

**EXPLORING TEACHER PERCEPTIONS TOWARDS THE DEVELOPMENTAL
APPRAISAL SYSTEM**

BY

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DECLARATION

I declare that “Exploring Teachers’ perceptions towards the Developmental Appraisal System” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

G.THAKUR *Ghadur*

DATE 2003/04/04

A handwritten signature in black ink, appearing to read 'G. Thakur', with a long horizontal flourish extending to the right.

ABSTRACT

Teacher evaluation is a management tool for all educational organizations as it is used to research information on teacher performance. Information on teacher performance is important in the decision making process regarding employment of teachers, confirmation of appointment, and identifying potential for promotion and staff development. Over the years teachers have raised serious reservations about teacher evaluation procedures in South Africa.

In the apartheid days teacher evaluation was summative and contentious. It was marked by unannounced visits by inspectors to observe teachers' lessons. No feedback would be offered after they left. This system was not very well received by educators and teacher unions. Teacher lobby groups, belonging mainly to S.A.D.T.U rejected this system and demanded that it be removed.

This case study is a qualitative study of the perceptions of educators in the ex Model C schools in the Queensburgh area, these schools were previously under The House of Assembly and only admitted white children. The study aims to capture to some extent the feelings, views, attitudes and perceptions of the educators towards DAS. The interviews with these educators have provided me with direct evidence of teachers' perceptions towards DAS.

DAS was introduced in 1998 and it replaced an autocratic, judgmental and summative system. This system allowed the educator to identify his own developmental needs, through a democratic and formative process with the participation of education managers, peers and experts. This is a developmental approach and it is important at the planning stage to build in time for reflection and improvement in developing strategies.

The overall impression gained from the study was that most educators were favorably disposed towards DAS. DAS was found to be a good system and that it would definitely have a positive impact on the professional development and growth of the teacher.

However, some educators had reservations about this new system of evaluation. They felt that it was too time consuming and the system allowed for abuse.

The policy gave educators the opportunity to review their work output, their strengths and weaknesses, but most of all DAS allowed for helpful and supportive advice and guidance

This is a developmental approach and it is important at the planning stage to build in time for reflection and improvement in development strategies for educators to identify their own developmental needs, through a democratic and formative process, together with the participation of education managers, peers and experts. If implemented correctly DAS can make a positive impact on our present education system.

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DEDICATION

This thesis is dedicated to all my pupils, past present and future.

You make me a teacher.

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LIST OF TERMS / ACRONYMS

SADTU:	South African Democratic Teachers' Union
HOR:	House of Representatives
HOA:	House of Assembly
DET:	Department of Education and Training
ELRC:	Education Labour Relations Council
WITS EPU:	Education Policy Unit of the University of Witwatersrand
OBE	Outcomes Based Education
DAS	Developmental Appraisal System

1. CHAPTER ONE

1.O.Introduction

The developmental appraisal policy was introduced in 1998 and it is an accepted policy in all South African Schools (signed at Aloe Ridge on 28 July 1998 by all teacher unions) this is a developmental approach, which replaced an autocratic, judgmental and summative system. This system allowed the educator to identify his own developmental needs, through a democratic and formative process, together with the participation of education managers, peers and experts. The appraisal document aimed at facilitating the personal and professional development of educators in order to improve the quality of teaching practice and education management. It is based on the fundamental principles of life long learning and development. It implies that one has to prioritise areas for development and growth throughout one's career in education. It consists of the following on-going processes that included, reflective practice, self –appraisal, peer appraisal, collaboration, interaction with panels, staff development teams and panels.

A list of criteria has been drawn up, to ensure that the process of appraisal is in line with the key job functions. Three types of criteria have to be followed: core criteria, optional criteria and additional criteria:

Core Criteria: these are the criteria that shall be used informally by all institutions. They cover the essential elements of the job description of the educator

Optional Criteria: these are the criteria that are listed as core criteria, some of which may be optional by the appraisal panel because of the contextual factors at intuitions. A motivation for this reclassification (by the appraisal panel) has to be given in the Professional Growth Plan (PGP) form. This form shows a plan for development in a cycle. It reflects objectives, activities, resources and key performance indicators

Additional Criteria: these are criteria that may be added depending on the needs of an institution/office. These should be discussed, supported by staff and agreed to in the Staff Development Team.

(The DAS document- 1998)

DAS signifies a reconceptualisation of the need for monitoring and evaluation. It is cast within a developmental framework including participatory conceptions, which is currently a dominant discourse embracing change as we recognize and develop a new and emerging democracy (Naidoo 2002). In order to achieve the aims of developmental appraisal the following aims, must be met:

- Learning culture at institutions
- Commitment to develop
- Democratic organizational climate
- Openness and trust

While the teacher unions and teachers at large accept this policy, there is still a great deal of scepticism about what it will achieve. This study hopes to highlight the role DAS plays in teacher professional development and the impact on teaching and learning

1.1.Aim of the study and critical question

With this backdrop in mind the purpose of the study is to explore teacher perceptions towards the Policy of Developmental Appraisal at selected ex model c schools. The critical question asked in this study is, “What is the impact of DAS on teacher professional development and teaching and learning in ex Model C schools, in the greater Queensburgh area?”

1.2.Rational

DAS is being implemented in almost all schools at the moment. Research on this policy is important at this time, as it will impact on the value of the policy and its intention. To date studies have been concluded in ex House of Delegate secondary schools by (Balkaran, 2000;Naidoo (2002)

Balkaran in the year 2000 researched teacher perceptions of the developmental appraisal system in 3 secondary schools in the greater Durban area. Some of the important findings indicate that most teachers studied, favor, a system of appraisal if it contributes to their professional development; appraisal is also viewed as a way to foster collaborative effort and that there is overwhelming support for self-appraisal. Appraisal is also considered to be time -consuming and has the capacity to induce anxiety among teachers. It was found that as far as viewing appraisal as a mechanism of control, diverse opinions prevailed

Naidoo in the year 2002 conducted a case study with all the managers at Clairwood Secondary School. All the managers agreed that DAS had a place in school and they were all in agreement that DAS made a positive impact on educational change and democracy, by improving the culture of learning and teaching at site. DAS also affected Whole School Evaluation in a positive way. This is a system of evaluation that all South African schools are subjected to and was implemented in the year 2001. Nine key areas were scrutinised for quality assurance. Naidoo stated that DAS analysed the strengths and weaknesses of the educators and that great stress was placed on a programme to attend to areas of weaknesses.

