assuring teacher education. Section 9 of this document provides an exemplar of mechanism, procedures and criteria of internal quality assurance systems. The internal review process contains a review cycle in which one of the phases is “taking action”.

(f) National Policy on Whole School Evaluation (July 2001).

According to the National Policy on Whole School Evaluation (July 2001), the district support services will monitor and support quality in schools and establish structures for the improvement of performance. The District Support Services will have expertise in general school management, curriculum and staff development.

(g) Education White Paper 6 on special needs education

Building an Inclusive Education and Training System, July 2001, provides for the strengthening of education through the new district- based support teams. Paragraph 4.8.3.2 of White Paper 6 mentions institutional level support teams that will provide support.

In conclusion, it has become apparent that the above legislative mandate places an enormous obligation on the ministry of education to undertake the following:

- (i) To put in place enabling mechanisms to introduce and sustain continuous improvements in the post apartheid education system.
- (ii) To measure educational outcomes against predetermined standards.

- (iii) To devote significant resources in order to encourage school effectiveness and educator development.
- (iv) To benchmark performance, track and report progress made towards the achievement of the transformational goals of the education systems, in respect of access, redress, equity and quality. In so doing quality management becomes crucial a tool to ensure public confidence that the system is fulfilling its mandate/ obligation.

Following is a brief discussion on quality management system as a theoretical framework underpinning the implementation of WSE.

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2.7 THE QUALITY MANAGEMENT SYSTEM MODEL AS A THEORETICAL FRAMEWORK FOR WSE.

In terms of the Quality Assurance Framework (1998), Quality Management Systems (QMS) is a new concept in the South African education system. As a consequence of the Department's Corporate Plan (Dept. of Education, 1998b:8) and the subsequent quality assurance mandate, the Department of Education instituted a concept document introducing Quality Management Systems to complement the two existing Quality Assurance initiatives. The two Quality Assurance (Q.A.) initiatives i.e. Whole School Evaluation (WSE) and Systemic Evaluation (S.E.) were established in order to provide useful information for school improvement. However, they were seen as rendering evaluation reports and intervention plans. It was therefore felt imperative that a tool be established to ensure that operational structures, quality indicators and processes are instituted for the districts and schools to deliver quality education and

that interventions are implemented. Quality Management System was then officially conceptualised as a quality assurance tool to fulfil this function (Department of Education, 2002).

The QMS regulates district support to schools for improvement of performance. QMS therefore is a process that will monitor, maintain and support the effective implementation of integrated plans through continuous interaction and continuous improvement in the delivery of quality services between district support teams and schools to ensure high quality education for all.

2.7.1 The Aims of Quality Management System (QMS).

According to Quality Assurance Framework (1998), the following are the broad aims of QMS:

- To inculcate the culture and promote awareness of quality and need for continuous quality improvement in schools and districts.
- To make available all updated documentation of quality processes and policies in the districts.
- To provide a feedback loop that relates Whole-School and Systemic Evaluation information back to schools.
- To identify good practices that will help schools and districts pursue their mission and realize their visions effectively and then make this information available to other institutions as a learning resource.
- To work co-operatively with service providers and schools for on-going support of schools.

- To integrate and align various improvement initiatives in a 'systems' approach in order to support the schools in developing appropriate improvement plan.

2.7.2 The purpose of Quality Management System.

The purpose of Quality Management System is to improve strategic planning, resource allocation and co-ordination of service delivery in order to continuously improve quality education. Quality Management Systems requires establishment of coherent structures and processes within the district offices and school communities to ensure that information generated from other Quality Assurance initiatives, i.e. WSE, DA and SE is fed back into the system towards improving quality by promoting good practices across all schools.

2.7.3 The Principles for Quality Management Systems.

A general requirement for maintaining quality is that different organisational levels have a clear and shared vision of needs, are functionally integrated, operate effectively and deliver required services. When adequate resources are mobilised, effective communication networks developed, and problem-solving structures established, the net result is greater operational efficiency.

The framework for Quality Management Systems is therefore based on the following principles:

- **Accountability**

All levels of an organisation are responsible for the quality of their own performance. Districts and schools should therefore operate effectively and deliver services as expected of them. They are monitored, evaluated and supported in this process.

- **Continual improvement in quality**

This is about maximising the ability of an organisation to consistently deliver high quality products and services into the future, in changing circumstances. The main quality improvement approaches are based around strategic planning and internal monitoring by schools and districts of their progress against their management and development plans.

- **Collaboration and Partnerships**

Functional links have to be established, sustained and improved amongst schools and their communities, School Governing Bodies, Non Governmental Organizations and districts in quest to improve quality on an on-going basis. Mutual interaction between schools and districts will promote growth, respect and ethics towards symbiotic achievement of quality delivery.

- **Monitoring, support and development**

Apart from creating and supporting a quality culture in schools, districts should ensure that schools are empowered and enabled to monitor their impact on quality and contribute to its enhancement.

In this study QMS is viewed from the perspective of being a tool which can be used to bridge the functional divide existing between schools and their districts. This could be achieved through a sustained employment of the QMS principles namely: The creation of a quality culture by establishing structures at district level and at school level which are to be responsible for implementation of "after evaluation" action plans.

QMS as a theoretical framework for this study advances the 'know how' and the blue print for mediating strategic plans between district and schools. Lastly QMS advocates for the creation of a quality culture in schools through strategic mutual planning. QMS approach further advocates for a shared basis for co-operation between schools, SGB's, NGO's as well as district.

In my view the effective application of the QMS approach would greatly enhance the much sought after mutual interaction between schools and the district.

2.8 THE PRE- 1994 EVALUATION SYSTEM IN SOUTH AFRICA.

As we transform our education system it is imperative to look back where we come from so as to be able to record educational gains made thus far. Looking back will enable us to track progress in redressing historic inequalities related to quality education provision.

Reviewing past practices will enable us as a department of education to promote consistency between all providers of internal quality management systems without repeating the evils of the past system.



In South Africa, teachers' evaluations were used largely to confirm those on probation, for promotion and for merit awards (South African National Education Policy SANEP-NATED, 1987/11; Department of Education and Training (DET), Pillay, 1990; Jarvis, 1982).

DET Guide for Principals (1990) was used by KwaZulu Natal Schools to evaluate and supervise teacher performance. Among the responsibilities of the principals listed in the principal's guide is the evaluation and assessment of educators. The principal, his deputy or his nominated head of department "evaluates the teacher and the teaching activity as practised against previously set and explained standards of acceptability and excellence." According to the DET manual for Evaluation and Grading of teachers, teacher evaluation is a process by which the evaluator judges a teacher and what he/she does, compares his/her findings with accepted life-values or with prescribed norms and passes judgement on the teacher (DET Manual: Page 5).

Life values encompassed personal values (attributes) beliefs, religious affiliation, political ideology (not necessarily party politics), etc. that a teacher brought with him/her to a school situation. Teachers "in a permanent or temporary capacity in schools and technical colleges / orientation centres or colleges of education who were incumbents of post level one" were also subjected to this evaluation. The evaluator had to compare his findings with accepted "Life values or prescribed norms" in order to make judgement about teacher's performance.

In terms of evaluation, life values therefore posed a problem for evaluators in judging the teacher's relations with parent's authorities, colleagues and pupils. These evaluations were archaic and insensitive to many of the fundamental human rights now enshrined in our constitution. These evaluations were largely characterised by secrecy and lacked the developmental aspect.

These evaluations were management imposed ("top down" approach). They resulted in wide spread resistance from staff and social partners. There were suggestions that a 'grass-root' approach to evaluation and staff development be adopted which was thought at the time would be more readily accepted and thus perhaps be more successful (Naidoo, 1991).

The assessment of a member of staff for probation meant that the principal had to sit in some lessons and observe a lesson which was to cover the following aspects among others, subject knowledge, teaching ability, compatibility with colleagues behaviour, punctuality, dress and diligence with administrative duties. X

The objective of the evaluation during probation was solely to consider confirmation of permanent appointment. With regards to the evaluation, the frequency levels varied significantly at different institutions. According to Public Service act 1984, (Act 111 1984) in many institutions there were no formal evaluations after probation period, other than ad hoc evaluation to consider promotion, for example. Other schools indicated that new evaluation programmes were effected with no results available on their outcomes, from the report of the workshop: Academic staff Evaluation held in August 1998 at the University of the Orange Free State.

Bitzer (1987:69), in describing the South African scenario with regard to evaluation of staff, and their concomitant accountability writes:

"Critical evaluation of academic programmes, students, management and staff is emphasized. Increasing demands for accountability put tertiary education institutions squarely within the field of academic appraisal." Dressel (1976) identifies the following as contributing to demands for accountability.

- Student's complaints about the irrelevance of their courses and programmes and about indifference to their rights and concerns.
- Widespread doubt about general and specific educational practices and their results.
- Concern that educators have undue control over their loads and working conditions.
- Impatience with the apparent antagonism of teachers and administrators to change or innovation.

Recognition that administrators have lost authority to such an extent that only external intervention can correct the existing deficiencies. Anay and Diamond (1999) maintain that the main goal of the current assessment movement should be improvement, which "requires an institutional commitment to change, the availability of quality information to inform decisions, and the willingness to commit the resources needed to collect this information and to make the identified changes".

In conclusion, it is my firm belief that the extent to which the evaluation process succeeds will depend largely on how the specific needs of the evaluated educators are addressed.

2.9 THE NEED FOR MANAGEMENT OF QUALITY WITHIN THE SCHOOL CONTEXT.

According to Sallis and Berlosky (1996), there has always been a need to ensure that products conform to their specifications, give customer satisfaction and value for money. Maintaining consistent quality allows consumers to have confidence in a product and its producers. It is therefore important that a school continuously engage in constant assessment of the relevance of its shared vision of needs. The school vision must be responsive to the needs of the society it serves, therefore quality control and other inspection processes are to be instituted to ensure that only the relevant needs of the community are served.

Sallis and Berlosky (1995) contend that there are four quality imperatives or motivating forces that challenge any institution to take a pro-active stance on quality issues and these are:

2.9.1 The Moral Imperative- the link with customers.

The moral imperative lies behind the proposition that customers and clients of education service (students, parents, the community etc.) deserve the very best possible quality education. West-Burnham, (1997) supports this view by pointing out

that if schools are about anything, then they have to be fundamentally and obsessively concerned with providing children with the very best educational possibilities.

Given the above, he adds that a situation should not arise where anything less than total quality, is perceived as being appropriate or acceptable for the education of children. The moral imperative is concerned with optimising the opportunities for children to achieve their full potential so that their years of compulsory education culminate in the maximum appropriate outcomes.

2.9.2 The Professional Imperative- the link with the professional role of educators:

Closely linked to the moral imperative is the professional imperative. This represents the duty of all those involved in the service to strive to provide high standards of tuition to learners. Professionalism implies a commitment to the needs of students and an obligation to meet these needs, by employing the most appropriate pedagogic practises.

Educators have a professional duty to improve the quality of education and this places an enormous burden on teachers and administrators to ensure that both classroom practises and the management of institutions are operating to the highest possible standards (Sallis, 1996).

2.9.3 The Competitive Imperative- the link with competitors:

Competition is a reality in the world of education. The steady stream of pupils from disadvantaged schools to more advantaged schools and private schools, can mean staff redundancies and ultimately the viability of the public school is under threat.

In the new educational market place, educationists must meet the challenges of competition, by working to improve the quality of their product, services and delivery mechanisms.

The importance of Whole School Evaluation is that, it is an improvement driven process, focusing on the needs of the whole school and providing mechanism to respond to the identified needs and wants of a school.

Today the quality of learner outcomes, particularly in the form of publishing nationally the performance of matriculants, is the one factor that differentiates one education institution from another. This leads Sallis (1996:5) to conclude that focusing on the needs of the customer, which is at the heart of quality, is one of the most effective means of facing the competition and surviving it.

2.9.4 Accountability Imperative- the links with constituent groups:

Schools are part of their communities and as such they must meet the political demands for education to be more accountable and publicly demonstrate the high standards of the products and services (Sallis 1996).

The current practice to create self-reliant schools must be matched by greater accountability on the part of the schools. Institutions must be able to publicly demonstrate that they are able to offer a quality education to their learners.



West-Burnham (1997) adds that the net result of these imperative is that schools will have to see themselves as part of their communities, not in the sense of identifying and providing services they consider appropriate but rather in meeting the needs and requirements as specified by that community.

Doherty (1994:19) makes reference to observation on total quality management system as an inevitable future development:

‘If we can deliver to parents and pupils with consistency on education to meet their requirements, if genuine empowerment leads staff to a greater sense of ownership, if – above all else – there is evidence of continuous improvement, then the whole exercise will have been worthwhile’.

2.10 ACCOUNTABILITY AND QUALITY ASSURANCE.

Improving school effectiveness involves a blend of organisational development, group/team development and individual development (for teachers and managers). Evaluation and measures of quality need to address all of these aspects.

Evaluation can be internal (conducted by the school for the school), external (conducted by teams of inspectors), or some mixture of the two (internal evaluations and reports conducted according to external set or approved frameworks).

Quality measures assist with planning and resource allocation, provide data as part of accountability, put pressure on schools to perform, and focus school improvement on strategically important aspects of the school’s (and the system’s) operation.

Government typically exert pressure through accountability requirements. Cuttance (1998) identifies **five measures of accountability**. For each one, he suggests suitable sources of data (shown in brackets):

- Learner achievement progress (measured by assessing learners).
- Curriculum planning- checking curriculum fidelity in terms of aims, outcomes, assessment, balance, fairness to learners, intrinsic quality, reporting, teaching methods (by analysis and mapping of the existing curriculum).
- Learning environment (by observation, questionnaire, inventory).
- Management (by analysis, discussion, questionnaire).
- Community participation (by observation, measurement, survey and discussion, analysis).

Caldwell (1998a) acknowledges these dimensions, but also urges emphasis on learner's achievement and learning outcomes. Caldwell argues:

- Learner achievement is the central business of schools. Hence accountability, ultimately, applies at the level of the individual learner: did this learner make progress or not in this class?
- Effective schools depend mostly on effective teachers. Accountability has to be required of individual teachers. It has to identify which teachers are doing well and which are not: which learners and groups of learners are well served, which are not.
- Schools and the system have to take action with under-performing teachers or groups, to ensure that all learners have access to educational achievement.

