Teachers' Understandings and Experiences of the Integrated Quality Management System in a Primary School in KwaZulu-Natal Province

By

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DECLARATION

By submitting this thesis, I, Mondli Nyathi, declare that it is my original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by the University of KwaZulu-Natal will not infringe any third party rights, and that I have not previously submitted this work, in its entirety or in part, to any other institution for purposes of obtaining a qualification.

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ABSTRACT

Various studies on professional development have examined related purposes of Integrated Quality Management Systems (IQMS) to assess strength and areas for development as well as to provide support and opportunities for continued growth. The purpose of this study was to explore the teachers' understandings and experiences of IQMS at a primary school in KwaZulu-Natal (KZN). The study also intended to establish how IQMS support teachers' professional learning needs since the Department of Education has undertaken training after realizing that IQMS implementation had many challenges, among others the inability of the South African education system to meaningfully identify and address teacher development needs.

This study adopted a situated learning theory with an assumption that IQMS is socially organised in a school context where teachers learn from each other in different contexts and structures such as Developmental Support Groups (DSGs) formed by teachers, their peers, and mediate seniors. The study was located within an interpretive paradigm. Semi-structured interview and document analysis were used as data generation. All nine-post level one teachers that were selected from a primary school were sampled to obtain in-depth information about their understandings and experiences in the implementation of IQMS in their school context.

Teachers, as co-developers of education policy on the ground, act as a driving force behind the actualisation of transformation in education. Although it appears from findings that the appropriate structures for implementation are in place in some schools, the policy document and prescribed steps were not followed. Furthermore, some anomalies and difficulties with regard to the implementation of IQMS were evident. The findings revealed the weakness of integrating development and a lack of knowledge as well as expertise on the IQMS processes such as mentoring, coaching, and monitoring were found to hamper the zeal to implement performance management. It was also discovered that some teachers have a negative attitude towards the IQMS. The majority of the schools do not have management plans for the implementation of the IQMS and consistency and follow-ups are sadly lacking as indicated by most teachers.

The study findings could benefit teachers and the Department of Education to get a deep understanding of the implementation of IQMS specifically for professional development

purposes. From the findings of this study it is recommended that DSG must look into ways of assessing educators in the out-of-class performance standards that could keep evidence in records, as these will enhance teacher's participation in IQMS; teacher familiarization with performance management lexicon and systems is important. This includes the terminology that is used in IQMS as well as the wider educational goals of participating in IQMS; and could be used as a way forward to the implementation of the revised IQMS.

Key words: Teacher development, appraisal system, self-assessment, accountability, professional development and learning

DEDICATION

This piece of work is dedicated to my children, Sphesihle, Njabulo, Ntandokazi and Anele. They have been a source of inspiration through the completion of this research.

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LIST OF ACRONYMS

ACE- Advanced Certificate in Education

B.Ed- Bachelor of Education Degree

CoP- Community of Practice

CPD- Continuing Professional Development

CPTD- Continuing Professional Teacher Development

DA- Development Appraisal

DBE- Department of Basic Education

DH- Departmental Head

DHET- Department of Higher Education and Training

DIP- District Improvement Plan

DoE-Department of Education

DSG- Development Support Group

ELRC-Education Labour Relations Council

EMS- Economic and Management Sciences

FET-Further Education And Training

HR- Human Resources

IQMS-Integrated Quality Management System

ISPFTED- Integrated Strategic Planning Framework for Teacher Education and Development

KZN- KwaZzulu- Natal

NS- Natural Sciences

PAM- Personnel Administrative Measures

PGP- Personal Growth Plan

PM- Performance Measurement

SACE-South African Council of Educators

SDT- Staff Development Team

SIP- School Improvement Plan

SMT- School Management Team

UNISA- University of South Africa

WSE- Whole School Evaluation

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

In the past 30 years, interest in improving the quality of education has increased nationally and internationally (Kganyago, 2004) with many countries introducing accountability systems that concentrate on making teachers more accountable to the public for the teaching and learning that take place in schools. A successful educational outcome depends on empowering, motivating, and training educators. Quality management seeks to monitor and support these processes. For decades, the South African school system has been regarded as underperforming, where the quality of teaching and learning was under suspicion and failure rates were high. Many of the reasons for this state of affairs could be related to the legacy of apartheid. Sixteen years later, however, it is still reported that insufficient progress has been made in terms of establishing a teaching and learning culture in schools (Sambumbu, 2010).

The quest for quality education is an on-going concern on global and local forums and is aimed at enhancing continuing professional development and accountability by teachers and schools with the intention of matching government investment in public education (Mosoge & Pilane, 2014). For schools to meet the public and the governmental demands with regard to the academic performance of learners as well as to avoid sanctions, teachers' performance should be continually improved through the action of performance management. Performance management is an aspect of accountability systems whereby teachers within the school are assisted by their supervisors to attain the standards expected of them.

In South Africa, negotiations between the government and teacher unions preceded the introduction of the IQMS as an accountability system. Well aware of the problems of the inspectorate system that had been employed in South Africa previously, the parties to negotiations introduced the formative developmental aspect in the IQMS in addition to the summative accountability evaluation aspect. This suggests that teachers are the pillars of the quality education system of a country (Unity for Quality Education, 2020) and that no education system can be better than the quality of its teachers (Metcalfe, and Metcalfe, 2008). Thus, Education Labour Relations Council introduced the Integrated Quality Management

System (IQMS) as a mechanism to improve the quality of teachers through continuing professional development (Education Labour Relations Council, 2003).

Schedule 1 of the Employment Act, No. 76 of 1998, informed the IQMS where the Minister was required to determine performance standards for educators in terms of how their performance was to be evaluated. The final agreement for a new educator appraisal system, namely the Integrated Quality Management System (IQMS), was reached in the Education Labour Relations Council (ELRC) on 27 August 2003 (Educators Workload Report, 2005, p.10). The new paradigm called for collaboration between schools, districts, and supervisory units making judgments about schools, focusing on both inputs and outputs (Mgijima, 2000, p.9). Mgijima (2009) further states that the purpose of the new educator appraisal system in addition to addressing the inequalities and injustice of the past is to enhance the quality of education in South Africa. Each individual educator's performance must be measured against the stipulated performance standards of the IQMS document. Evaluation is not apart from, but is a part of the educational process. However, sound evaluation practices must be based on a set of beliefs and principles that are congruent with the outcome desired. The Department of Education (2002) highlights that "for many years, there has been no national system of evaluating the performance of schools, and there is no comprehensive data on the quality of teaching and learning or on the educational standards achieved in the system" (p.1). Scott, (2003) argues that the measurements that were taken involved the collection of data or information and refers to the use of tests and examinations in measuring the changes brought about by education. It dealt with the raw data after something had been measured and before the results were interpreted. The scholar further states that the information gathered by measurement was analysed and interpreted to find out how successful the teaching had been. This approach has been found to be judgmental and contrary to principles of democracy, as there was neither consultation with nor meaningful participation by school communities. The IQMS, as a new system of appraisal for educators and schools came into effect in 2005. The main features of this model as per the Education Labour Relations Council (ELRC) can be summarised as follows:

- Self-appraisal for educators for Developmental Appraisal
- Classroom observation
- Peer appraisal

- Self-appraisal by school for Whole School Evaluation
- External Whole School Evaluation. (ELRC, 2003, p.5)

The Department of Education foregrounds the differences between judgmental and developmental approaches to quality assurance.

In South Africa, the IQMS (ELRC, 2003) was introduced as a measure to hold schools accountable. The rationale for the assessment of teachers' strengths and weaknesses was to develop interventions and programmes for addressing identified gaps in their professional practice (ELRC, 2003). The study focused on teachers' understanding and experiences as well as how they can be useful for the implementation of Integrated Quality Management Systems. Kimathi and Rusznyak (2018) maintain that the conversations about the teachers' work and their professionalism must not divert attention from the responsibility of the state to ensure all public schools are adequately resourced, meet the norms, and standards for school infrastructure. They further highlight broader problems such as inequalities in society, dysfunctional school management, inadequate infrastructure, and inequitable resource allocation that continue to plaque the public schooling sector, in addition to the fulfilment of the requirements of IQMS as a professional development programme, particularly to teachers in public schools.

The aim of this study was to explore teachers' attitudes, opinions, and experiences on Integrated Quality Management Systems (IQMS) at a primary school in the province of KwaZulu-Natal. This chapter provides an overview of the study by discussing the purpose, rationale and the background of the study, the key research questions, and an outline of the structure of the dissertation.

1.2 Background to the Study

In 2003, the Department of Education (DoE) in agreement with teacher organisations, introduced the IQMS (Education Labour Relations Council, 2003). In 2003, an agreement was reached in the Education Labour Relations Council (ELRC) in the form of Resolution 8 of 2003 to integrate the following three programmes on quality management in education, namely; Whole School Evaluation, Developmental Appraisal System, and Performance Measurement. According to the Education Labour Relations Council, (2003) the three aforementioned programmes of IQMS have different purposes:

- The Developmental Appraisal System was to appraise individual educators transparently with a view to determining areas of strength and weakness and to draw up programmes for individual development
- Performance Measurement was to evaluate individual teachers for salary progression, grades progression, an affirmation of appointments and rewards and incentives
- Whole School Evaluation was to evaluate the overall effectiveness of a school, including support provided by the district education department, effectiveness of the School Management Teams (SMTs), infrastructure and learning and teaching support materials, as well as the quality of teaching and learning

IQMS is used as a tool to measure the quality of teaching and learning in the classroom and the extent to which the teachers participate in professional development activities (Education Labour Relations Council, 2003). The main objective for the implementation of IQMS in South Africa was to ensure access to quality public education for all through the continuous improvement of quality of teaching and learning (Education Labour Relations Council, 2003). However, the implementation of the IQMS has been beset by challenges, amongst which has been the inability of the education system to meaningfully identify and address teacher development needs, an uncoordinated teacher development approach, fragmented and weak support systems, and structures for teachers at district, provincial, and national levels Education Labour Relations Council, (2003).

1.3 Rationale for the Study

Various studies have explored the implementation of IQMS in South African schools (Dlamini, 2009; Khumalo, 2008; Kimathi & Rusznyak, 2018; Mahlaela, 2012; Mchunu, 2016; Thobela & Mtapuri, 2014; Weber, 2005). The findings of the study by Thobela and Mtapuri (2014), conducted in Mpumalanga, revealed that the period of training teachers on the implementation of IQMS was inadequate, and recommended that it must be continuous and sustained to achieve continuous development. In addition, it was reported that the implementation of IQMS had been hampered by insurmountable challenges; for instance, teachers felt that the DoE has been hasty in its implementation of the IQMS, as most systems and mechanisms had not been put in place to ensure success (Thobela & Mtapuri, 2014).

Central to the IQMS policy is the aspect of monitoring the teaching staff while performing their professional duties and tasks. There is empirical evidence to suggest that teachers do not like

to be supervised by their superiors, particularly school managers. One example is a study conducted by Bhengu (1999) among both primary and secondary schools in the Inanda and KwaMashu areas whereby educators declared categorically that they did not want to be observed by their principals when teaching. One of the reasons cited by the educators was that principals were not qualified to check their work and that being observed reminded them of the apartheid era class visits by school principals (Bhengu, 1999). The IQMS democratically allow educators to be involved in the assessment process by scoring themselves.

Nevertheless, IQMS has given birth to the concept of Continuous Professional Teacher Development (CPTD), whereby the intention is to encourage teachers to address their professional needs, identified during the IQMS process (ELRC, 2003). Therefore, CPTD provides a framework for how continuing professional teacher development will be conducted in line with the National Professional Framework for Teacher Education and Development (NPFTED), which was reported in April 2007 (Department of Education, 2007). Thobela and Mtapuri (2014) have argued that for continuous professional development to be effective, training must be sustained, should not be regarded as a once-off activity and performed by credible teams of eminent persons and strong leadership. They further contend that eminent persons such as retired teachers and experts in the field should be part of an independent team dedicated to the implementation and training of teachers on IQMS (Thobela & Mtapuri, 2014).

Nkuna (2013) contends that IQMS must be implemented according to principles adopted from the discipline of community development. The first principle is participation, which holds that all stakeholders should be involved, and their choices and decisions must be soughted and carefully considered for possible incorporation. The second principle that deals with employment and assets contends that educators must be provided with the requisite information, knowledge, and resources; hence, training is critical in building people's self-confidence and self-esteem. The third principle is the ownership of the programme for genuine learning to take place; hence, all relevant stakeholders must take ownership of the IQMS. The fourth principle is learning, which is the key to empowerment and involves the process of unlearning and correcting mistakes that a person makes on the road to professional development. The fifth principle is adaptability, which asserts that work and job settings continuously change; thus, there is a need to change and customize when the need arises and as professional development calls. Lastly, Nkuna (2013) claims that simplicity is a key principle and that professional development activities should proceed systematically, chunk by

chunk, and involve a breakdown of larger parts into smaller parts while implementing the changes.

Khumalo (2008), Biputh and Mckenna (2010) have reported that the implementation of IQMS have experienced challenges that hamper interventions from working effectively. Often, teachers go through the IQMS process for purposes of compliance, because of the monetary incentives attached to it (Biputh & Mckenna, 2010; Khumalo, 2008). In response to this, Thobela and Mtapuri (2014) argued that money should be dissociated from the system, as teachers often neglect the developmental aspect of the IQMS and focus on money. In addition, the issue of pay or grade progression has often caused tensions because no educator would honestly list their flaws and set a plan to address them, if there is a question of whether to get their next salary notch or not (Biputh & Mckenna, 2010). This suggests that as long as IQMS and teacher development are intertwined with pay progression that involves self-assessment and accountability, systems need to be in place to encourage honest and professional development guided by the principles cited above. Without proper accountability systems, IQMS runs the risk of pay progression to educators in the absence of professional development.

Kimathi and Rusznyak (2018) view IQMS as a tool for performance measurement. They underline the fact that excellence in the performance of educators is crucial for the provision of quality education to all children. IQMS must thus provide a mechanism for improving the unsatisfactory results evident in learner achievement in many South African schools (Kimathi & Rusznyak, 2018). IQMS emerged from an assumption that educators want and need professional feedback, not only on the act of teaching but, also on the results of their teaching (Kimathi & Rusznyak, 2018). This suggests that, through IQMS processes, educators do not only expect growth and improvement in pedagogical approaches, but also results in learner performance in the subjects they teach.

Therefore, IQMS must be viewed broadly as targeting both classroom practices and the outcomes of teaching and learning, including learner performance. Biputh and Mckenna (2010) argued that confusion is embedded within the different intentions of IQMS and questioned whether anyone's appraisal can meet both the professional growth and monetary demands without confusing and conflating them. Educators have a responsibility to provide quality education to learners they teach. Therefore, conversations about the teachers' work and their professionalism must not divert attention from the responsibility of the state to ensure that all public schools are adequately resourced, and meet the norms as well as standards for school

infrastructure (Kimathi & Rusznyak, 2018). The scholars further highlight broader problems in ensuring access to quality education for all, such as inequalities in society, dysfunctional school management, inadequate infrastructure and inequitable resource allocation that continue to plaque the public schooling sector (Kimathi & Rusznyak, 2018). The argument therefore, is that it is important the challenges in the implementation of IQMS be addressed.

The Department of Education is aware that IQMS is not achieving its desired objectives; it would be simplistic to believe that any form of external evaluation would remedy such a complex situation overnight. Despite all measures put in place to strengthen the implementation of IQMS, schools have continued to experience challenges resulting in the teacher development summit convened to identify and address amongst others factors responsible for the poor implementation of IQMS. At the summit, it was agreed that IQMS should be streamlined and re-branded to a revised version named QMS with the purposes of enabling the different quality management progress to inform and strengthen one another as the current IQMS seems to be failing. The Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) have also confirmed this in the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) for 2011-2025 (Department of Basic Education & Department of Higher Education and Training, 2011). Loock and Gravett (2014) have confirmed that teacher appraisal through the IQMS does not appraise competence sufficiently to assist educators in identifying their professional learning needs.

The above deficiencies in the implementation of IQMS may be due to the lack of continuous training for educators and all stakeholders involved in the implementation of IQMS (Thobela & Mtapuri, 2014). For instance, IQMS training has been conducted using the cascading model, which requires educators to attend orientation workshops and share their learning with their colleagues, who did not attend (Msomi, Van der Westhuizen & Steenkamp, 2014). This model of implementation has proved to be problematic, since it is open to varied interpretations and allows for policy understanding that become diluted and limited during implementation (Hoban, 2002 cited in Msomi et.al, 2014; Bisschoff & Mathye, 2009; Bayeni, 2005).

According to the DBE and DHET (2011) in the ISPFTED, IQMS has been reported to be time-consuming, bureaucratic and involving too much paperwork, features exacerbated by the fact that neither educators nor district officials have the capacity or are inadequately trained to use and thus benefit from it (Department of Basic Education & Department of Higher Education and Training, 2011). In addition, too many continuing professional development programmes

lack relevance and practicality and are sometimes of poor quality. The Integrated Quality Management System was enacted to deal with several challenges (fairness, performance, opportunities for development) to enhance and monitor the performance of the education system.

Studies on the implementation of IQMS have focused on secondary schools as well as Technical and Vocational Education and Training (TVET) colleges (Chetram, 2017; Dlamini, 2009; Nxumalo & Harunavamwe, 2017). Few studies have been conducted on the implementation of IQMS in primary schools, especially those that are in deep rural areas (Kimathi & Rusznyak, 2018). In the South African context, the DoE categorizes schools into five quintiles, using the socio-economic contexts in which schools are located. Schools in quintile one category are the poorest, while those better resourced and in a wealthy socio-economic environment are in quintile five. Resourcing and funding of schools are therefore determined using the socio-economic context of schools, where quintile five schools are more resourced and quintile one schools are poorly resourced.

In addition, little has been done in the research to understand teachers' experiences of IQMS in the context of professional development policies, for example, Continuing Professional Teacher Development as espoused in the NPFTED (Department of Education, 2007). This policy seeks to encourage educators to participate in professional development activities so that they can earn professional development points in three types of professional development activities, namely, type one, type two, and type three.

Type one includes all professional development activities initiated by the educators themselves; type two focuses on professional development activities that are initiated by the SMT; and type three are professional development activities that are initiated by external professional bodies/institutions (Department of Education, 2007). According to Department of Education (2007), each teacher is expected to accumulate 150 professional development points over a 3-year cycle. This is in line with the Employment of Educators Act 76 of 1998, which states that the Department of Education must develop teachers professionally.

Teacher assessment and evaluation have a positive impact on teacher professional development (Van Deventer & Kruger, 2003). The Department of Education envisages that IQMS could be used to support teachers' professional needs in South African schools. However, it remains unclear how IQMS addresses individual teachers' professional needs. Therefore, given the realities and complexities that prevail in the implementation of IQMS, there is a need to explore

teachers' understandings and experiences of the implementation of IQMS in different schools' contexts. I believed that the findings of this study could benefit educators, specifically in respect of professional development purposes. As a senior education specialist (SES) in the professional development section, the findings of this study could also assist to identify and address areas for teacher development.

1.4 Significance of this Study

Several measures have been placed by the South African Department of Education to strengthen and improve the quality of education offered to improve the performance of learners. However, despite the implementation of strategies like IQMS, schools have continued to experience challenges. This study explores teachers' understandings and experiences of the implementation of IQMS. Through close interaction with teachers from the selected school, the study investigates the extent at which educators are performing in line with their job descriptions. The study was important for a number of reasons. Firstly, it contributes to current knowledge of the implementation of the revised IQMS as the study clearly outlines the teachers' experiences and understanding of first version of the IQMS policies from the Department of Education. Secondly, it brings recommendations for action to different stakeholders in the Department of Education and Training in South Africa The goal of these recommendations is to improve the teaching and learning activities through keenly looking at teacher practises and implantation of their teaching strategies in primary schools to be particular. I hope that the study will provide some useful insights for policymakers in the country as it makes them aware of the state of teaching and learning in the case school. They would be enlightened on the plight of teachers' experience and understanding of IQMS. Moreover, the findings should help primary school teachers gain insight into effective strategies that teachers in the case school use with the daily interactions of the policy documents given. More importantly, the findings offer practical guidance to all relevant stakeholders in the Ministry of Education and Training on ways to improve teaching and learning in the primary level. The findings of the study will be shared with the school in order to improve the levels of accountability among educators. This study is therefore, important because it will enhance proper planning in schools and in the DoE. This will help the DoE and schools to avoid unnecessary duplication of strategies and structures; to establish the educator's efficiency, effectiveness and good performance as well as address underperformance in order

to optimise the use of human resources; and to strengthen accountability in schools with an overall determination of improving student performance.