This seems bias, as there are other role players in this process. The study therefore attempts to investigate perceptions of teachers in ex Model C primary schools. Balkaran in her study looked at teacher perceptions in secondary schools in three of the four ex departments of education. This study looks at schools from the ex House of Assembly.

1.3. Research Method

The research method is a qualitative study, which intends to examine the perceptions of teachers towards DAS. The qualitative paradigm by contrast allows researchers to meticulously watch for unanticipated leads to explore and continually to adjust their data collection strategies to benefit from information of which they have become aware of, only during the research process itself. This is done through successive cycles of hypothesis evaluation in terms of so called emergent designs. Qualitative researchers view themselves as primary instruments of collecting data. They rely partly or entirely on their feelings, impressions and judgment in collecting data and they also rely heavily on their interpretation in understanding the meaning of their data.

This study employed the interview technique. Kvale p14 and cited by (Cohen & Manion and Morrison (2000) p 246 as cited by Naidoo 2002) defines *an interview as an interchange between two or more people on a topic of mutual interest*. Interviews enable participants to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view. The interview is best understood in terms of a theory of motivation, which recognizes a range of non-rational factors governing human behavior like emotions, unconscious needs, and interpersonal influences. Interviews have many purposes, for example:

- To evaluate or assess a person in some respect
- To select or promote an employee
- To effect therapeutic change
- To test or develop hypotheses
- To gather data
- To sample respondents opinions

(Cohen & Manion & Morrison) p268

The principal purpose of the research interview is to gather information and the advantage of this research technique, is that it allows for greater depth than other data collecting methods.

The interviews were conducted at venues convenient to the researcher and most often it was the home of the interviewee and the Malvern library, in Queensburgh. One teacher from each English speaking school in the greater Queensburgh area formed the sample of the study.

Interviews were recorded and the transcripts were sited and analysed by the researcher. The interviewees provided information about how DAS impacted on their professional development and teaching. The interviews enabled me to find out teacher perceptions towards developmental appraisal and also to find out the impact it had on teacher professional development and on teaching and learning.

The interview schedule is made up of four sections. The first section explores the respondents understanding of the DAS policy at school. The next section deals with professional development. The third section deals with teaching and learning and the last section looks at the implementation of DAS at school.

The sample of the study is reflected in the table below.

Educator	Qualification	Level	Service Years
1	M+4	1	25
2	M+4	2-head of dept	24
3	M+5	1	14
4	M+4	2	23
5	M+4	1	26
6	M+6	1	18
7	M+4	1	15

1.4. The limitations of the study

A more comprehensive exploration of teacher perceptions would have been possible if principals and all educators in the sample schools were investigated as well. Because of the enormity of such a task, the present research has been subjected to the following limitations:

The study was restricted to teachers at ex Model C English medium primary schools. The researcher has confined the research to only schools located in the greater Queensburgh area

1.5. The structure of the study

This study comprises of four chapters. In chapter one a brief introduction of the study is given and the criteria for the implementation of DAS is outlined. The aim of the study, critical question and rational of the study is declared. The research method and the limitations of the study is also discussed in this chapter

Chapter Two comprises of the research findings in the four broad categories namely: understanding of the developmental appraisal system at school, the impact of DAS on teacher professional development, the impact of DAS on teaching and learning and the implementation of DAS at school.

Chapter Three undertakes a selected literature review on the developmental appraisal system and the last chapter (chapter four) states the significance of the findings and the recommendations of the researcher.

1.6. Conclusion

The Department of Education (DOE) states that the developmental appraisal model has the following features:

Simplicity, as it is easy to understand and applies to all educators. Feasibility, because it can be administered within different types of institutions.

Legitimacy, as the teacher unions were involved in its formulation. Flexibility, because it is used for the development and confirmation of probationers.

In order to achieve the aims of developmental appraisal the following aims, must be met: learning culture at institutions, commitment of educators to develop, democratic organizational climate, openness and trust. In this section of the study, the aim, critical questions and the rationale for the study was undertaken. The methodology used in the study was explained and possible limitations declared.

In the next section a selected literature review is undertaken and the DAS policy document is reviewed with a view to understanding the new appraisal system for educators.

2. CHAPTER TWO

Literature Review and Theoretical Framework

2.0. Introduction

In the previous chapter the aim of the study, critical question and rationale was presented. The research method and the limitations of the study were outlined in detail.

This section provides a literature review on the developmental appraisal policy. It begins with the historical development of the new developmental appraisal system. Teacher professional development and related topics are also included. A discussion on policy formulation and implementation of DAS is presented. A study of the literature is necessary as it provides a basis for the conceptual framework within which an appraisal system could be analysed. At the same time it will provide an understanding of the intention behind policy formulation and the link between policy formulation and implementation. In view of this the literature review will focus on the historical background of the development of the new appraisal system (Naidoo2002) as well as the impact of this system on teacher professional development

2.1. The Historical Development Of The New Developmental Appraisal System

The impetus of the historical development of the new developmental appraisal system has been linked to the breakdown of the inspectorate and subject advisory services in the majority of schools in South Africa. Between 1985 and 1990 it became almost impossible for inspectors and subject advisors to go into schools. They were met with great resistance from teachers who challenged this judgmental system of evaluation. Some Education Departments were characterized by conflicts and unhealthy relationships between teachers on one hand, and principals, inspectors and subject advisors on the other hand. There was dissatisfaction with the way in which evaluation was conducted in schools. This equaled to unannounced visits by the inspectorate and other departmental officials. Such a mode of evaluation had its focus on quantity rather than quality.

Educators rejected this system. The following statement was cited in one of the S.A.D.T.U. documents:

Since its inception S.A.D.T.U has had a problem with the system of teacher appraisal. In the D.E.T particularly, but also in the H.O.D, H.O.R and H.O.A schools. The way in which teacher appraisal has been conducted has been one of the most extreme manifestations of the inequalities and lack of democracy embedded in the system as a whole
(Carrim & Schofield)

In 1991 the South African Democratic Teachers' Union (SADTU) embarked on a national defiance campaign against such inspection and teacher appraisal system. Many Department of Education and Training (DET) officials were thus barred from entering school premises. To many, this seemed to be a contributing factor to the collapsing culture of learning that characterized DET schools in the late 1980's.

