

A CRITIQUE ON THE IMPLEMENTATION OF WHOLE SCHOOL  
EVALUATION POLICY IN LIMPOPO PROVINCE

*By*

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A

THESIS

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## DEDICATION

This study is dedicated to my late mother who had desperately wanted to have a doctor born from her womb.

## ACKNOWLEDGEMENTS

If it were possible to do so I would dedicate this page to all individuals who contributed towards the development of this thesis. Different people ranging from colleagues to learners played a valuable role that deserves an unqualified “thank you”.

However, I can be displaying a great sense of ungratefulness if Prof. L.E Matsaung is not singled out as an icon in the whole venture of compiling this valuable document aimed at the improvement of the core business of education in our country.

From the Limpopo Department of Education I wish to acknowledge the office of the Head of Department who granted me permission to conduct research in the Limpopo Province Schools, within the Mopani District.

My appreciation is also registered with the principals, educators and circuit managers who participated in this study without reservations. And, finally, I wish to acknowledge the role played by my family; my wife Basani and my kids Dzunisani, Morongwa, Dimitri and Katekani. Guys you are my life time inspiration.

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DECLARATION

I declare that the thesis submitted to the University of Limpopo for the degree of Philosphae Doctor has not been submitted by me for a at any other university, that is my own work in design and execution and that all the sources have been duly acknowledged by means of complete references.

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## ABSTRACT

The purpose of this study was to critique the level of influence the Whole School Evaluation (WSE) policy framework had on the quality of teaching and learning in the Limpopo Province schools. Limpopo Province comprises of five districts with different learner performance levels. At the time when this study was conducted Sekhukhune District had the worst learner performance results followed by Mopani.

Up to the early 1990s schools in South Africa became sites of struggle against Apartheid, as most citizens rejected a system of government that was characterized by inequality (Seedat, 2004:190). As a result (Herselman & Hay, 2002: 239), many schools in South Africa, including those in Limpopo Province were destroyed morally and physically to the level of becoming less productive and some totally dysfunctional. The WSE policy is a mechanism that was developed to address the above problem. In addition, among others, the WSE policy was aimed at the development of a collaborative approach that would enable a school (individually or as a cluster) to deliver, quality services to the community , including the improvement of circumstances in schools that could create conditions for the facilitation of quality education within a particular given school period.

All schools in Limpopo Province were made aware of the WSE policy framework and how it was implemented. As early as 2003 the Quality Assurance Directorate ensured that all schools had the relevant material and policy documents for implementing WSE. Circuit Managers, School Principals and three educators per school were

subjected to an intensive training programme on how WSE policy framework is implemented.

The empirical research was done through the observation of educators and learners within their schooling environment, perusal of primary and secondary documents and interviewing of the policy implementing agents, i.e. the Principals, Educators and Circuit Managers.

The study:

- Indicated that there is a serious problem to implement WSE policy in schools;
- Exposed school managers, SMTs and educators' incompetence to comply with the prescription of the policy;
- Revealed the inhibitors of the effective implementation of WSE process;
- Aroused the awareness to the researcher of the operational discord that was experienced by the schools that had a problem in complying with the WSE policy requirements.
- Some schools were reluctant to comply with the prescripts of the policy.
- Schools had their School Improvement Plans (SIPs), School Development Plans (SDPs) and Academic Performance Improvement Plans (APIPs) but their day-to-day operations in no way showed compliance to what was put on the improvement document as their operational guide.

Furthermore, the study clearly argue that quality education can only exist in situations where school communities and education officials

are equally striving at reconciling the complex and dynamic relationships that exist between the learner, the centre of learning or school, the broader education system and the social, political and economic context of which they are part. The study developed, on completion, a full programme that can clearly show elements in our education system the negatively impacts on the desired progress, based on the findings in the Limpopo Province.

In conclusion, the study revealed challenges that impacted negatively on the implementation of the WSE policy framework in the Limpopo Province Schools. As a way forward strategies were suggested that if complied with the WSE policy framework could be successfully implemented and quality teaching and learning enhanced.