1.5 Aim and Objectives of the Study

The aim of this study was to explore teachers' understandings and experiences of the implementation of IQMS at a primary school in the province of KwaZulu-Natal. The intention was to understand the issues regarding the implementation of IQMS in a primary school context.

The objectives of this study were:

i. To establish how teachers' understand IQMS and its role in their professional development.
ii. To explore teachers' experiences in the implementation of IQMS.
iii. To investigate the extent to which IQMS supports teachers' professional learning needs.

1.6 Key Research Questions

The research questions of this study were:

i. How do teachers understand IQMS and its role in their professional development?
ii. What are teachers' experiences in the implementation of IQMS?
iii. How do IQMS activities support teachers' professional learning needs?

1.7 Literature Review and Conceptual Framework

The Integrated Quality Management System is derived from performance measurement system used in countries like United States of America, England, and Germany. In Mchunu and Steyn (2017), Abraham (2010) defined performance measurement system as an on-going process for identifying, measuring, and developing an individual's performance in accordance with an organisation's strategic goal. Similar to the international literature, the South African Department of Education (2011) describes IQMS as a performance management system for school-based educators, designed to evaluate the performance levels of individuals in order to achieve high levels of school performance. The ELRC (2003) stipulates that in IQMS, teachers should learn from each other in different structures such as Developmental Support Groups (DSGs). Teachers form these DSGs, theirs peers in subjects and immediate seniors (who can be the Head of Departments of subjects, deputy principals and principals). It is believed that

these groups have a capacity to offer teachers opportunities to learn from one another during IQMS processes. Immediate senior and peer is assumed to have vast experience and knowledge, which could benefit the teacher.

In the South African context, IQMS is a school-based professional development model. Mitchel (2013) defines professional development as a process whereby an individual acquires or enhances the skills, knowledge, and attitudes for improved practice. Day (2004), further reiterates that it is a process which teacher review, renew, and extend their roles as change agents to the moral purpose of teaching. This implies that through professional development programmes like IQMS, educators get a renewal, recharging and upgrading of their teaching skills with the aim of providing better and quality teaching and learning as per their professional mandates and calling. Professional learning is the activities teachers do to improve professional skills. It results in better teachers and that is professional development. Professional learning can take place in formal content workshops and informally between teachers or individually.

The study adopted a situated learning theory because IQMS in this study is regarded as a professional development activity, which takes place within teachers' working context. Borko (2004) defines situative as a set of theoretical perspectives and lines of research with roots in various disciplines including anthropology, sociology and psychology. The scholar further argues that situative theorists conceptualise learning as changes in participation in socially organised activities and individuals' use of knowledge as an aspect of their participation in a social practice (Borko, 2004). A situative perspective maintains that 'teacher learning is usefully understood as a process of increasing participation in the practice of teaching, and through this participation, a process of becoming knowledgeable in and about teaching' (Alder, 2000, p. 37 cited in Borko). This statement suggests that when teachers are working in teams or groups, (communities of practice/ professional learning communities) they gain knowledge and skills from each other. Borko (2004) highlights, "for teachers, learning occurs in many aspects of practice, including their classrooms, their school communities, and their professional development courses or workshops" (p.4). In IQMS, teachers are evaluated in the classroom and in the activities that take place outside the classroom with the aim of identifying teachers' strengths and areas of development. Thus, performance standard five of IQMS motivates teachers to develop themselves professionally in a form of continuing teacher professional development (ELRC, 2003).

1.8 Research Methodology

The study used interpretive qualitative study to explore teachers' understandings and experiences of IQMS as a tool for professional development. The interpretive paradigm enabled the provision of a full interpretation of teachers' understandings and experiences of IQMS in relation to professional development. The study was conducted in a primary school to get an in-depth description of teachers understanding and experiences in the implementation of IQMS.

All the nine teachers in a selected primary school were purposively selected as respondents in this study to understand their experiences in the implementation of IQMS. Burns (1998) cited in Cohen, Manion and Morrison (2007) argue that purposive sampling serves the real purpose of the objectives of the researcher in discovering, gaining insight and understanding a particular chosen phenomenon; in this study it is teachers' understanding and experiences of IQMS that was sought. The qualitative research approach was adopted in this study as it allowed for insight on the implementation of IQMs through teachers' experiences, beliefs, values, and understanding. Semi-structured interviews were held with nine teachers, followed by the document analysis. Documents included records of scores, personal growth plan, school improvement plan and the minutes of staff development team. Data analysis consisted of both descriptive and thematic development. Ethical clearance was obtained from the education department and permission for conducting this study was obtained from the University of KwaZulu-Natal, Department of Education and the principal of the selected primary school. The nine teachers signed the consent forms provided and their real names were replaced by pseudonyms for anonymity in the study.

1.9 Outline of the Dissertation

The dissertation is divided into five (5) chapters as follows:

Chapter one introduces and provides an overview of the study and outlines the problem in which the study pivots. The chapter further presents the rationale, aim and objectives, and the key research questions of the study.

Chapter two provides a review of literature relevant to the study. The discussion of the literature highlights gaps, with a view to locating the study within the scholarly conversation regarding continuing professional teacher development, focusing specifically on the models

for teacher development and IQMS as a mechanism for CPTD. The chapter also discusses Situated Learning as a lens through which the discussions and findings of this study were read and understood.

Chapter three discusses the methodology and design as used in the study. The chapter discusses the research approach, paradigmatic orientation and the data collection methods used in the study. The chapter also discusses how the data was analysed, considerations for ensuring trustworthiness, and issues regarding ethical conduct of the study. The chapter concludes by describing the limitations of the research study and how these were mitigated.

Chapter four presents a description and analysis of the findings in respect of the key research questions of the research study and what they mean for the understandings and experiences of teachers of the implementation of IQMS as a mechanism for professional development.

Chapter five presents a synopsis of the key findings and provides concluding remarks for the study. The chapter reflects on the limitations of the study and what these mean for the current and future research. The chapter concludes by providing recommendations and areas for future research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature regarding continuing professional teacher development, both internationally and locally. The chapter is structured into four sections that also contain several subsections. The first section will firstly look at history of evaluation in South Africa then moves to draw from a cognitive and social learning perspective to deconstruct the notion of teacher learning, followed by a discussion of features and models of effective professional development. Thirdly, the chapter discusses the South African form of performance management system called IQMS. The discussion includes roles of different individuals, structures involved in the implementation processes, and a reflection on the implementation of IQMS. Lastly, this chapter discusses situated learning as a theoretical device that was deployed to guide thinking, analysis, interpretation, and understanding within this study.

2.2 The history of evaluation in South Africa

South African teachers come with different historical qualifications and educational backgrounds, the majority of which developed under apartheid structures that deliberately disadvantaged and underdeveloped the large sections of the population. This has resulted in major differences in the development needs of teachers across the system, particularly with respect confidence and competence in dealing with the National Curriculum Statement and changes in education more broadly (Teacher Development Summit 29 June – 2 July, 2009 Declaration, 2 July 2009). As a result, in the post-apartheid era, that is, after 1994, many reforms took place in the South African Education system. The policies that were aimed at bringing about change in the education system were formulated. This is also confirmed by the report given by the Ministerial Committee on a National Education Evaluation and Development Unit (NEEDU, 2009) which states that the new Department of Education after Apartheid (1994) prioritized legislative and policy reforms to overhaul the fragmented and discriminatory nature of education provision, and to establish a unified, non-racial system of education and training. The Developmental Appraisal System (DAS) was introduced as a way forward to bring about the reforms in the South African Education System.

2.2.1 Developmental Appraisal System

Studies regarding teacher evaluation practices and procedures, especially at the policy level, are needed urgently. Appraisal provides one means of needs identification for staff development in an organisation. The ultimate purpose of needs identification is to improve performance by recognising both skills or non-skills discrepancies and growth points and if these are not recognised, this benefits neither the individual, teams nor work organisation's performance (Bush & Middlewood, 1997). There are many reasons to appraise how well teachers are performing. School districts need a check on the effectiveness of their personnel-selection procedures; administrators need to make decisions about compensation, promotions, transfers or terminations; teachers need to know how well they are performing if they are to perform better (Lunenburg and Ornstein, 1991 as cited in Scott, 1998). Formative evaluation or developmental evaluation (Reynolds and Martin-Reynolds, 1988) helps teachers to diagnose and to solve instructional problems in order to make improvements and to further their professional development (Acheson and Smith, 1986) as cited in Wanzare (2002). As noted by the Alberta Teachers' Association (ATA) (1995 p. 5), as cited in Wanzare (2002), formative evaluation plays an important role in the promotion of professional growth of teachers and provides principals with information on how teachers are striving to improve their instruction for students and develop professionally. The identification of a person's professional strengths and weaknesses may be achieved through an appraisal system (Hull, 1995). According to Hull (1995), if we accept that nobody is perfect and that gradual continuous improvement is desirable, appraisal should identify opportunities for professional development. He argues that appraisal systems usually include some, or all of the following: self-evaluation by the teacher; classroom observations by the appraiser; formal discussion, with structured preparation on both sides, leading to an agreed statement; acknowledgement of strengths; identification of opportunities for improvement; written record of the process signed by both parties. Middlewood (1997) agrees that the purposes of evaluation relate both to improving individual performance and to greater organisational effectiveness, the latter ultimately being in the organisation's key purpose, that is, student learning. In the national evaluation of the Teacher Appraisal Scheme, Barber et al. (1995) as cited in Middlewood (1997), concluded that appraisal contributes to eight of the eleven factors identified by Ofsted as characteristics of effective schools: on enhancing professional leadership; on promoting a shared vision and goals; on increasing the concentration on teaching and learning; on establishing explicit high concentrations of staff; on ensuring positive reinforcement through acknowledging the

contribution of staff; monitoring progress and the career development of staff; on providing opportunities to develop more purposeful teaching; on enhancing the sense of a school being a learning organization. The individual needs to be motivated personally to continue to improve through the process, and evaluation needs to occur so that the accountability of that individual to the organisation is ensured. In South Africa, the aim of the Developmental Appraisal System (DAS), finalized in the Education Labour Relations Council (ELRC) Resolution 4 of 1998, was to facilitate the personal and professional development of individual teachers, and to improve the quality of teaching practice and education management through the principle of lifelong learning and development (ELRC Manual for Developmental Appraisal). This implies that one has to prioritise areas for development and growth throughout one's career in education. This is a paradigm shift from the old system of education where such practices did not exist. DAS was a stakeholder-driven, transparent form of appraisal and targeted at school and office-based educators (Gallie, 2006 in NEEDU report, 2009). Davidoff and Lazarus (1997) are also of the view that educational policy needs to be developed in such a way that teachers have a supportive framework within which they can participate actively in processes of change and development.

2.2 Teacher Learning

The notion of teacher learning can be defined using cognitive and social learning perspectives. For example, Andrew and Schwab, 1995, p.2) have defined teacher learning "as a method of learning used by teachers, where they actively engage in the construction, long-lasting engagement in the process of learning, thinking and remembering, which results in an enduring change of behaviour and/or capacity". This suggests that teacher learning, from a "cognitive view" (Kelly, 2006, p.115), increases teachers' understanding of their work through engaging in activities of learning. Kelly (2006) supports the cognitive view and defines teacher learning as the process by which teachers move towards expertise. According to Kelly (2006) teachers should learn a stipulated body of knowledge which constitutes professional expertise and then use this in their practices.

Lave and Wenger (1991), cited in Kelly (2006), equate expertise to full participation in social settings. They state that the minute-by-minute decision-making demanded by, for example, teachers' participation in normal classroom activities involves knowledge-in-practice, a distributed and dynamic process resulting from the collaborative actions of teachers and

students in the context of their work, which is specific and unique to their particular classroom settings. Cobb (1994) cited in Borko (2004), views learning as a process of active individual construction and enculturation into the practices of wider society.

Adler (2000) reiterates that teacher learning is the process of increasing participation in the practice of teaching and, through this, respondents become knowledgeable about teaching. Thus, teacher learning is both an individualized, constructive, and active process of increasing knowledge about teaching within a community of teachers, guided by policies, programmes and practices. In the context of this study, IQMS policy provided a platform for learning new pedagogical and content skills to improve the professionalism of teachers. Through IQMS, teachers could critically reflect on their performance and set targets for their professional development.

2.3 Teacher Professional Development

Teacher professional development is a contested notion, defined in diverse ways by various authors. According to Abdelaziz (2013, p.23) cited in Singh (2015, p.20), professional development refers to the process and activities designed to enhance professional knowledge, skills and attitudes of teachers so that they may, in turn, improve student learning. This implies that the skills and knowledge teachers gain from professional development must contribute to the improvement of learner achievement in the classroom. Bertram (2014) argues that the concept of teacher development, teacher change and teacher learning are often used interchangeably and often with a lack of precision. According to Bertram (2014), the notion of professional development is often associated with particular initiatives, activities, or events, which can reinforce assumptions that teacher learning only happens as a result of particular activities, workshops, or programmes. In agreement with these authors, Kennedy (2005) contends that professional development is a process of professional growth. He further describes professional growth as a situation whereby a teacher learns about orientations and other continuing professional development activities.

Teacher professional development can also be regarded as a deliberate and continuous process. This process involves the identification and discussion of the present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programs of staff activities designed for harmonious satisfaction needs (Billing, 1976). Mestry, Hendricks, and Bischoff (2009) contend that professional development must be viewed as a process by which

teachers review, renew and extend their commitment as change agents to the moral purposes of teaching by which they acquire and develop their knowledge, skills, and attitudes.

Some authors (Bradley, 1998; Craft, 2000; Mestry, Hendricks & Bischoff, 2009) have argued that there are many reasons for undertaking professional development. These reasons for professional development include; the intention to improve job performance; extend experiences of individual teachers for career development or promotion purposes; develop professional knowledge and understanding of teachers to fulfil their responsibilities; extend the personal or general education of teachers; make teachers feel valued; promote job satisfaction; develop and enhance the view of the job; enable teachers to anticipate and prepare for change and to derive excitement from it; and make teachers feel willing and competent to contribute positively to the development of the school (Bradley, 1998; Craft, 2000 cited in Mestry, Hendricks & Bischoff, 2009). In a study by Menlo and Poppleton (1990) it was clearly argued that the single most significant factor why teachers should be professionally developed is based on the conviction that the quality of teachers influences the quality of the learners' experience and achievement in a positive way. Elmore (1980), Firestone (1993), and Guskey (2002) suggest that teacher development programmes are the process by which teachers learn to be more effective and efficient. These programmes focus on the improvement of learners' learning experiences through teacher enhancement of their knowledge, skills, values, and attitudes. These authors suggest further that the essential purpose of teacher development programmes is to improve the whole school system and not just the individuals thereof.

According to Bush, and Bell, (2003 pp.285-286), professional development embraces two related concepts, namely, “expanding theory and improving practice”. Firstly, professional development is understood as a process spanning an individual teacher’s career, whereby they continue to develop the knowledge and skills required for effective professional practice. Secondly, professional development refers to the fact that knowledge acquisition and skills development should be directly related, to a greater degree than the past, to the substantive problems faced by the teachers. Mestry, Hendricks and Bischoff (2009) underline the fact that professional development must meet the challenge of developing teachers for a new agenda within a framework of transformation aimed at reconstructing the education landscape.

The following section provides a discussion on the features of effective professional development.

2.3.1 Features of effective professional development

Desimone (2009) contends there are five features of professional development that teachers should engage in. For instance, effective professional development must focus on subject knowledge and skills and demonstrate how students must learn such aspects. Put differently, professional development activities must target specific content knowledge and skills, as well as how such must be taught. In other words, professional development activities must focus on content, skills, and pedagogical knowledge. Therefore, teachers' records, such as lesson plans and notes must be analysed to assess teacher knowledge and skills in a subject matter alongside records and documentation that need to be developed and maintained during the implementation of IQMS. One of these documents include a completed instrument where the teacher is required to record observations as clearly as possible in the appropriate columns of the instrument, namely, strengths, recommendations for Integrated Quality Management System (IQMS) development and contextual factors. The completed instrument serves as a report used for all official purposes. The second record is the Personal Growth Plan (PGP) which is developed by the educator in consultation with members of the DSG. It is used to inform the School Improvement Plan (SIP) which should be submitted to the local departmental office to inform their planning and deployment of support staff.

The PGP forms an important record of needs and progress of individual educators along with the self-evaluation, the baseline evaluation, and the performance measurement (at the end of each calendar year). Third, is the School Improvement Plan, which is a blueprint of the actions and processes, needed to produce school improvement; it enables the school to measure its own progress through a process of on-going self-evaluation. Last is the District Improvement Plan (DIP) which is developed by the District/Local Departmental office for the District/Circuit once a School Improvement Plan (in which each school highlights its specific developmental needs) is received from each school by the end of March every year. These documents are very important for the proper implementation of the IQMS; however, in most cases they are not produced diligently because of the several challenges experienced by the teachers and the school management bodies.

Professional development activities must promote active learning by teachers (Desimone, 2009). This suggests that teachers must be provided with opportunities to get involved in learning activities such as observing and receiving feedback, analysing learners' work, and making presentations. This study also investigated how Developmental Support Groups

(DSGs) supported teachers through mentoring and coaching cycles and how teachers engaged in teaching and learning. This is in line with Desimone's (2009) argument that what teachers learn in any professional development activity must be consistent with teacher knowledge and values as well as departmental policies. For this study, this involved looking at how teachers established coherence with other related policies in the implementation of IQMS.

The duration of professional development activities is another critical factor. Professional development activities are conducted within a specific period. Desimone (2009) recommends that they must be spread over a reasonable period, which may be a minimum of 20 hours per quarter of a year. In the Integrated Strategic Planning Framework for Teacher Education and Development (Department of Higher Education and Training and Department of Basic Education, 2011), teachers must spend a minimum of 80 hours on continuing professional teacher development. For this study, teachers were asked how they used this time for their professional development activities.

The last feature of effective professional development is collective participation (Desimone, 2009). This refers to a situation where a group of teachers teaching, for instance, the same grade and/or subject, participate in professional development activities together to build an interactive learning community (Desimone, 2009). As can be discerned, collaborative learning, for teachers, may involve sharing ideas with the purpose of improving practice (Ndovela, 2014). For this study, teachers were requested to share their understandings of the establishment as well as the roles and experiences in the implementation of IQMS.

2.3.2 Models of professional development

Literature (Evans, 2013; Guskey, 2002; Kennedy, 2005) on continuing professional development identifies various models of professional development. Kennedy (2005) identified nine models of continuing professional development. For purposes of this study, seven models of professional development are discussed. Kennedy (2005) grouped these models into three categories: transmission, transitional and transformative. Table 1 shows the grouping of the models of professional development.

Table 1

Categories of Models of CPD

Categories	Models of professional development
Transmission	Cascade model Training model Award bearing model Deficit model
Transitional	Coaching /mentoring model
Transformative	Action research model Community of practice model

(Source: Kennedy 2005, p. 248)

2.3.2.1 Cascade and Training Models

According to Kennedy (2005), this model of continuing professional development supports the skills-based technocratic view of teaching, whereby this provides teachers with an opportunity to update their skills to demonstrate their competence. This model of continuing professional development is compatible with the standard-based view of teacher development, where teachers strive to demonstrate particular skills specified in a nationally agreed standard. Kennedy (2005) contends that this model supports a high degree of central control often veiled as quality assurance, where the focus is firmly on coherence and standardization.

The cascade model involves a process whereby individual teachers attend training and then go back to their school to disseminate the information to their colleagues who were not part of the training. Kennedy (2005) argues that the cascade model supports a technicity view of teaching, where skills and knowledge are given priority over attitudes and values. This teacher development model was relevant to this study as IQMS training often relies on a model where one teacher attends the training workshop, comes back to the school and cascades the information to other teachers. For this study, teachers where interviewed to understand how staff development was conducted at their school.

2.3.2.2 Award-Bearing Model

Kennedy (2005) states that CPD, an award-bearing model emphasises the completion of award-bearing programmes of study, which are usually validated and accredited by universities. Kennedy (2005) further explains that the award-bearing model has standardised experiences and emphasises professionalism and classroom experiences. This means that, through this model, teachers must complete a set of activities or courses to obtain an award, which could be material, monetary or simply a recognition status (Kennedy, 2005). For this aspect, this study set out to understand the possible and actual benefits teachers derived from the implementation of IQMS.