Around 1992 SADTU argued for a completely new approach to appraisal and initiated a process of negotiations between teacher organizations (SADTU and NAPTOSA) and the former DET. The Education Policy Unit of the University of the Witwatersrand (Wits EPU, 1993) was commissioned to assist in developing an alternative form of educator appraisal. In 1993 negotiations began in earnest and SADTU's approach to negotiations was that teachers should play a central role in defining the principles, process and procedures of a new system of evaluation. The process resulted in setting up, in 1995, a National Teacher appraisal project. The pilot project resulted in a new appraisal instrument for all educators including inspectors and subject advisors which was to be characterized by the following:

Openness, inclusively, transparency and democracy

Developmental rather than judgmental

Continuous assessment and development

Respect for all persons and their professionalism

These important principles form the basis that informs the new appraisal system. A discussion of the new appraisal system follows in the next section

2.2. Initiating a new system of appraisal

In the year 1997 the research Committee of the Education Labour Relations Council (ELRC), established among other teams, a National Appraisal Team (renamed as the Training, Retraining and Development Team). The team was mandated to generate a document that would have a specific aim of educator development. A Manual for Developmental Appraisal was tabled in the ELRC at the beginning of 1998 for adoption. The instrument used in developmental appraisal was directly linked to the job description and workloads of educators (ELRC, 1998). Within the organized teaching profession the need was felt to develop an appraisal instrument which would be acceptable to all stakeholders and would enhance the development and competency of educators and the quality of public education in South Africa, through negotiations, research and piloting of the various proposals in which teacher unions participated, a document which represents the good faith, which exists between various stakeholders; and embraces the democratization that is prevalent in education in South Africa today, was finalised. The need to restore an appraisal system for educators was, thus, a concern shared by all teacher formations and ex –departments of education. By 1993, all teacher organizations and unions and all ex-departments of education were involved in these negotiations, which sought to address the principles, process and procedure for a new appraisal system. Various consultive workshops were held at a national level by each of the organizations / departments that were involved. This led to the formulation of the “guiding principles” that ought to inform the new appraisal system and the “appraisal instrument” to be used. By 1994, a general agreement on both of these was reached (Naidoo, 2002)

In October 1994, a conference on School Management, Teacher Development and Support, hosted by the Education Policy Unit of the University of Witwatersrand, was held at Eskom centre in Midrand, Johannesburg. The newly constituted national and provincial departments and all teacher unions /organizations were represented. At this conference, the following key issues of the new developmental system was resolved

General agreement of the guiding principles;

Overall consensus on the nature of the instrument;
General agreement on the need to pilot the new appraisal system with post level 1 educators before it may be implemented.

(Naidoo, 2002)

On the basis of these decisions, The Education Policy Unit of the University of Witwatersrand conducted a pilot study of the new appraisal system. The pilot study was undertaken between 1995 and 1996; the report documenting its findings was released in July 1997. The pilot study covered a representative sample of 93 schools throughout the country, with Kwa-Zulu Natal being the only province which did not participate in the pilot study due to a range of difficulties that could not be solved within the scope of the pilot project. The findings of the pilot study revealed that there was a unanimous support for the nature and process of the new teacher appraisal system. It also showed that it could be applied in all schools in South Africa no matter what their contextual conditions may be. It also pointed to the centrality of training in the process so that school-based educators are equipped with the necessary knowledge to actually implement the new appraisal system. The pilot study indicated that the nature of the new appraisal system contributed significantly to facilitate relations between teachers and school management, and between schools and department offices. The pilot study, thus, validated empirically the nature, philosophy, process and instrument of the new appraisal system (Wits EPU.1994).

Simultaneously, while the pilot study was being conducted, further discussions and negotiations around the new appraisal system was taking place in the Education Labour Relations Council (ELRC) in which teacher unions/organizations, provincial departments and the National Department of Education were involved. On 28th July 1998 a final judgement was reached within the ELRC on the implementation of the new developmental appraisal system. This agreement is reflecting Resolution Number 4 of 1998. The following was agreed upon by the ELRC:

It was agreed that the overall nature of the appraisal system, that was piloted be maintained. This entails the “guiding principles”, the nature of the appraisal process and the use of “appraisal panels”.

It was agreed that the “instrument” to be implemented is one that is “developmental” in nature only and will be conducted with all levels of personal within education, in and outside of schools, excluding education therapists and psychologists.

It was agreed that the appraisal will be tied to the nature of job description of the specific level of posts to which a person may be attached (ELRC, 1998)

In terms of this ELRC resolution the new developmental appraisal system was expected to be implemented by 1999, with all structural and other arrangements being put in place within 1998. The effectiveness of the system was to be monitored throughout the implementation process. The developmental appraisal system was to be reviewed in April 2000 (ELRC, 1998)

2.3. Teacher Reactions And Professional Development

Teachers viewed DAS with scepticism. They feared the system and felt threatened by it (Squelch & Lemmer 1994: 115) reported that:

In general staff appraisal is unpopular with teachers because they perceive it as threatening and negative

When the appraisal document was introduced in July 1998, there was a spontaneous resistance to it. Teachers in staff rooms openly attacked the system of evaluation and they felt that it was of no use. An intensive departmental workshop was held in each region to workshop the document. When delegates returned to school to inform teachers about their workshop, they were met with resistance. Many schools did not begin implementing the appraisal system. In some schools teachers refused to be on appraisal panels. When DAS came into play many questions about its intentions were raised. Education authorities and unions often sought to bring about clarity (Deon (1996:166) contended that:

Interest in this approach does not come from one quarter but from a number of different quarters. The basic questions regarding teacher appraisal however has always been-why is there teacher appraisal and what does it hope to achieve?

The Chatsworth Branch of S.A.D.T.U held a one-day workshop, on DAS, in August 2000, to clear any uncertainties about appraisal. Most of the delegates at the workshop expressed negativity about DAS. A member of the Provincial task team of S.A.D.T.U. clarified many points on DAS and its implementation. As the school site representative I was present at this workshop.

Literature reviews have revealed that writers on the subject agree that appraisal develops teacher professionalism. However one report by the Office for Standards in Education- showed that appraisal improved only 25% of the schools, visited by the inspector in England (s8384896.main.web.) This displayed negatively towards DAS.

Nevertheless more reviews indicated a more positive note for the developmental appraisal system. The professional development of teachers after appraisal was noteworthy. Sorenson (1996:108) stated that:

Teachers will broaden their knowledge and their professional competency. Teachers do not realize the value of their own knowledge and experience. Through appraisal teachers will share their knowledge, philosophies, ideologies and experience. Teachers through sharing ideas and experiences, build on and expand their knowledge. This knowledge that is real, valuable, reflective and empowering

A case study was done by Humphrey & Kent to gauge the value of DAS. The study reflected that appraisal empowered teachers to reflect upon their own professional needs and interests. It had the potential to improve standards. At the same time it questioned the contribution that teachers made to the quality of pupils' education. The study showed a change in teacher attitudes. They now began to redefine their professional needs and they were willing to make decisions about the learning needs of their pupils' education.