However, researchers such as Smyth (1998) point out that data on learner outcomes is not helpful beyond identifying which learners did well or not well. It gives no information about why the learner (or the school) succeeded or not, and no clues about how to help schools where learners performed poorly.

Simplistic assumptions about cause and effect are dangerous, given the mixture of environmental factors, school factors, teacher factors and learner factors that determine achievement. Smyth (1998) also points to the narrowness of 'learning outcome' as a measure of schooling. South Africans are more keenly aware than most countries of the ways schools can be manipulated to affect particular social and political outcomes and hide behind 'academic achievement'. The processes of schooling and the characteristics of the school community are in themselves outcomes, because they express concepts of respect, fairness and opportunity in the large society.

CIPP

Arguments such as Smyth's (1998) and Cuttance's (1998) for broad approaches to accountability are reminiscent of Stufflebeam's (1993). He identified the weaknesses of evaluations geared only to outcomes, and recommended the "Context Inputs Process and Products (CIPP) approach." It attends to Context (history, social and political factors, policies, structures, organisational climate) Inputs (resources, facilities, knowledge, and skill levels, finances, learners and teachers) and Process (of management, administration teaching, accountability, power relations,) as well as Products (learning outcomes, social-political outcomes, retention and participation rate).

Notwithstanding arguments by Stufflebeam's (1993), state testing has been a central strategy in making schools and teachers accountable for outcomes (e.g. in U.K, Australia, New Zealand, Canada, Thailand, Zimbabwe.). Testing is often linked to internal school reviews (with opportunity to address context evaluation, inputs, and processes as well as outcomes), inspections, and teacher appraisal systems. Schools have to give considerable attention to fair assessment, record keeping and data analysis, and work together to decide on standards.

The dream of ensuring quality assurance and accountability could best be served by adopting an all embracing, system wide approach on evaluation of schools and whole school evaluation undoubtedly carry all these features and the challenge is whether or not these qualities are applicable within our context.

2.11 THE NEW SOUTH AFRICAN MODEL OF WSE (How the policy was officially conceived?).

NB →

WSE as the new South African model of evaluation takes its cue from the British system of inspection. It is whole school centred and characterized mainly by its developmental aspect, which makes it totally different from the inspection processes of the past decades in South Africa, which were mostly teacher centred and summative.

The establishment of a single, non-racial Department of Education post-1994 has paralleled a need for the development of appropriate and adequate quality assurance

system in education, to ensure the achievement of the transformation goals of education.

The Department of Education has instituted a number of such Quality Assurance systems and measures, amongst which the system of learner Assessment and the policy on Whole School Evaluation are key instruments. While Learner Assessment evaluates individual achievements for progression and certification purposes, Whole School Evaluation assesses conditions of teaching and learning in a particular school. ^{NB} →

Systemic Evaluation evaluates the performance of the entire education system. One of the key aims of Whole School Evaluation is to evaluate the effectiveness of a school in terms of the national goals, using national criteria, the end purpose of which is school improvement. ^{develop} → Systemic Evaluation, on the other hand, monitors whether learners are meeting national standards, especially in reading, listening, writing, numeracy and life skills at the Grade 3 level, and at key transitional phases in the learning ladder, namely Grades 6 and 9.

Education indicators are statistics designed to provide information about the condition, stability, functioning performance of an education system or any part or sub-system thereof. Implicit in this definition is the notion that indicators deal with the measurable features of an education system. Education indicators give an indication of the nature, functioning, efficiency or outcomes of the quantifiable facets of an education system on a national, provincial, regional, school or classroom level and can thus give an indication of the health, quality and potential problems of the education system as measured against set standards.

As early as 1998, the department of Education started a process of identifying and selecting appropriate indicators, which could be used to measure the condition of the South African education system (The National Policy On Whole School Evaluation, July 2001). Through broad consultation with various role-players, a set of twenty-six (26) indicators of quality education was agreed upon and adopted. These were classified into context indicators (providing information on the socio-economic context of learners), input indicators (providing information on the resources and infrastructure of the system), process indicators (providing information on aspect related to the teaching and learning process) and output indicators (providing information on the outcomes of the system, one of which is learner performance).

The findings, as well as their interpretation, in this research will be analysed in terms of the 26 indicators (Gov. Gazette Vol. 433). It is important to note that these indicators were selected on the basis of their perceived relevance and significance at the particular point during the transformation process.

It needs to be borne in mind that, as the transformation process advances over time, some indicators may assume greater pre-eminence while others may diminish in significance. It will be logical, therefore, to accept that subsequent reports on the development of the policy may assume a different focus in terms of the indicators used.

2.11.1 The Process of Whole School Evaluation.

According to the National Policy on WSE (July 2001) the key features for the process consist of the following:

1) Approach:

The approach is designed to help a school measure to what extent it is fulfilling its responsibilities and improving its performance, whilst providing an external evaluation of the school's work. The findings from these procedures are used by schools, supported by the district support services, in their endeavours to improve the quality of their provision and raise the standard of attainment of their learners. The ensuing reports written by supervisors are published and provide valuable information for the province and the Ministry. This means that there will be:

- (a) School-based self-evaluation,
- (b) External evaluation by the supervisory unit, i.e. personnel trained and accredited to evaluate schools,
- (c) Published written reports on the performance of individual schools,
- (d) Annual report published by provinces and the Department of Education on the state of education in schools,
- (e) Adequate and regular district support leading to professional development programmes designed to provide assistance and advice to individual staff members and schools as they seek to improve their performance.

2) Areas for evaluation

The evaluation will focus on the following areas:

- (i) Basic functionality of the school.
- (ii) Leadership, management and communication.

- (iii) Governance and relationships.
- (iv) Quality of teaching and learning, and educator development.
- (v) Curriculum provision and resources.
- (vi) Learner achievement.
- (vii) School safety, safety, security and discipline.
- (viii) School infrastructure.
- (ix) Parent and the community.

3) Performance Rating

The school's overall performance will be rated using the following scale:

5 = Outstanding

4 = Good

3 = Acceptable

2 = Needs improvement

1 = Needs urgent support

Where it is not possible to give a rating, 0 will be used.

4) Steps for WSE Evaluation Process

The WSE process includes:

- Pre-evaluation surveys / visits.
- School self-evaluation.
- On-site evaluation.
- Post-evaluation reporting.
- Post-evaluation support.

(a) Pre-evaluation

Evaluation team prepare for a WSE by:

- (i) Agreeing with the school on dates for a pre-evaluation visit, arrangements for the collection of the school's documentation, and the arrangements for post-evaluation feedback to appropriate personnel.
- (ii) Completing an analysis of the school's documentation in preparation of the formal on-site evaluation.

(b) School self-evaluation

The school prepares for the WSE by:

- (i) Completing a self-evaluation document and providing supervisors with a copy.
- (ii) Providing supervisors with appropriate documentation.

(c) On-site evaluation

Supervisors use three main techniques for collecting evidence about the school's work. These are:

- (i) Scrutiny of other relevant school documentation, district records, development plans and appraisal systems.

- (ii) Discussion with appropriate personnel associated with the school; and
- (iii) Observation of the school's work, especially lesson observation. Because school evaluation aims to bring about improvement in teaching and learning, a key element in the process is the amount of time spent. At least 50% of the WSE, is spent on observing lessons.

(d) Post-evaluation – reporting

All school evaluations will result in a report presented orally and in writing to the principal / senior management of the school. This will include recommendations on how the school might improve its practice. Supervisors will also provide:

- (i) A brief oral report to individual educators on the quality of their work, and
- (ii) A brief oral report to the heads of each subject evaluated on the quality of work in that subject.

(e) Post-evaluation – support

Within four weeks of the evaluation, the lead supervisor will provide a written report that follows an agreed format. The summary of recommendations will inform the school development plan and improvement strategies. The key elements are:

- School evaluation reports and improvement plans lead to district, provincial and national improvement plans that address areas needing improvements within specified time frames.

- The included observations and recommendations regarding developmental appraisal strategies inform the professional growth plan and reports compiled by departmental trained supervisors.

The recommendations from reports also form the basis for future reviews and serve as an important tool for self-evaluation at all levels within the respective provinces and the country. The reports will also be used to highlight elements of good practise in teaching and provide evidence to commend schools that are doing well to do better and make recommendations to improve under-performance.

2.12 CONCLUSION.

Various models of evaluations from different countries have been discussed with a view to gain understanding on how other countries conduct their own quality assurance activities in order to ensure excellent service delivery to their clients.

Like all countries that were once colonised by Britain the S.A. model of evaluation has some striking similarities with the British model of inspection. As indicated in our discussion both the S.A. and British model are characterised by the fact that they both propagate principles of transparency, democracy and development in their approach to evaluations. These features are more evident as both models require participation of stakeholders during pre-inspection visits, on site briefing by inspectorate before actual evaluations as well as briefing on self assessment.

Notable differences between the two evaluation systems are the separate funding of evaluated institutions, the funding for outstanding colleges and the granting of accredited status to some of the high performing institutions in Britain. The advantages for the separate funding of these institutions provides an area for further research.

The American system of inspection differs with the S.A. model especially in terms of control. Monitoring control of schools is largely the responsibility of the local education boards. Unlike in our situation in S.A. where in terms of NEPA ACT 27 OF 1996, the Ministry is required from time to time to give account to the paying public on the performance of the education system. In this regard schools are more accountable to the Minister who in turn is accountable to the public at large.

The regional plan for evaluation of schools in the eight participating African countries the (ADEA) bears remarkable resemblance in respect of features constituting the S.A. model of school evaluations. Common features between this regional plan and our S.A. model include assessment of standards achieved, judgement based on evidence and giving of advice to evaluated schools (Commonwealth/ADEA, 1998). This model as described by the ADEA working group with its formative element and constructive feedback serves as a good example of a collaborative effort by African countries whose interest is a continual search for effective intervention strategies for quality education provision.

2 Lastly Quality Management System model whose main focus is to ensure management capability between schools and their districts will underpin the development and analysis of this study through careful reference to its principles.

CHAPTER THREE

3.1 INTRODUCTION.

This chapter outlines how this investigation was conducted. It gives a clear exposition of how the pilot study was conducted and what advantage was derived from it. It also explains what type of a study this is and what instrumentation was used, how sampling was done as well as how data was collected and analysed.

The main objectives of this investigation are:

- To get the views of the practising teachers on the implementation of WSE
- To get the views of the practising teachers about their experiences as they were evaluated in terms of the WSE policy.

3.2 RESEARCH METHODOLOGY.

The research methodology used in this study is qualitative and is grounded within a survey paradigm. The study attempted to ask questions on the implementation of WSE in schools that were evaluated in terms of the planning for evaluation of school within KZN. As a Qualitative research the study assumes that there is no "reality" which can be observed and neutrally quantified nor is it believed that human beings are homogenous and that they can be simply categorized. According to Wimmer and Dominick (1991) Qualitative inquiry is analytic and interpretative. It attempts to

examine the phenomena in a holistic manner. In compliance with the features of qualitative method, this study was conducted in the field in an attempt to capture the normal flow of events. Field observation, in depth interviews and filling in of questionnaires were conducted.

However as Leedy (1993) points out that the nature of the data and the problem for research, dictates the research methodology. Also in this study the nature of the problem and data all dictated the use of qualitative method. Two-research instruments were used as means to address two critical questions, which form the basis for the entire research project.

Question 1 is concerned with the official conceptualisation, underpinning the origins of the policy and will be responded to, by responses from the **analysis** of the policy document on the national Whole School Evaluation policy. The purpose for using this instrument will be to unpack the underlying claims, assumptions, gaps, and silences the policy makes with regards to its implementation.

The National Policy on Whole School Evaluation was subjected to

An intense scrutiny along the following lines:

- The nature and origins of the policy on Whole School Evaluations.
- What the policy seeks to achieve (aims/goals, purpose and intentions)
- What views are overtly expressed by the policy with regard to teacher development.
- What structures need to be in place for it to be effective?

- Is the policy achieving its purported ideals? If not, why not?
- Where is the policy silent and to what extent is it silent?
- How realistic are the desired deliverables contained in the policy?

Critical question two (2) refers to experiences and lessons acquired by educators who partake in the WSE process as well as approaches to implementation. This was addressed through research carried out with the sample of evaluated schools in KwaZulu-Natal. **Structured interviews and observations** were conducted with principals of the evaluated schools. There were no sampling problems as the schools selected were taken from a National sample of schools to be evaluated, annually between 2001-2003.

3.3 SAMPLING.

A stratified random sampling was applied to avoid sampling error and to ensure representativity. Schools were taken from a list already appearing in a National sample of schools to be evaluated by Provinces. These schools were further classified according to:

- Location (Urban, Rural, Semi-Urban) to obtain data for analysis from a wide a perspective as possible.
- Schools were also chosen in terms of their historical perspective according to ex-departments (ex-DET, ex-HOR, ex-HOD, ex-HOA etc.) for the same reason as above. The fact is that we are a transforming department and our

past experiences still influence, how we view and internalise the innovations we are slowly embracing as schools, therefore it is important to take note of the influences these variables will have as we transform our schools.

- The research will be an empirical study conducted in all schools that have been part of the recent provincial 5% survey on Whole School Evaluation between the years 2001-2003.

- A List of all schools that took part in the survey was obtained from the Provincial Quality Assurance Directorate. Schools were written to, via the appropriate channels and be requested to be part of the research. Information regarding the confidentiality of the information and its later use was discussed with participating persons and participating institutions.

- The study was able to obtain co-operation and active involvement of all teachers, supervisors, pupils and parents who were involved during the evaluation of their schools to share experiences and insight into the unfolding of the process of research.

3.4 HOW DATA WAS COLLECTED AND ANALYSED ? (RESEARCH DESIGN)

The research design was carefully established around the two critical questions and relevant information for each of the two questions was derived from the following groups of people mentioned in the third column of the table here below:

Critical Questions	Sources	Targets
1. How was the implementation of WSE officially conceived ?	(i). Analysis of WSE policy documents. (ii). Literature related to studies about school evaluations	Principals, Deputy principals HOD'S and Level 1 educators.
2. What experiences and lessons were learnt by those who were recently evaluated	(i). Filling in of self administered questionnaires (ii) Interviews & Observations	All groups of respondents mentioned above.