2.3.2.3 Deficit Model

This model holds that professional development can be designed to address a perceived deficit in teacher performance. Performance management requires that individuals take charge of evaluating and managing changes on their performance, with a view to remedying perceived weakness in their performance (Kennedy, 2005). In this model, teachers' training needs are identified through a needs analysis or baseline evaluations, and gaps in knowledge and skills deficits are subjected to a programme specifically designed to capacitate them. Examples include, for instance, content workshops, where teachers attend workshops that are designed to increase their content and pedagogical skills in teaching specific topics. The interest of this study was to understand how teachers conducted self-evaluation and what was subsequently done to address the identified professional development needs.

2.3.2.4 Coaching and Mentoring

Mentoring refers to a mutual and reciprocal relationship, whereby parties utilize their reflective practice and experiential learning to develop new skills, knowledge, and attitudes (Hawker, MacMillan & Palemo, 2013, cited in Kubheka, 2016). It is characterised by a one to one relationship between two teachers, designed to support continuing professional development (Kennedy, 2005). Mentoring involves an element of counselling and professional friendship, whereas coaching is more skills-based (Rodes & Beneicke, 2002, cited in Kennedy, 2005). From the perspective of coaching, no one between the two parties has an upper hand; both share information, knowledge, and skills. In the context of IQMS, coaching and mentoring are features whereby, through the DSG, a teacher's peer and immediate supervisor, coach and mentor the teacher with the intention of professionally developing them. For this study, the

intention was to understand how mentoring and coaching were conducted as a component of the IQMS process to address identified teachers' professional development needs.

2.3.3 Transformative Model

Kennedy (2005) describes the central characteristics of the transformative model as the combination of practices and conditions that support the transformative agenda. The transformative model recognises a range of different conditions required for transformative practice. In a transformative model such as action research, pedagogical approaches are introduced to teachers for implementation in classrooms. Through this model, teachers may be invited to attend conferences or workshops, where new content or pedagogy is explained and demonstrated to empower them for its implementation in their classrooms. From this perspective, continuing professional development could be regarded as a means for supporting educational change (Hoban, 2002 cited in Kennedy, 2005) in line with performance standard through lesson planning and presentation, assessment, and use of teaching and learning support materials.

2.3.4 Communities of Practice Model

Lave and Wenger (1991) define a Community of Practice (CoP) as a group of people who come together to focus on a specific topic or issue for purposes of sharing knowledge and solutions. The CoP model is a strategy where groups of people come together to share a common set of problems and deepen their knowledge and expertise by interacting on an on-going basis (Wenger, McDermott & Snyder, 2002). For example, schools may be regarded as communities of practice for teachers where opportunities for and collaboration with colleagues occur, and where processes of making meaning can result in the mediation of new knowledge (Falk & Drierking, 2000). For instance, within a school context, Developmental Support Groups and subject clusters are established to support, inter alia, professional development processes for teachers.

Teachers must be at the centre of teacher development activities by, for instance, participating in the establishment and operation of professional learning communities for the development of their knowledge and practice standards (Department of Basic Education and Department of Higher Education and Training, 2011). The rationale for the establishment of these structures is for them to serve as a mechanism to encourage schools and teachers to work as communities of practice. The rationale for the formation of subject clusters, communities of practice, and

professional learning communities, is to provide a space for exchanging ideas and sharing good practice, knowledge, and information. Wenger, McDermontt and Snyder (2002) contend that communities of practice provide opportunities for building relationships that enable teachers to learn together and from one another. Teachers are thus motivated and encouraged to participate in professional learning communities.

Mokgalane (2015) argues that IQMS, as a professional development strategy for teachers, borrows from various professional development models as its features can be observed in several models cited previously. One example is that IQMS trains teachers using the cascade model. Furthermore, with reference to the award-bearing model, performance measurement is undertaken with an intention of awarding teachers a 1% salary progression. During developmental cycles, teachers are coached and mentored by senior teachers. Thus, IQMS is about overseeing the overall effectiveness of the institution that requires specific support and development and encourages accountability.

2.4 Integrated Quality Management System

In order to improve the education system of the country, a new system called Integrated Quality Management Systems was formulated by the Education Labour Relations Council (ELRC, 2003) as cited by Mestry et al. 2009. In the South African studies conducted by Weber (2005), he states that the Integrated Quality Management System (IQMS) combines the three programmes namely, Developmental Appraisal (DA); Performance Management (PM); Whole School Evaluation (WSE) that have been discussed over several years by the major stakeholders and is aimed at teachers and schools. This was the post-apartheid reform in education after 1994. He states further that IQMS in 2003 was preceded by several years of conflict between the leading teachers' organisation, the South African Democratic Teachers' Union (SADTU), and the State. Weber (2005) argues that the IQMS contains general statements that imply agreement among all reasonable people (Department of Education and for all teachers) in South Africa. The main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching, and for this, we are all accountable to the wider community (ELRC, 2003). Education Labour Relations Council (ELRC, 2003) as cited in Weber (2005) informs that the philosophy underpinning the IQMS is based upon the fundamental belief that the purposes of the new measures are to: 18 determine competence; assess strengths and areas for development; provide support and opportunities for development to ascertain on-going growth; promote accountability; and monitor an

institution's overall effectiveness. The World Bank study on Secondary Education in Africa, (World Bank, 2005 as cited in De Clercq 2008), states that the most important preconditions for effective teaching are competent and knowledgeable teachers, effective curriculum and resources, as well as the way in which teachers use these in the learning environment. (Bartlett, 2000; Cardno et al.,1997) as cited in Clercq (2008) inform us that evaluation provided a framework to identify teachers' strengths and weaknesses, and facilitated the identification of personal and professional development plans within the broader aim of school development. They further argue that schools in Scotland and New Zealand developed their own internal teacher system of teacher evaluation, which encouraged a self-critical and self-developing approach to teacher and school improvement. De Clercq (2008) concludes that teacher unions, and SADTU in particular, insisted that educator development support precedes performance appraisal, and that the districts and senior management adopt a developmental attitude in providing support to educators in line with their identified areas of development (SADTU, 2002 & 2005). She goes further and states that the capacity of the South African education system to provide appropriate professional support to school has poor record, whether such support is funded and managed by international donors. It is suggesting that two separate evaluation systems are required with their own instruments: an external standardised system (which can monitor teacher performance across the system) and a district-moderated school-based developmental and performance appraisal system that relates to the national system but is contextual and is backed up by more effective evaluators and support capacity. She argues further that appraisal will have legitimacy and positive results only when adequate support resources and capacity are mobilised and sensibly targeted at the differentiated teachers' needs (De Clercq, 2008)

The South African integrated quality management system is designed to enhance and monitor the performance of the education system. To achieve accountability, integrated quality management system provides a mechanism for identifying areas of strength and weakness and developing programmes for addressing the professional development needs of teachers (Education Labour Relations Council, 2003). The South African integrated quality management system borrows heavily from international language and uses terms such as accountability, management, monitoring, performance, measurement, quality assurance, and competence, which are not peculiar to policy-talk in South Africa (Weber, 2005).

The integrated quality management system is a combination or blend of three programmes, namely, Developmental Appraisal (DA), Whole School Evaluation (WSE), and Performance

Measurement (PM) (Education Labour Relations Council, 2003). The main objective of the integrated quality management system is to ensure quality public for all and to improve the quality of learning and teaching. This implies that the Department of Education has a responsibility to provide facilities and resources to support teachers' efforts to improve the quality of learning and teaching (Education Labour Relations Council, 2003). There are five purposes of integrated quality management system, namely: determining competencies of teachers; identifying teachers' areas of strength and development; providing support and opportunities for development to ensure continuing professional growth; promoting accountability; and monitoring the overall effectiveness of the education system (Education Labour Relations Council, 2003, p. 3).

This study explored teachers' understandings and experiences of the implementation of the integrated quality management system and the extent to which it supported teachers' professional learning needs. That is, if the intention was to assess the extent of the implementation of the IQMS as outlined above and the extent to which it provided support and opportunities for professional development and continued growth for teachers. Individual teachers and structures (Education Labour Relations Council, 2003) implement the integrated quality management system through different activities.

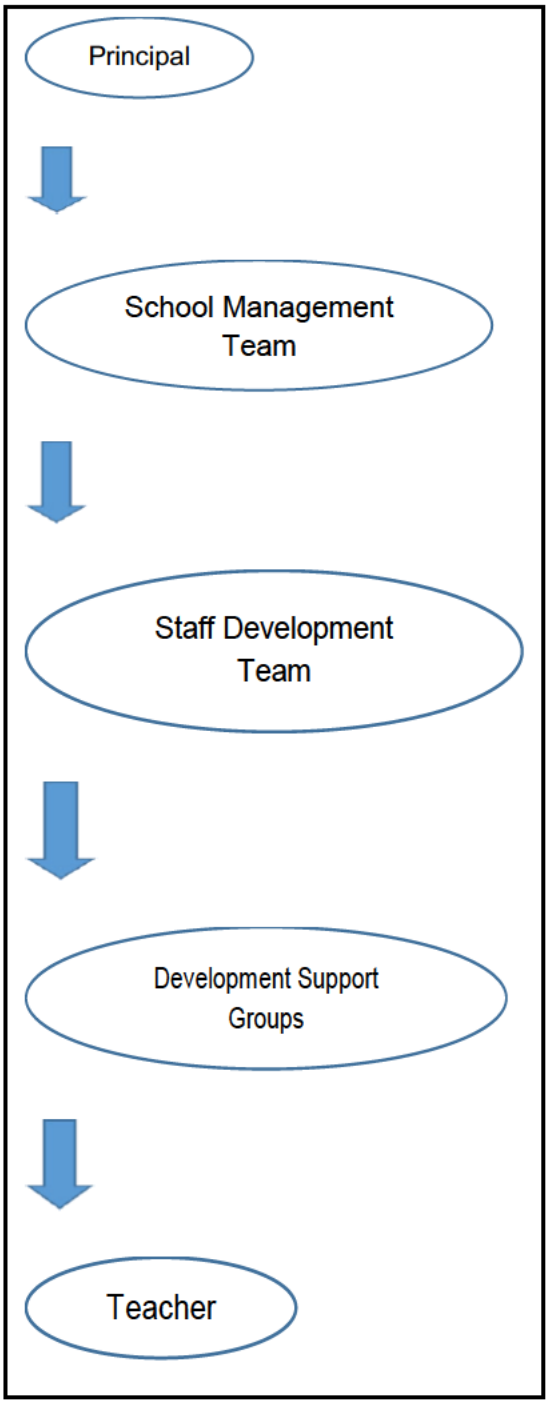
2.4.1 Roles of Individuals and Structures Involved in the Implementation of IQMS

The ELRC (2003) identifies individuals and structures that are responsible for the implementation of the integrated quality management system in the South African schools. These individuals and structures include the principal, teachers, School Management Team (SMT), Staff Development Team (SDT) and Development Support Groups (DSGs). The implementation of the South African integrated quality management system is characterised by emphasised levels of accountability, which means that the structures are hierarchically arranged.

Figure 1 shows individuals and structures involved in the implementation of the integrated quality management system in schools, which are further discussed individually.

Figure 2.1

Individuals and structures involved in the implementation of the South African Integrated Quality Management System



2.4.1.1 Principal

Squelch and Lemmer (1994) explain that staff appraisal refers to advancing of employee skills, which is a significant managerial task in the implementation of the integrated quality management system. Therefore, the principal, as the head of the school, has a responsibility to ensure that the IQMS is implemented properly. Thus, the principal must take responsibility for the overall implementation of the school's performance management policy and ensure that performance management reviews take place (Jones, 1993). Figure 1 places the principal at the centre of the efforts for ensuring efficient implementation of performance management systems, through the setting up of appropriate and functional structures and hands-on involvement in needs analysis and planning processes regarding staff development initiatives and programmes to address teachers' professional development needs (ELRC, 2003). The Education Labour Relations Council (2003) states that the principal must convene the first meeting at the beginning of the year to plan for and discuss matters regarding the implementation of the integrated quality management system. In this meeting, teachers must be trained about what IQMS is, origins of IQMS, structures required for the effective implementation of IQMS, roles of different structures, records that must be kept during the implementation and processes relating to the resolution of disputes.

2.4.1.2 School Management Team

The School Management Team (SMT) consists of the principal, deputy principal, and head of departments (Department of Education, 1998). School Management Teams are expected to organise activities to address the continuing professional development needs of teachers (Education Labour Relations Council, 2003). Amongst other tasks, SMTs must inform teachers about continuing professional teacher development activities and programmes, which are on offer and make the necessary arrangements for teachers to attend. The Personnel Administrative Measures (PAM) state that it is the statutory role of the SMT to manage human resources. This means that the SMT must perform appraisal processes intended to review teaching and learning and offer professional guidance to teachers (Department of Education, 1998). Therefore, the SMT led by the principal could be regarded as the custodian of the IQMS without which no effective professional development can take place in schools.

2.4.1.3 Staff Development Team

The Staff Development Team (SDT) is the highest body in the school responsible for the implementation of IQMS. Teachers democratically (Education Labour Relations Council, 2003) elect members of this team. The SDT comprises of SMT members and Post Level 1 educators. The members are not elected but belong to the structure by virtue of their positions in supervising other teachers and having the responsibility to develop them professionally. The number of teachers who must be elected onto this team is not prescribed (Education Labour Relations Council, 2003) as this depends on the size of the school and the workload that the team must carry. An institution may decide to re-elect a new SDT annually or on a specific term of office (2years/3years) to enable continuity (Education Labour Relations Council, 2003).

The SDT must ensure that all teachers are trained and capacitated on the procedures and processes regarding the implementation of IQMS (Education Labour Relations Council, 2003). This means that the SDT must coordinate all the activities relating to staff development needs and interventions arising from the implementation of IQMS. This means that this team, which monitors and prepares management plans for the implementation of IQMS, must lead all professional development activities. This SDT must ensure that all records regarding the implementation of IQMS are generated and kept safely. As indicated earlier on, the most important function of this team is to oversee coaching; mentoring and support of teachers to ensure that their developmental needs are addressed timeously. The SDT must work closely with the SMT to develop a School Improvement Plan (SIP), based on teachers' identified areas of development that emerged during appraisals and those that were identified by teachers themselves. Members of SDT must co-ordinate on-going support for teachers during the two developmental cycles each year. Lastly, this team must co-ordinate internal operations, liaise with the Whole School Evaluation (WSE) team to co-ordinate, and manage external WSE processes (Education Labour Relations Council, 2003).

2.4.1.4 Development Support Group

During the implementation of IQMS, each teacher must be linked to a Development Support Group (DSG) (Education Labour Relations Council, 2003). The DSG is composed of the teacher’s immediate senior, themselves and one other teacher, who is their peer. The teacher based on their subject expertise must select the peer. For example, for a post level one teacher

who is teaching History, the DSG may consist of the Departmental Head for Humanities and their peer, who may be teaching the same subject and conversant with its content and pedagogical approaches. The peer must have confidence and trust of the teacher, as they must offer constructive and professional critique, support, and guidance for consideration by the teacher.

However, in exceptional cases and with the concurrence of the SDT, the teacher may have as their peer a teacher selected from another school, especially if there is no immediate senior in their specific subject. In addition, the teacher may select two peers; the deputy principal reports to the Departmental Head and if the Departmental Head is absent, in some instances, the teachers may be allowed to select more than one peer based on their professional needs. Each teacher may have different DSGs, while some individuals, for example Departmental Heads, may be involved in several DSGs for different teachers.

Once teachers have determined and established who the members of the DSGs are, the information on their planning is then be included into the broader planning of the SDT. The intention of the planning is to ensure that there are no clashes with Departmental Heads having to evaluate different teachers at the same time and to ensure a reasonable spread and pace of work for evaluators towards the end of the year. A member of the DSG may be changed in instances where development has already taken place and where new priorities have been identified (Education Labour Relations Council, 2003).

According to the Education Labour Relations Council (2003), the roles and responsibilities of the DSG include, inter alia, to provide mentoring and support. It further clarifies that if the immediate senior is a departmental head, the task of mentoring and support will fall within their job description. After classroom observation, the DSG must assist the teacher in the development of their Personal Growth Plan (PGP). The DSG should also work with the SDT to incorporate plans for their development into the School Improvement Plan (SIP). It is the responsibility of the DSG to evaluate the educator and to verify the information provided for performance management for accuracy (Education Labour Relations Council, 2003).

Wragg, Wikely, Wragg and Haynes (1996) and Pillay (2002) support the argument that DSGs are the kingpins in enabling discussion around strengths and areas in need of development as well as reaching consensus on the scores for individual criteria under each of the Performance Standards and resolving differences of opinion that may exist (Education Labour Relations Council, 2003). The DSG also provides opportunities for constructive engagement regarding

what the teacher must do for themselves, what needs to be done by the school in terms of mentoring and support, especially by the DSG and what CPTD and other programmes require, for example, the Department. Furthermore, in collaboration with DSGs, the teacher must develop their Personal Growth Plan (PGP) which must include targets and time frames for improvement. The PGP must primarily be developed by the educator with refinements or adjustments conducted by the DSG, with concurrence from the teacher (Education Labour Relations Council, 2003).

2.4.1.5 Teachers

Teachers, in terms of this study, are those assuming full-time practice in the classrooms (Department of Education, 1998). These teachers are normally called Post Level 1 teachers. According to the ELRC (2003), the main role of teachers in the implementation of IQMS is to participate in agreed appraisal processes to review their professional practice regularly to improve teaching. In other words, teachers should reflect on their professional practice to identify areas of development. Teachers must identify their support groups known as the Development Support Group (ELRC, 2003). Mayo (1997) notes that teachers' role in appraisals to review their professional practice for improving teaching and learning, makes them key beneficiaries of IQMS.

2.4.2 I Integrated Quality Management System Implementation Process

Understanding of the IQMS implementation was crucial to the study as it explores teachers' understandings and experiences in a school. The implementation of IQMS occurs in different stages, some are advocacy and planning, baseline evaluation, summative evaluation, first developmental cycle and reflection, second developmental cycle and reflection. According to the ELRC (2003), these activities must be adapted to the school context. However, timelines for the implementation of IQMS are prescribed and schools must adhere to them. The implementation of the IQMS is guided by the following principles as stipulated in ELRC Resolution 8 of 2003:

(a) The recognition of the crucial role of the delivery of quality public education.
(b) All learners must have equal access to quality education.
(c) The need for an integrated quality management system, which is understood, credible, valued, and used professionally.

(d) The system's focus is positive and constructive, even where performance needs to improve.
(e) The system includes a process of self-evaluation and discussion of individual expectations.
(f) The need to minimize subjectivity through transparency and open discussion and quality controls to ensure validity, reliability, and relevance, for example, there can be no sanctions against individual teachers before meaningful development takes place.
(g) The need to ensure fairness by affirming the rights of educators.
(h) The system promotes the individual professional growth of educators and on-going support for teachers and the college.
(i) The system provides a clear protocol governing the interaction of the parties.
(j) The need for the IQMS to provide for and encourage diversity in teaching styles.
(k) The system meets professional standards for sound quality management, including propriety (ethical and legal), utility (useable and effective), feasibility (practical, efficient, and cost-effective), and accuracy.
(l) Development takes place within a national human resource development strategy and skills development.
(m) Need for all public schools to look for ways to continually improve.
(ELRC, 2003)

2.4.2.1 Integrated Quality Management System Advocacy and Training

Advocacy for IQMS occurs at the beginning of the year, where heads and subordinates of the staff development team are elected and trained on their roles and responsibilities (Education Labour Relations Council, 2003). According to Education Labour Relations Council (2003 p.20), advocacy must address issues relating to the purposes of the three programmes which are performance measurement, whole school evaluation and developmental appraisal. This teacher development model is relevant to this study as IQMS training relies on this model of training, where one teacher attends the workshop, returns to the school and cascades the information to other teachers. For this aspect of the study, the selected teachers were interviewed on how staff development was conducted at their school.

The Department of Education (2003) further states that the focus of IQMS must be on quality education for all, transformation and the advantages for teachers, schools, and the system. Training on IQMS should focus on the implementation phase, that is, on self-evaluation,

planning for the whole year, and the roles and responsibilities of the structures that will be involved in the planning, coordinating, monitoring, reporting, and keeping the appropriate records (ELRC, 2003, p.20). It also highlights that training needs to ensure that everyone (appraisees and appraisers) is familiar with the instrument that will be used. After advocacy and training, the SMT and SDT must assume responsibility for coordinating all the activities regarding staff development and preparation of the IQMS management plan (DoE, 2003).