The study done by Humphrey & Kent (1991) showed a change in teacher attitudes. Now they began to redefine their professional needs and they were willing to make decisions about the learning needs of their pupils. They were willing to attend courses that were of interest to them or in which they were asked to participate. Appraisal developed them personally and professionally and helped identify learning areas with which teachers were not familiar. Educators began to review their own progress and became critically aware of professional needs and development. As an educator in the system I have noticed a positive change in teacher attitudes after the implementation of DAS. Teachers are now more eager to attend workshops and to spend more time at extra curricular activities. They are willing to take on challenges and extra duties. They are also determined to improve the standards in their classrooms and schools. This is a personal observation and one that this study hopes to understand in a more substantive way

Kent (1991:8) argued that appraisal schemes are designed to recognize and assist effective teaching practice, to spotlight where necessary areas of improvement was needed, to help less experienced teachers in particular, but to bring out the potential of all teachers. In this study all expressed a positive attitude towards appraisal and spelled out its intention and design:

A form of assessment conducted against the background of the school intended to help teachers understand what they are supposed to be doing and enable them to do it even better

The implementation of DAS gained much support and its necessity was justified by Staffelboom (1995) cited by Black in (1998:40) both maintained that appraisal:

Helps teachers assess and improve classroom performance

Motivates teachers to improve instructional methods

Makes teachers accountable for classrooms where pupils learn, recognize and reward outstanding teaching

Terminates incompetent teachers

Gathers data to plan professional training and development and shows parents and the community that schools are credible

Appraisal impacts on schools, teachers and the learners. Fuller (1991:106) stated that appraisal of teachers impacted on institutions in a significant way:

School improvement occurs when educators engage frequent continuous and increasing concrete talk and teaching practice

Quinlan & Davidoff (1997:9) echoed the usefulness for appraisal by presenting the following points in favor of appraisal:

- Appraisal developed and motivated teachers
- Appraisal helped in the sharing of resources
- Appraisal recognized teacher achievement
- Appraisal developed a community of teachers who are constructively
- Teachers were critical of their own teaching
- Accountability stemmed from appraisal

All teachers are appraised and appraisal benefits everybody, especially the novice teacher. Kent (1991:108) further argued that:

Where they are all doing what they do best. It is always important however to improve the skills and talent of such teachers

Literature reviews indicated that appraisal greatly advantaged learner output. School Minister Robin Squire (2000) stressed that teacher appraisal is vital in raising standards for all pupils as he addressed the sixth British Appraisal Conference in Brousgrove. He outlined the three aims of appraisal:

- Raising pupil performance
- Professional development
- Ensuring schools contribute to their schools aims and objectives

He found that the first aim rewarded the most and the one that points the way ahead. Schools, teachers and local education authorities are all striving to raise standards. British education policies have been designed to aid this process-that is why they introduce

regular testing, detailed independent inspection of every school. He said that everybody must work to make sure that appraisal can play a key role in achieving higher standards for all pupils. In Great Britain, an Education Bill before parliament (2000) was introduced to set targets for pupils' performance in national curriculum assessments and pupil examinations. This initiative will lead schools to learn from the best practice in target setting across the country (Great Britain) Teachers will be able to see how achievement of their pupils and their own efforts are contributing to the overall success of their school

- Appraisal impacts both on teachers and learners. Kricon. Chris (2000) presented a study at the University of York-Department of Educational Studies, which supported the view, that one of the main sources of satisfaction for these teachers who had been appraised was their feeling, that their work for the school was formally recognized and acknowledged. It benefited the teacher in the following ways:
- Provided a useful focus that helped teachers to review and reflect on their classroom performance and delivery
- Appraiser was able to see things that they were not aware of. It was also useful for appraiser (head)
- Made educators aware of the resources available
- The teacher had become complacent about her teaching and the appraisal had energized them to make more effort
- Large number of teachers commented particularly on the usefulness of their appraisal system
- The criticism and comments made in their appraisal will be useful in their future performance as educators
- Teachers experienced an objective review of their work
- Helped teachers to prioritise
- Considered their career and personal development
- Made everybody aware of teacher needs

(s8384896.main.web)

2.4.Appraisal and the employer

Appraisal has implications for the employer as well. A study conducted by Gerber et al (1992:213) showed that

Employees are interested in how the employer experiences, their performance, but also want to know what their future with the employer will bring. Feedback about performance provides information about employees potential for promotion or future development, but also offer employers an opportunity to communicate about how they feel about their work, work groups and their interest in future training and promotion

This is evident in our schools (ex House of Delegates) now managers at school have become more interested in developing and empowering the level one educator. School managers are holding staff development programmes and encouraging teachers to study courses that will empower them in the classroom. They are developing staff policies and doing everything in their power to improve teaching for learning in schools. The design intention of DAS is often debated in the education sector. COTEP (1997:20), which is the center for teaching and education policies, put it simply:

This process of self-appraisal will contribute to the image of a teacher as a reflective practitioner

2.5.Conclusion

In this section a selected literature review of appraisal was undertaken .The historical development of the present DAS policy was profiled and the impact of DAS on teacher professional development was presented.

The research literature clearly indicates that DAS has a place in the professional development of educators. In the next section, the findings of the study are presented in response to the critical questions asked in the study.

3. CHAPTER THREE

Research Findings

3.0. Introduction

In the previous chapter a selected literature review of appraisal was undertaken. The historical development of the appraisal system was traced and the impact of appraisal on teacher professional development was presented.

This section of the study responds to the critical question “What are the perceptions of teachers in ex Model C schools, towards the developmental appraisal system?” The study is done through the use of interviews conducted with seven teachers of the selected schools.

The respondents in the interviews were each asked to respond to questions that were divided into 4 categories. These categories were:

- Understanding of DAS at school
- Professional development
- Impact on teaching and learning
- Implementation issues

The response of the educators are presented according to the negotiated categories:

3.1. Findings of the interview

3.1.1. Understanding of the developmental appraisal policy at school

In the first category, understanding DAS policy at school, respondents were asked to respond to 6 questions

3.1.1.1. The need for appraisal

The aim in this area was to ascertain the depth of teacher understanding of the DAS instrument. In respect of the first question, do you think appraisal is needed in schools?