The research strategy made use of three instruments through which data was collected namely:

- Analysis of documents on WSE
- Fielding of questionnaires
- Conducting of semi-structured interviews and observation.

3.4.1 Why Analysis of documents?

The National Policy on Whole School Evaluation Govt. Gazette Vol. 433 No. 22512 of July 2001, NEPA No. 27 of 1996, Resolution 8 of 2003, The Schedule of the Employment of Educator's Act, 1998 as amended, Chapter C of the Personnel

Administration Measures (PAM), Education Labour Relations Council Resolutions Nos. 1 and 3 of 2003 and other policy prescripts associated with monitoring and evaluation of educational practices were scrutinised intensely in order to address the critical question on the official conceptualisation of the WSE policy. These policy documents provide a legal imperative, which underpin the framework on evaluation and / or supervision of educational practises.

The policy documents provided an official position (policy prescript) in respect of why educational practises are to be monitored, that is however not discussed in detail as it is not the object of this research.

Educational policies on evaluation were also scrutinised with a view to establish structures that are to be in place or should be in place in order to act on the findings of supervision / evaluations. The analysis of documents was also undertaken with the view to establish a course of action to be followed in order to address findings based on the analysis of the policy for examples, (policy gaps, silences, options etc.), this aspect of the research will also address and provide answers to the third critical question which seeks to provide effective mechanisms to help improve, refine and perfect implementation of WSE in order to improve school performance.

3.4.2 The Fielding of Questionnaires.

Questionnaires were administered with a view to establish how the policy on WSE is being implemented and what experiences are gained by those to whom the policy is administered. The questionnaires were administered to principals, Heads of

Departments and educators at level one post. It was a five-part questionnaire, details of which will follow when analysis and interpretation thereof is conducted in the next chapter. Follow up interview for some of the responses were given after the analysis of the responses of each item. Clarity too of some items was elicited through the semi structured interviews which were conducted mainly with principals.

3.4.3 Interviews.

There are two types of interviews, an open-ended and a structured interview. A mixture of both was used in interviewing departmental officials, especially principals of schools. This provided useful information in determining what are obstacles, which militate against the implementation of the Whole School Evaluation policy. This provided some thoughts on what could be done to improve the implementation of WSE.

Nine principals were interviewed; the structured interview schedule prepared for the principal was not intended to stifle their spontaneity and freedom of expression. The focussed semi structured interview facilitated the difficult task of data analysis.

3.5 PILOT STUDY.

An instrument was designed to pre-test the use-ability of the real instrument, which was later to be used as an instrument for the real research. Four questionnaires were

given to colleagues who are part of the Provincial supervisory unit. Four others were given to principals of the schools that were chosen to be part of the sample.

The pre-testing of the questionnaire provided some valuable information by simplifying the wording of some questions e.g. Section E question 4 (b), described as ambiguous. With the exception of this question, the questionnaires were given an approval by all participants.

The questionnaires were then piloted in schools. Responses were submitted a week later. Many reported that the questionnaires contained interesting issues but that it was too long. Others remarked that it was reliable and valid as a measuring instrument. After minor adjustments the final questionnaires were administered to 9 schools forming the sample.

3.6 DATA COLLECTION AND PRESENTATION.

The study is largely a qualitative analysis of the implementation process of WSE at school level. Data was collected from principals, deputy principals, Head of Departments and Level one educators.

In an attempt to counteract the possibility of relatively poor response rates and non return of questionnaires. Questionnaires were personally handed in and collected from participating schools.

The qualitative data from the narrative questions in the questionnaires were read and categorized in terms of the five sections of the evaluation process and coded manually. This was then processed using (SPSS program). The frequencies generated were then processed in the form of qualitative data. As in many cases results were reported as percentages of each type of response or combination of responses when the response option were categorical.

3.7 LIMITATION OF RESEARCH DESIGN.

The nine schools taken from a national sample of schools that are evaluated by KZN Department comprise a very small percentage of the total KZN schools and therefore the study cannot be generalised as a true reflection of the general picture of what is obtaining throughout the Province. However the findings of the study are a product of an acceptable research practice and could be used especially by all schools that have gone through the Whole School Evaluation process.

Monetary constraints made it impossible for the research to include other role players other than educators of schools that were evaluated. The inclusion of SGB members and ordinary members of the community where these schools are located would in no doubt contribute immensely in clarifying issues around the implementation of WSE policy.

The study was conducted within limited time constraints, which hardly permitted flexibility beyond the set time frames. Face to face interviews could only be

conducted among principals of schools only, leaving all other the other ranks below the level of a principal

3.8 CONCLUSION.

In this chapter attention was given to the research methodology; the construction and findings of the questionnaires, the analysis of the documents, the general collection of data. It became important that the researcher conducted follow-up interviews to questionnaires for some of the responses. The analysis and interpretation of the questionnaires and the interviews follow in the next chapter.

CHAPTER FOUR

4. ANALYSIS OF DATA.

4.1 INTRODUCTION.

In this chapter I attempted to present an analysis and an interpretation of data in terms of the two critical questions (see section 1.4). In summary these questions are:

- (i) How was the implementation of Whole School Evaluation (WSE) conceptualized?
- (ii) What experiences were gained by educators who were recently involved in the evaluation of their schools?

This analysis will be underpinned by the theoretical framework as discussed in (section 2.7). Its major objectives were identified as mainly the following:

- To analyse and interpret the data so as to respond to the problem statement
- To analyse responses with regard to the implementation of Whole School Evaluation process within the context of a school. Consequently it became necessary:
 - To check whether or not the analysis does relate to the conceptual framework of the policy and
 - To devise strategies in order to improve implementation.

Following is a detailed analysis of the results from the questionnaires administered to the following categories of people:

- (a) Principals of schools
- (b) Deputy Principals of schools
- (c) Heads of Department and
- (d) Educators (L 1)

A total of hundred and seven questionnaires were sent to schools, I was able to get back a total of seventy four (74) filled in responses, nine of which were from principals of the participating schools. A total of nine schools were involved and the response reflected on all the tables is a combination of results by all schools, expressed in percentages.

The study will be analysed according to the five sections of the questionnaire arranged as follows:

- Section A is about the organisational arrangements of the WSE process prior to implementation on site.
- Section B looks at the quality promoting initiatives prevailing in each of the participating schools.
- Section C is about ethical issues. Ethical issues relating to the conduct of all participants in the process and in particular the code of conduct of the supervisors as contained in the WSE policy, this also relate to issues of general support given to those who are conducting the process as well as issues of professionalism on the part of educators who were evaluated.
- Section D seeks to elicit responses on the implementation of the process on site, post evaluation activities as well as district support to evaluated schools.
- Section E, this section looks at the possible experiences gained as well as the general impact of the WSE process on teacher development.

4.2 ANALYSIS OF QUESTIONNAIRE RESPONSES.

The following table (table 4.1) provides statistics regarding the distribution of questionnaires. It reflects the number distributed, the number received and the response rate in percentages.

	Number sent	Number received	Response rate
Schools Targeted			
Urban	51	41	80 %
Rural	19	8	42 %
Peri-Urban	37	25	68 %
Personnel Targeted			
Principals	9	9	100 %
Deputy Principals	12	12	100 %
Head of Department	18	18	100 %
Level 1 educators	68	38	56 %
Departments targeted			
Ex-DET	13	7	54 %
Ex-DEC	20	13	65 %
Ex-HOD	45	38	84 %
Ex-HOR	18	11	61 %
Ex-HOA	11	11	100 %

Table 4.1: Biographical Information

4.3 SECTION A (About the organisation of the evaluation process).

The first question in the questionnaire required participants to indicate whether or not they were involved in the logistical arrangements for the evaluation of their schools?

The results of the responses were as indicated here below:

Non Response	Yes	No
0	76 %	24 %

Table 4.2 Involvement in evaluation arrangement at school

An overwhelming 76% of the total respondents agreed that they were involved in the arrangements for the Whole School Evaluation (WSE) process. This arrangement process is very elaborate and include amongst many responsibilities the following, as presented by the respondents.

- Involvement in logistical arrangements (writing of letters, liaising with stakeholders, ensuring easy access to required documents etc.)
- Providing on time all the documents necessary for the evaluation of the school as listed in Appendix D of the Hand book on the policy of Whole School Evaluation
- Receiving and processing information before evaluation commences
- Ensuring that all stakeholders were informed about the evaluation of their schools.
- That they never had problems securing the presence of the SGB members
- That the whole process was educationally enhancing
- That the process provided them with an opportunity to share ideas with their colleagues (source: interviews with stakeholders).

Given the above findings we can therefore safely conclude that the process does make an input in empowering educators with organizational skills. All ex-departments agreed that their schools were 100 % involved in the preparations, except for ex-HOR and ex-HOD schools who rated the involvement of stakeholders at 36 % and 24 % respectively.

To the question on whether arrangements for the process were made timeously participants responded as follows:

Non Response	Yes	No
2 %	84 %	14 %

Table 4.3 Timeous arrangements of the WSE process

84 % of the respondents agreed that necessary arrangements for the evaluation were made timeously, therefore we can safely say that strict observance of time frames as set out in the policy are indeed being observed. We can conclude with some measure of evidence that the supervisors are therefore observing the ethical code as contained in the policy and this confirms the radical shift from the old inspection where no ethical code was followed by old inspectors who would arrive at a school unannounced. However from the analysis it was reflected that 22% of principals indicated that not all necessary arrangement were made on time, this was corroborated by the 33 % response by the heads of departments, 17 % of Deputy Principals and 5 % of Level One Educators.

Section A question 3 of the questionnaire required participants to explain their feelings about how arrangements were made for the evaluation process. About 84 %

of the total respondents indicated that they were satisfied with the manner in which arrangements were made before evaluations took place. 50 % of total respondents cited that they were work-shopped and were given timetables before evaluations were done. Only 4 % indicated interference from the unions.

Question 4 of (Section- A) required participants to indicate whether or not sufficient information was supplied to their schools before the commencement of the evaluation? The response indicated below clearly depict the response of the total participants:

Non Response	Yes	No
15 %	73 %	12 %

Table 4.4 Supply of information before commencement of process

73 % of total respondents agreed that the training, which was done before the evaluation gave them sufficient information to cope with the process of implementing WSE. The 12 % "no" response or part thereof would probably account for educators whose principals did not do the cascading of training they themselves received from the workshop.

Question 5 (section A) wanted to find out whether or not all stakeholders were informed about the evaluation of their schools? The results were as indicated below:

Non Response	Yes	No
15 %	74 %	11 %

Table 4.5 Information about evaluation of school

74 % of respondents agreed to the fact that all stakeholders were informed about the process. This bodes well for the principle of collaboration and partnership portrayed as pillars, underpinning the successful implementation of the policy. From the analysis of questionnaires it is of interest that 50 % of Deputy principals agreed and 50 % disagreed. The response to the same question in terms of ex-Departments was as follows 64 % of ex-HOR respondents disagreed that all stakeholders were informed about the process while 100 % ex-DET and ex-DEC respondents agreed.

76 % and 80 % ex-HOD and ex-HOA respectively agreed that all stakeholders were informed about evaluation in their schools.

In (Section-A) question 6 respondents were asked if they had any problem in securing the presence of their governing body for interview purpose by the supervisors? Various factors were mentioned as responsible for not being able to secure full cooperation of parents in respect of attendance amongst which the reluctance of employers to release parents to attend school functions especially during working hours featured prominently (Source: follow up interviews with principals).

Non Response	Yes	No
20 %	16 %	64 %

Table 4.6 Problems in securing SGB for interview process

A total of 64 % indicated that they did not experience problems getting SGB to partake in the process. The larger than normal number of " Non " response i.e. 20 % is possibly borne out of the fact that this was a management task mostly relevant to people on management positions. Many of the respondents were level one educators who in many instances would not be directly involved in this management function of

securing appointments with SGB members. From the analysis of questionnaires it was noted that 83 % of Deputy principals cited having problems securing SGB’s presence for interviews. This appears to be true as deputy principals are mostly involved in the setting up of appointments for the school (management function) therefore they would experience problems first hand unlike educators at level one positions, who do not perform this function. The level one educators’ response sharply contrasts that of deputy principals i.e. 3 % versus 83 % respectively because as explained earlier this is a management responsibility for which educators indicated no problems in inviting SGB members. Below is a graphical representation of the scenario described above.

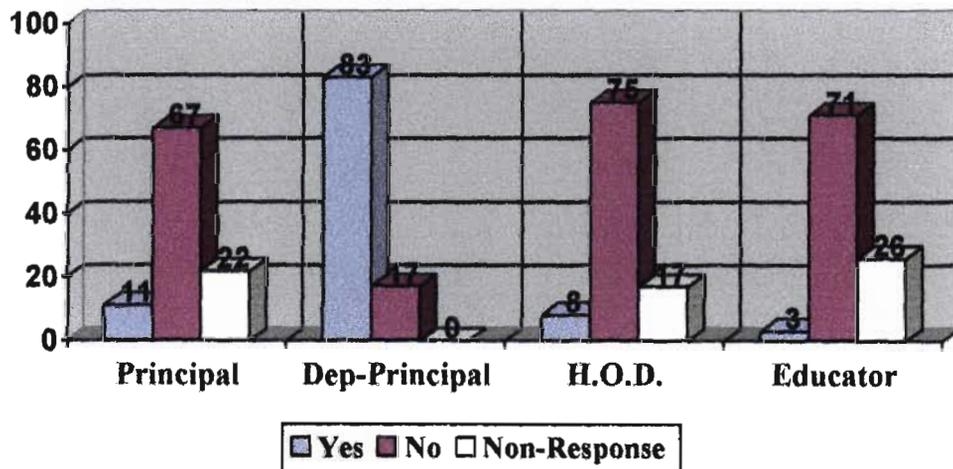


Fig. 4.1 Problems in the invitation of SGB

Question 7 requested participants to state whether they had experience any logistical hiccups that they wished to share with the directorate? The response was as follows :

Non Response	Yes	No
23 %	28 %	49 %

Table 4.7 Hiccups experienced in terms of logistics

28 % of respondents cited a variety of logistical hiccups amongst which the following featured prominently:

- Short notice to stakeholders about the external evaluations
- Ill-timed workshops before evaluation e.g. in-appropriate timing of external evaluation, which coincided with internal examinations and other important events in the school calendar.