2.4.2.2 Self-Evaluation

At this stage, a self-evaluation process is conducted, whereby teachers must evaluate themselves using the same instrument used for the developmental appraisal and performance measurement (ELRC, 2003). The teacher must know their performance standards and criteria thereof as well as decide on the timeframes for their own development. In addition, they must prioritise areas of development and monitor their progress since each teacher is responsible for their own development (Education Labour Relations Council, 2003).

The development of a teacher is addressed in their Personal Growth Plan (PGP). In the PGP, the teacher states what their areas for development are, what resources they need to achieve improvement, what actions must be implemented to achieve their improvement. Moreover, the teacher must identify areas of development they initiated themselves and the extent of improvement in those areas. Teachers must also identify challenges faced when implementing IQMS. This is an on-going exercise; the teacher must have dates to keep record of their progress. Once the self-evaluation is complete, the teacher must nominate teachers who will provide support in addressing their areas for development. This group is called developmental support group (DSG).

2.4.2.3 Observation of the Teacher in Practice

The role of the DSG is to support, guide, develop, and mentor the teacher. At this stage, teachers must have conducted their evaluation and selected their DSGs before embarking on classroom observations; the DSGs together with the teachers must-do pre-evaluation discussions. The teacher must develop their PGP with refinements undertaken by the DSG to provide a basis for comparison with the evaluation for purposes of performance management. In terms of development, the school must inform the teacher of the CPTD and the other programmes. According to the Education Labour Relations Council (2003, p.25), teachers attend CPTD and other programmes, and receive support from members of the DSG. This mentoring and

coaching take place in two cycles, with the first cycle starting from April-June and the second cycle in July-September. To put it differently, the second term and the third term are for staff development where teachers are mentored, supported, guided, and coached in the areas of development identified.

2.4.2.4 Post-Evaluation Meeting

At this point, the DSG meets with the teacher and provides feedback about their performance during the classroom observation period. The differences are resolved during this stage and if there are disputes, they are reported to the SDT. The DSG complete all relevant forms and send them to the SDT and the principal for verification.

In term four, teachers are evaluated for purposes of pay or grade progression. This evaluation is called summative evaluation and is conducted at the end of the year. Summative evaluation or performance management is the validation or verification of earlier evaluation. The scores that form the summative evaluation constitute the baseline score in the following year (DBE & DHET, 2011).

2.5 IQMS as a Model for Continuous Professional Teacher Development

From a professional development perspective, features that render it effective and result in attainment of intended outcomes must underpin IQMS. South African researchers, for example, Mchunu and Steyn (2017) reported, "globally, performance management systems and professional teacher development have been foregrounded as valuable tools for the continuous development of teachers for improved teaching and learning" (p.9313). During the apartheid era, the education inspectorate currently known as circuit managers undertook performance management.

In line with the global trends on performance management systems and professional teacher development in 2003, the IQMS was introduced in South African schools, Technical, and Vocational Education and Training (TVET) colleges as a tool for performance measurement to enhance the professional development of teachers. This is confirmed in Mchunu and Steyn (2017) where they report, "IQMS facilitates continuous professional teacher development through the encouragement of teamwork among individuals, development of skills and competencies to perform teaching" (p.9325).

The National Development Plan (NDP) for 2030 argues that improvement in teacher quality must result in improved quality of education, which is a fundamental ingredient of broader economic and social development (National Planning Commission, 2011; Spaull, 2013). In response to this, the formation and operation of DSGs in schools are supported in the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) for 2011 (Department of Higher Education and Training and Department of Basic Education, 2011). In the ISPFTED, the Department of Basic Education (DBE) and Higher Education and Training (DHET) (2011) state that IQMS development programmes should encourage teachers to work in teams to enhance their professional knowledge in professional learning communities (DBE & DHET, 2011).

2.6 Theoretical Framework

Imenda (2014) explains that a theoretical framework is a theory, an epistemological device that a researcher adopts as a guide in their research. A theoretical framework serves as a foundation for literature review, analysis, interpretation, and explanation of findings (Imenda, 2014). This study adopted the situated learning theory as a device to understand, analyse, and interpret findings. Situated learning could be regarded as a set of theoretical perspectives and lines of research with roots in various disciplines including anthropology, sociology, and psychology (Borko, 2004). Situative theorists conceptualise learning as changes in participation in socially organised activities and use of knowledge by individuals as an aspect of their participation in social practice (Borko, 2004). Therefore, the problem of situated learning is how learning occurs every day.

Situated learning theory was used in this study because IQMS is socially organised in a school context. The understanding within IQMS is that teachers should be learning from each other (Education Labour Relations Council, 2003). Structures, such as a DSG are established with the intention of providing opportunities to teachers to learn from one another (Education Labour Relations Council, 2003). For instance, within IQMS, an immediate senior is assumed to have requisite professional experience, skills, and knowledge that will be useful to the educator.

A new set of ideas about the nature of knowledge, thinking, and learning is known as the situative learning perspective (Putnam & Borko, 2000). However, most discussions of these ideas and their implications for educational practice have been cast primarily in terms of students (Putnam & Borko, 2000). From this perspective, scholars and policymakers have

considered how to help students develop a deep understanding of the subject matter, situated student learning in meaning context, and created learning communities in which teachers and students engage in rich discourse about important ideas (Putnam & Borko, 2000). Three conceptual themes are important for situative learning perspective, namely, cognition as situated in the particular physical and social context, cognition as a social device, and cognition as distributed across individuals as well as tools (Putnam & Borko, 2000). A discussion of each of these themes is provided in the following section.

Learning is a cognitive or mental process that results in a change of behaviour because of experience. The concept of teacher learning can be defined using cognitive and social learning perspectives. Situative theorists posit that the physical and social context in which an activity takes place constitutes an integral part of that activity. In turn, the idea and human action is a generalisation, which is adapted to the changing environment (Clancy, 1995). This implies that learning which takes place within that context. Here, what is important is how human knowledge develops in the course of learning within a particular context, and how individuals create and make sense or interpret representations of their actions (Clancy, 1995). Therefore, an individual teacher interacts with other teachers and their environment through an interpretive, representational system that enables them to make sense of what they are doing. Therefore, learning is a "dynamically constructed" social process that takes place within its context (Clancy, 1995, p.49).

By virtue of the contexts, teachers often participate in communities, such as scholarly disciplines (e.g. English and Mathematics groups), in which they share common interests, insights, and expertise. Lave and Wenger (1991) argue that the process of learning is a social process of constructing meaning and applying learning within communities of practice and contexts (Meyers & Lester, 2013). Therefore, from this perspective, it is important to prepare students for participation in professional learning cultures, for instance, schools, which are communities where they learn to learn (Lave & Wenger, 1991).

Situative theorists posit that learning is distributed or stretched to individuals, other persons, and different physical and symbolic tools (Lave & Wenger, 1991). Putnam and Borko (2000) state that the distribution of cognition across people and tools makes it possible to execute cognitive tasks beyond the potential of any individual member. This is often referred to as learning beyond the classroom, where teachers, for instance, of different schools, network in the dynamic construction of knowledge. Thus, from a situative perspective, teacher learning

constitutes a process of increasing participation in the practice of teaching, and through this participation, a process of becoming knowledgeable in and about teaching (Adler, 2000, p.37 cited in Borko, 2004). For instance, within the context of this study, the IQMS required that teachers had to work in teams or groups and undertaking classroom observations to acquire knowledge and skills (Education Labour Relations Council, 2003).

The above understanding is further clarified by Borko (2004, p.4) that "for teachers, learning occurs in many different aspects of practice, including their classrooms, their school communities, and their professional development courses or workshops". In the implementation of IQMS, their peers who provided them with constructive feedback, with a view to improving their professional practice, assess teachers in practice. In this context, teachers themselves participate in their own assessment, which immerses them in the learning context. From the perspective of situated learning theory, this implies that individuals are deliberately and/or incidentally immersed within a context that facilitates learning. This suggests that within this perspective, learning is a social-cognitive endeavour or process. Thus, in the context of the situated learning, IQMS is designed to provide a platform and device for collective professional development within situational and contextualised settings.

2.7 Conclusion

This chapter deconstructed the notion of teacher learning, professional development, features, and models of professional development. In addition, the chapter presented an overview of IQMS as a policy and professional practice, its implementation processes, activities, and the different roles of stakeholders. The chapter concluded by outlining the philosophical and theoretical device, namely, situated learning theory, which was used to analyse, interpret, and understand the findings of the study.

The next chapter presents the research methodology and design considerations for the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the methodological and design considerations of the study with the intention to explore teachers' understandings and experiences of the implementation of IQMS at a primary school in the province of KwaZulu-Natal. The discussions in this chapter include the research approach, research paradigm, selection of participants, data collection methods, data analysis, trustworthiness, and ethical issues and limitations of this study. The chapter highlights the limitations of the research study as well as how these were mediated to ensure credibility and trustworthiness. Lastly, the chapter concludes with a brief synthesis of what is discussed in this section.

3.2 Qualitative Research Approach

A qualitative research approach was used in this study to explore participants' understandings and experiences of the implementation of the IQMS. According to Dawson (2007), qualitative research is useful in exploring attitudes, behaviours, and experiences. Qualitative research attempts to obtain an in-depth understanding of participants' opinions and insights about a specific phenomenon (Dawson, 2007). In addition, qualitative research approach was appropriate for this study as it seeks to understand phenomena in context or real-world settings (Maree, 2010). This suggests that a qualitative research approach potentially enables researchers to probe respondents for more information, where this is necessary (Frels, 2013 cited in Singh, 2015). Thus, through using a qualitative approach, the researcher was able to probe and follow-up on information provided by respondents as responses to the questions. The research adopted the naturalistic approach in eliciting data because the selected respondents (teachers) were studied in their natural setting. Naturalistic approach that undergirds this study is an emergent paradigm which looks at the nature of the research initiative (Erlandson et al. 1993). Because these multiple versions of reality are shaped by both theoretical and value frameworks, it is not possible to achieve pure objectivity (Guba, Lincoln, (1994). The goal of the naturalistic research enterprise according to Guba (1990) is "to identify the variety of constructions that exist and bring them into as much consensus as possible" (p. 26). To fulfil this purpose, naturalistic research takes a holistic view to examine these various constructions in relation to each other as they interact in their own contexts. In this study, the data elicited

was interpreted from the respondents' perspectives and context. This means that the data derived from the interaction with the selected respondents on their attitude, understanding and interpretation of IQMS was from their teaching experiences and daily activities as observed by the researcher during the semi-structured interviews carried out.

3.3 Research Paradigm

According to Neuman (2011), a research paradigm is best described as a whole system of thinking. Within a research context, a research paradigm refers to established philosophical traditions in a particular discipline's philosophical framework (Mouton, 2001). According to Collins and Hussey (2013), a research paradigm includes accepted theories, traditions, approaches, models, frames of reference, as well as a body of research and methodologies. It could also be understood as a model or framework for observation and understanding.

This study employed an interpretive paradigm whose ontological stance is that reality is subjective and differs from individual to individual (Guba & Lincoln, 1994; Scotland, 2012). Interpretive refers to theories about how we gain knowledge of the world through understanding people's interpretation of their actions (O'reilly, 2012, p.2). Guba and Lincoln (1994, p.110) are of the view that reality is subjective and differs with individuals. They maintain that reality is mediated by human senses and that without full consciousness of these senses, the world has no meaning. In explaining the same concept, Crotty (2003, p.43) argues that there is no definite reality as it is individually constructed and this leaves us with as many realities as the individuals who construct them. The researcher holds the ontological assumption that the participants' social construction of the world will give him a deeper understanding of teachers' understandings and experiences of the Integrated Quality Management System in a Primary School in KwaZulu-Natal Province. For this study, the researcher believes that the interpretive paradigm would enable him to understand how the respondents understand and respond to IQMS. This is an approach that aims to understand people's realities from their individual constructions, which means that there are as many realities as individuals (Babbie and Mouton, 2001; Scotland, 2012). This paradigm suggests that reality is socially constructed and is fluid; that is, what we know is influenced by culture, social setting and relationships with other people (Bevir, and Kedar, 2008; Cohen et al., 2011). Denzin and Lincoln (2011) share a similar view, that in interpretive research, access to reality is only through social constructions such as language, consciousness and shared meanings. The interpretivist paradigm was appropriate for this study in that it enabled the researcher to

understand participant's realities from their own perspectives. In addition, the interpretive research paradigm was chosen because the researcher believed that participants' experiences and understandings of the implementation of IQMS are a (re)construction, rather than a discovery (Olsen, 2004). This suggests that the researcher obtained the understandings of the participants' reality through their eyes (Olsen, 2004), while being cognisant of their own background, philosophical assumptions, and experiences (McKenzie & Knipe, 2006).

3.4 The research design

The researcher decided to use the case study design for this research study. The rationale for this choice was based on the fact that, from the literature reviewed, the researcher realised that most qualitative studies have used the case study design to get a deeper understanding of the phenomenon being investigated. It has proven to be the most popular research design in the field of education, particularly in qualitative studies. The researcher also found the case study design logical to use and cost-effective and yet it is able to yield the rich, thick data desired for the research. The most important reason for the choice of this design is that the researcher is able to study the subject in its natural setting, thereby getting a holistic picture of the case being studied and the case study enabled the researcher to explore teachers' experiences of IQMS from their settings in the school. Cresswell (2009) asserts that, a case study focuses on how the respondents view the world and construct meaning as a result of their experiences. In support of the case study design, Small and Uttal (2005) state that in a case study, the focus is on gathering information to inform practice on context as opposed to generalising findings. As a teacher educator, the researcher found the case study an effective design that enabled him to study a particular subject in depth and to obtain results that are useful to inform practice. In this research study, the case is one primary school located in Lion River Circuit of uMgungundlovu district of Kwa-Zulu Natal and the focus is on the teachers understanding and experiences of the IQMS. The study will particularly look at how teachers understand IQMS and its role in their professional development, what teachers' experiences in the implementation of IQMS and how IQMS activities support teachers' professional learning needs.

3.4.1 Definition of case study research

In an extensive reading on case study research design the researcher established that Yin (2003, p.13) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, more especially when the boundaries between the phenomenon and

context are not clearly evident and, as a result, a case study relies on multiple sources of evidence. This means that the use of case study is purposeful, when the researcher wants to tackle the phenomenon in its natural context. To substantiate his definition Yin (2003, p. 12) includes words of Schramm, (1971) who emphasised that: The essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or a set of decisions: why they were taken, how they were implemented, and with what result. Yin's (2003) use of Schramm's words clearly hinges on this particular study as the researcher's interest was to explore how primary school teachers understand IQMS and its role in their professional development, the teachers' experiences in its implementation and IQMS activities support teachers' professional learning needs. This idea corroborates the one by Gerring (2006), who says that a case study is a systematic inquiry into an event, which aims to describe and explain the phenomenon of interest. What the researcher gleaned from this definition is that there is an orderly pathway the researcher follows when using a case study to understand a certain phenomenon. Also, detailed description and explanation are involved in a case study to give a clear understanding of the phenomenon being studied. This is supported by Cohen et al., (2011) who claim that case studies can penetrate situations in ways not very easily analysed in numerical form. Another important point to note about case studies is raised by Simons (2009, p.21) who defines them as some in-depth explorations from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a real-life context. The main idea in this definition is that particular care is taken to understand every detail of the case being studied in its natural setting. Moreover, the researcher goes deeper into the investigation of that phenomenon of interest and clear descriptions and explanations of the case are given. The liberty for deeper exploration of a phenomenon gives a clearer understanding of what is being studied, which may not be the case when other research designs are used. Merriam (1988, p.16) shares a similar view when she asserts, "case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources". This means that it is the data that enables the researcher to draw any conclusion, not a theory set in advance. For this study, one case school was used to get a deeper understanding of the phenomenon studied; primary schools teachers understanding and experience with IQMS. The case school had the same characteristics and the researcher hoped that using the selected case school would give a deeper and clearer understanding of the topic. Practitioner experience had equipped the researcher with theoretical knowledge of the phenomenon, and made an effort to guard against any bias that may have the potential to influence and even distort the findings. The researcher acknowledges a major limitation of this

case study as suggested by Rule and John (2011) that the results may not be generalised to other cases. However, the findings of studied case may still be related to similar cases yet to be studied.

3.4.2 Rationale for choosing case study research

There were many reasons for the researcher's choice of the case study design for this research. The strength of a case study design as presented by different researchers (Cohen et al., 2011; Yin, 2003; Rowley, 2002) caused the researcher to choose it for this research project. Cohen et al., (2011) claim that a case study provides a comprehensive exploration of a single case that constitutes a unique presentation of real people in real situations. Moreover, it focuses on studying an issue based on one or more cases in a bounded system, with the aim of getting a full understanding of each case. Cohen et al., (2011) believe in addition that the strengths of a case study are that it is able to report on complex dynamics and at the same time it offers an in-depth description of the subject in varied contexts. The researcher agrees with the case study approach. Rowley (2002, p.17) brings out another important strength of a case study that caused the researcher to decide on using it for this research study. Rowley (2002) holds that case studies support deeper and more detailed investigation of the research type that wants to answer 'how' and 'why' questions. The case study was relevant as it aimed to answer 'how primary teachers understand IQMS and its role in their professional development, what teachers' experiences in the implementation of IQMS are; and how IQMS activities support teachers' professional learning needs. In addition, case study research is useful for investigating contemporary events when the relevant behaviour cannot be manipulated (Rowley (2002) and the teachers' experiences of IQMS cannot be manipulated. Rowley (2002) also states that case study research uses a variety of evidence from different sources such as interviews, observations, and documents, which is applicable to the current study. Yin (2003, p. 97) shares a similar view. He claims that the fundamental strength of case study is the opportunity to use multiple sources of evidence which other research strategies lack. In principle, data triangulation is a major strength of case studies.

3.4.3 Limitations of case study research

As much as there are several advantages to case study research that influenced the researcher to choose it for this research project, there are also some potential limitations, as presented by Ary et al., (2002). They state that case study research lacks breadth in the sense that the particular dynamics of the case studied may bear little relationship to the dynamics of others;

consequently, they cannot be representative of other cases. Another criticism against case study research is that possible bias may arise on the part of the researcher. Ary et. al argue that the probability for subjectivity is high, as preconceptions of the researcher may influence him or her on which behaviour is observed and which is ignored and the way the observations are interpreted. Moreover, they observed that some observations are explained in ways that are difficult to confirm or refute through empirical study. Furthermore, a common criticism of case studies is that they do not allow valid generalisations to be made applicable to any other section of the population until follow-up research has been done. In the researcher's view, the limitations of the case study design do not out-weigh its strength and so it was chosen for this particular study.

3.4.4 How the researcher controlled the limitations?

The researcher aimed at getting full understanding of teachers' understanding and experiences of IQMS but there was no intention to generalise the findings. However, I utilised different data collection instruments to gather data on what the study investigated. I hoped that the use of various data collection instruments would improve the credibility and dependability of the study. I was also conscious to guard against any personal bias by remaining as objective as possible by allowing himself to view the world from the perspective of the participants. For this study, the researcher used teachers from the primary school; those who were currently teaching and interacting with IQMS documents on a daily basis for the face-to-face interviews and observations. The aim of this case study was to extend findings as opposed to generalising the results. The researcher followed a structured pattern to gather data for this case study. Suitable data collection tools were used to answer the research questions and to achieve the objectives of the study

3.5. Selection of Participants

Sampling is a process of selecting a few participants, called a sample, from a bigger group, known as a target population (Kumar, 2011). Therefore, sampling is about making decisions about a unit of analysis, a perfect and appropriate subset of a population that is reasonably representative of the target population (Singleton, Straits, Straits & McAllister, 1988; Tayie, 2005). The methodology literature distinguishes between two sampling designs, namely, probability (random) and non-probability (non-random) in which respondents could be selected (Durrheim & Painter, 2006; Kothari, 2004; Kumar, 2011).