The following responses were received.

Six respondents felt that appraisal was needed at schools. Only one teacher felt that appraisal was not needed. The point of view was that all teachers are educators and they need not be kept in check all the time. An educator who was the grade head of her school offered this point of view,

I'll just be very frank. I think absolutely. I don't have a problem. I look at it very positively. In the beginning we were all very intimidated by the whole process, but the whole idea is to build and not to break up. To build on the strengths and weaknesses of the educator. I think it is really needed. You do tend to get into a rut whether we tend to admit it or not- at the end of the day we do get into a rut and then there is just so much potential for growth—it's unbelievable—once you get stuck into it and then you realize, you can develop further.

Likewise two other senior teachers responded as follows

We all need to grow. Just to make you aware of what your shortcomings are just to keep you on your toes

One redeployed educator at an ex Model C school, offered a somewhat slightly different point of view:

It is needed, but not to the extent they are doing it at the moment. It's very uncalled for. To the fact there is more admin work to it panel, people going to one and other and things like that. The old system of assessment was fine-you have a crit now and then and that's it.

Five of the respondents felt that appraisal was needed at schools for personal growth self-development and self- awareness

A male educator expressed the totally opposite point of view and believed that being an adult, an educator should be trusted

3.1.1.2.Strengths and weaknesses of the policy

In response to the second question, “What do you see as the strengths and weaknesses of the policy?”

One view was that it took too much of time

It is too time consuming, there were too many forms to fill—6 people had me in their team at one time

She saw the strengths of the policy as follows

It allowed for self-reflection and it formed a good mentor system. Also it is a policy that has both advantages and disadvantages

Another responded to the question as follows

It was too pressurizing time wise and it can create a false situation- a lot of window dressing is done

Another educator who is a head of department stated that the advantage of DAS is that you get your colleagues inputs and not somebody from outside coming and doing a one off inspection

A very senior educator (23 years) had this point of view on the strengths and weaknesses of the DAS policy:

Strengths, it allows each individual to see where he or she can improve and Also it's not pulling any particular teacher down and, it's not saying you are Useless it is saying you have strengths and weaknesses- let your strengths overflow and help other people and let other people's strengths help you to become a better teacher at the end of the day.

Weaknesses - I see a weakness in the implementation in the different schools as Don't believe all the schools will be committed- they may see it as threat and they will want to buck the system. I don't see it as a threat –I tend to look at it very positively

Another educator could see more strengths than weaknesses

It focused on the positive .It keeps you on your toes as such – you know that there is potential for growth and you can get there with adequate support and motivation as well--- the negatives – a bit daunting having people coming to your class at the beginning, but once you get used to it, it's okay—they don't give you a structured date when they are coming because they don't want show lessons. They just pop in –which is a bit intimidating as well

One educator saw the policy as having more weaknesses

In most cases you are appraising yourself and no one is going to let themselves down - you have your friends on your panel—how many people are going to let their friends down and even if you have somebody that's not a friend no one is going to write negative things—we are all adults and everybody is expected to be treated like an adult –

However she did see one strength by indicating that

*If you are big enough to be truthful about whatever you are appraising
That will be to your advantage*

The positive comments received by respondents were as follows

Brought about self awareness and self reflection
allows for self improvement
keeps teachers on guard

Other negative comments in the form of weaknesses included

daunting to have people coming to check your classroom output
all school may not be committed – may want to buck the system
people found it too time consuming
people found it difficult to deal with criticism
policy lends itself to abuse –educators have their friends on the panel who may not be fair in their criticism- could be very bias
self appraisal allows people not to let themselves down

Most of the respondents agreed that the strengths far outweighed the weaknesses

3.1.1.3.Familiarity with DAS

The next question referred to the DAS instrument

Are you familiar with the DAS instrument? Comment on it:

Almost all respondents were familiar with the DAS instrument and in commenting on its design; this is what emerged very strongly. One educator felt that the instrument was ambiguous:

It calls for interpretation and different people may interpret it differently

A very bold response to the question was:

It's just a farce

A senior teacher commented on the instrument as follows

At the beginning I thought oh! This is huge, how are we going to do this. I think all the steps you have to follow to get through is very good

Almost all the educators felt that it was time consuming.

3.1.1.4.Impact of DAS on educational change and democracy

In response to the question, *do you see DAS impacting on educational change and democracy?*

Most of the respondents felt that there would be no impact on educational change and democracy? However 2 educators had a somewhat different point of view

*If implemented correctly, I think definitely, because it's going to allow each individual to become part of the system and it's going to allow each person to develop –skills areas of weaknesses are going to develop
I think so –change definitely because we sometimes get very set in our ways –by opening ourselves to further development it broadens our minds. We can look at multicultural development very differently as well .You know when you are faced with these issues, it does actually help at the end of the day*

3.1.1.5.Impact of DAS on the culture of learning and teaching

The next question in this section asked, *do you see DAS as impacting on the culture of learning and teaching at school?*

Here there were divided responses, some felt that it did while others felt it did not.

The following were the positive responses

I think to a certain extent –yes it did focus us-reform on the areas you need to focus on

I would think so. I think the work ethics at our school is actually excellent, because people are very fired up and very motivated- but obvious there are one of two educators, here and there that need the extra push-I think at the end of the day people know when they are being assessed and they do go the extra mile and the bottom line is that, the kids are benefiting-it did have a positive impact

Two educators expressed an opposite point of view

Not really people have not taken this policy seriously

No I work all the time –everybody else at my school works all the time and DAS didn't make a difference to their job output

3.1.1.6.DAS and policy training

The final question in this section was *“Did you have training in the DAS policy?”*

From the responses it is a fact that everybody is au fait with the policy as everybody was work shopped on DAS

Two people had very constructive answers to this question:

The principal attended a workshop by departmental officials and he came back to school and work-shopped it with everybody at school

Yes I was fortunate that I went to a workshop at a school in Durban and they explained what it was all about and there it was made very clear to us that it was not to be seen as a secret weapon to get information about specific educators

3.1.1.5.Conclusion

The responses indicate that DAS is well accepted by most educators .It has a positive influence and the advice from colleagues is well accepted .The purpose of DAS is clear to

most educators. The male educator expressed a total opposite opinions to his female colleagues when evaluating this new system of evaluation. Senior teachers seem to be more partial to this policy.