From the analysis of the responses to the questionnaire 67 % of total deputy principals indicated having logistical hiccups. This was corroborated by 50 % of heads of departments. This response was more in line with ex-HOR total respondents of 64 % who cited a variety of hiccups regarding the release of parents from work to attend school functions. 61 % of the total Peri-urban responses, cited poor timing of evaluation, not enough time to prepare for staff evaluations, non co-operation of union members, citing of DA as a pre-condition for external evaluation. These were but a few of the common problems cited by participants.

Section A- question 8 of the questionnaire required respondents to mention whether or not the whole school evaluation process taught them some organizational skills?

Non Response	Yes	No
1 %	76 %	23 %

Table 4.8 Impact on Organisational skills

76 % of respondents affirmed the assertion that their involvement in the arrangements for WSE taught them some organizational skills. The respondents from both ex-DET and ex-HOR schools were a 100 % affirmation that WSE was educationally enhancing. Below is again a graphical representation of this interesting scenario.

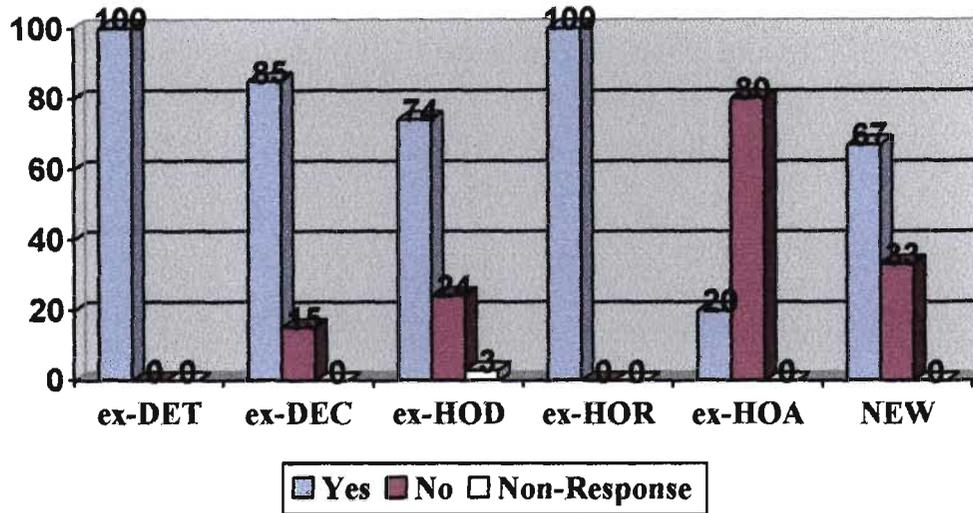


Fig. 4.2 WSE as a tool to organizational skill

Interesting was the 80 % no-response by ex-HOA respondents, a highly performing ex - "Model C" school indicated that the evaluation process was indeed worth it but for them specifically it did not teach them anything new. The policy itself does indicate that for some highly performing institution the process of evaluation need not run for the entire 5 days period it may be shorter depending on the performance of the school. Effective schools may not need five-day evaluation (Department of Education, 2000).

This finding or reaction from the ex-HOA school relates to the policy directive of shortening the evaluation span in schools that are highly performing. Apart from the said deviation the general response from the rest of the department showed a 93%

affirming that the process presented an opportunity to share ideas on the teaching and learning strategies as shown here below on table 4.9:

Non Response	Yes	No
3 %	93 %	4 %

Table 4.9 Opportunity to share ideas on learning & teaching strategies

The last question in Section A, question 11 required participants to mention areas of teacher development they thought needed to be addressed before Whole School Evaluation is conducted at school level? The most voted strategies were as follows:

- 50 % of total response placed the importance on curriculum development (making teachers understand curriculum especially outcomes based education.
- 31 % requested workshops on WSE and Developmental Appraisal (DA) policies and
- 28 % of the respondents emphasized workshops on DA and School Self-Evaluation techniques (SSE).

Conclusion: Section A was mainly based on the notion that all educator development strategies where educators play a part in their formulation and arrangements such strategies enjoy the full support of educators and are in many instances effectively implemented. The findings from this section fully support this notion. Educators declared their full support for getting involved in preparations for all capacity building

interventions like Whole School Evaluation. In instances where educators were practically involved in the organisation the support for the process was very high (Source: interviews and analysis).

4.4 SECTION B: (about school quality promoting initiatives).

Question 1 in this section wanted to find out from participants whether or not they received training on whole school evaluation prior to on site evaluation. Participants showed the response as reflected on table 4.10 below. The results are a combination of response from all 9 schools that were evaluated:

Non Response	Yes	No
9 %	57 %	34 %

Table 4.10 Training on WSE prior to on site evaluation

An overall score of 57 % by all respondents affirmed being trained on WSE before being evaluated. As separate groups according to positions (ranks) 89 % of principals agreed having received training prior to on site evaluation, 50% of deputy principals, 67% of heads of departments and 53% of level one educators indicated receiving training before evaluations begun. This finding confirms once more that the Deputy principals seem to be the least trained of all the ranks.

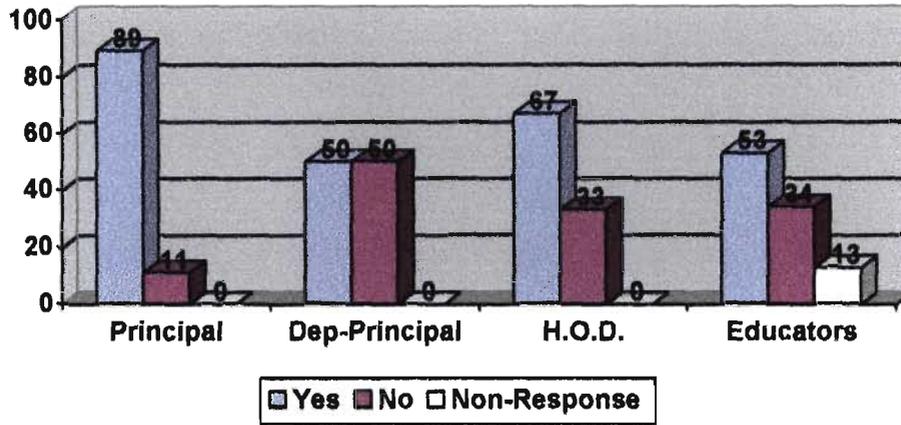


Fig. 4.3 WSE training prior to on site evaluation

Noted quite strikingly was a 100 % response from ex-HOA participants who agreed being provided with training before on site evaluation. On the question of who provided training 80 % of HOA respondents indicated being trained by their managers a good example of a cascading model at school level.

Section B: Required participants to state their evaluation of the appropriateness and user-friendliness of the evaluation instruments. The response was as follows:

Non Response	Yes	No
9 %	65 %	26 %

Table 4.11 Appropriateness & user-friendliness of evaluation instruments

From the analysis of questionnaires, 65 % of the overall response cited the use of instrument as easy and that they were comfortable using them. 100 % of principals agreed that instruments were appropriate and user friendly, also 77 % and 76% responses from both ex-DEC and ex-HOD respectively agreed that the instruments

were appropriate and user friendly. 82 % of the respondents from ex-HOR cited that, the instrument were verbose, repetitive and not user friendly. Represented graphically this scenario appeared as follows:

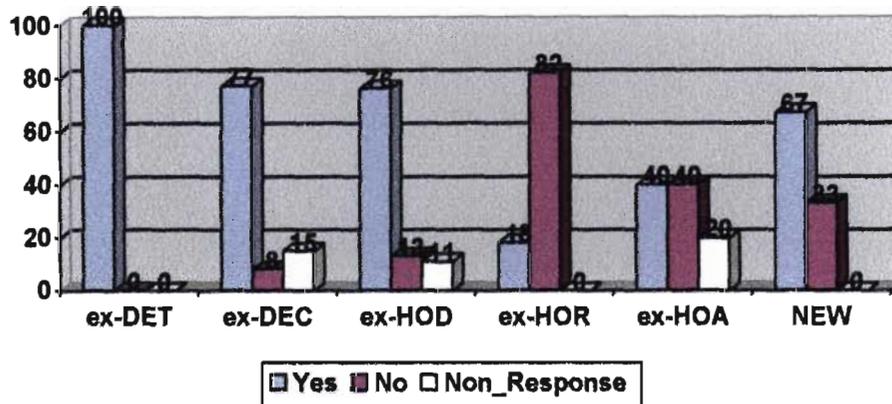


Fig. 4.4 Appropriateness and user-friendliness of evaluation instruments

Section B question 4: required participants to explain their experience of the usage of the instruments. 82 % of ex-HOR respondents complained of insufficient training on the use of instruments and this affected their ability to use the instrument during School Self Evaluation (SSE).

This finding does not in any way contrast the finding above where the instruments are voted overwhelmingly for their appropriateness since the educators from ex-HOR schools purport to not receiving proper training before evaluations took place. However 36 % of the total response could not comment on the usefulness of the instrument. This suggest that a sizeable number of educators are evaluated on instruments which, to many are either not known at all or have never been used before.

On the question of the most critical challenges (Section B question 5) regarding quality promotion facing their schools, respondents were asked to rate their experiences using the following scale:

1 = needs urgent support 2 = needs improvement 3 = acceptable
 4 = good 5 = outstanding 6 = non response

	1	2	3	4	5	6
1. Implementing educator appraisal	5%	19%	18%	50%	7%	1%
2. Implementing the WSE policy	9%	15%	22%	47%	5%	1%
3. Monitoring learner achievement at the end of grades 3, 6 and 9	9%	20%	32%	36%	1%	2%
4. Establishing an internal quality management system	8%	11%	36%	26%	15%	4%
5. Building staff confidence during classroom visits		15%	34%	27%	15%	9%
6. Building effective communication throughout the system	7%	19%	26%	28%	14%	7%
7. Resources time/finance/facilities	15%	41%	22%	15%	5%	3%
8. Receiving the necessary support from the district as reflected in the self-evaluation report	26%	49%	18%	3%	1%	4%
9. Development support for dysfunctional and poor performing schools	15%	42%	11%	18%	1%	14%
10. Getting reliable and continued support from the community	22%	43%	15%	11%	7%	3%

Table 4.12 Challenges regarding quality promotion initiatives.

From the table above, it appears that 57 % of schools indicated that the implementation of DAS was between good and outstanding. Although follow up interviews discovered that not all schools were seriously implementing the process and that DAS structures were not available in many schools.

As shown with the table above 52 % indicated that their implementation of WSE was between good and outstanding. However the research has revealed that much more training needs to be undertaken especially with the deputy principals.

Systemic evaluation is used in schools to monitor learner achievement. The research revealed that 29% of all respondents needed urgent support and improvement in their implementation of systemic evaluation as an instrument for quality promotion.

The study further revealed that 41% of all respondents agreed to have established internal quality management systems. However these were hardly ever mentioned in the follow up question which then cast some doubts on whether they indeed existed or not.

On the question of receiving necessary support from districts, almost 75 % across the board indicated lack of necessary support from the district support teams. This is indeed true as these structures are hardly in existence. They do not exist as formal structures as required by the WSE policy but a kind of loose arrangement of uncoordinated support to schools. Only 4% indicated that they were receiving support from the district.

Getting reliable and continued support from the community, 65% of respondents indicated that they need urgent community support and 18% indicated that they are enjoying full support of their communities. Of interest was the 80 % of the ex-HOA respondents who confirmed that they received outstanding support from their communities, whilst the ex-DET respondents pledged for a need of improvement of support from the community. Below is a graphical representation (fig. 4.5) of the above scenario in terms of their ex- departments.:

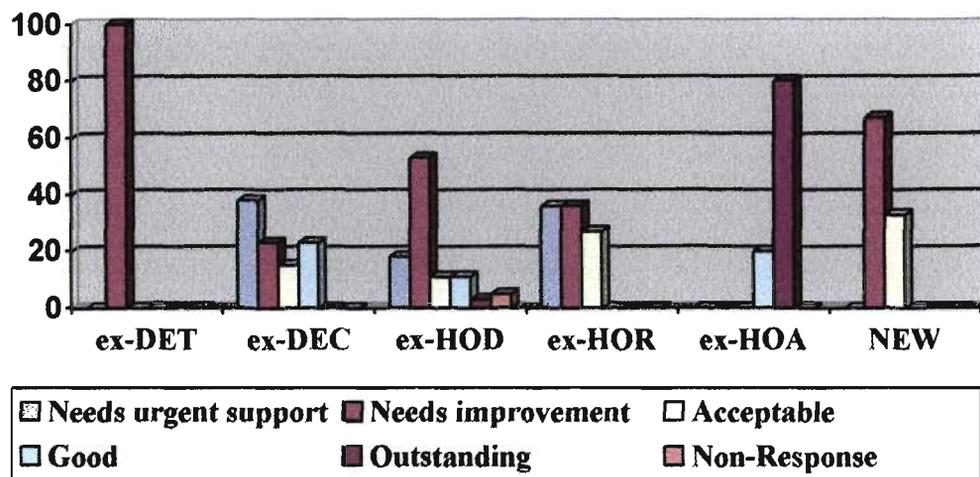


Fig. 4.5 Community Support

Question 6 from (Section B) required participants to indicate what actions they had taken to address these challenges: 34 % of total response indicated that they had not taken any action to address challenges regarding implementation of quality promotion initiatives in their schools. 80 % of ex-HOA respondents cited engaging in staff development courses, in service training and conducted workshops. 19 % of overall response had begun informing parents about WSE and its implications. 33 % of deputy principals indicated that they had met with relevant stakeholders to initiate

quality promotion plans. 54 % of ex-DEC respondents indicated holding regular staff meetings to discuss WSE.