For a sampling to be regarded as 'random or probability', each member in the target or study population must have an 'equal and independent' chance of being selected to become part of the sample (Kumar, 2011, p.182). On the other hand, a non-random or non-probability sampling design deviates from the theory of probability and does not provide any basis for estimating the probability for each item of member to be included in the sample (Kothari, 2004). Tyie (2005) identifies different factors that influence decisions regarding whether to use probability or non-probability sampling designs, including purpose of the study, cost versus value, time constraints, and margin of error allowed. In this study, the availability of the respondents along the DoE school schedules the availability of the necessary documents used in the analysis and the comfortability of the teachers to participate in the research.

This study used a non-probability sampling design to select participants. There are five commonly used non-probability sampling designs, each based on a different purpose and consideration, namely, judgmental or purposive sampling, accidental sampling, expert sampling, quota sampling and snowball sampling (Kumar, 2011). This suggests that the researcher made a judgment as to who would be best placed to provide the information to address the objectives of the research study (Kumar, 2011). The choice to conduct the research at Clayton Primary school was because it was within close proximity from the researcher's residence. This implies that the researcher had ample time to conduct research and convenient to fit different teachers' schedules when carrying out the interviews. The researcher chose to use all nine post-level educators out of 11 members of staff of the selected school. The choice to select the nine teachers was on the basis that they were fully engaged in teaching and learning duties and no other managerial positions in the school. This means that the teachers were in a better position to share their knowledge and experiences on IQMS since they are full-time teachers and are better equipped with the knowledge and experiences of IQMS in terms of performance standards (1-4) as it is their daily engagement. The Table 2 on the next page gives the biographical information of the participants.

Table 2

Biographical information of the respondents

Participants	Age (yrs)	Gender	Qualifications	Teaching experience (yrs)	Subject taught	Phase	Grade
TMary	28	F	Marketing and Office management Diploma Post Graduate Certificate in Education	5	EMS, Life Skills, and IsiZulu	Intermediate	5 & 6
TNelisiwe	35	F	Diploma in Education and BEd	10	Mathematics Natural Science Technology Life skills	Intermediate	6
TMark	30	M	Bachelor Degree in Education	5	English Social Science	Senior	7
TMzwakhe	48	M	Diploma in Primary Education BEd Honours	26	English isiZulu Life Skills	Foundation	3
TLerato	45	F	Diploma in Education Advanced certificate in Education	20	English IsiZulu Mathematics Life Skills	Foundation	2
TRajan	40	M	BEd and Honours degree	18	Mathematics Natural Science	Intermediate	5 & 6

					Technology		
TSfiso	31	M	BEd Degree	1	EMS Life Skills English	Intermediate And Senior	5 & 7
TMokoena	52	M	National Diploma in Education	30	Creative Arts and IsiZulu	Foundation And intermediate	3 & 4
TMichele	38	F	National Diploma and BEd	13	Mathematics English	Intermediate	4

3.6 Data Collection

There are numerous research methods and techniques for collecting data to respond to the key research questions of a study. Research methods are all means, procedures, and techniques that are used to generate data to answer the key questions of a study (Kothari, 2004). Majority of data collection methods could be used for both quantitative and qualitative research studies (Kumar, 2011). When conducting research, three types of research designs are used, namely qualitative, quantitative, and mixed-methods. According to Dunn (2002, p. 42), qualitative researches are distinguished by a reliance on verbal reports, descriptions, and interpretations of events.

3.6.1 Semi-Structured Interviews

Maree (2010) defines an interview as the two-way conversation in which the interviewer asks the respondents questions with the intention of obtaining responses to learn about participants' ideas, beliefs, opinions, and behaviours. For this study, a semi-structured interview was used to understand the participants' world through their eyes (Maree 2007). The semi-structured interview was chosen because of its flexibility when used for collecting data, allowing the researcher to amend and/or probe where necessary, depending on the context.

In this study, semi-structured interviews were conducted with nine (9) Post Level 1 teachers to obtain in-depth information about the participants' understandings and experiences of the implementation of IQMS in their school context. The researcher interviewed all the respondents at their own school, which was an environment with which they are familiar. All interviews were audio-taped after the permission was obtained from respondents and transcribed verbatim. Each interview session lasted approximately 45 minutes to an hour.

The semi-structured interview was chosen for its potential to allow interactions between researcher and participants, opportunities for probing where necessary, and flexibility to amend questions. This means that the researcher was able to obtain the teacher's opinions from their own perspectives and enquired more information on their understanding of IQMS, as well as the advantages and disadvantages of its applications from the teachers' experiences. A semi-structured interview potentially generates a detailed description of participants' understandings and experiences of a particular phenomenon (Denzin, 1989, cited in Rahman, 2017). In this study, a semi-structured interview enabled the researcher to ask follow-up questions to obtain deep insights into the participants' understandings and experiences. To build rapport with the participants, the interview schedule was shared with the respondents before the interview so that the respondents could familiarise themselves with the themes that would be covered.

Despite the advantages outlined above, the semi-structured interview, like any other method or technique, has some limitations (Segal & Coolidge, 2003). For instance, in ensuring focus on the research topic, there was always a risk of not accommodating the participants' emotional reactions, thereby damaging their relationships. To ensure that this risk did not become reality, the researcher constantly monitored their interaction with the respondents and was keen to direct the interview process to the focus of the study which is teacher's understanding and experiences of IQMS.

As Adams (2015) argued, the researcher learned that conducting a semi-structured interview required expertise, sensitivity, and experience about the substantive issues in the setting and topic in question. In addition, the researcher noticed that there was always a possibility of researcher bias due to deep investment in the success of the research project. To mitigate this risk, the researcher spread the interview sessions with individual respondents throughout the day and took breaks in between, always maintaining a professional and ethical stance towards the participants.

Additionally, Mathers, Fox and Hunn (2002) argues that the semi-structured interview may be time-consuming and expensive, susceptible to interrogation, interpretation, and recording errors, which may render the collected data invalid. Furthermore, interpretation error often occurs when the researcher must make subjective judgments during coding, which may result in bias. To ensure that this did not happen, the researcher used the same interview questions from one participant to the other, also, all the interview sessions were audio-recorded and subsequently transcribed after which these were sent to respondents to check the authenticity before analysing and interpreting them.

3.5.2 Documents Analysis

Maree (2007) states that "when you use the document as a data-gathering technique, you will focus on all types of written communication that may shed light on the phenomenon that you are investigating" (p.82). For this study, the use of document analysis was important because it shed more light on the teacher's implementation of IQMS and provided the researcher with an opportunity to elicit additional information for the research other than what was derived during the conducted semi-structured interviews. The information in the files also helped the researcher get a clear view of the teacher's understanding and experiences without any form of biases from the participants' side. For this, the researcher requested respondents to share their IQMS files, which were analysed to obtain insight into the contextual issues relating to the implementation of IQMS in the participants' context. The file contained documents such as the school improvement plans and staff development plans, feedback from participants' peers, individual professional growth plans, participation in professional development activities and minutes of assessment or observation meetings. In line with the focus of the study, the rationale for analysing the participants' files was to obtain understanding of their context and complement insights into their understandings and experiences of the implementation of IQMS in the school context.

Cardno (2019) posits that document analysis as a research instrument is straightforward, efficient, cost-effective, and manageable; and documents are available at little or no cost to the researcher. Bowen (2009) and Bryman (2016) concur that an advantage of document analysis is the unobstructed nature of the method; it is non-reactive, does not draw the attention of the researcher's presence as they can work quietly behind the scenes.

Bowen (2009) also views document analysis as a supplementary data collection method in the triangulation mix, which is a stand-alone and provides independent and valuable secondary

data. This suggests that through document analysis, a complementary understanding of a research setting and respondents can be generated, which could add value to the research data collected. Thus, for this study, through an in-depth analysis of institutional documents, the researcher gained insight into the understandings and experiences of respondents on the implementation of IQMS.

Like other data collection techniques, document analysis has challenges. For example, it may be costly, some documents may be unreliable sources of data, reviewing the documents may be time-consuming since some experts may need to analyse and report the findings from documents (Cohen, Manion, & Morrison, 2008). Cardno (2019) further adds that some documents may be difficult to locate, while some may contain insufficient details that may be less useful to the researcher. For this study, this implied that in using document analysis, the researcher skilfully identified aspects that were relevant to the study, as not all contents were research material. Merriam (1998) cautions that there may be cases where public records that seem objective and accurate could contain built-in biases that the researcher may not be aware of. This meant that care and expertise had to be applied in identifying relevant contexts and structures that were useful in responding to the key research questions of the study.

3.7 Data Analysis

Data analysis involves making sense of the participants' constructions of their situations, contexts, and experiences. The process of coding was also used. According to Cohen, Manion and Morrison (2007, p. 478), a code "is a word or abbreviation sufficiently close to that which it is describing for the researcher to see at a glance what it means". The responses of interviewed teachers were compared to determine any similarities or differences. Data analysis is a critical stage of the research process and, as such, it must be accurately and meticulously undertaken to enable the researcher to respond to the key research question(s).

In the current study which employed a qualitative method design as earlier stated, analysis of data was done using an integrative thematic – content analysis approach where data was integrated during the interpretation and analysis phase. De Vos, Strydom, Fouche and Delport (2011) explain that a qualitative technique of data analysis that attempts to identify core consistencies and meanings, and involves searching patterns and recurrent behaviours of collected data. Cohen, Manion and Morrisson (2008, p. 537) further explain that qualitative data analysis involves making sense of collected data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regulations. Thus, the study employed

a thematic data analysis technique where similar and related data was grouped into themes or subtopics which formed frames under which data was presented, analysed, and discussed in answering the research questions.

3.8 Ethical Considerations

Conducting research studies using human beings requires the researcher to adhere to ethical issues that guide scientific research studies. McMillan and Schumacher (2006, p.196) define ethics as a set of principles that people use to decide what is right and what is wrong or what is good or bad.

Prior to the commencement of the study, the researcher considered the relevance and usefulness of the research undertaking and ensured that respondents were confident that it was something worth doing, for both social and ethical reasons (Kumar, 2011). The intention was to ensure that the researcher did not undertake an exercise that would constitute a waste of time for the respondents, which is unethical. The first step after this was to meet with the gatekeepers to request access and explain the purpose of the study. Thereafter, potential respondents were accosted to explain the focus and purpose of the study and to request their participation.

Informed consent should be obtained from those who were willing to be included (Blanche, Durrheim and Painter, 2006). This suggests that respondents were made adequately aware of what the researcher wanted from them before they could commit to participation (Kumar, 2011). However, the researcher was careful not pressurise potential respondents to provide consent. After providing verbal consent for participation, respondents were requested to sign a consent form as assurance that they had voluntarily consented. The researcher re-assured the respondents that their participation and contributions were voluntary, and that they were free to withdraw their participation at any stage, had they felt the need to do so.

After having obtained the information from the participants, the researcher conveyed their gratitude by giving them a small gift, as a token of appreciation. The intention was to show appreciation to them for having dedicated their time to participate in the study. However, the researcher was mindful not give the impression that their participation would result in them receiving a gift, as this was regarded as unethical (Kumar, 2011). In doing this, the researcher ensured that all gifts were only given out at the end of the data collection process (i.e. after all respondents had already participated in the study).

Some of the information sought by researchers could be regarded as sensitive, even though the researcher may not regard it as such (Kumar, 2011). Therefore, the researcher was careful to point out to respondents that they were at liberty to object to respond if they felt uneasy to provide such information. However, the researcher was also mindful to burden respondents with the responsibility to object, and therefore, where the researcher felt that the information could be sensitive, the researcher pointed that out and gave respondents time to consider if they were going to respond to the question without any pressure or inducement.

Interviews and all associated discussions were tape-recorded with the permission of respondents and transcribed verbatim. The transcribed data was then verified with the respondents through a process known as member checking (Guba, 1981). All the information that could be traced back to individual respondents was treated with confidentiality and anonymity. Confidentiality and anonymity were guarded using pseudonyms. In addition, all material relating to the respondents whether potentially identifying or not, was always kept under lock and key when the researcher was not working on it. Where the assistance of a third party was enlisted, the researcher ensured that they maintained confidentiality at all times. Below is a list of key considerations in this research:

3.8.1 Permission

Before the collection of data, the researcher requested ethical clearance from the University of KwaZulu-Natal as well as the Provincial Department of Basic Education. After requesting and receiving permission from the provincial Department of Education and the University of Kwa-Zulu Natal to conduct the proposed study, the researcher then went to the selected school and introduced the research to the school principal. Explaining the purpose and nature of the research stating how the study would help in understanding teacher's experiences in the implementation of IQMS.

3.8.2 Confidentiality and Anonymity

Confidentiality refers to the handling of information concerning the respondent in a confidential manner. The researcher will ensure that the respondents' names, occupation, and life in general would not be disclosed. This calls for the principle of trust in which the researcher assures the respondents that their trust would not be exploited for personal gain or benefit, by deceiving or betraying them in research route or its published outcomes (Lubbe, 2003, p.41).

3.8.3 Voluntary Participation and Informed Consent

The researcher ensures that the respondents were not be coerced to participate but to do so willingly and if they would feel uncomfortable at any given time, they should feel free to withdraw. The principle of informed consent was attached to the interviews and verbally explained to the respondents. All the respondents were briefed adequately before the commencement of the research process, and thereafter were asked if they were willing to participate in the current study. Their rights and autonomy was explained to them and they were allowed some time to think about their involvement. Upon agreement, the respondents received voluntary consent forms to sign so that their confidentiality is well protected. Informed consent can be defined as giving the necessary information about the study to the respondents so that they are able to make sound decisions about participating in the research (Polonski, 2014). The consent forms also help with the information regarding the purpose of the study and explain the role of the respondents and all the positive and negative aspects regarding the study (Moolman, 2018).

3.8.4 No Harm to Participants

The researcher verbally assured the respondents that the information obtained during the research process was solely used for scholarly purposes only and no harm would befall them.

3.9 Trustworthiness

Shenton (2004) defines trustworthiness as the ability of a research study to establish credibility, such that scholars believe in the research study; transferability, whereby scholars can generalize findings to other contexts; confirmability, which scholars gain a unique perspective on the study; and dependability, when scholars can articulate the research study well since it is consistent and reliable. The above research considerations imply that a credible study must be truthful and accurate; its findings must be generalisable to other similar contexts; and must be unbiased and repeatable in different contexts. In justifying the need for trustworthiness, Lincoln and Guba cited in Maree (2010) reiterate that trustworthiness in qualitative research ensures the authenticity of the findings of the study. Thus, for this study, the strategies discussed below were used to strengthen credibility and trustworthiness.

Triangulation involves the use of different methods to corroborate findings of the study. The use of different methods compensated for their limitations and exploited their respective

benefits (Brewer & Hunter, 1989). The combination of two data generation methods, namely, semi-structured interviews and document analysis, were used to enhance the trustworthiness and credibility of this study's findings.

As part of triangulation and means of corroborating interview data, the researcher visited the school for the second time to collect more data using document analysis. The document analysis process involved checking all the documents that the school uses to conduct IQMS processes and activities. The researcher examined how the IQMS management plan is implemented in the school and records like pre-evaluation meeting minutes to understand how planning is done before the teacher is observed in the classroom, as well as how DSG support and guide the teacher in performance standard 1 to 4. In the four-performance standard, the teacher must teach and be observed in class by the two DSG members. Another record that the research examined is Classroom Observation whereby the focus was on comments of the DSG on strength, weakness and the recommendations. After checking the Classroom Observation sheet, the researcher examined the post-evaluation meeting where the team (DSG) gives feedback to the teacher and how they support the teacher in the development of Personal Growth Plan. Checking the minutes of previous meetings for both DSGs and SDT was also carried out. Staff Development Team is the highest structure of IQMS implementation.

Lastly, the schedule for the semi-structured interview was first piloted (De Vos, Strydom, Fouché, & Delport, 2005). The instrument was then adjusted using the findings of the pilot process to enhance its validity and reliability. The piloting process enabled the researcher to eliminate ambiguous questions, identify redundant questions and make the necessary adjustments.

3.10 Piloting Instruments

De Vos et al. (2005) explain that pilot testing instruments improves the quality of the instruments in that it tests their suitability to collect intended data. Testing the instruments results increased validity and reliability of the study (Cohen, Manion & Morrisson, 2008). Through pilot testing the instruments, the study ensures that the contents of the instruments are relevant, and the intended respondents will be able to answer the questions in the instruments.

Expatiating on the rationale for pilot testing the instruments, Tichapondwa (2013, p.132) posits that it affords the researcher to test the use of respondents who are part of the population but not part of the sample despite possession of characteristics similar to the targeted population.

In the study, the researcher visited the selected primary school and interviewed ten respondents who were level one teachers. Through the pilot testing, the researcher was able to eliminate ambiguous questions, identification of redundant questions and adjusted the interview questions to be completed within the scheduled 30 minutes.

3.11 Conclusion

In this chapter, the research methodology used to conduct this study was discussed. This study employed a qualitative research approach and an interpretive research paradigm to explore the understandings and experiences of teachers on the implementation of IQMS in a selected primary school. Semi- structured interviews and document analysis were used for data collection. To make sense of data collected, analysis of data was done using an integrative thematic – content analysis approach where data was integrated during the interpretation and analysis phase. Finally, ethical procedures followed were keenly adhered to as all the permissions and recommended letters for the approval of the research were achieved before the commence of the research.

The next chapter provides the data presentation and data analysis of this study.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The preceding chapter outlined the research design and methodology of the study of Clayton Primary school located in Lion River Circuit of uMgungundlovu district of KwaZulu-Natal Province. This chapter presents an analysis of data collected through semi-structured interviews and document analysis during the study. Nine post level one educators were used as primary sources of data. As described earlier in chapter three, themes were developed from interview data as well as document analysis. The participants' profiles are discussed first followed by thematic discussion and analysis. Themes that emerge in the data analysis are: teachers show different understandings of the purpose of IQMS; teachers' value IQMS process differently; school context presents challenges for teachers; unevenness in the documentation of IQMS files; and impact of IQMS on professional competence.

4.2 Profiles of Research Participants

TMary

Mary is a 28-year-old female teacher. She is professionally qualified, and SACE registered. She has a Diploma in Marketing and Office Management from Durban University of Technology and a postgraduate certificate in education from UNISA. She teaches grade 5 and 6 specializing in Economic and Management Science (EMS), Natural Sciences (NS) and IsiZulu. Mary has worked in the private sector before she joined the teaching profession and has five years' experience teaching at primary school level. She enjoys coaching netball as her extracurricular activity.

TNelisiwe

Nelisiwe is a 35-year-old female educator. She is professionally qualified, and SACE registered. Nelisiwe holds a Diploma in education and a BEd from the University of KwaZulu

Natal. She teaches grade 6 mathematics, Natural Sciences, Technology and Life Skills. Nelisiwe has taught in the school for 10 years and possesses strong institutional memory as well as an expansive experience with IQMS processes. She enjoys reading in her spare time as well as involving herself in community services during weekends. At school, she enjoys coaching debate. Regarding her community work, she said:

> *During weekends I am involved in a lot of community work such as community safety programs, church programs as well as being a chair of money saving scheme for middle aged women. It helps me to take my mind away from hectic teaching schedule at the same time contributing positively to my community.*

TMark

Mark is a 30-year-old male teacher. He is a professionally qualified and holds a Bachelor's Degree from the University of Zululand. Mark teaches grade 7 English and Social Sciences. He has a total of eight years' experience teaching in primary school, of which five years are at the current school. He is passionate about physical education and is the coach of a soccer team in the school. In his spare time, he enjoys playing chess.

TMzwakhe

Mzwakhe is a 48-year-old teacher who has been teaching in primary school for 26 years. Mzwakhe is highly qualified. He holds a Diploma in Primary Education from Umbumbulu College of Education. He has BEd from UKZN and an honors degree in Inclusive Education and another in Educational Management. Mzwakhe is SACE registered and is the longest serving member of staff at Clayton Primary school. Mzwakhe teaches grade 3 English, IsiZulu, Economic and Management Sciences and Life Skills. He has taught during apartheid as well as post 1994 democratic dispensation. Mzwakhe has a long experience with IQMS process and its impact on educators and the educational system at large. He added that:

> *Teaching is a challenging but exciting profession. I have always wanted to retire earlier from the profession but somehow the profession keeps you going. There is something about teaching that keeps you glued [*laughs*]*.

TLerato

Lerato is a 45-year-old female teacher who is professionally qualified. She holds a National Diploma in Education from UMzimkhulu College of Education and an Advanced Certificate

in Education from UNISA. Lerato teaches grade 2 English, IsiZulu, Mathematics and Life Skills. Lerato has been in the school for 20 years, has vast institutional memory and has been involved with IQMS processes all these years. She is involved in counseling of learners with social problems in the school.