3.1.2. Professional Development

3.1.2.1. Professional development of the educator

In this section respondents were asked 6 questions. The first question was: *DAS includes self- appraisal, peer appraisal, observation of the peer and the development of the professional growth plan—how did DAS contribute towards your professional development?*

Four of the seven interviewees responded positively to this question and they felt that appraisal impacted positively on them as educators

A senior teacher who is also a head of department responded as follows:

Made me have a jolly good look at what I was doing and what I wasn't doing, peer appraisal allowed me to deal with others in a more tactful way, we did it as a team and I found that the difficulty was with the older teacher who would get very defensive

One teacher who had just completed her appraisal had this to say about the impact on DAS on her professional development

It gave me a sort of management perspective on how to assess and how to look at the different aspects, it gives a broader outlook. Sometimes you think that your way is the ' way. It does broaden your outlook when you see them do things differently. I was appraising a younger person and this made me more positive about what I was doing in my classroom, it was a helpful perspective. Self-appraisal, I found a bit difficult because I tend to be too stringent on myself and very much harder on myself, the panel changed many of my A's to B's. Irrespective of how many years of service, there is still room for growth. The professional growth plan is very good; it allows you to look at things critically.

Another response to the same question was:

Appraisal did impact positively, it gave me time to stop and put goals in writing. It was an opportunity to reflect on my own work. Although I work hard anyway. People had a chance to reflect on their weaknesses, a chance to look closely at themselves and their teachings and a chance to look at others also.

One educator said that DAS made her get out of her comfort zone and look at her teaching more holistically

What it did, it made me realize that you had certain comfort zones and you are doing well in that comfort zone, but it made you realize that there is a area in which you are not doing enough and it inspires you to say—What can I do in that area? What can I do to develop things more community orientated? —Okay if I am fine in the classroom, now let's bring it together. Appraisal helped me realize that these are my strengths and these are my weaknesses and I have to work on that—working with all those people gave me a holistic view on my performance.

Three educators felt that appraisal did nothing positive for them as teachers

Panel didn't say anything worthwhile

No, not really, did not make any contribution to my professional development

Didn't wasn't a true reflection, too general

3.1.2.2. Professional workshops and development

The next question asked in this category was: *Did DAS motivate professional workshops and development at your school?*

Some educators felt that DAS definitely motivated professional workshops and development at their schools. They responded as follows

Definitely, we brought in motivational speakers from outside. More books were bought for educators. We had more workshops than in the past. I saw more professional growth after DAS.

Yes it did – lots more issues were handled – like Friday afternoons, we would Come together and we would workshop things and we would discuss things and We would work through issues, that was to the benefit to the whole school and pupils.

In terms of guidance and assessment we had a lot of it internally- we have the grade head system the grade coordinator worked with the grade teachers. We attend workshops all the time and when we get back, we workshop this within the grade

Other educators responded to this question differently. They felt that DAS did not motivate professional workshops and development

No –workshops happen all the time, whether DAS is in place or not.

Professional development is an ongoing process at my school

We have staff development on an ongoing basis and I don't think DAS motivated anymore, also all that OBE that is going on –we have workshops all the time.

No I don't think so. We have this ongoing –always–at every phase meeting, some topic is discussed. The DAS didn't make any difference.

3.2.1.3. Staff development teams

The third question in this category was –*Did the setting up of the staff development team contribute to professional development?*

Four interviewees responded positively to this question. Their responses were as follows:

Yes –heads of department and grade controllers and other management members did have workshops at school

Yes, because the people involved were in management positions – so the way they presented it, in a very positive light – so even though some people did get defensive – at all times it was presented in a positive light – if you took it, as it was intended it did help you to grow professionally

With the OBE system we had to be on line – but we are always progressive –we always attend workshops –but there was an awakening I am now the grade head – after the first round. I've grown so much professionally in term of that—drawing up report, what type of assessment to do drawing up all the mark sheets or assessment sheets planning – - the macro planning and the measo planning.

My potential was realized and I was made a grade head teachers felt that the setting up of the staff development team did not contribute to professional development at school

Not really ---we always have professional development at school—we are always attending workshops---we are always fired up—we do have workshops all the time

No, we all got our own niche and everybody is pretty involved and the time factor just did not allow us to do so --- we did find that some teachers who were more reserved came out of their shell

3.1.2.4. Attitudes towards departmental policies

The next question was –*Was departmental policies generated with more enthusiasm after the introduction of DAS?*

This question didn't seem to bring out any positive responses—except for one

It definitely did ---lots of enthusiasm—whole mindset changed

The other respondents felt that DAS specifically did not bring about any change

Everything is policy orientated-there are many school policies –not sure if it is DAS or OBE

3.1.2.5.Improvement of human relations and communication

The next question was –*Did human relations and communications improve at your institution when DAS was implemented?*

Two teachers felt that DAS improved human relations and communication and 3 educators felt that it did not

These were the positive comments

People were a lot more open

Yes –saw shy people open with their job difficulties-communication was increased

Yes – it did because everybody was open, everybody was friendly and everybody realized we had strengths and weaknesses—when we had the discussions after you sit in someone's class and in the afternoon you would sit with that person, you would sit around the table and we would discuss issues—nobody was afraid to say anything because it might offend. It was seen as a building up even if you said something negative-like if you said to somebody that in this area-if you did so and so, it was done in such a manner, it wasn't making anybody feel incompetent, or useless or whatever- it was a building up things all the time

I cannot say specifically. Personally my relationship with management improved. coming from an Indian school and facing a total white management as such, it was different, you wonder what they are looking at – after being assessed you open up—they do focus on your strengths—if a weakness—it is done in such a professional manner you don't really feel that they are criticizing you here --- it is constructive criticism

2 people felt otherwise

We got such an open method of communication –I don't think it improved in anyway- we are all pretty relaxed and we chat about various things

No not in anyway –communication remained as it was –constant

3.1.2.6. Impact on professional role and responsibility

The final question in this category was, *how did DAS change your role and responsibility as a professional?*

DAS did change some of the educators but 3 teachers saw no change in their role and responsibilities. These were the responses:

Had more work to do –filling in forms –appraising myself and others time management became a problem

I wouldn't say that it was life changing. But it made me more aware of my responsibilities as a whole educator not just in the classroom, but in the school, in the community-look outside things- you must be part of everything — look beyond your comfort zone-made me realize that I have a lot to offer beyond these parameters

Yes, it changed .I realized that I still had room for growth .DAS showed me the areas that I had to grow in. helped me to see goals helped develop me professionally –after DAS I set a goal for myself –to complete the Bed degree

Three people stated that DAS did not have any impact on their role and responsibility

Did not have any change—I carried on as normal nothing that I needed to do

No it did not change me in any way

3.1.2.7. Conclusion

Drawing from the views expressed, it can be seen quite clearly that DAS has impacted positively on the professional development of educators. It allowed for personal growth and empowerment and thus enhanced the quality of education

3.1.3. Teaching and Learning

In the category entitled, the impact of DAS on teaching and learning respondents was used to ask 6 questions related to DAS.