Participants were also asked if their school had a quality-promoting plan in place? (School Improvement Plan)

Non Response	Yes	No
2 %	82 %	16 %

Table 4.13 School improvement plans / quality promotion plans

An overall response of 82% indicated as having established quality promotion plans. 83 % of deputy principals indicated that they were responsible for driving the quality promotion plans in general. Only 57 % of respondents from rural schools, indicated to have put in place quality promotion plans.

42 % of overall response did not comment on the availability of quality promotion plans within the schools. 86 % of the rural respondents cited that, they do not have quality promotion plans in place. A varied number of factors were cited as responsible for challenges encountered in implementing the quality promotion plan. 53 % of respondents did not mention challenges since they did not indicate availability of the quality promotion plan in their schools (correlation).

An overwhelming 80 % response from ex-HOA indicated that they had no problem / challenges with regard to the implementation of the quality promotion plan. 36 % of total response cited lack of resources as a challenge to the implementation of quality promotion plan.

In question 10 of Section B the researcher requested participants to indicate whether or not they found true the assertion that Whole School Evaluation seeks to expose strengths and areas for development in an institution?

Non Response	Yes	No
1 %	96 %	3 %

Table 4.14 Strengths and areas for development of an institution

96 % of total response affirmed the assertion that WSE seeks to expose strength and areas for development. Only 5 % of school in the urban area disagreed with the assertion of what the process exposes. In all ex-departments except ex-DEC, there was an overwhelming 100 % response affirming the assertion that WSE exposes the strengths and areas for developments. Only 3 % disagreed that the process helps schools evaluate their strength and areas for development. This is therefore a vote of confidence in one of the critical directives of the WSE process.

The above question was extended to the participants 'own schools'. I wanted to find out from all participants whether the process did expose strengths and weaknesses in their own schools. The overall response was as follows:

Non Response	Yes	No
3 %	96 %	1 %

Table 4.15 Rating of own institutions by participants

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96% agreed that the process did expose strengths and weaknesses. 45 % of total response indicated that their strength and weaknesses were exposed through feedback by supervisors. 80 % of ex-HOA attributed the ability to expose strengths and weaknesses of their school through the positive attitude of their learners and educators.

Conclusion: Given the positive response to almost all questions seeking clarity with regard to the implementation of the process and the positive experiences expressed by the majority of all the respondents, one may conclude on the basis of the positive responses that the implementation process of Whole School Evaluation is carried out as in terms of the policy directives. The critical finding in this section was the obvious need for schools to be supported by their district in terms of helping them implement quality promoting initiatives. The creation of structures as dictated by policy directives, and the necessary capacity building both at school and district level (Department of Education, 2001).

Deviations observed so far are as a result of the non-existence of the structures proposed by the policy for example the lack of district support teams and the non-existence of WSE coordinators at school to effectively mediate the implementation of quality promoting initiatives.

4.5 SECTION C (About Ethical Issues):

This section sought to elicit responses from participants about how they viewed the conduct of the evaluators. Participants were asked to express their views about the manner in which the evaluation was carried out?

Non Response	Yes	No
2 %	91 %	7 %

Table 4.16 Participants experiences of the process

The majority of respondents expressed satisfaction in the manner in which evaluations were carried out. 7 % of total respondents were negative about the process, citing that evaluators lacked insight of the process and that, the process put educators under huge strain. However the majority of the respondents were very positive, citing a variety of reasons for satisfaction, ranging from evaluators being approachable, to being outright professional. From the analysis of questionnaires, 39 % of total respondents applauded the positive feedback given by evaluators.

Asked whether the general conduct of supervisors was beyond reproach the overall response from all participants was as follows:

Non Response	Conduct beyond reproach	Conduct not satisfactory
1 %	95 %	4 %

Table 4.17 Supervisor's conduct

95% of total response agreed that the conduct of supervisors was beyond reproach and only 4% indicated that they were not satisfied with the conduct of certain individuals. We can therefore conclude that to a large extent supervisors behave in accordance with the stipulated code of ethics in the WSE policy, when conducting evaluation at school level.

Notwithstanding the foregone conclusion, 13 % of Peri-urban school respondents disagreed with the conduct of supervisors being beyond reproach. The rest of schools in the other localities indicated that the supervisor's conduct was satisfactory. There was however a 100 % "Non response" to reasons why supervisors' conduct was reproachable. Perhaps the reason for not mentioning the reasons was fear for victimization should anything happens to the provided information. However participants were assured of confidentiality of their responses.

The question on whether or not participants agreed that the general welfare of all stakeholders including pupils was at all times taken into account by the supervisors was as follows:

Non Response	Yes	No
1 %	95 %	4 %

Table 4.18 Stakeholder's Welfare

The overwhelming 95 % of total respondents agreed that the general welfare of the stakeholders were taken into account by the supervisors. This is additional support to the view that the supervisors conduct was appropriate

About having confidence in the professional expertise of the evaluators, participants responded as follows:

Non Response	Yes	No
3 %	96 %	1 %

Table 4.19 Confidence in the merits of the process

An overwhelming 96 % of total responses confirmed having confidence in the merits of the process. With regard to supervisors expertise, an insignificant deviation from a total of 100% response by all **ex-departments** was reflected by the 9 % negative response from the ex-HOR and 5 % "non response" from ex-HOD. However there was no reason given to support the negative response, nor the non-response to the question.

Participants were asked to give their views on whether or not supervisors were given all the necessary support to carry out their tasks without any hindrance?

Non Response	Yes	No
8 %	91 %	1 %

Table 4.20 Supervisors receiving support

The majority of respondents 91 % agreed that, the necessary support was given to supervisors. There was no substantive reason given, for either the "Non Response" or the "No response" to that question.

Conclusion: In general the respondents were satisfied that the supervisors, conducted themselves appropriately and in terms of the policy. However, the few that expressed reservations is of concern. Perhaps more effort or some strategies need to be engaged, in order to elicit reasons for this dissent, as this may be important for the success of participating in the process of WSE.

4.6 SECTION D (About Post Evaluation Phase and District Support).

This section sought to determine whether policy dictates were effectively adhered to especially the timeous delivery of evaluation reports and the implementation of the recommendations contained in those reports. Schools were asked if they were given immediate oral feedback after the external evaluation of their schools as in accordance with the evaluation schedule?

Non Response	Yes	No
1 %	93 %	5 %

Table 4.21 Oral feedback to school

A total of 93 % of respondents, responded positively. Respondents from an ex-DET school reflected an immediate oral feedback to their school, whilst 33 % of all Deputy principals disagreed that there was immediate oral feedback to their schools. Noted here again, was the negative response by the Deputy principals as an indication that they had not as yet bought into the merits of the process, because they were not trained like all the other groups (see section B page 93).

Participants were asked whether judgements made in the written reports were consistent with the oral statements made during the oral feedback?

Non Response	Yes	No
15 %	78 %	7 %

Table 4.22 Consistency in Oral Feedback and Written Report

The majority consisting 78% agreed that the oral report was consistent with written report. Ex-DET negated oral feedback being consistent with the written report. 26% of the ex-HOD schools did not respond to the question. There were no reasons given for the negative response. There were different responses about oral feedback being consistent with the written report, ex-DEC and ex-HOA reported 100% agreement, while ex-HOD and ex-HOR were less of a view that the two forms of reports were consistent.

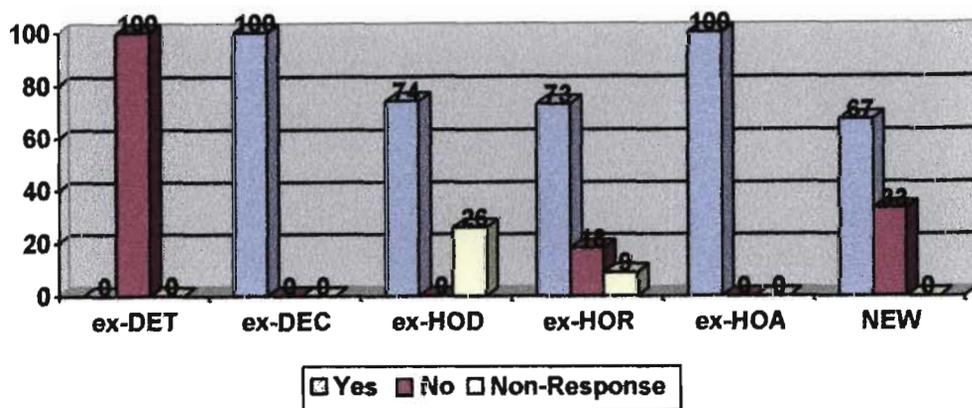


Fig. 4.6 Consistency of oral feedback with written report

Participants were asked if recommendations in the report were expressed in a way as to be helpful to school improvement. The response was as reflected here below:

Non Response	Yes	No
11 %	82 %	7 %

Table 4.23 Recommendations of the Report

82 % of total respondents agreed that recommendations in the report were expressed in a manner that would be helpful to the school. Only ex-DET respondents found the recommendations not to be helpful to the school. Unfortunately no reasons were given

as to why the recommendations were expressed in a way as not to be helpful to the school improvement.

Participants were asked if they have had any sessions wherein, as a staff, they engaged with the report and identified action plans to be undertaken in order to address the findings in the report.

Non Response	Yes	No
8 %	72 %	20 %

Table 4.24 About formulation of Action Plans

72 % of total respondents agreed that they have had sessions where as a staff they held discussion about the evaluation report. 20 % of total respondents disagreed and an 8% was a "non-response". This indicated a serious need to conscientise schools to appreciate the value, time and money spent putting together the reports that are meant to help them improve their lot.

Respondents were asked if they were aware of the roles they were to play in the implementation of the improvement strategies?

100% of principals indicated that they were aware of the role they are to play, 33% of Deputy principals were also aware, 92 % of Heads of Departments as well as 92 % of educators level 1, indicated full awareness of the role they are to play with regard to the implementation of the school improvement strategies / plan. Below is a graphical representation of same.

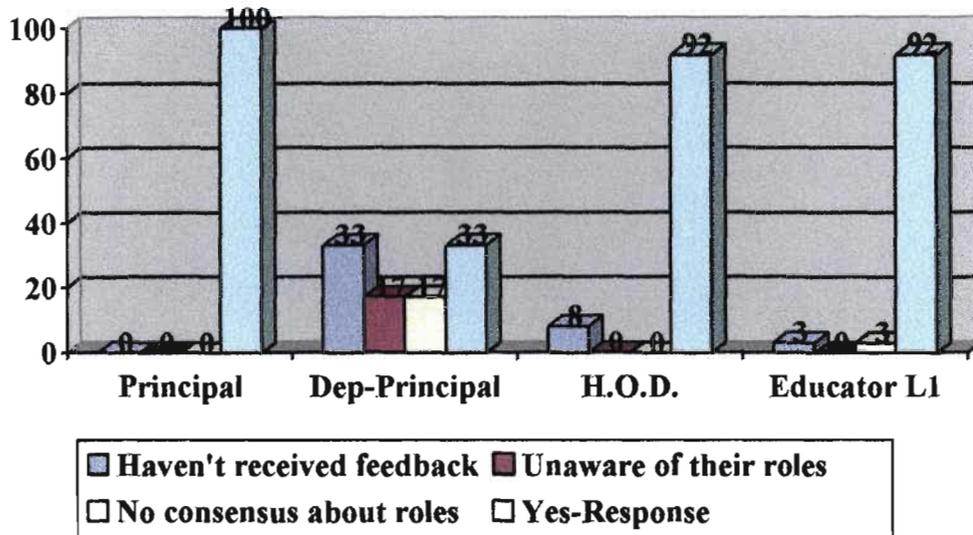


Fig. 4.7 Awareness of educator's role in School Improvement Plan

This reflection of the position of the **Deputy principals** indicate once more how urgent attention is required to bring them on board in terms of training for implementation of school improvement plans.

86 % did not comment about the quality of the reports that are produced through the process of Whole School Evaluation. Participants indicated that the report was never distributed or made available to the majority of the stakeholders. This is a serious violation of the policy dictate which requires that after seven days of the acceptance of the written report the school should produce summaries of the reports and distribute those amongst all stakeholders including parents (National Policy on Whole School Evaluation, Gov. Gazette Vol. 433, No 22512 July 2001).

Participants were asked if they were able to identify the district support group to help them formulate the school improvement plan. Interesting results were shown by the study as follows:

Non Response	Yes	No
12 %	18 %	70 %

Table 4.25 Identification of the District Support Group

70 % of total respondents could not identify the district support group to help them formulate school improvement plan. Only 18 % of total respondents were able to connect with district teams to help them formulate school improvement plans and 12% "Non response". Only 33 % of principals were able to connect with district support teams. 0% from Deputy principals, 42% of heads of departments and 13% educators at level one indicated receiving some sort of help from the district to formulate school improvement plans. Once again the conspicuous negative reflection of the position of deputy principals who obviously indicated no meaningful role to play with regard to the implementation of this policy. This trend is in line with the earlier weak response pertaining to the training of Deputy principals. Below is a graphical indication of the above scenario (fig. 4.8).

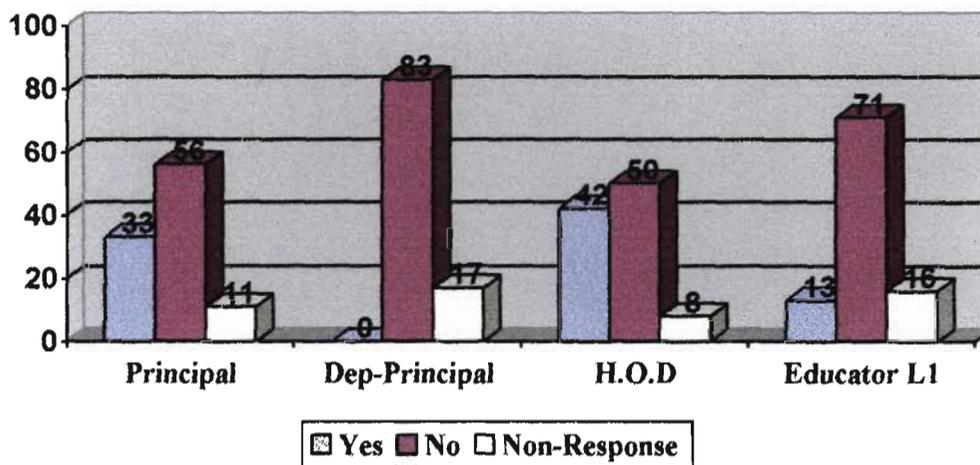


Fig. 4.8 Identification of the district support for School Improvement Plan

The following table depicts responses wherein participants were asked to indicate the kind of support they received from the various levels of the education system.