TRajen

Rajen is a 40-year-old male teacher. He is qualified and registered with SACE. He holds a Diploma in Primary Education, a BEd and an Honors degree from UNISA. Rajen teaches mathematics, Natural Science, Technology at grade 5 and 6 level. Rajen is highly experienced having taught at the school for eighteen years. Rajen has a strong belief in education as a key driver in education. He has a strong passion in playing cricket and wishes the school can have such sports for children but there is lack of infrastructure.

TSfiso

Sfiso is a 31 old male teacher who is professionally qualified, and SACE registered. Sfiso had just completed his degree and just started teaching. He graduated from UNISA with BEd degree in intermediate and senior phase. He teaches grade 5 to 7 EMS, Life Skills and English. He is a new member of staff with only one year experience. He professes to be on a learning curve in the teaching profession.

TMokoena

Mokoena is a 52 year professionally qualified educator and holds a National Diploma in Primary Education from Umbumbulu College of Education and he is SACE registered. He teaches IsiZulu and Creative Arts to grade 3 and 4 learners. Mokoena has taught for 30 years and has vast experience in the education system. He has taught before the democratic dispensation of 1994. He has taught in different schools and 15 of those were in the current school (Clayton Primary School). Mokoena enjoys reading during his spare time.

TMichelle

Michelle is a 38-year-old female professionally qualified teacher and SACE registered. She holds a National Diploma in Education from North West University. She also graduated with BEd and an Honors degree in Education from UNISA. Michelle teaches Grade 4 Social Sciences, Mathematics and English. She has 13 years teaching in primary school. This shows

considerable experience in teaching and learning especially in the Foundation Phase. Asked about her passion for Education, She said:

> *Our children are delicate and always willing to learn. However, majority of them face a multiplicity of problems from home to school. However, they are the future, and we should do our best in making a difference in their lives. That requires effort and passion on our part as teachers.*

4.3 Thematic Discussion

As data were analyzed, the following themes emerged: teachers show different understandings of the purpose of IQMS; teachers' value IQMS process differently; school context presents challenges for teachers; unevenness in the documentation of IQMS files; and Impact of IQMS on professional competence.

4.3.1 Teachers Show Different Understandings of the Purpose of IQMS

According to ELRC 8 of 2003, teachers should be trained and understand the IQMS process, especially performance standards that they will be measured against. However, analysis of interview and document data shows that teachers varied in their understanding of the IQMS process. Teachers fell on a continuum from little understanding to holistic understanding. A full understanding of IQMS means that a teacher understands the philosophy of IQMS and its process. Expert teachers especially those with more experience showed an understanding of IQMS as stipulated in ELRC 8 of 2003. Teachers with less teaching experience showed a technical understanding of the IQMS process.

The findings suggest that teachers reduce the whole IQMS exercise into different technical issues such as submission of assessment programs, scoring process self-evaluations, scoring process and lesson observations. Novice teachers such as **Sfiso** who had only one-year teaching experience seem to show little understanding of the IQMS purpose and procedures. Sfiso had just completed his degree and has just started teaching. He presented a lack of basic understanding of IQMS. He described IQMS process as meeting with a peer occasionally to discuss about the submission of an assessment programme. **Sfiso** mentioned:

> *It is just a teacher development programme. I don't have anything and I don't have an idea. All I know is that DSG and peer will develop you. Me and my HOD teach the same*

subject and we actually meet every Tuesday discussing and reminding us about the assessment programme.

Other teachers do have an idea of what IQMS is. However, their understanding is more technical and do not show that they wholly understand IQMS process. Their technical understandings also differ and they emphasized on isolated parts of the IQMS process. One of the technical aspects they emphasized was scoring during IQMS. Scoring is a summative activity done towards the end of the year. Summative evaluation is done at the end of the IQMS cycle and is more than a technical exercise. However, despite his vast experience with IQMS, **Mokoena** showed a strictly technical understanding of IQMS process. He highlighted that:

Nothing is being done by IQMS. We sit down and score educators and after that nothing is being done. IQMS is a form filling exercise and we get the one percentage for nothing.

Nelisiwe also shows this technical understanding of the IQMS process. Despite having an experience of 10 years teaching in primary school, **Nelisiwe** restricted the process of IQMS to sitting with peers and scoring marks.

"DSG visits the teacher and the teacher presents the lesson and allocates the scores. When allocating the scores, there is self, peer and senior. They sit down and discuss the scores and agree on one score that will be sent to the Department of Education."

Rajen also showed a technical understanding of the purpose of IQMS as he described the whole IQMS process as self-evaluations. Self-evaluations are where teachers assess their strength and weaknesses. Self-evaluations set a tone for development with the DSG and helps teachers develop skills, competences and attitudes that help them deliver curriculum efficiently and effectively (ELRC, 2003). During interviews, Rajen, Mary and Mark believed that IQMS process is about self-evaluations. This is a limited view of the IQMS. **Rajen** expressed the following about the IQMS process:

DSG gives me the form (self-evaluation) and I write my weakness and strengths. I highlighted where I need help support. My DSG and I will sit down and write areas of development. I fill in the PGP form.

Mary who had a diploma in marketing and who later qualified as teacher had a belief that IQMS had more to do with self-evaluation and did not explain the depth of why they engage

in self-evaluations. Mary also shows that she has not mastered the lexicon (language) of IQMS by referring to HOD and principal instead of DSG. According to ELRC (2003), self-evaluations do not only look at weaknesses, strengths are also self-evaluated. **Mary** mentioned that:

> *During IQMS, we do self-evaluations where we score ourselves on areas that we have weaknesses. I have a problem with classroom management. My HOD and my principal use this self-evaluation to make lesson observations.*

Mark also alluded to Mary, Rajen and Michelle by adding that he believes that the self-evaluations are the most part of the IQMS process.

> *I see self-evaluation as the most part of the IQMS process. Without understanding self-evaluations, the whole IQMS is meaningless. Developmental process starts from PGPs.*

According to ELRC 8 of 2003, a teacher reflects on their strengths and weaknesses but then later discusses them with the DSG. However, interview data shows that teachers do not understand the duties of the DSG process and PGP process. Mary said:

> *I sit with my DSG and design my PGP so that they have a clear understanding of my teaching methods and shortcomings. This is because I find it difficult to develop my PGP.*

Some of the teachers also saw lesson observations as more important. The IQMS files show that teachers participate in lesson observations. For example, Lerato described how she believed a lesson observation was more pivotal and showed the areas that needed development for teachers. **Lerato** did not emphasize much on other areas of the IQMS process. This is also another technical understanding of the IQMS process where teachers believe IQMS as rooted on lesson observations. She made the following claim:

> *The IQMS process is an important process and I think teachers misrepresent scores during self-evaluation. The most important part during the IQMS process is the lesson observation process as one would see practically where a colleague needs development. This is where the rubber meets the ground.*

Lerato was one of the three teachers that had a lesson observation schedule that was filled in detail in the IQMS file, hence reinforcing her belief that lesson observations are critical to IQMS.

Some respondents seem to have a greater appreciation of the IQMS process. Apparently, those that had more teaching experience showed a holistic understanding of the purpose of IQMS according to the ELRC (2003) tenants. **Mzwakhe, Michelle and Mokoena** seem to reflect a deeper understanding of IQMS because they showed a technical understanding as well as a philosophical understanding of the IQMS process. They showed what needs to be done in terms of the number of cycles per year, number of meetings, developmental issues of educators as well as an understanding of the contextual factors that affect teaching and learning. This is what **Mzwakhe** had to say about IQMS:

> *IQMS is to formally develop educators, it helps me to grow, develop my skills, assist the school to improve all round. Each educator attends meeting on IQMS and choose SDT and DSG. They attend training and advocacy sessions, complete a pre-evaluation checklist, do self-evaluation, meet for pre-evaluation meetings, keep DSG's records, reports and collect evidence on my observation of lessons. They also organize the instruments that are used to score educators during lesson observation. DSG holds post-evaluation meeting where they discuss things that emanated during lesson observation in class, complete PGP form and developmental session begin after that. School Improvement plan is compiled using information taken from PGPs*. Monitoring *and recording is submitted to the District Office*.

This interview extract suggests that **Mzwakhe** understands the purpose of IQMS as well as its implications in the classroom, the school, and the whole education system. This is in contrast with other less experienced post level one teachers who showed an incomplete understanding of the IQMS process. **Mzwakhe** adds on the process of IQMS and how it has changed him professionally in understanding curriculum development.

> *DSG members are my immediate senior, my peer and myself. For my personal development, we meet twice a year but for whole staff development, we meet frequently. The DSG gives me guidance on how to set up my class, how to make resources, which are relevant for each lesson, how to make my lesson interesting and involving learners as much as possible. IQMS has helped me to be able to create homework booklet type worksheets, tests and to understand curriculum documents.*

Michelle, a foundation phase teacher who also has 20 years' experience teaching at primary school level, tallies this in-depth understanding of the purpose of IQMS:

My understanding of the purpose of IQMS is to identify specific needs of educators and schools, provide support, and monitor the teachers and schools in the overall effectiveness. This is done by determining competence, assessing strengths and areas of development, and providing support to ensure growth. The role of IQMS is to provide mentoring and support. It is to strengthen one another as educators and advocate accountability. This is done through assisting teachers in developing PGPs and working to implementing those plans. It starts by principal of the school; she facilitates structures such as DSGs and SDT. Unfortunately, we do not follow the procedure. We need structures like DSGs. IQMS helped to engage with department policies, attended staff development activities with the schools and through networking with the colleagues of other schools.

Mokoena has been in the teaching profession for some time. He experienced performance evaluations during apartheid as well as performance evaluations after apartheid. **Mokoena** understands the purpose of IQMS in comparative and critical approaches, which can be inferred as depth on the process of IQMS. One cannot compare, criticize, and evaluate a process they do not understand. This is what he had to say:

This IQMS is a waste of time. Evaluative procedures done before democracy were more effective. This IQMS produced weak teachers. The problem is because these performance measurement reforms are adopted from other countries that have different development level. Adoption should be followed by adaptation. Our educational system is rooted in poverty and numerous challenges. It becomes difficult to measure the performance of a teacher in an environment where the educational system is also underperforming.

This evaluative and critical approach to the IQMS process is important. Implications of what Mokoena asserted here are further discussed in chapter 5. As discussed above, teachers do not hold a uniform perspective on IQMS.

4.3.2 Teachers Value IQMS Process Differently

Linked to the understanding of the purpose of IQMS is how teachers value the process. Teachers valued IQMS differently since some saw the process as very valuable, while others were confused and saw it as a useless exercise.

Four teachers, **Nelisiwe, Michelle, Rajen and Lerato** saw IQMS as a high value exercise. They saw IQMS as helpful in developing self-monitoring skills, improving teaching skills, reinforcing collegiality, policy understanding and classroom management. This is what **Rajen** had to say:

> *It also helps with self-monitoring skills to identify needs at beginning of the year, choose DSG, develop PGP, engage in self-development under mentorship by the DSG.*

Another participant, **Nelisiwe**, also highlighted that IQMS helped in reinforcing collegiality through sharing pedagogical strategies:

> *I get help from colleagues to grow my teaching skills. IQMS helps me to identify areas in practice in need of development. They help by providing mentoring and support and assist in the development and also assist with PGP.*

IQMS was also seen to be helpful in making teachers engage with department policies as well as getting coaching and mentoring from Department officials. **Michelle** alludes to this assertion:

> *Through self-reflection, I came to the understanding that I did not a clear and good knowledge of the policy documents including IQMS. Workshops from DSG and department officials helped me understand policy documents on IQMS and CAPS.*

Most of the respondents also cited classroom management skills as one of the areas IQMS was helpful. Classroom management came out as one of the main challenges of teachers interviewed. One participant (Lerato) indicated that some learners are chaotic and other learners do not want to concentrate during teaching and learning. Hence, IQMS, through consultation with the DSG helps an individual teacher to manage their classrooms better. During the interview, **Lerato** mentioned this:

> *When describing my class, I can say that learners are chaotic, but then we help each other, both I and my peer as we all teach languages.*

However, some participants, **Mokoena, Mzwakhe** and **Nelisiwe** did not find IQMS useful and were very critical of the process and activities that are involved. One of their major criticisms of IQMS was that teachers are preoccupied with scoring of marks and not worried about their professional development. This is due to the remuneration that comes with having a good IQMS review. The process of IQMS is also reduced to paper filling ritual with inaccurate

ratings. These respondents assert that scoring of marks do not add value to performance measurement and development. **Nelisiwe** mentioned that:

> *The element of remuneration reduces IQMS to paper exercise by school for pay progress purpose.*

Although some are motivated by the pay progression, some think the amount of reward from the pay progression is not enough and is not worth the effort that is put during the IQMS process. There is also an element of extrinsic motivation in some of the responses. This shows that pay progression plays a very crucial role during the IQMS process. **Nelisiwe** added that:

> *People work hard but there is no remuneration for upgrading yourself instead you get once off pay which is only 1% of your salary. I therefore do not see much importance of the exercise.*

Mokoena also asserted that IQMS is a waste of time and should be replaced by other programs he felt would effectively assist schools to transform, especially the aspect of teaching and learning. **Mokoena** was very critical of the importance of IQMS and suggested that teachers should go back to previous professional development initiatives and gave an example of Siza Abantwana as being more effective.

> *Nothing has been done by IQMS. We sit down and score educators after that nothing is being done. IQMS is a form filling exercise and we get one percent for nothing, because there is no growth that we are experiencing. The teacher network with psychologists to support learners with challenges. I participated in Siza Abantwana workshops. Our learners are experiencing social challenges and that is where we should put our emphasis. DSG meeting takes place once a year. After that, the DSG does not share experiences. We do formality of filling in the forms yet in previous schools, we used to have staff development programme. We had reading programs where we allow learners to read. Research about learners with learning difficulties is important.*

Mokoena described Siza Abantwana as a project run by Back-a-Buddy Non-Governmental Organization that helps teachers identify learners with social, reading and writing issues. **Mokoena** also felt that more resources should be channeled to these activities instead of IQMS. This is discussed further in chapter 5.

There was a perception among teachers that IQMS was being used as a weapon to suppress others especially when they do not get on well as colleagues. **Nelisiwe** thought some teachers abused IQMS:

> My thinking about IQMS is that though it helps somehow, teachers use it as a weapon to sabotage the fellow colleagues because of those scores they must give according to the teachers. In our school I don't think there is an educator who has not had the ability and the idea what to do in front of the class.

In addition, Nelisiwe reported that some of the class visits as well as lesson observations are not done with the right atmosphere to help teachers develop. The primary reason for lesson observations is to help teachers develop capacity to manage and deliver lessons. However, it was reported that some class visits are more of fishing expeditions than being developmental and they show a lack of transformation from the practices during apartheid. **Nelisiwe** continued to describe some of the negative experiences about IQMS.

> *They see me daily when I am teaching. But why should there be a special day for class visit? During this day of class visit, the atmosphere is very tense.*

4.3.3. School Context Presents Challenges for Teachers

Interview data showed that teachers face challenges at schools that directly affect the measurement and implementation of IQMS. These challenges include IQMS terminology, dilapidated infrastructure, overcrowded classrooms, lack of parental involvement, self-evaluation, lack of textbooks and lack of workshops on IQMS as well as time constraints to fully engage in IQMS. These challenges were also confirmed from the IQMS files especially in pre-evaluation meetings. Document analysis of self-evaluation, pre-evaluation meetings, DSG comments and peer assessments data revealed similar challenges as interview data in addition to: understanding CAPS, content breakdown, no chalkboard, no electricity, assessment techniques, record keeping, professional development, diversity, computer literacy as well as learning disabilities.

Sfiso reported that he had challenges in understanding the terminology of IQMS. As part of the freshmen from university, he states he was confused with terminology used. He explained saying:

I honestly do not understand the language used in IQMS. I am yet to find grounding with terms such as performance cycle, DSG and performance standard. I have not encountered these terms at university. I need time to go around them.

Linked to the understanding of IQMS terminology is lack of training and development on the part of the DSG as well as the subject departments. There is no follow up on the PGP so teachers lack proper appraisals from their DSGs and Mzwakhe keenly observed:

I do not see the need of IQMS, original purpose was good. After summative evaluation there is no support, initially it was good. There is no follow up and the DSG does not support educators. There is no development and DSGs meeting takes place once a year.

Three out of nine respondents were concerned about physical infrastructure that it affects teaching and learning. Mokoena stated that classroom size, cleanliness of classroom and intactness of classrooms affect teaching and learning especially during winter and summer. **Mokoena** highlighted that:

There is no development, classes are overcrowded by learners and classes are small. You cannot teach science without experiments and usually these classes have more than 50 learners in a class. In the former Model C schools, teachers normally have 32 learners in class. This affects teacher performance during IQMS.

Nelisiwe also commented that physical infrastructure is critical to delivery of education and linked to the process of IQMS in this way:

The department still has the responsibility of providing facilities and resources to support learning and teaching in our school. When facilities are lacking, teacher performance is also affected.

Another contextual impediment to implementation of IQMS reported by Sfiso is the availability of textbooks, classrooms and dusty roads near the school that made the classroom dirty all the time and not conducive for teaching and learning. **Sfiso** suggested that:

Schools lack textbooks which are critical resources in teaching and learning and this makes delivery of lessons difficult.

Teaching and learning mainly takes place in the classroom. However, three teachers have shown that they have a challenge with classroom management skills. These overcrowded

classes make it difficult to discipline learners and most of the classes became chaotic. Now this makes it difficult for the teacher on areas to develop, as one must deal with discipline then attend to PGP issues of IQMS. This is time consuming. One of the participants, **Mokoena** commented that:

> *There is no meaningful development, classes are overcrowded by learners and classes are small. You cannot teach science without experiments and usually these classes have more than 50 learners in a class.*

Michelle agrees with **Mokoena** on the issue of discipline and large classrooms as an active barrier to the implementation of IQMS. This is so for teachers that lack classroom management skills. Michelle explained that multi-grade teaching done in the school also compounds lack of classroom management. **Michelle** observed this especially during teaching Life Skills.

> *Teaching a subject like Life Skills is very problematic. Learners do not co-operate at times and we need workshops on discipline, and we do many activities in a limited space of time.*

Parents are important stakeholders in the running of schools. According to ELRC 8 of 2003, performance standard 6 deals with human relations and contribution to school development. This is where the educator engages in appropriate interpersonal relationships with learners, parents and staff, and contributes to the development of the school. Performance standard 6 measures the ability of a teacher to involve parents and community in teaching and learning. Their involvement has so many advantages in the teaching and learning exercise. This is because teaching and learning does not stop at school but extends to home with learning activities such as homework. Having parental involvement helps teachers perform better and improves school performance. The School Improvement Plan (SIP) is part of the whole school evaluation that takes place during the IQMS process. One of the parameters to measure school functionality is positive parental involvement. Half of the respondents indicated they needed assistance in getting parents involved in the teaching and learning of their children. **Rajen** mentioned that:

> *Parental environment is still a problem when you invite parent to report about learner conduct and performance, parent for the learners struggling with work do not come. Rating teacher performance becomes difficult as parental involvement also affect teaching and learning.*

There is a lack of parental involvement in children's schoolwork. Parents do not help learners with homework and do not make a follow-up on their performance. Parents need to be taught their responsibilities about their children's work.

The study found that inability to self-reflect seems to be a challenge for teachers. One teacher out of the nine respondents indicated that he found self-reflection difficult. If teachers do not understand the purpose of the Personal Growth Plan, it becomes difficult to deal with developmental issues during IQMS process. **Mzwakhe** explained that:

> *Teachers have challenges understanding the value of being a reflective practitioner. Teachers generally struggle to self-reflect.*

If teachers can do self-reflection, it will assist them in continuing professional development. This is a challenge that makes IQMS not produce good results.

4.3.4 Unevenness in the Documentation of IQMS Files

The following Table 4 shows the list of the respondents and their engagement with the IQMS documents. A tick was used to indicate if the respondents had filled the required documents and a cross indicates those not filled. From these outcomes, teachers' understandings and experiences on IQMS were drawn alongside the themes relayed from the semi-structured interviews carried out.