3.1.3.1. Impact of DAS on teaching practice and planning and preparation

To the first question, *to what extent did the introduction and experience of DAS contribute towards a better understanding of teaching practice and the planning and preparation of lessons?*

The following responses were noted

Three educators felt that it was simultaneous with OBE and they weren't too certain where the change came from

It was simultaneous with OBE—came at the same time— called for reflection and change and understanding

Clarified a couple of things I was hazy about- It was simultaneous with OBE. — used the same system on student teachers

It had to go hand in hand with OBE—group work—JP teachers were more familiar with group work—me I really had to work with all of that—very daunting in the beginning—assistance from the HOD helped me greatly planning and preparation is always done at school- lessons have to be prepared in advance- assessment strategies —maeso planning masters —always done that—DAS didn't do that, it made no difference

1 educator had a positive response to this question

It did make me realize that lots of criteria had to be met, not just being prepared for your lesson—all the things that go around it—you have to be thoroughly prepared. It just makes you aware again that you actually have a responsibility to your pupils, to yourself and to education as a whole

Another educator said that it did impact a little

*It focused you on what you were supposed to be doing.
Three educators felt that planning and preparation takes place all the time. DAS made no difference to this aspect of their work*

Not in anyway—always we have been planning and preparing —maybe to a new teacher

3.1.3.2. The impact of DAS on extra curricular activities

The second question in this category *—After the implementation of DAS was there an increase in extra and co curricular activities at your school?*

6 educators responded with a strong no because extra curricular activities are a normal part of their school curriculum and DAS made no difference to this.

No there is always extra curricular activities at my school and everybody including managers were involved. DAS made no difference to this aspects of school life

However one educator believed that a sense of involvement by pupils was greater:

Lots of little shows—assemblies are actually more vibrant—you are getting the assembly done but that added effort –once the kids get involved – it becomes that much more dynamic- at the end of the day you know that you are being appraised

3.1.3.3.DAS and classroom management

To the third question, *was there a change in classroom management?*

The following responses were received
2 felt that the change came because of OBE

*Not fully as a result of DAS- at the time there was the introduction of OBE and that changed us already-so perhaps the 2 together –not DAS on its own
OBE and group work came in at the same time*

Some educators felt that there was a positive change

I think so –I think people became more aware of their responsibility- not that they weren't committed in the past – it brought about more enthusiasm and commitment

One educator felt that DAS motivated her to do her best and it brought about a better learning environment.

One educator felt that where change was needed there was

2 educators felt that there was no change at all.

3.1.3.4.The impact of DAS on learners

A question based on the effect of DAS was asked; *did you notice a change in learner focus, discipline and enthusiasm?*

Received the following responses

Three respondents stated that OBE made the difference and not DAS

*Change was made because of DAS and not OBE
Thinking skills at school – no impact except for the group work with OBE
learners were more involved*

2 felt that there was always enthusiasm displayed by the pupils

At my school there is so much enthusiasm all the times with the pupils

No not really –DAS didn't change anything

3.1.3.5.DAS and classroom assessment

In the question, *did DAS change classroom assessment?*

The following responses were noted
1 responded in the affirmative

*I needed to improve after the first round and put assessment as a priority need-I
am now more confident in the different areas*

The rest of the educators interviewed felt that the change came with OBE rather than DAS

*No, OBE brought about the change – helped with self assessment as it was
official reflection time?*

*I won't say that DAS changed classroom assessment. I'd say that DAS and OBE
were overlapping and in that whole scenario of assessment was changing
More awareness –but that came with OBE*

One educator felt that there was no change at all as he noticed no change

3.2.3.6 The impact of DAS and the curriculum

The final question in this category was – *Did DAS change the curriculum level?*

All of the educators felt that OBE changed the curriculum and not DAS

3.2.3.7 Conclusion

DAS was introduced simultaneously with OBE, if there were any significant changes in teaching practice and lesson preparation and planning, it was due to OBE and not DAS as such.

3.4. Implementation Issues

3.1.4.1 The advantages and disadvantages of the implementation of DAS at schools

In addressing implementation issues, 2 questions were raised at the interviews with educators.

In question one, respondents were asked: *What are the advantages and disadvantages of the implementation of DAS at schools?*

Arising from the responses received, the following advantages were noted:

- Educators get to know their colleagues better
- Educators became more confident
- Teachers spoke openly about their job difficulties
- It was an opportunity in self-reflection
- Educators learnt from their peers

In the second round weaknesses became strengths as the opportunity was there for them to work on this. The novice teacher benefited greatly from this system. The disadvantages of the system was that it was too time consuming. It also brought about anxiety and tension in educators. It became problematic to appraise everybody

The following disadvantages were noted

It was too time consuming and there were too many forms to complete
Brought about anxiety and tension in educators
There were too many meetings

Problematic to appraise everybody

Seen as extra workload

Not a transparent process as it is an internal assessment

Panel can be intimidating

Could taint interpersonal relationships at school

Most of the respondents expressed time as a major disadvantage of DAS

Only problem was finding time to do it. The day is so full and finding time to put this in practice, it's too time consuming

Too time consuming. The meetings take up too much time. It is problematic to see and appraise everybody. I see it as an extra workload

Other disadvantages were also noted

Uneasiness- to know that you are going to be appraised---your faults will now come out, panel is intimidating if you don't know them too well

Some educators saw a few advantages in implementing DAS at school

Those who don't open up became more open and communicated their difficulties

Just another education department waste of time—people are not being truthful as assessment is being done by peers and friends

Can cause the tainting of relationships —everybody goes with the flow —nobody wants to give their friend a negative comment

3.1.4.2 Improving DAS implementation at school

Respondents were asked to respond to the second question:

What can be done to improve the implementation of DAS at schools?

Some of the respondents felt that external assessment would be a better option

Somebody from outside

People should come in from the outside and help with the problems

One educator felt that the time between the first and second round was a problem
The gap is a bit too long – I will get lost in between. The next time I will be appraised will be in 2004

Other negative points of view were expressed

In other schools people are filling in documents and giving all B's no place for growth-managers are using it as a tool to get at people

3.1.4.3 Conclusion

The system has both advantages and disadvantages but the respondents cited more advantages than disadvantages. There are problems with the implementation of DAS as the policy lends itself to a fair amount of abuse.