Responses were as follows:

Material support	Coaching By district	Coaching by province	No support at all	Non response
12%	4%	0%	69%	15%

Table 4.26 District support for Improvement Plan

69 % of total respondents indicated that after evaluations they received no support at all. A 100 % of rural respondents indicated that they received no support at all for the implementation of their school improvement plan whilst urban and peri-urban indicated receiving 54% and 83% respectively. Perhaps this is a far cry for more attention to be paid towards rural schools.

About the conditional grant meant to assist schools to implement their school improvement plans through district support teams, participants were asked if they knew anything about it and the response was as follows:

Yes	No	Heard about it	Never heard about it	Non Response
7%	41%	12%	34%	7%

Table 4.27 Knowledge of Conditional Grant

The combination of a "No" and the " Never heard about it " responses gave us 75 % of respondents who are not aware of the conditional grants meant to assist schools with the implementation of school improvement plans in their schools. Only 22 % of principals indicated that they have heard about the conditional grant.

Participants were further asked to indicate whether they have experienced any success as a result of the evaluation process they were asked to mention at least three success evidence at their schools:

The highest ranking successes rate was 38 % of improved communications, 22 % indicated that there is improved community interest in the school, especially the ex-HOA schools. Another 22 % of participants indicated that their schools have improved in the formulation of policies.

Conclusion: This section sought to elicit responses regarding the impact of Whole School Evaluation on a variety of contextual factors in the school system. The response revealed beyond reasonable doubts that there is lack of district support teams to mediate the implementation of School Improvement Plans(Ref. Table 4.25). The greater section of the research indicated that educators were not sure of the roles they needed to play in order to take the process of WSE forward. This was more evident on the part of the deputy principals. Many of the respondents indicated that no school improvement plans were in place after evaluations.

4.7 SECTION E (About the experiences and general impact of WSE on teacher development).

This section required participants to relive their experiences of the Whole School Evaluation process and record their views as to how Whole School Evaluation policy impacted on teacher development. They were asked to indicate how the evaluation process assessed the ability of an educator to create a positive learning environment.

The responses were as follows:

Non Response	Yes	No
3 %	86 %	11 %

Table 4.28 Assessment of Educator's ability to create a positive learning environment.

The majority of respondents 86 % indicated that evaluation does assist an educator to create a positive learning environment, whilst 57 % of the total rural respondents and 17% of peri-urban indicated that the evaluation was not assisting the educators to create positive learning environment. 97% of urban respondents indicated that WSE assisted a great deal in helping educators create a positive learning environment.

On the question whether the process of evaluation does assist in gaining knowledge of curriculum and learning programmes 89 % of total response agreed that evaluation does assist in the acquisition of the knowledge of curriculum and learning

programmes. Only 8% refuted the claim that WSE assisted in the acquisition of curriculum content and learning programmes.

Non Response	Yes	No
3 %	89 %	8 %

Table 4.29 Assessment of knowledge of Curriculum and Learning Programmes

On the question of whether or not the evaluation process assesses the quality of the lesson planning the responses were as follows: 95 % agreed that the evaluation process does assist the quality of lesson planning, preparation and presentation and a record of 3% "no" response as well as 3% "non response" were views that were expressed by participants. Below is a table reflecting the above views.

Non Response	Yes	No
3 %	95 %	3 %

Table 4.30 Assessment of the Quality of the lesson planning, preparation & presentation

Participants were asked whether the evaluation process succeeded to elicit evidence that individual lessons fit into a broader learning programme. The response was as follows: The majority (88 %) of respondents agreed that the evaluation does succeed to elicit evidence that individuals lessons fit into a broader learning programme. A total of 100% of principals and heads of department respectively agreed whilst 67%

of total Deputy principals and 87% educators at level one agreed with the statement that the evaluation process succeeded to elicit evidence that individual lessons fit into a broader learning programme.

Non Response	Yes	No
5 %	88 %	7 %

Table 4.31 Fitting of individual lessons to broader Lesson Planning

Participants were further asked to indicate their views with regard to the ability of whole school evaluation to promote teaching and learning the response was that the majority of respondents 91 % agreed 4% disagreed 5% did not respond.

Non Response	Yes	No
5 %	91 %	4 %

Table 4.32 Opinions about WSE promoting teaching and learning

Asked whether recommendations and findings were expressed in a way as to be helpful to schools. A 91 % of total responses agreed 4% disagreed and 5% did not respond. The two questions showed a very close correlation in terms of results.

Non Response	Yes	No
4 %	91 %	5 %

Table 4.33 Views about Findings and Recommendations of the Report

Section E (g) of the questionnaire requested participants to indicate whether judgments and statements made in the evaluation reports were consistent.

An overwhelming 81 % agreed to the consistency of the report in respect of its judgement and oral statement whilst 5% disagreed.

Non Response	Yes	No
14 %	81 %	5 %

Table 4.34 Consistency of the report in its judgements & statements

I further asked respondents to indicate how the following structures/persons helped them understand better the process of Whole School Evaluation. They were asked to use the scale provided to rate their responses. (see questionnaire for the scale used)

	1	2	3	4	5	6
1. The School Management Team	3%	9%	22%	41%	23%	1%

Table 4.35 SMT's contribution to understanding of WSE

Almost 64 % rated the School Management Team (SMT) as contributing very well to the understanding of WSE. 33 % of principals and deputy principals respectively affirmed that the School Management Team is making a good contribution towards the understanding of WSE whilst 42% and 45 % heads of departments and level one educators indicated the contribution of the SMT as being good. We can therefore safely assume that members of SMT are in the large extent playing a decisive role in the implementation of the WSE process.

	1	2	3	4	5	6
2. The School Governing Body (SGB)	18%	22%	30%	28%	3%	0%

Table 4.36 SGB's contribution to understanding of WSE

58 % indicated the school governing bodies (SGB) contribution as being fair. 50 % of deputy principals indicated that SGB do not contribute at all, whilst 33 % of principals said very little contribution comes from SGB. Ex-HOA's 100 % response indicated that the SGB's contribution as good. The process of successful implementation of WSE is a culmination of the success of partnership by all stakeholders in running the affairs of the school. Therefore participation of SGB members in this process is indicative of the general involvement of the SGBs in the governance of the school. The participation as reflected in the study varied from school to school. Commandable was the 100% response/participation by ex-HOA.

	1	2	3	4	5	6
3. The Superintendent of education management (SEM)	28%	22%	23%	16%	3%	8%

Table 4.37 SEM's contribution to understanding of WSE

Almost 50% of total respondents indicated that Superintendents of Education Management (SEM's) do not contribute at all towards understanding of WSE. 73 % of total ex-HOR indicated that there is no contribution at all from SEM's

	1	2	3	4	5	6
4. The district support team	46%	24%	11%	8%	1%	9%

Table 4.38 District support team's contribution to understanding of WSE.

Almost 70 % of total respondents indicated that there was no contribution from the district support team. Ex-HOR gave a 100 % "No" support from their district support team. The rest of the departments rated the support of the district team as very low.

	1	2	3	4	5	6
5. The regional quality assurance structure	32%	18%	26%	15%	3%	7%

Table 4.39 Regional Q.A. structure's contribution to understanding of WSE

Almost 50 % of total respondents indicated no contribution by the regional quality assurance structure.

	1	2	3	4	5	6
6. The provincial quality assurance unit	36%	15%	24%	15%	1%	8%

Table 4.40 Provincial Q.A. unit's contribution to understanding of WSE

51 % of total responses indicated that no contribution comes from provincial quality assurance in respect of understanding WSE. Deputy principals who are usually left out on training sessions organised by the Provincial unit, which targets mostly the principals responded as poor the support they received from the provincial quality assurance unit. Deputy principals are normally left behind to act as principals, thus miss out on the training by Provincial Quality Assurance Unit this was a response from a follow up inquiry.

	1	2	3	4	5	6
7. The national working group	47%	15%	18%	7%	5%	8%

Table 4.41 National working group's contribution to understanding of WSE

The 62 % by all respondents from all ranks indicated a no contribution by the National Working Group. This was a general assessment of the National Working Group by all educators, irrespective of positions. The National Working Group is seen by all groups as equally inaccessible to all educators alike.

On the question of the extent to which respondents thought Whole School Evaluation impacted on the following aspects of teaching and learning, respondents were asked to use the scale as provided (see questionnaire for use of the scale) and their responses were as follows: 45 % and 44 % of level one educators and principals respectively, indicated a tremendous impact of WSE on effective classroom management whilst 33% and 17 of deputy principals and heads of department respectively indicated a tremendous impact of WSE on effective classroom management.

	1	2	3	4
1. Effective classroom management	27%	34%	38%	1%

Table 4.42 WSE impact on effective classroom management

On the question of effective teaching and learning the response was as follows:

47 % of overall responses voted as tremendous the impact of WSE on effective teaching and learning. 71 % of the total rural response affirmed that WSE impact on teaching and learning is tremendous. 61 % of the total educators at level one, 56% of principals, 33% of deputy principals and 17% of heads of department indicated that WSE has a tremendous impact on effective teaching and learning.

	1	2	3	4
2. Effective teaching and learning	26%	26%	47%	1%

Table 4.43 WSE impact on effective teaching and learning

Participants were asked to mention their views on whether whole school evaluation contribute towards increasing or improving knowledge of subject / learning area the response was as follows:

	1	2	3	4
3.Improved knowledge of subject/learning area	32%	38%	28%	1%

Table 4.44 WSE impact on improving knowledge of subject/learning area

Out of the overall response 38 % were unsure, 32 % felt there was no connection between WSE and improvement of knowledge of the subject / learning area and only 28 % felt there was tremendous impact on improving knowledge of learning area / subject.

	1	2	3	4
4. Educator's planning and schemes of work/work programme	28%	23%	46%	2%

Table 4.45 Educators' planning and schemes of work

47 % was the overall response affirming tremendous connection between WSE and educator's work programme. A 100 % of ex-HOA, 47% of ex-HOD, 36% of ex-HOR, 15% of ex-DEC confirmed that there was tremendous connection between WSE and educators work programme.

	1	2	3	4
5. Improved teaching strategies and use of resources including equipments, books, accommodation and time.	30%	30%	38%	3%

Table 4.46 WSE impact on teaching strategies and use of resources

The percentage of respondents who were not sure equalled the number of respondents who did not see the connection between WSE and improved teaching strategies. The combined figure of "did not" and "unsure " amounted to 60 %. Only 38 % voted for tremendous connection between WSE and improved teaching strategies. There was a 3 % non-response.

	1	2	3	4
6. Effective classroom control and management	36%	23%	38%	3%

Table 4.47 WSE Impact on Classroom Control and Management

The ex-HOA total response was a 100 % positive vote for prevalence of close connection between WSE and effective classroom control; this was contrasted by 73 % negative vote by the ex-HOR respondents who refuted the connection between the two aspects.

	1	2	3	4
7.Learner assessment techniques	36%	28%	31%	4%

Table 4.48 WSE impact on learner assessment techniques

31 % of total response felt there was tremendous connection between learner assessment techniques and WSE and 36 % felt there was no connection at all. 28% were unsure and 4% were those who did not respond.

	1	2	3	4
8.Educator's ability to cater for all learners especially the most able and those with learning disabilities	39%	19%	39%	3%

Table 4.49 About educators' ability to cater for all learners

39% of total respondents felt there was tremendous connections between WSE and educator's ability to cater for learners' with different abilities. The same response 39% was given by those who felt otherwise.

Participants were required to express their opinion on aspects of the policy which require improvement in order to effectively address issues of teacher development:

42% of total respondents indicated that they required in service training on OBE, classroom management and teaching strategies. 32% did not mention aspects deserving of attention for teacher development, whilst 26% stated a variety of aspects to be addressed.

On the question of how the evaluation process shaped the thoughts of participants with regard to teacher professional development mechanisms?

18% of total respondents preferred workshops on improving teaching and learning.

55% of total respondents did not answer the question whilst 9% felt teacher motivation strategies were important and 4% mentioned service incentives / awards.

Participants were asked to express their opinion as to which of the nine focus areas being evaluated seemed to be getting more attention than the rest and why?

62% of total respondents cited the quality of teaching and classroom observations as the aspect receiving most attention in WSE. 55% of principals, 50% Deputy principals and 75% of HODs indicated that the quality of teaching and teacher development receive more attention in WSE. The ex-HOA respondents gave a 100% response on the quality of teaching and teacher development as the most emphasized aspect of WSE.

4.8 SUMMATION OF WSE POLICY ANALYSIS AND FOLLOW UP INTERVIEWS WITH PRINCIPALS OF EVALUATED SCHOOLS.

This collation of responses is about the strengths, the weaknesses and the gaps observed in the application of the WSE policy at school level. Its major objectives is to point out policy shortfall in terms of its application at school level. Discussion will be fused with the views of the principals on the implementation of policy obtained through follow up interviews.

Evaluation as described in the National Policy is a combination of several elements: the internal process in a school, which is a continuous exercise, complemented by external evaluations at particular times. Internal evaluation, which is School Self Evaluation, assumes that educators are trained, know and will objectively do self evaluation of their own school. In reality the two processes are independent of each other as one validates the authenticity of the other and it is more elaborate compared to self evaluation. The policy should therefore have spelt out clearly that School Self Evaluation is in fact an annual exercise to be conducted by all schools in preparation for the external evaluation. This would help educators to want to prepare themselves in advance of the real exercise conducted by trained departmental supervisors.

The scrutiny of completed evaluation reports which are the product of the evaluation process revealed that, no mediation by district teams as per policy was ever attempted in almost all the nine (9) schools that were evaluated.

Interviews held with principals indicated that school reports that were produced by the Provincial teams were almost gathering dust in the principals' offices (Source: Interviews)

The non existing co-ordination of quality assurance activities between schools and their districts was found to be the major policy shortfall hampering the implementation of recommendations contained in the school reports.