Table 3

IQMS Documents for each participant

Participants	PDG	Meeting minutes	Classroom observation remarks	Post evaluation meeting	Self-evaluation
Mary	✓	✓	x	x	✓
Nelisiwe	✓	✓	x	✓	✓
Mark	✓	✓	✓	✓	✓
Mzwakhe	✓	✓	✓	x	✓
Lerato	✓	✓	✓	x	✓
Rajan	✓	✓	✓	✓	✓
Sfiso	✓	x	✓	x	x
Mokoena	✓	✓	x	x	✓
Michelle	✓	✓	x	✓	✓

All files had minutes recorded except one. Out of those files where minutes were present, six of the files had minutes fully recorded. However, those that were filled properly, post evaluation meeting minutes were missing, confirming that DSGs did not make a follow up to PGPs. Further evidence from document analysis (post evaluation meeting) shows that mentoring and coaching was lacking. Evidence for coaching and mentoring was absent in five of the files that were analyzed and three of the files had evidence of coaching and mentoring taking place.

Linked to coaching and mentoring is evidence for inadequate intervention and support. Evidence shows that some DSGs, seniors and peers implemented some intervention. However, strategies for intervention varied from one DSG to another and some clearly outlined what they did to develop the teachers, while some were not clear. Three of the analyzed files had clear intervention strategies whilst there was no evidence of intervention for another three of the analyzed files. Forms, in some cases, were not filled completely (see table 4 above). The remaining two (Mzwakhe and Lerato) of the analyzed files had no evidence of intervention at all. In some cases, some of the intervention evidence showed that some DSGs were mentioning trivial things like dates. In one of the files, a DSG from **Nelisiwe's** report had indicated:

Teacher is good in lesson delivery. Teacher should not forget to write dates in most of his work.

The self-evaluation forms for Michelle and Rajen, revealed self-rating scores that were too high or too low.

The self-evaluation form has scales that range from one to four. One represents an unacceptable level of skill; two represents adequate level of skill; three represents good; and four represents outstanding level of skill. Interestingly, teachers gave themselves positive evaluations at level two or level three and only one teacher balanced self-evaluations, as there were indications of areas of weakness and areas of strength. This is what **Sfiso** indicated:

I have problems with disciplining learners, and I need support and training on how to progress learners. I also need some help from district officials in interpreting some of the curriculum documents.

Except Mzwakhe, an analysis of all the eight respondents shows that the PGP show no negative self-evaluations. This positively skewed self-evaluation resonates with summative assessment where most summative scores were high. The scores of these teachers suggest that they are afraid of scoring themselves too low as well as scoring themselves too high.

It is expected that documentation found from one teacher should be the same on all teachers in all areas of the IQMS process (ELRC, 2003). However, this investigation found that the templates used were assessing the same aspect but structured differently. In other instances, documents used were the same but there was no uniformity in what should be filled under each section. For example, the concept of what a contextual factor is, was not uniform. It appears as if teachers in this study did not share the same definition of a contextual factor when implementing IQMS. The DSGs for all respondents showed that there were no contextual factors. However, document analysis of the whole teacher IQMS file revealed that there was some consistency in filing of SDT members, classroom visitation schedule, pre-evaluation checklist, as well as the pre-evaluation minutes.

4.3.5 Impact of IQMS on Professional Competence

Professional competence of teachers includes the ability of a teacher to interact well with learners, create a good learning environment, plan for lessons, assess learners, diagnose learning barriers, communicate well and conduct oneself in an ethical and professional manner.

These general principles about professional development of teachers are also stipulated by IQMS. The paper states that professionally developed teachers can create a positive learning environment (ELRC, 2003). Interview data, however, showed that teachers reported that they struggled with classroom management due to large and overcrowded classes. This made organization of the classes and disciplining learners very difficult. This issue of failing to organize classes for optimal learning was very visible among half of the participants. This is what **Lerato** had to say about the creation of a positive learning environment:

> *I find learners' discipline a challenge as most of them make it difficult to focus on the objectives due to noise. This is partly due to large classes that we are supposed to teach. Teaching large classes is not taught at college and we lack skills in this aspect.*

One of the respondents mentioned that IQMS helped teachers with an enhanced classroom environment where learners became more involved and were motivated to participate in classroom activities. Other eight respondents did not mention motivation as one of the skills that they gained from engaging in IQMS activities. **Rajen** mentioned that:

> *The DSG gives me guidance on how to set up my class, how to make resources, which are relevant for each lesson, how to make my lesson interesting and involving learners as much as possible.*

Another area that IQMS require teachers to be professionally developed is for them to possess sound knowledge of the curriculum and learning programs (ELRC, 2003). In this case, a teacher needs to possess sound knowledge of the learning area, ability to diagnose learning difficulties in order to plan for better teaching strategies, ability to use learner-centered approach, enhancing critical thinking in learners and the ability to help students innovate and create their own teaching and learning programs. Of these competences mentioned above, one out of nine respondents mentioned that IQMS professionally develops them when it comes to understanding the curriculum documents. He did not specify which area of the curriculum documents he was referring to. **Sfiso** explained that:

> IQMS has help me to be able to create homework booklet type worksheets, tests and also to understand curriculum documents. Reading Curriculum Documents on assessment is also one thing I gained at IQMS and has made me understand the process better.

However, other respondents did not mention other professional development competences such as improved teaching strategies and ability to enhance critical thinking among learners.

Another professional development area that teachers are expected to develop through IQMS was the ability to plan and present a lesson effectively (ELRC, 2003). In this case, a teacher should plan clear and logical lessons plans. The lesson plan should be well structured building on the previous lessons. The teacher should show excellent record keeping of progress of learners. Two out of nine respondents reported that IQMS helped them in planning their lessons. They however did not mention that it helped them with effective lesson presentation. They attributed this to the Personal Growth Plan, which made them aware of the value of planning. **Michelle** explained that:

> *Knowledge of professional issues and academic issues from implementing IQMS made me conscious at the pacing of work, it taught me when, what and how to speak. It made me to be on time and do planning and to implement.*

Nelisiwe added that Personal Growth Plan helped her plan the lesson, especially when doing remediation with learners.

> *The Personal Growth helped in making a plan of the lesson as well as check positives and negatives then give feedback. Teachers should meet with the subject advisor to plan together how to teach remedial since I lack knowledge on how to teach inclusive education.*

The ELRC (2003) stipulates that teachers should develop in their practice through participation in professional bodies, professional workshops and professional growth initiatives such as research and further education. Four of the respondents complained about the lack of workshops on professional development especially those that help in the implementation of IQMS. However, the need for the workshop differed from one participant to the other. They indicate the need for workshops in curriculum delivery, collaboration, clarity on IQMS, discipline, and creation of homework booklets. **Sfiso** stated the following about workshops:

> *I have tried to speak to the HOD. We need proper workshop on IQMS can ask my HOD to organize the workshop. I last seen this while I was at University. Teaching subject like Life Skills is very problematic. Learners do not co-operate, at times need workshop on discipline and we do many activities in limited space of time*.

Mokoena, who is much more experienced, was very critical of the workshops given in professional development in schools, indicating them as a waste of time and suggested other workshops could be more empowering than IQMS. He felt workshops dealing with teacher development and performance are not as important as other programs such as Siza Abantwana program. Again, he also felt that retired teachers should be hired to help inexperienced teachers grow on professional development issues.

Mark however, gave a positive feedback that he received workshops from peers and the DSG. This has helped him as he was invited to the peers' class to observe them teach. This was very valuable to him.

> *They workshop me so that I will be clear in IQMS, I am invited to her class while she is teaching that is taking place once a term. It has helped me a lot, while teaching you find that some learners are playing, they do not do the work.*

Teachers are expected to participate in human relations and contribute to school development by being sensitive to learner needs, having competent communication skills and cooperating with colleagues to meet school and general education goals (ELRC, 2003). This includes the ability to seek participation of critical stakeholders such as parents and the community. Data from respondents shows that three respondents indicated they were not competent, especially in dealing with parents and in teaching and learning. **Mzwakhe** indicated this challenge of parental involvement. He also said that the community sometimes violates teachers during working hours. The participant mentioned that:

> *There is a lack of parenting. Parents do not play their role. Learners make wrong decisions and are engaged in drugs and they show less interest in teaching and learning. Safety is very poor, a stranger or a learner might attack you during working hours. Parents need to be taught their roles and the expectations by the school.*

A professionally developed teacher is also expected to fully be involved in extra-curricular and co-curricular activities. Involvement in sports and community activities is very important to develop learners wholly and not only academically. One participant (**Lerato**) out of nine indicated that IQMS develops them in this regard. She could not specify with clarity the co-curricular activity.

IQMS reminds me of my extracurricular activities that I need to do as an educator, but we are hindered by lacking infrastructure such as volleyball and netball. Only soccer fields are there in this school.

4.4. Conclusion

This chapter described the results of the document analysis and interview data. The chapter presented the profiles of all respondents in terms of age, experience, and qualifications. An analysis of data revealed that not all teachers completely understood the IQMS process. This chapter also revealed that teachers valued the IQMS process differently. Some had a positive view and others had a negative view of IQMS. Data showed that teachers face numerous challenges when implementing IQMS in schools, especially large, overcrowded classrooms, lack of parental involvement and lack of workshops on the use of IQMS. The chapter concluded by looking at IQMS and how it impacted on professional development of teachers. The next chapter discusses these data results, conclusions and makes recommendations for future research.

CHAPTER 5

DISCUSSION OF FINDINGS AND CONCLUSIONS

5.1 Introduction

This chapter provides a summary of the key findings in line with the key research questions. It examines the findings of this study using situated learning theory, implications of the findings, limitations of the research study, recommendations, and areas for future research. It is important to reiterate that the purpose of this research study was to explore teachers' understandings and the experiences of the implementation of IQMS in a primary school in the province of KwaZulu-Natal. The objectives of the study were to:

i. To establish how teachers, understand IQMS and its role in their professional development.
ii. To explore teachers' experiences in the implementation of IQMS.
iii. To investigate the extent to which IQMS supports teachers' professional learning needs.

5.2 Discussion of Key Findings on Research Questions

This study was informed by the following key research questions:

i. How do teachers understand IQMS and its role in their professional development?
ii. What are teachers' experiences in the implementation of IQMS?
iii. How do IQMS activities support teacher professional learning needs?

5.2.1 Research question 1: How do teachers understand IQMS and its role in their professional development?

An analysis of the age profile and teaching experience of respondents shows that teachers were experts as it is expected that teachers with vast experience would have a better understanding of IQMS process in comparison to those with less experience. However, data suggest that even teachers with less teaching experience had a good understanding of the IQMS process. The only difference was that those teachers with more experience have matured to discern the value of IQMS on the educational process and showed more philosophical understanding than technical, which was shown by less experienced teachers (Christiaans, 2006).

This study focuses on how IQMS supports and provides opportunities for development to assure continued growth. The ELRC (2003) stipulates that teachers should develop in their practice through participation in professional bodies. Hence, teachers are expected to participate in professional development workshops and professional growth initiatives such as research and further education. The three respondents indicated that they were not competent, especially in dealing with parents and in teaching and learning. An analysis of data revealed that not all teachers completely understood the IQMS process.

The findings suggest that teacher's value IQMS process differently. Four of nine respondents reported that IQMS is a valuable process because they were able to self-reflect when they were dealing with the Personal Growth Plan. They stated that developing PGP requires them to identify areas of strength and weakness. Nelisiwe and Mzwakhe also asserted that there is no follow-up on the PGP, so teachers lack proper appraisals from their DSGs as observed by Mzwakhe. This made them improve planning lessons before engaging learners. They referred to this as self-development. However, those documents that were filled properly, showed post evaluation meeting minutes were missing, confirming that DSGs did not make a follow-up to PGPs. Joyce (1993), as cited in Mestry et al.,(2009) argues that teacher development programmes should be about school improvement and professional growth. It is for that reason that IQMS was introduced in the education system to make provision for the requirements needed for school improvement. The implementation of IQMS therefore implies that professional development should be placed high on the school's agenda. This means that teachers must be empowered to respond to the curriculum as well as properly and efficiently fill the IQMS documents. It is equally important that the implementation of IQMS in schools must be well managed.

The DSG gives respondents guidance on how to set up their class; how to make resources, which are relevant for each lesson; as well as how to make their lesson interesting and involving learners as much as possible. IQMS also helped respondents to engage with fellow teachers as they worked collaboratively (Grant, 2008). Some even mentioned having improved their mentoring skills as they advised some of the inexperienced teachers on how to conduct lessons and deal with disciplinary issues in the classroom. Some respondents argued that the IQMS has helped them to create homework booklet type worksheets, tests, and also to understand curriculum documents. They also gained understanding of the process better through reading curriculum documents on assessment.

Evidence shows that some teachers gained knowledge on aspects of assessment skills, understanding the curriculum document, pedagogical strategies, engaging with department policies, self-mentoring skills, self-evaluation, and classroom management skills. This means that teacher learning from a cognitive view increases teachers' understanding of their work through engaging in activities of learning. Kelly (2006), in agreement with the cognitive view defines teacher learning as the process by which a teacher moves towards expertise (Putnam & Borko, 2000). Lave and Wenger (1991) as cited in Kelly (2006) equate expertise with full participation in social settings. This was a positive finding.

However, a significant finding showed that 3respondents had a negative perception of IQMS. This negative perception emanated from the way IQMS is conducted and from a misunderstanding of its basic purpose. IQMS is there to hold teachers and school administrators accountable for the teaching and learning. Another is to measure performance and lastly to help individual teachers develop professionally (De Clercq, 2008). One of the activities mentioned often by respondents was that IQMS is about scoring each other and almost all of the respondents mentioned this. It shows that the emphasis of teachers was on measurement and not personal professional development or accountability. Furthermore, interview data indicated that teachers have no confidence in the scoring exercise since some thought it was not done properly, either the teacher over scored or underscored himself or herself during the self-evaluation process. This resulted in DSGs having to deal with misplaced and incorrect developmental appraisals. This aspect is further explored below where the structure of the IQMS forms could have affected the professional development of teachers. Another negative perception was the punitive use of the IQMS scores to settle scores with a colleague if in conflict with one another. This is an interesting finding as it shows lack of transformation from the apartheid style of teacher development discussed in Chapter 2. During the apartheid era, department officials suppressed the teacher's abilities of implementing a free education, by forcing on them to follow a restricted syllabus that maintained racism and injustices among different races. This situation had dire consequences in the teacher's attitude as they felt as if they were just used as vessels used in implementing inequity in the teaching and learning sector. (Ntombela, 2000). This evidence shows a lack of transformation of attitude on the part of teachers. Teachers who score well are given an incentive in the form of pay progression; usually the department of education gives an incentive of 1%. Some want the incentive and others believe it is not enough to compensate for all the hard work done in engaging with the

IQMS process since teachers score themselves highly for pay progression only (Armstrong, 2014).

The teachers' reaction when dealing with IQMS documents, especially their choice to score themselves highly in their self-evaluation to get the incentive despite their negative attitude in the project, reinforces the idea that teachers do engage in the IQMS process just because there is an incentive. This suggests that without the incentive teachers might not invest in their professional development given by the IQMS process. Hence, teachers have a negative perception of the IQMS process, especially experienced teachers who viewed the whole process as a useless exercise, which should be replaced by other professional activities that focus on reading and writing.

5.2.2 Research Question 2: What are teachers' experiences in the implementation of IQMS?

The findings indicate that teachers were faced with numerous challenges when they were implementing IQMS in schools, especially with large, overcrowded classrooms, lack of parental involvement, and lack of workshops on the use of IQMS. The idea that only three respondents showed this level of experience indicates that overall respondents had little understanding of the IQMS process (Bisschoff & Mathye, 2009). Through consultation with the DSG, IQMS helps an individual teacher to manage their classrooms better. One of their major criticisms of IQMS was that teachers are preoccupied with scoring of marks and not worried about their professional development. These processes are an integral part of IQMS but citing them randomly and at times choosing only one part indicates that teachers possess little understanding of the roles and processes (Dumakude, 2008). Respondents citing that the purpose of IQMS was to submit the assessment program as well as score their peers during summative evaluation further evidence this. Respondents reported that they had a problem with the IQMS language that was used. They struggled in understanding the terminology used in policy documents and this made it difficult for them to operationalise the purpose and process. This is in line with what has been pointed out by Khumalo (2008) and Dlamini (2009) that IQMS was a borrowed and imported policy implemented as a result of the global trends in performance measurement. Khumalo (2008) further argued that teachers were not adequately trained to appreciate and implement it efficiently due to, for instance, the language barrier (Mathwasa, 2012).

Parents are important stakeholders in the education of children. Without the involvement of parents, learners often lack accountability and may be unable to do their homework. Parents

are also important in helping teachers deal with issues relating to learner discipline. Findings revealed that teachers often struggled with the involvement of parents to support teaching and learning. Respondents reported that lack of parental involvement often presented as a barrier in the implementation of IQMS. For example, Mzwakhe reported that the community sometimes disturbed teachers during working hours. He pointed out that there was a need to educate parents on their roles and the expectations of the school.

The importance of self-reflection is that teachers would be able to gauge their strength and weakness and therefore develop a plan to improve on pedagogy. This plan is called professional growth plan. Hence, infrastructure is critical in the implementation of the curriculum; without sufficient classes, textbooks, water, toilets it is difficult to implement any educational project, and teaching and learning is at the core of the educational process (Garrison & Archer, 2000). Hence, inability to manage a classroom means that teachers cannot efficiently and sufficiently deliver a lesson. Therefore, there will be no grounds to evaluate an educator under IQMS if there will be inaccurate measurements on their performance.

According to Abdelaziz (2013, p.23) cited in Singh (2015, p.20), "professional development is the process and activities designed to enhance professional knowledge, skills and attitude of teachers so that they might, in turn, improve the learning of students. For this study, respondents reported lack of policy direction and supervision from department officials as well as lack of skills development support from colleagues and the subject advisors. Furthermore, there was evidence from document analysis, which suggested that respondents experienced challenges with professional support, including mentoring and coaching. For instance, one of the professional development models adopted in the implementation of IQMS was the coaching and mentoring model (Kennedy, 2005). An analysis of documents filled by respondents produced similar evidence on teacher challenges during the implementation of the IQMS, such as overcrowded classes, discipline, and infrastructure issues. Evidence from document analysis also revealed that teachers experienced challenges with understanding curriculum documents, content breakdown, record keeping, diversity training, and computer literacy. An analysis of these challenges suggested that teachers were concentrating on performance standards one to four, while ignoring performance standards addressing human relations as well as extra-curricular activities.

This is a very critical observation, as one of the purposes of IQMS is to produce a well-rounded educator. The structure of the evaluation forms itself presented as a barrier to sufficient self-

assessment. An analysis of documents revealed that respondents were good at completing checklists as well as indicating members of the DSG. The analysis of the participants' files also revealed that they conducted self-evaluation. However, it was interesting to note that no respondents indicated a score of one or four. This suggests that teachers may have manipulated the structure of the form by choosing ratings that were neither high nor low, knowing that their supervisors were less likely to adapt those scores.

Findings also revealed that respondents avoided scores that would label their competence as unacceptable, which masked areas where they required professional development. This suggests that the respondents associated the word unacceptable with punitive consequences. On the other hand, participants' scores suggested that they did not declare their performance as outstanding to avoid attention. This is in line with Dalin and Rolff (1993) whose view is that collaborative work cultures not only use staff development more effectively, but they create and generate resources such as time and access to the expertise of others. Harris & Ovando (1992) as cited in Wanzare (2009), also suggest that there is a need for a collaborative approach to evaluation in which people with diverse expertise (teachers, principals, supervisors, and others) work jointly with equal status and shared commitment in order to achieve mutually agreed upon instructional goals.

Lesson observations, PGPs, pre-evaluation meetings and post-evaluation meetings had been filled, but were incomplete. Findings revealed that respondents faced challenges at schools that affected the measurement and implementation of IQMS. These challenges included dilapidated infrastructure, overcrowded classrooms, lack of parental involvement, self-evaluation, lack of textbooks, lack of workshops on IQMS, as well as time constraints to fully engage in IQMS. Therefore, there is a need to pay attention to these issues to ensure the effective implementation of the IQMS. Evaluation suggests some form of measurement against set objectives, aims, goals and targets a concern with quality assurance and organisational and individual performance (McNamara et al., 2009). Therefore, teacher evaluation and a follow-up teacher development process aim at improving teacher performance for good service delivery. This is also in line with the study that is framed by Kaufman et al., (2006) theory of "Evaluating for Continuous Improvement". This theory stems from a belief that continuous improvement is dependent on asking the right questions, collecting useful data, and then applying that data to make decisions about what to continue, modify and change.