4. CHAPTER FOUR

Significance of findings and recommendations

4.0 Introduction

In chapter 3 the findings of the research were presented according to the four categories namely, understanding of the DAS policy, professional development, teaching and learning and implementation issues. In this chapter the significance of the findings will be presented.

The researcher wishes to emphasize that this research is only a study conducted in the English medium schools, in the greater Queensburgh area. Also only one subject per school was consulted, therefore the findings cannot necessarily be taken to represent, accurately, the broader view of all educators in these schools or educators in all schools. With this in mind, the following may be taken to summarise the main findings of this limited study.

Understanding of DAS at school

Professional development

Teaching and learning

Implementation issues

4.1. Understanding of DAS policy at school

All educators agreed that DAS has a place in school. With regard to the strengths of DAS, the main strength was that it allowed for self-reflection of the educator and it brought out their shortfalls. Most of all it provided an opportunity for self-improvement. Time was the greatest drawback in implementing DAS, as was cited by almost all the subjects of the research. All educators were familiar with the DAS instrument and its implementation at schools. With regard to the impact of DAS on educational change and democracy all educators, but one; felt that there will be no change. Some educators felt

that DAS impacted positively on the culture of learning and teaching while others felt that there was no impact at all. All educators were familiar with the DAS policy

4.2 Professional development

DAS did influence the professional development of educators by allowing for self-reflection and personal growth. It also clarified issues of which educators were unsure. Human relations and communication improved. It offered guidance, where it was lacking and provided scope for teamwork. DAS also built educators' confidence and allowed for constructive criticism among educators. For managers it increased their workload as there was much more administration to complete now. It made little impact on the responsibility of educators.

DAS had a positive impact on the professional development of Educators. In terms of the setting up of the staff development teams, the staff of Clairwood Secondary was in agreement with procedures of the Policy. The findings Showed that the main aim of DAS was the growth and development of Educators ideas i.e. DAS influences the professional development of educators

(Naidoo, 2002 p 41)

4.3. DAS and teaching and learning

DAS was introduced at the same time as OBE and whether the changes came from OBE or DAS, is somewhat not clear. Although some experienced teachers felt that it was OBE that brought about the change in teaching and learning. It was a time to call for reflection and evaluation. At the same time, it did change the way educators planned and prepared their lessons as they, now looked at it with more depth. It focused them on what they were doing. DAS also motivated teachers to do their best in the classroom and outside. It helped the novice teacher with areas that posed a problem.

4.4 Implementation issues of DAS

When DAS was implemented educators found both advantages and disadvantages. The main disadvantage cited was that of time. It was too time consuming with all the meetings and the administration. In the face of implementation difficulties, Elmore and Sykes (1979/80) cited by Naidoo (2001) suggests a backward mapping approach challenges policy makers to start at the point of implementation and work backwards, rather than starting at the point of policy formulation and working forwards to implementation. They argue that the forward mapping approach commonly favoured by policy makers, mistakenly assume that policy makers are able to control the complex political, organizational and technical factors that affect implementation, particularly at school level (Elmore and Sykes, 1979:80).

4.5.Recommendations

In the light of the findings of the research the following could form the arching framework within which the implementation of DAS could happen:

4.5.1.Understanding of DAS

Educators become fully conscientised on the aim of DAS, as the aim will sell the policy to educators. The historical background of DAS must be fully explained to educators in order for it to become more acceptable. Time for evaluation and reflection of the process; be built in while it is being implemented.

4.5.2.Training

All members of the teaching fraternity become fully trained in conducting the process of appraisal. DAS be fully work-shopped with all educators, on an ongoing basis for them to realize that it is for their growth and development.

4.5.3.External control

There should be external control by the department of education, so that panels at school can make requests to them, and who in return can assist in problem areas

4.6 Conclusion

- The aim of the study was to explore teacher perceptions of the developmental appraisal system and also to research the impact of appraisal on professional development and teaching and learning. From the findings it is evident that DAS impacts positively on professional development and teaching and learning. The findings of this case study is qualitative in nature and is intended to illuminate educators perceptions towards DAS. Based on the comments of teachers, the following general comments could be made. Time is seen as a major stumbling block. Not all educators viewed DAS seriously and many did not realize the developmental value of DAS. After the implementation of DAS, factors that contribute to the decline of COLTS- (culture of learning and teaching) would be clearly identified and accordingly addressed. The following could form the insights of the study
- DAS allowed for self reflection and thus contributed to the professional development of the educator and the emergence of the reflective practitioner
- DAS was too time consuming for the educator
- The organization of the document with regard to its composition be reviewed
- DAS was introduced simultaneously with OBE, if there were any significant changes in teaching practice and lesson preparation and planning, it was due to OBE and not DAS as such

If the recommendations and the insights of this study are considered, DAS will promote the professional growth and development of all teachers and bring about quality teaching and learning in all schools.

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APPENDIX

THE INTERVIEW SCHEDULE

1.UNDERSTANDING OF DAS POLICY AT SCHOOL

1. Do you think appraisal is needed in schools?
2. What do you see as strengths and weaknesses of the policy?
3. Are you familiar with the DAS instrument? Comment on this?
4. Do you see DAS impacting on educational change and democracy?
5. Do you see DAS impacting on the culture of learning and teaching at school?
6. Did you have training in the implementation of the DAS policy?

2.PROFESSIONAL DEVELOPMENT

1. Das includes self-appraisal, peer appraisal, observation of the peer and the development of the professional growth plan-how did each of these contribute to your professional development?
2. Did DAS motivate professional workshops and development at your school?
3. Did the setting up of the staff development team contribute to professional development?
4. Was departmental policies generated with more enthusiasm after the introduction of DAS?
5. Did human relations and communications improve at your school when DAS was implemented?
6. How did DAS change you role and responsibility as a professional?

TEACHING AND LEARNING

1. To what extent did the introduction and experience of DAS contribute towards a better understanding of teaching practice and the planning and preparation of lessons?
2. After the implementation of DAS was there an increase in extra curricular and co curricular activities at your school?
3. Was there a change in classroom management?
4. Did you notice a change in learner focus, discipline and enthusiasm?

5. Did DAS change classroom assessment?
6. Did DAS change the curriculum at your school?

IMPLEMENTATION ISSUES

1. What are the advantages and disadvantages of the implementation of DAS at schools?
2. What can be done to improve the implementation of DAS at schools?