The analysis of policy and interviews held with principals, clearly showed that the policy lack clarification of roles, responsibilities and the necessary authority by district teams to implement the recommendations from the evaluation reports.

The mediation of school improvement plan is not assigned to a designated component at district level thus becomes a blanket responsibility for a district which ends up belonging to nobody. This lack of policy directive hampers the successful implementation of the WSE policy.

Interviews and observations made, further revealed that there was general lack of coherence, co-operation and shared partnership amongst all strands of quality assurance between districts and schools.

The current loose arrangement on the suggested co-operation between schools and their districts as espoused in the policy doesn't inspire confidence that the act will be "got together." In terms of policy schools are required to have put in place WSE co-ordinators and yet interviews and analysis of information gathered showed that hardly any school has a known WSE co-ordinator in the Province.

The general rating of the level of involvement of the district support teams, the regional quality assurance structures and provincial structures in assisting schools to implement quality promoting initiatives was very low and in some instances was not known at all and this greatly hindered progress in implementing WSE policy.

4.9 CONCLUSION.

The analysis of the responses clearly indicated that to a large degree educators are involved in the preparations for the evaluations especially external evaluations

although principals are in the forefront in making preparations, a lot of tasks related to the process are delegated to staff members across the board.

The analysis indicated clearly that policy requires that all stakeholders should be thoroughly capacitated in terms of understanding the operations of the policy. The policy guidelines and criteria and all other relevant policy prescripts are to be understood by all stakeholders before evaluations are conducted (Department of Education: 2001).

There were different responses with regard to training. Deputy principals in particular tended to show inadequate training and preparation for the WSE process when compared with the rest of the other groups. Follow up interviews with principals revealed that indeed a lot of training sessions targeted mostly principals and subject heads (HOD's) leaving out the Deputy principals who remain in charge of the schools in the absence of the principals. The research was able to illustrate this finding by means of graphical representations (see fig. 4.7).

Regarding ethical issues the conduct of supervisors was seen to be beyond reproach and in line with the WSE code of ethics. District support service was reflected as disappointingly low, fragmented, uncoordinated and less concerned with quality promoting activities (source: interviews).

Different varieties of teaching strategies were assessed against the intentions of the Policy and were found closely linked to what the policy aims to achieve. For example the core objective of the policy is to assist schools realise their weaknesses and

strengths and this objective was met in a number of evaluation reports that were scrutinised. Oral reports by supervisors were found to be consistent with the written reports and compiled in terms of the policy guidelines (Policy analysis).

Lastly educators were asked to give their opinion on the impact of WSE on a number of professional development issues ranging from classroom management to management of the institution itself. Without exception educators generally confirmed that the WSE process indeed evaluated not the performance of an individual only but the institution as a whole.

By assessing the holistic performance of a school, individuals are also indirectly assessed, hence recommendations to the school indirectly make reference to individual educators. This reference relate to performance in their learning areas. There was therefore general consensus that individuals benefited from the process as a whole (refer table 4.12). Following is Chapter 5 which is about the conclusions and recommendations.

CHAPTER FIVE

5.1 CONCLUSION AND RECOMMENDATIONS.

This chapter outlines in details the main findings to the two critical questions, the conclusions and recommendations. After careful consideration of the analysed data that emerged from the questionnaire and the responses from interviews, certain clear conclusions pertinent to our own system of evaluation emerged and hopefully if applied correctly will make a difference in our application of the WSE policy within the schooling system.

Whole School Evaluation is a fairly new educational intervention as explained earlier, aimed at improving the quality of education provision, delivery and performance throughout the system (Govt. Gazette Vol. 433, 2001). This study sought to determine the effectiveness of WSE in achieving the above intention. WSE is also a highly prized and a recent educational intervention in South Africa.

It claims not to be an end in itself, but the first step in the process of school improvement and quality enhancement. Its main purpose is to facilitate improvement of school performance through approaches of partnerships, collaboration, monitoring and guidance. Findings and recommendations on each of the five subsections as discussed in the previous Chapter were made as follows:

5.2 PRE-EVALUATION TRAINING AND ARRANGEMENTS FOR WSE IMPLEMENTATION AT SCHOOL.

In this study it was established beyond reasonable doubt, that many of the involved schools ensured full participation of their stakeholders.

It is therefore recommended that schools be encouraged to ensure equitable training opportunities to all its staff members. As highlighted in section (4.4), training opportunities are not equitably and equally spread across all ranks.

Educators should also be involved in the planning and implementation of their service training. Wood and Thompson (1980) maintain that adults want to be the origins of their own learning, that is, they want to be involved in the selection of objective's content, activities and assessment in in-service education. The policy analysis also revealed that, WSE instruments are designed nationally and many educators only come to know of them when they are either used for their training or when they are applied on them during evaluation (source: Interviews and Policy analysis).

As a recommendation based on the above exposition, it would be wise to draw teachers from school level and train them on the designing of WSE instruments for evaluation. This will enhance ownership of the process at school level where these instruments are applied both for internal and external evaluations. Practical involvement in the designing of evaluation instruments will certainly enhance and consolidate the interest already generated among teachers about the implementation of WSE.

The study has shown very clearly that deputy principals are neglected or inadvertently left out as they are often tasked to look after the school when principals and all others go for the training. (See figure 4.7) For ease of reference.

It is recommended that the department makes certain that the deputy principals are equally targeted for training on all educational interventions.

5.3 QUALITY PROMOTING INITIATIVES.

(a)

On the question of quality promoting initiative, the study showed that many schools lacked the necessary drive to implement quality-promoting initiatives. Based on the above it is recommended that, the department still needs to spend more effort in an attempt to engage in advocacy campaigns and popularise these educational interventions like Developmental Appraisal (D.A.) and Whole School Evaluation (WSE) before their impact is observed and translated into real educational benefits.

(b)

The study showed that many educators lacked understanding of other current educational interventions, which aimed at improving school performance. Schools were unable to mention prevailing school based, functional quality promoting systems in their schools. No single school could provide a completed school improvement plan. It is therefore recommended that the department should encourage schools to draw up school development plans and school improvement plans particularly schools that have been evaluated.

School improvement plans should be made a routine management function, like school budgets. The school improvement plans should be made the basis upon which school budgets are compiled and submitted to district offices for further mediation by district support teams.

(c)

The research also revealed a few quality gaps in the operations of the policy (policy machinery) especially the lack of a shared basis of operation i.e. shared partnership amongst the various components at district level aimed at aligning activities targeting school improvement. This lack of a shared basis of cooperation at district level makes it difficult for all strands of quality assurance initiatives and structures to operate effectively. There are no district support teams to address recommendations from external and internal evaluations.

It is therefore recommended that, the Department of Education in particular the Chief Directorate Quality Assurance as well as Provincial Education Departments, should engage in a vigorous advocacy campaigns for the creation of all structures necessary for implementation of the WSE policy and other quality promoting initiatives for example Developmental Appraisal (D.A.) and Performance Measurement (P.M.).

Whole School Evaluation policy requires that WSE co-ordinators be established in each of our schools. In many schools the requisite structures are not in place hence the lack of enthusiasm and drive necessary to implement effectively and efficiently, these improvement driven educational initiatives.

The introduction of the Integrated Quality Management System (IQMS) is but a step in the right direction. However care should be taken in that the different purposes and intentions for each of the combined processes are distinctly separated from each other less they cause confusion amongst educators and create unnecessary anxiety and fears. Evaluators whose purpose and intentions are formative and developmental should not be lumped together with processes whose purposes and intentions are to address other issues such as promotion, pay progression and retention. These issues are addressed through summative evaluations.

(d)

Various factors were stated as responsible for the absence of functional quality promoting programmes in rural schools. The main reason cited by many was the lack of effective communication channels caused mainly by the unavailability of telephones and fax machines (Source: Interviews)

It is recommended that the department ensures that a conscious effort be made to bring up to speed schools in the rural areas in terms of training on current educational interventions aimed at improving performance. This will narrow the gap already existing amongst its different categories of schools.

(e)

Finally on this section the study affirmed the assertion that WSE does expose strengths and areas for development of an institution. An important recommendation would be to encourage the department to ensure that all schools seriously engage in

the self-evaluation processes so that each institution stay focused on its shortfalls so as to work on them.

5.4 ETHICAL ISSUES.

Supervisors were reported as professional in their interaction with educators. It is recommended that continual refresher courses for supervisors be held to consciously influence their conduct to adhere to the ethical code as contained in the policy and to ensure that their conduct remains beyond reproach. For supervisors to enjoy the respect of the educators they evaluate, they need to be confident of the areas they are evaluating. They need to possess more than average knowledge of the areas which they evaluate. When giving oral feedback to individual educators it should be done with conviction and should add value to the knowledge and practice of the teacher and the class concerned. This is likely to curb the strong resistance for WSE, which has been shown by Unions in some of the Provincial Departments (Natal Mercury 28 May 2002).

5.5 POST EVALUATION PHASE AND DISTRICT SUPPORT.

(a)

It was confirmed statistically that reports were delivered timeously by provincial supervisory units to all relevant stakeholders i.e. the principal, the school management team, and to members of the school governing body (SGB). This will assist in popularising and purifying the negative image of the school evaluation processes which are still heavily tainted with the baggage of the past inspections. 82 % agreed that the reports were expressed in a way as to be helpful to school improvement.

At school level the study further revealed that the evaluation reports were never distributed to all stakeholders for example parents. This is a serious omission on the part of those responsible for distribution of the reports at school level. In terms of the WSE policy, summaries of the written reports are to be made available on a nominal fee to all interested parties (National Policy on WSE 2001).

It is therefore recommended that time frames be built into the policy within which these summary reports are to be made available shortly after the delivery of the main report at the school. As part of the responsibility of the WSE co-ordinator he/she should ensure that the reports are distributed as in terms of the policy. The report should be made available first to the staff members and discussion sessions be arranged with the staff to seriously engage with the reports, so as to come up with suggestions for school improvement plans.

It would also be recommended that relevant stakeholders receive these summary reports especially stakeholders who after interacting with the report are likely to offer help as in financial help, to help fund the identified school projects. Annual reports should be written to the district office giving account of steps to be taken to address the shortfalls identified in those reports.

(b)

The study further revealed that the funds set aside by the department to cater for implementation of the School Improvement Plan as indicated in the policy were in fact not a direct grant specifically for that purpose. Many school principals were unaware of how to access these funds.

The issue of a conditional grant meant to assist schools to implement their school improvement plans was not known to many of the schools. Many participants sought explanation as to the accessing of the said funds. It would appear that the WSE Policy dictates a prescription on what appears to be a Provincial competency. There are therefore no direct funds set aside to address issues directly arising from evaluations as is the case in other countries e.g. Britain.

It is therefore recommended that monies be allocated directly to districts so as to mediate the implementation of school improvement plans. WSE co-ordinators at district level are recommended, who as part of their core function, will help put together a district profile of needs based on the analysis of the school improvement plans.

The department should set aside a budget for improvement of schools based on evaluation reports. This budget should be dispersed in accordance with the evaluation reports and should be administered by the Quality Assurance Directorate, which is responsible for the evaluations of schools. This fund, as in Britain, should create an important link between the quality assessment and subsequent allocation of resources to make improvements.

The fact that it is administered by Quality Assurance Directorate will ensure, that it addresses issues at school level identified by the Quality Assurance Supervisory Unit. It must be referred to as the "Standard Fund". Every "evaluated" school within a given cycle should be entitled to the standard funding. School Improvement Plans

have to be costed and the costs agreed to by an independent Quality Assurance Structure. Progress in achieving the objective set out in the action plan (SIP) should also be regularly monitored. Funding should also be available for excellent schools so as to disseminate best practices. Any school judged as outstanding should be eligible to receive funding.

5.6 EXPERIENCES GAINED BY EVALUATED EDUCATORS AND WSE IMPACT ON THEIR PROFESSIONAL DEVELOPMENT.

(a)

The study further revealed that participants confirmed that evaluations conducted in their current format promote teaching and learning and inherently promote their teaching capabilities.

It is recommended that, the department should retain the current format of evaluation and only review it once further research findings show that the process no longer contribute towards the improvement of teaching and learning. All participants agreed that the findings of the school improvement reports were expressed so eloquently in a way as to be helpful to the school.

(b)

On the impact of WSE on classroom management almost 60% of responses fell between the categories of “not being sure” and those who “did not”, see the connection between WSE and classroom management.

At school level there needs to be a continual self-assessment programme which would include class visits by peers who will then assist their peer in realising how helpful a second opinion is from someone who will objectively give judgement, on how best a lesson could have been made lively and more interesting to pupils. It's obviously not always easy to give an objective judgement of oneself performance in class, but not so, when someone else judge your performance. Educators need to understand that class visits are not only a direct means to gain access to the engine room of teaching and learning but also a powerful means of assisting educators to get a second opinion about their performance.

(c)

Interviews on how appeals are to be conducted by schools who are dissatisfied with the evaluation process, revealed that many respondents did not know how and where appeals were to be submitted. Others had no confidence in the procedure laid down by the policy. Few protested the fact that queries and complaints are currently given to the departmental Quality Assurance Directorate. This situation was seen to be that of a referee and a player at the same time.

As in Britain there has to be a clearly articulated appeals procedures at the helm of which an independent Ombudsman should preside over all appeals submitted by the school. This will instil and inspire confidence among those evaluated and accountability among those who evaluate schools.

(d)

The South Africa's system of evaluation is cyclical and takes place between 3-5 yrs (Department of Education: 2001). Policy does not stipulate or regulate any contact

between the school and the evaluators until the next evaluation cycle after 3-5 yrs. This lack of regulated regular contact by the same evaluators as is the case in Britain does not help keep quality improvement high on the school's agenda after evaluations.

It is recommended that, the same evaluators should keep regular contacts to schools they evaluated to ensure their recommendations are included in the Post Evaluation Plan (PEP) and School Improvement Plan (SIP), and provide support to schools on an on going basis.

5.7 CONCLUSION.

From the literature review which provided a comparative study of evaluations from Britain, eight African countries (ADEA) and America as well as the questionnaire responses and interviews, the study developed a necessary background for analysis of the policy. This background enabled me to draw conclusions about the official conceptualization of WSE policy.