Furthermore, evidence showed that teachers filled the forms in a hurry and in a ritualistic manner. This suggests an attitude that IQMS was not taken seriously, as respondents did not exercise due diligence when going through the processes. Some were left blank and if there were any comments, the comments were trivial, such that respondents did not write a date. Moreover, six of the files analyzed did not show that any interventions had been undertaken or implemented to address the professional needs of the participants. As discussed above, one of the aims of the IQMS is to develop teachers' holistic understanding of the IQMS. If teachers reduce the purpose of IQMS to compliance and do not see its role as a mechanism for professional development, then it is an exercise in futility. This was clear from the fact that recommendations made by DSGs were often not aligned with the participants' PGPs. This may suggest that there may have been an element of negligence, ignorance, or mere indifference. Whichever is true, the bottom line is that this conduct defeats the philosophy and spirit of the IQMS.

Findings from document analysis revealed discrepancies in the understanding of the concept of a contextual factor. According to ELRC (2003), a contextual factor refers to anything that can hinder a core task, activity or object in the teachers' performance that is beyond teachers' control. Evidence from document analysis revealed that all respondents reported that there were no contextual factors that affected their teaching, whereas in their responses they were complaining about, inter alia, shortages of textbooks and overcrowding in their classrooms. This indicates that either teachers did not understand the concept of contextual factor or they were in a hurry to complete the forms to comply with the requirements for the payment of pay progression.

5.2.3 Research Question 3: How do IQMS activities support teacher professional learning needs as a mechanism and tool for continuing teacher professional development?

This research question sought to investigate the professional development of teachers using the IQMS. However, respondents did not mention development in content knowledge and critical thinking in their learners and even themselves as teachers. According to ELRC (2003), IQMS must provide for and encourage diversity in teaching strategies. However, there was no mention from respondents in terms of enhanced teaching strategies. Respondents did not mention improvement in other core teaching competences, such as lesson presentation. This may have been due to poor understanding of the purpose of IQMS in relation to professional development.

However, the findings revealed that performance standard six on human relations and contribution to school development was not mentioned as part of the professional development of teachers. Additionally, findings did not indicate participation in community development activities by participants. This could be an indication that competence in human relations was not considered as important. This also applied to performance standard on extra-curricular activities. Only one participant mentioned participating in extra curricula activities. This may suggest that either the school did not have sufficient infrastructure or that measurement of this performance standard was totally ignored at the school.

5.3 Findings and Theoretical Framework

In this section, the findings are discussed through the theoretical lens of three types of cognition. These include cognition as situated, cognition as social, and cognition as distributed from the Situated Learning Theory (Putnam & Borko, 2000). Situated learning theory, or at least elements of it, is emerging as a possible vehicle for revitalizing the understanding of, and prescriptions for how knowledge is developed and organized within workplaces (Brown, Collins and Duguid, 1989; Lave and Wenger, 1991; Motteram, 2013). Situated learning theory holds that knowledge should be delivered in an authentic context. Beginning learners should be involved in authentic settings of daily practice, applying knowledge, and making use of artefacts in a productive way hence, the teachers should maintain the position of the facilitators, designers and implementors of the teaching and learning lesson contents and assessments.

5.3.1 Cognition as Situated

According to Putnam and Borko (2000), the situated nature of cognition regards learning as the acquisition of knowledge and skills thought to be useful in a wide variety of settings. In this study, a school context is one of the settings where learning was assumed to be taking place through IQMS because it is one of the professional development models. The process of IQMS as stated in the ELRC (2003) is continuous or cyclical in nature. Learning takes place within the school to assist teachers to acquire knowledge and skills. The findings in the school show that teachers are doing IQMS as a form filling exercise and findings from the teachers' PGPs seem to suggest that DSGs are not addressing teachers' areas of development. Due to poor support, one of the respondents recommended external workshops by stating that workshops organised by external structures or institutions are very fruitful, whereas one educator said she is assisted by her peer educator to enforce discipline in a classroom because learners are chaotic. This seems to be one of the reasons for revising IQMS, as an updated version of IQMS

was developed. It important to highlight that the current study was conducted before the new IQMS version was implemented.

Situated nature of cognition suggests the importance of authentic activities in the classroom (Putnam & Borko, 2000, p.4). In IQMS, the classroom is the centre of teacher learning because the four first performance standards are classroom based, but teachers are complaining about the lack of support and development activities during developmental cycles. Some teachers mentioned that IQMS implementation is a once off activity and that there are no follow-up activities to support the teacher. Others complained that IQMS is done only for the purpose of salary increase. In line with the study, ELRC (2003) envisages that through IQMS teachers work collaboratively in teams or groups, such as DSGs and classroom observations, to acquire knowledge and skills. The findings indicate that IQMS is aimed at assessing the strengths and the areas of development and to provide support and opportunities for development to assure continued growth (ELRC, 2003).

5.3.2 Cognition as Social

Putnam and Borko (2000) conceptualize learning as knowledge on how to participate in the discourse and practices of a particular community. The findings of the study did not show how teachers collaborate to promote teacher learning within their school. In this study, the role of Developmental support Group to support teachers after they have identified their areas of development during classroom observation is examined. The findings of the study indicate that teachers collaborate to address the professional learning needs. In other words, there is no mentoring and coaching after classroom observation. In IQMS, teachers learn through team-teaching and collaboration in DSGs and SDT. The study revealed that some teachers do not implement professional needs that are found from their PGPs whereas the responsibility of the DSG is to mentor and coach teachers during their professional development cycles (ELRC, 2003). One of the respondents argued that they get 1% for nothing because IQMS does not assist them to grow professionally. Another participant agreed that she works closer with her DSG to discipline learners, as well as teaching collaboratively.

5.3.3 Cognition as Distributed

According to Putnam and Borko (2000), cognition as distributed means that learning takes place among individuals, other persons, and various artefacts such as physical and symbolic tools. This is when all teachers of the school work together to conduct professional development activities. The findings of the study show that IQMS activities did not emphasize

the sharing of learning. Putnam and Borko (2000) support the notion that teachers must learn from out-of-school programmes. This happens when teachers of one school are networking with teachers of different schools in their vicinity e.g. circuit. However, there is no evidence in the minutes of DSGs or/and in the school improvement plan showing that these teachers share information, skills, and knowledge among themselves. In line with the ELRC (2003), the staff development team, among other responsibilities, has to co-ordinate activities pertaining to staff development, on-going support provided during the two development cycles each year, oversees mentoring, and support by the DSGs and SDT. However, the findings indicate that after teachers have conducted classroom observation, there is no follow-up. This shows that the SDT of the school is not performing its duties in ensuring a smooth transition of knowledge to learners and teachers performing their responsibilities.

Using the three cognitions from the Situated Learning Theory, this study also reveals that the school context presented challenges to the implementation of IQMS. These challenges include understanding of CAPS content breakdown, no chalkboards, no electricity, lack of understanding of assessment techniques, poor record keeping, no professional development programs and activities, diversity, computer illiteracy as well as the existence of learning disabilities among learners. These challenges present a barrier to teachers fulfilling their duties and enhancing their professional learning in the process of filling the necessary documents and fulfilling the requirements of IQMS.

Examining the findings through the three cognitions of the Situated Learning Theory has shown that IQMS activities supported teacher professional learning needs less; it was mostly used as an evaluative tool for pay progression. The three forms of cognition were not fully conceived in this study because some of the processes of IQMS were not found in the data. For example, there was no evidence to show that DSGs addressed teachers' areas of development after the classroom observations. DSGs seem to be inactive; this is contrary to the notion of cognition as distributed and recommended.

5.4 Implications of the findings

This study explored teachers' understandings and experiences of IQMS as a mechanism for professional development. Findings, however, suggested that teachers focus on remuneration that comes with having good IQMS scores. Therefore, for this school, the process of IQMS may have been reduced to the ritual of paper filling with inaccurate ratings. The study found that respondents had insufficient knowledge of the philosophy, processes and activities

regarding the implementation of the IQMS as a professional development tool. In addition, findings revealed that DSGs might have not been adequately trained to provide professional support in meeting the development needs of their peers. Most of the teacher records had not been properly filled. Teachers attended workshops that were not informed by Professional Growth Plans, which suggests that IQMS records were often disassociated from the professional development of teachers.

In addition, findings revealed that there was no uniform documentation across the participants' files. This could suggest poor supervision from the DSGs or indifference on the part of the teacher. Additionally, on the issue of consistency, the professional development needs of the respondents were often not carried over to discussions in the post evaluation meeting. As a result, it was often difficult for DSGs and the teacher to develop and implement their Professional Growth Plan. Lastly, findings revealed inconsistencies in the understanding of IQMS terminology from the comments of the DSGs on different processes, such as pre-evaluation and classroom observation, where respondents were presenting lessons in the presence of their DSGs. Teachers' weaknesses and strengths were not indicated, which suggests that the respondents were often not provided with feedback during post evaluation meetings. The findings and the recommendations of this study could also be used as a way forward to implementation of the revised IQMS.

5.5 Limitations of the Research Study

Adequate time and financial constraints limited the researcher from studying a bigger and more comprehensive sample. Despite that, the study presented a case study of Post Level One teachers confined to a specific primary school context. The study presented key findings and conclusions in respect of the implementation of IQMS in that context.

Lastly, another limitation to this study was the tight timeframe within which the study was to be completed as part of a qualification. As a result, there was not enough time to follow up on issues like taking a deeper look at the changes applied in the revised IQMS (QMS) and how its rebranding will enhance teachers improving the quality of education offered to learners and hence improve the performance of learners; that could have been explored in greater depth within the study. Hence, there is a need for further research.

5.6 Recommendations

Based on the findings of the study, the following recommendations are made:

- IQMS has a language that is not familiar with teachers. It is a language borrowed from Human Resources (HR) in organizations which is a specialization on its own (Hlabane, 2014). Familiarization with performance management lexicon and systems is important. This includes the terminology that is used in IQMS as well as the wider educational goals of participating in IQMS. Giving teachers an awareness of IQMS language as well the objectives of IQMS is very critical. This can be done through meetings with more experienced teachers who understand IQMS better; and Department of Education officials whose duty is to train teachers in the processes of IQMS as well as exposing teachers to performance management literature which can be helpful.

- In IQMS, teachers are evaluated in the classroom using performance standard one up to four (i.e. creation of a positive learning environment; knowledge of curriculum and learning programmes; lesson planning, preparation and presentation and learner assessment). These types of assessments are feasible and, in most cases, efficiently carried out since there is face-to-face interaction with the appointed DSG. However, when it comes to the other eight performance standards, which are done outside the classroom, there are no necessary tools to enhance the evaluation and maintain a proper record, as they are mostly not efficiently attended to. This study therefore recommends that DSG must look into ways of assessing educators in the out-of-class performance standards that could keep evidence in records, as these will enhance teacher's participation in IQMS.

- The successful implementation of IQMS depends on adequate physical and human infrastructure. When the physical amenities are not good and dysfunctional, this may affect teaching and learning and ultimately the IQMS process. Therefore, the state must ensure that there is adequate infrastructure and less contextual factors.

- The findings in this study indicate that teachers face many challenges related to IQMS terminology, its implementation process, and school context. The IQMS process should

be simplified and adapted to the South African context. This means revising the performance management system from design, dissemination, and implementation of the IQMS. The IQMS instruments should use simplified language to make the process clear and easy to implement.

- Findings suggest that teachers reduced IQMS to a technical exercise in compliance with the submission of assessment programmes, scoring process of self-evaluations, and lesson observations. The department must consider strategies to dissociate performance related pay as an aspect of IQMS. For future research, a much larger demographically representative sample and the new version of IQMS may be recommended to give credence to the outcome of the study.

5.7 Conclusion

The purpose of the study was to explore teachers' understandings and experiences of the implementation of IQMS in a primary school context. This study found that the implementation of IQMS as a two-pronged exercise is complicated. The link of the IQMS to performance-related pay has hindered it from becoming an effective mechanism for teacher professional development. In addition, the absence of intervention on the professional needs identified by teachers has reduced the purpose of IQMS to an exercise of compliance. Teachers expect that the professional development needs that they have identified must be addressed. Otherwise, teachers soon realize that IQMS is nothing more than a mechanism to gain access to pay progression. Furthermore, self-evaluation is a complex exercise, which requires deep understanding of the purpose of IQMS, which is deeper than compliance. I therefore argue that supporting teacher professional learning needs of teacher requires IQMS to be deployed as a mechanism for professional development, it must be strengthened and delinked from being a mechanism to access pay progression.

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APPENDICES

Appendix A: Department of Education Letter of Permission to conduct Research

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma | Tel: 033 392 1063 | Ref.:2/4/8/1743

Mr. MJ Nyathi
4 Stallion Road
Cinderella Park
3201

Dear Mr. Nyathi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"TEACHERS' UNDERSTANDING AND EXPERIENCES OF INTERGRATED QUALITY MANAGEMENT SYSTEMS IN ONE PRIMARY SCHOOL IN KWAZULU-NATAL"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 25 February 2019 to 20 July 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private BagX9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and ins itutions in KwaZulu-Natal Department of Education.

Crystal Springs Primary School

[redacted]

Dr. EV Nzama
Head of Department: Education
Date: 26 February 2019

..Championing Quality Education - Creating and Securing a Brighter Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • **Fax.:** +27 033 392 1203• **Email:**Phindile.Duma@kzndoe.gov.za •**Web:**www.kzneducation.gov.za
Facebook: KZNDOE....Twitter: @DBE_KZN....Instagram: kzn_education....Youtube:kzndoe

Appendix B: Interview Schedule for the Post-Level One Educator

INTERVIEW SCHEDULE

Title: Teachers' Understandings and Experiences of the Integrated Quality Management System in a Primary School in KwaZulu-Natal Province

Thank you so much for being available for an interview and thank you for signing the consent form, so you are aware that this project is part of my studies at UKZN. Everything that you say will kept confidential. This interview should take…

1. What is your age range?
2. How long have you been teaching?
3. What are your teaching qualifications?
4. What subjects and grade (s) do you teach this year?
5. What do you think is the purpose of IQMS?
6. What is your understanding about the role of IQMS in your own professional development?
7. Tell me about processes that each teacher should engage in during the IQMS implementation. (probe – Self-evaluation/Baseline assessment and development of the Personal Growth Plan).
8. Who are the members of your Developmental Support Group (DSG)? How often do you hold IQMS meetings with your DSG?
9. How does your DSG support you in your professional learning? (Probe- How do they support your professional learning in the first and second cycles?
10. Describe any professional development activities that the IQMS helped you to do? Name them.
11. What are some of challenges that you face in your teaching?
12. What kind of professional development do you need in order to address these challenges?
13. Is there anything you want to say about IQMS and Professional Development?

Thank you

Appendix C: Request to Conduct Research in School

Letter to the Principal

4 Stallion Road

Cinderella Park

3201

15 February 2019

Dear Madam

Re uest for ermission to conduct a research in our school

My name is Mondli Jerome Nyathi, a Master of Education Student at the University of KwaZulu Natal (UKZN), School of Education in Pietermaritzburg Campus.

I am respectfully and humble request you to give me the permission to conduct a research in your school. The topic of my research is "Teachers understanding and experiences of Integrated Quality Management Systems in one Primary School in KwaZulu Natal". This research project examines how teachers learn through IQMS. It further explores how teachers implement their & PGPs with an aim of developing themselves professionally. Participation in this research project is free, voluntary and not compulsory. I will use interviews and document analysis as the data collection methods. The interviews will be audio-taped. All post level one educators will be interviewed.

The identity of your school will be protected; meaning the real name of the school will not be used. If there is anything that you need to know or any problems or concerns, please feel free to ask the researcher, M.J. Nyathi at Mondli.N athi kzndoe. ov.za or my supervisor, Dr Bongiwe Zulu at ZuluF1 ukzn.ac.za or the UKZN Humanities and Social Sciences Research Ethics Committee, contacts as follows:

Humanities & Social Sciences research Ethics Administration

Research Office, Westville Campus

Govern Mbeki Building

Private Bag X54001

Durban

4000

KwaZulu Natal, South Africa

Appendix D: Letter of Permission to Conduct Research in School

CRYSTAL SPRINGS PRIMARY SCHOOL

P O.Box 113, Lidgetton, 3270 Tel: 033-2344972 email:crystalspringsps@yahoo.co.za

20 /O2/2019

Dear Mr Nyathi

RE: PERMISSION LETTER TO CONDUCT A RESEARCH IN OUR SCHOOL

We would like to express our appreciation to you for choosing our school to do a research on Integrated Quality Management System(IQMS).

We as the Management of the above mentioned school view this as an honour to be selected among many farm schools in the region for such a study. We also strongly believe that on its completion, we will benefit a lot as a school. We understand that you are not coming to our school as an Official from the Department of Education in Kwa Zulu –Natal, but as a University student. We therefore feel resolute that your unmeasurable knowledge and experience will bring success to your study.

We, therefore would like to welcome you and hope that all necessary Department authorisation protocol will be adhered to and we conditionally accept your request provided the KZN Department of Education allows you and wish you all the best.

Yours Faithfully

T.D. Ngubane (Principal) C.B. Maphumulo (Departmental Head)

[redacted] [redacted]

KZN

Appendix E: Informed Consent Document

Dear Participant,

My name is Mondli Jerome Nyathi. I am a masters candidate studying at the University of KwaZulu-Natal, Pietermaritzburg Campus. The title of my research is: Teachers' Understandings and Experiences of the Integrated Quality Management System in a Primary School in KwaZulu-Natal Province. I am interested in interviewing you so as to share your experiences and observations on the subject matter.

Please note that:

- The information that you provide will be used for scholarly research only.
- Your participation is voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalized for taking such an action.
- Your views in this interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.
- The interview will take about 25 to 30 minutes.
- The record as well as other items associated with the interview will be held in a password-protected file accessible only to myself and my supervisors. After a period of 5 years, in line with the rules of the university, it will be disposed by shredding and burning.
- If you agree to participate please sign the declaration attached to this statement

I can be contacted at: School of Education, University of KwaZulu-Natal, Pietermaritzburg Campus, Scottsville, Pietermaritzburg. Email:

Cell: [redacted]

My supervisor is Dr Bongiwe Zulu, who is located at the School of Education, University of KwaZulu-Natal, Pietermaritzburg Campus, Scottsville. University of KwaZulu-Natal. Contact details: email: ZuluF1@ukzn.ac.za.

The Humanities Research Ethics Committee contact details are as follows: Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: ximbap@ukzn.ac.za, Phone number +27312603587.

Thank you for your contribution to this research.

DECLARATION

I…… (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire. I understand the intention of the research. I hereby agree to participate.

I consent / do not consent to have this interview recorded (if applicable)

SIGNATURE OF PARTICIPANT DATE

……

Appendix F: Ethical Clearance

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

03 July 2019

Mr Mondli J Nyathi 9404834
School of Education
Pietermaritzburg Campus

Dear Mr Nyathi

Protocol reference number: HSS/0463/019M
Project Title: Teachers' understanding and experiences of Integrated Quality Management Systems in one primary school in KwaZulu-Natal.

Full Approval – Expedited Application

Your application dated 21 May 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 1 year from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

[redacted]

.....
Dr Rosemary Sibanda (Chair)

/px

cc Supervisor: Dr B Zulu and Prof C Bertram
cc. Academic Leader Research: Dr A Pillay
cc. School Administrator: Ms S Jeenarain, Ms M Ngcobo, Ms K Sophie and Ms T Masondo

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

Appendix F: Editor's letter

Barbara Mutula
Associate member

Membership number: MUT001
Membership year: March 2020 to February 2021

0786439029
kabangebarbara@gmail.com

www.editors.org.za

05 December 2020

TO WHOM IT MAY CONCERN

This is to confirm that the dissertation written by Mondli Jerome Nyathi titled **'Teachers' Understandings and Experiences of the Integrated Quality Management System in a Primary School in KwaZulu-Natal Province'** was copy edited for layout (including numbering, pagination, heading format, justification of figures and tables), grammar, spelling.punctuation and references by the undersigned. The document was subsequently proofread, and a number of additional corrections were advised.

The undersigned takes no responsibility for corrections/amendments not carried out by the student in the final copy submitted for examination purposes.

[redacted]

Mrs. Barbara L. Mutula-Kabange

Copy Editor, Proof reader
BEd (UBotswana), BSSc Hons Psychology (UKZN),MEd Educational Psychology (UKZN)

Appendix G: Turn-it-in Report