The literature review highlighted the differences and parallels between the SA model of evaluation and that of the above mentioned countries. In my view the study has successfully concluded that, although WSE was adopted from the British model of inspection, it was well adapted to a South African context. In the nine (9) schools evaluated evidence proved that the WSE process is implemented with adequate success.

In response to critical question two (2) there was conclusive evidence taken from responses from the questionnaires, the follow up interviews and the analysis of the policy to conclude that the policy was well received by all evaluated educators even though individual educators had differing opinions about its implementation. In broad terms one may safely conclude that the study has successfully shown how evaluated educators perceive the implementation process of WSE, how their experiences were captured and recorded after face to face interviews and self administered questionnaires. It is hoped that the findings of the study will make a valuable contribution to the already existing body of knowledge on evaluation systems particularly within the South African school context.

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APPENDIX A

PROVINCE OF
KWAZULU-NATAL

ISIFUNDAZWE
SAKWAZULU-NATAL

PROVINSIE VAN
KWAZULU-NATAL

DEPARTMENT OF EDUCATION & CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KALTUUR

Ikheli Locingo	:	Isikhwama Seposi	:	X 05
Telegraphic Address	:	Private Bag	:	ROSSBURGH
Telegrafiese adres	:	Privaat sak	:	4072
<hr/>				
Fax No	:	Imbuzo	:	S.A.NKOSI
Ucingo	:	Enquiries	:	
Telephone	:	Navrae	:	
<hr/>				
Usuku	:	Inkomba	:	
Bate	:	Reference	:	3/5/1/6/151/01
Datum	:	Verwysing	:	

PLEASE MARK ALL CORRESPONDENCE -
FOR ATTENTION : *Quality Assurance*

THE Chief EXECUTIVE OFFICER :PROF. C.R.M. Dlamini

Department Of Education And Culture :

Re :Conducting a survey of the impact of whole school evaluation on teacher development:

Dear Sir:

1.Permission is requested from your office to conduct the said survey for two main purposes:

(a) To assess the impact of whole school evaluation in schools already evaluated and to establish whether or not findings and recommendations suggested by the supervisory unit are indeed being implemented .

(b) To collect information for research purpose which information will be utilised to refine policy implementation within our province..

2.The survey to be conducted form part of my core business as a chief education specialist within the Quality Assurance directorate

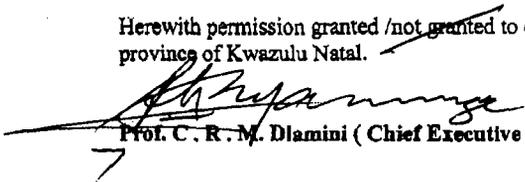
3. To date more than a hundred schools have been evaluated in our province,the survey will involve twenty five sampled schools within the vicinity of the Durban metro and surroundings.

4.I sincerely hope that the outcome of the research will make a significant contribution to the

smooth implementation of the whole school evaluation policy in all our schools in the province:

Mr. S.A. NKOSI :Chief Education Specialist – Quality Assurance

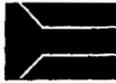
Herewith permission granted /not granted to conduct the requested survey in schools within the province of Kwazulu Natal.


Prof. C. R. M. Dlamini (Chief Executive Officer –KZN-DEC)

Date :

30/5/2023

APPENDIX B



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



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

Ikheli Locingo	:	Isikhwama Seposi	:	X 05
Telegraphic Address	:	Private Bag	:	ROSSBURGH
Telegrafiese adres	:	Privaat sak	:	4072
Fax No	:	Imibuzo	:	S.A.NKOSI
Ucingo	:	Enquiries	:	
Telephone	:	Navrae	:	
Usuku	:	Inkomba	:	3/5/03
Date	:	Verwysing	:	
Datum	:		:	

PLEASE MARK ALL CORRESPONDENCE -
FOR ATTENTION : Quality Assurance

To: The Principal of Sampled School

Name of the school _____

Subject : RE: Answering of WSE Questionnaires

1. Attached is a letter from the Chief Executive Officer Prof. C.R.M. Dlamini approving the process of assessing the impact of WSE on sampled schools already evaluated.

2. The purpose of the study is as explained in the letter of approval paragraph 1 (a) and (b) also attached for ease of reference.

3. Schools should however note that in their responses, there would never be wrong or right answers.

4. Colleagues are therefore asked to answer all questions as fully as they possibly can. Filled in questionnaires should then be given back to the Principal who will then liaise with Mr. Nkosi regarding their collection.

5. Further correspondence in this regard could be directed to the following address :

The Provincial Quality Assurance Coordinator
P.O.Box 148
Sarnia
3615

6. It will be greatly appreciated if all responses from schools could be received back by Mr. Nkosi seven days after receipt of the questionnaire.

Your cooperation will be highly appreciated sir/ madam.

Mr. S.A. Nkosi (Chief Education Specialist -Quality Assurance)

S.A. Nkosi _____ 13/6/2003

APPENDIX C

WHOLE SCHOOL EVALUATION QUESTIONNAIRE

Purpose: The purpose of this questionnaire is to obtain information on educator development from principals and educators who have experienced whole school evaluation.

- NOTES:**
- [a] Information supplied will be treated confidentially and used to refine the implementation of the policy on whole school evaluation and for further research purpose.
 - [b] Where reference is made to evaluators please note that those are trained departmental supervisors for whole school evaluation.
 - [c] Please tick all appropriate responses without fear or favour.
 - [d] Once more, please note that this is not a test of your competence, your first opinion is acceptable.

BIOGRAPHICAL INFORMATION

Type of School : _____

Location of School : Urban Rural Peri-Urban

Date on site Evaluation: _____

Position held:

- Principal
- Deputy Principal
- Head of Department
- Level One Educator

Ex-Department: (to which the school belonged)

Ex-DET Ex-DEC Ex-HOD Ex-HOR Ex-HOA Other

SECTION A

ABOUT THE ORGANIZATION OF THE EVALUATION PROCESS

1. Were you involved in the organisational arrangements for the evaluation of your school?

YES	NO
1	2

2. Do you agree that all necessary arrangements for the evaluation of your school were made timeously as in accordance with the evaluation schedule?

YES	NO
1	2

3. Please explain your answer-----

4. Would you say sufficient information was supplied to your school before the commencement of the valuation ?

yes	n
1	

5. Were all stakeholders informed about the evaluation of your school?

yes	
1	

6. Did you have any problem in securing the presence of your governing body for interview purposes the supervisors ?

yes	n
1	2

7. Do you have any organizational hiccups you wish to share with the researcher?

yes	n
1	2

Describe briefly

8. Would you agree that the entire process of arranging for whole school evaluation was educationally enhancing and taught you some organizational skills ?

yes	no
1	2

9. Explain. (if yes, how ? if no, why)

.....
.....
10. Did the arrangements for the evaluation provide you with yet another opportunity to share ideas teaching and learning strategies ?

yes	No
1	2

11. Mention three major areas of teacher development which you think need to be addressed before whole school evaluation is conducted at school level ?:

- (a)-----
- (b)-----
- (c)-----

SECTION B

About school quality promotion process:

1. Were you provided with training on whole school evaluation prior to on site evaluation ?

2.. If no, why ? If yes , by whom ?

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

Having used the evaluation instruments yourself during your training do you find them appropriate and user-friendly ?

yes	no
1	2

Please explain:

.....

.....

.....

.....

.....

What are the most critical challenges regarding quality promotion facing your school ? (Use the scale below when rating your responses to the questions).

1 = needs urgent support

2 = needs improvement

3 = acceptable

4 = good

5 = outstanding

(tick your response opposite an appropriate answer)

	1	2	3	4
▪ Implementing educator appraisal				
▪ Implementing the whole school evaluation policy				
▪ Monitoring learner achievement at the end of grades 3, 6 and 9				
▪ Establishing an internal quality management system				
Building staff confidence during classroom visits				
▪ Building effective communication				
▪ throughout the system				
▪ Resources time/finance/facilities				
▪ Receiving the necessary support from the district as reflected in the self evaluation report.				
▪ Development support for dysfunctional and poor performing schools				
▪ Getting reliable and continued support from the community				
▪				

6 What actions have you taken to address these challenges?

.....

.....

.....

.....

.....

.....

7. Does the school have a quality promoting plan in place ? (school improvement plan)

Yes	
1	

Explain your answer-----

yes	No
1	2

9. Briefly mention challenges you encountered pertaining to implementation of the Quality promoti plan.

.....

.....

.....

.....

.....

.....

10 . Did you find true the assertion that whole school evaluation seeks to expose strengths and area for development in an institution ?

Yes
1

11. Were strengths and areas for development exposed in your institution ? :

Yes	No
1	2

Explain your response:-----

Section C

About ETHICAL ISSUES:

1. Were you and your colleagues satisfied with the manner in which the evaluation is /was carried out

yes	no
1	2

.If no , why? If yes , how so ?

.....

.....

.....

.....

.....

.....

.....

.....

3. Was the conduct of supervisors beyond reproach as in accordance with the code of conduct in the policy ?

yes	no
1	2

4.If no. Why ?

.....

.....

.....

5. Would you agree that the general welfare of all stakeholders including pupils was at all times tak account by the supervisors?

yes	No
1	2

6.If no, why ?

.....

.....

.....

.....

.....

.....

Did you have confidence in the merits of the process ? :

yes	No
1	2

If no .Why ?

.....

.....

.....

.....

.....

.....

9. In your view were supervisors given all the necessary support to carry out their tasks without any hindrance ?

10. If no , why ?

.....

.....

.....

.....

Section D.

About post evaluation phase and district support

1. Was your school given immediate oral feedback as in accordance with the evaluation schedule ?

yes	n
1	2

(b) Any other comments with regard to the quality of the report ?

.....

8. Were you able to identify the district support group to help you formulate the school improvement plan ?

yes	no
1	2

9. What kind of support are you receiving from the district for the improvement plan? (tick the appropriate response)

Material support	Coaching By district	Coaching by province	No support at all
1	2	3	4

10. Do you know anything about the conditional grant meant to assist schools to implement their school improvement plans through district support teams ? (tick the appropriate response)

yes	no	heard about it	Never heard about
1	2	3	4

11. Are there successes currently enjoyed as a result of the evaluation process ? (mention at least success evidence at your school) :

a.

- b.

- c.

SECTION E

1. About the overall impact of whole school evaluation on teacher development:

(a) Does the evaluation assess the ability of an educator to create a positive learning environment ?	yes	N
(b) Does the process of evaluation assess the knowledge of curriculum and learning programmes ?	yes	N
(c) Does the evaluation assess the quality of the lesson planning, preparation and presentation ?	Yes	N
(d) Does the evaluation succeed to elicit evidence that individual lessons fit into a broader learning programme ?	Yes	N
(e) Do you agree that evaluation conducted in its current format does promote teaching and learning ?	Yes	N
(f) Are findings and recommendations expressed in a way as to be helpful to school improvement ?	Yes	n
(g) Is the report consistent in its judgements and statements ?	Yes	N

2. To what extent would you rate the contribution of the following persons/structures to your understanding of the significance of whole school evaluation ?

(use the scale of 1-5 as follows) :

1= No contribution at all

2= very little

3=Fair contribution

4=Good

5=Excellent

	1	2	3	4	5
1. The School Management Team					
2. The School Governing Body (SGB)					
3. The Superintendent of education management (sem)					
4. The district support team					
5. The regional quality assurance structure					
6. The provincial quality assurance unit					
7. The national working group					

1. To what degree do you think whole school evaluation impacted on the following aspects of teaching and learning ? :

Use the scale provided to rate your answer):

- 1 = Did not
- 2 = Not sure
- 3 = Tremendously

	1	2	3
1. Effective classroom management			
2. Effective teaching and learning			
3. Improved knowledge of subject/learning area			
4. Educator's planning and schemes of work/work programme			
5. Improved teaching strategies and use of resources including equipments , books , accommodation and time.			
6. Effective classroom control and management			
7. Lerner assessment techniques			
8. Educator's ability to cater for all learners especially the most able and those with learning disabilities			

4. (a) In your opinion which aspects of the policy on whole school evaluation require improvement in order to effectively address issues of teacher development :

Explain your response:-----

(b) How did the evaluation process shape your thoughts with regards to teacher preferential developm mechanisms ?-----

--(c) In your opinion of the nine focus areas being evaluated which ones seem to be getting more attentio than the rest and why ?-----

Thank you.

APPENDIX D

INTERVIEW SCHEDULE:

QUESTIONS FOR THE SCHOOL PRINCIPALS

Instructions: You are kindly requested to respond to the questions asked here below.

Please forward completed forms to the address given below, at least (5) working days after your school had been evaluated.

For Attention: Mr. S.A. Nkosi

Private Bag X05

Rosburgh

4070

Name of school	Region	District	Date
-----	-----	-----	-----
Number of Educators	Type	Phone	Fax
-----	-----	-----	-----

PRE-EVALUATION	Yes	No	Comment
1. Did you feel the school had sufficient time to prepare for WSE?			
2. If not, what do you think could be a reasonable time for preparation?			

3. Did you know how to carry out the school self evaluation in readiness for WSE?			
4. If not, what help do you need?			
5. Who contacted the school regarding WSE?			
6. Was the person who contacted the school, sensitive and helpful?			
7. Did anyone come to the school before the on-site evaluation?			
8. If so, what did they do?			
9. Do you feel that what they did was appropriate?			
10. If not what else could they have done in order to enable the evaluation to run smoothly?			
11. Were you given sufficient information?			
12. If not what else could have been provided?			
ON-SITE EVALUATION	YES	NO	COMMENT
13. Did the team conduct themselves according to the code of conduct?			
14. If not, in what ways did they contravene the code?			

15. Did you meet the team leader on enough occasion?			
16. If not, how often did you meet and how much more often would you have liked?			
17. Did the staff feel they had sufficient feedback on lesson observation?			
18. If not what were the limitations?			
19. Do you think that the team collected sufficient evidence on which to base their conclusions?			
20. If not what were the shortcomings?			
21. Was the feedback to the Senior Management Team useful and constructive?			
22. If not, why not?			
23. Do you think WSE can help the school improve?			
24. If not, why not?			
Please add any other comments you wish to make, including any recommendations about the process.			