ACRONYMS

APIP	:	Academic Performance Improvement Plan
CIP	:	Circuit Improvement Plan
DIP	:	District Improvement Plan
DSS	:	District Support Staff
DSG	:	Development Support Group
HoD	:	Head of Department
FFLC	:	Foundation for Learning Campaign
INSET	:	In-Service Training
LDoE	:	Limpopo Department of Education
LPESDP	:	Limpopo Provincial Framework for School Development Planning
LTSM	:	Learner Teacher Support Material
MED	:	Monitoring and Evaluation Directorate
MEC	:	Member of Executive Council
MSTP	:	Management of Schools Training Programme
NCESNET	:	National Commission on Special Needs in Education
NCESS	:	National Committee on Education Support Services
NDoE	:	National Department of Education
NEPA	:	National Education Policy Act
NPDE	:	Northern Province Department of Education
OFSTED	:	Office of Standards in Education
SASA	:	South African School Act
SDP	:	School Development Plan



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SDT	:	Staff Development Team
SE	:	Self Evaluation
SFC	:	School Finance Committee
SGB	:	School Governing Body
SIP	:	School Improvement Plan
SRFs	:	School Rating Forms
WSE	:	Whole School Evaluation and Training

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## CHAPTER 1

### ORIENTATION TO THE STUDY

#### 1.1 Introduction

It is universally recognized that the main objective of any education system in a democratic society is to provide quality education for all learners (Kells, 1992; Brennan, Frazer & Williams, 1995 and Vroejinsteijn, 1995). Quality education, quality assurance, quality schooling and quality management are operational themes that dominate in different policy formulation debates. According to Lemmer (1998a: 117) quality education must be perceived as the key to the future. In support of the above notion the former Member of the Executive Committee (MEC), Dr Aaron Motsoaledi, re-iterated on the vision of the Limpopo Department of Education (LDoE) when he read his 2007/2008 budget speech as “to equip the people within the Province, through the provision of quality, lifelong education and training with values, knowledge and skills, that will enable them to fulfil a productive role in society” (LDoE, 2007).

According to Herselman and Hay (2002:239) if South Africa is serious about enhancing the quality of teaching and learning in schools and if schooling is viewed as being of great importance in ensuring a quality of life for all citizens, urgent steps were to be taken to ensure that the culture of learning and teaching is restored. Furthermore, they suggested that management ( on all levels) and facilitators ( both experienced and novice) be exposed to quality assurance mechanisms, procedures and practices that are generally accepted and non-negotiable, as this will hopefully

restore confidence in the school system as well as the culture of accountability.

It was against such background that the National Department of Education (NDoE) developed the Whole School Evaluation (WSE) Policy (NDoE, 2001) as mechanism for ensuring that quality education is provided for and monitored in schools. The objective of this policy is to guarantee the development of solutions to educational challenges through collective engagement and participation by educators and parents until the doors of learning are open to all. In addition, the policy aims to ensure that most conditions preventing the effective rendering of quality teaching and learning are conquered (NDoE Annual Report, 1999: 27-31).

Steyn (2002b: 62) asserts that the National Policy on Whole-School Evaluation was designed in a way that school evaluation is carried out according to an agreed national model. Such a model sets out the legal basis for school evaluation, its purposes, what is to be evaluated and who should carry out the process. It is also a process that is explicit on how the evaluation should be conducted. The policy sets out how the evaluation processes should be administered and funded where there is such a need. In addition, the policy indicates ways in which good schools should be recognised and under-performing schools can be supported. The policy is also clear about the links between those at National and Provincial level who are responsible for the quality of education, and differentiates between the responsibilities of education supervisors, schools and local support services (NDoE, 2001: 1).

For its effectiveness and efficiency, the whole school evaluation policy is supported by national guidelines, criteria for evaluation, and instruments that have to be used by trained and knowledgeable education supervisors in order to ensure consistency in the evaluation of schools (NDoE, 2000a: 7). These also provide the means by which schools can carry out self-evaluation and so enter into a fruitful dialogue that can bring about quality teaching and learning at school.

According to the WSE policy framework (NDoE, 2001: 1), the school evaluation process must be understood not as an end in itself, but as the first step in the process of school improvement and quality enhancement. The National policy on WSE is designed to achieve the goal of school improvement through a partnership between supervisors, schools and support services at one level, and National and Provincial Governments at another (NDoE, 2001: 2). However, Horine, Hailey and Rubach (1993: 33) warn that quality education does not flow naturally from the improvement of existing internal processes such as transportation, registration, curriculum and teaching methods. Quality education requires, in addition, the improvement of external processes linked to the entire educational system – thus, the need to strive for the formation of strong partnerships with the community.

According to Griffiths (1998: 2), “whole school evaluation” as one of the techniques used to evaluate school performance in both England and New Zealand is both intrusive and expensive. Programmes used for this process are very thorough, but expensive to operate and can generate some anger and



resentment from educators. In South Africa such resentment manifested in the South African Democratic Teachers Union (SADTU) calling for an urgent moratorium on the implementation of WSE, as it was alleged that the process had been imposed on them (SADTU, 2002: 1).

The National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) regard the importance of quality education as its ability to ensure that learners reach the full potential so that they are able to contribute and participate meaningfully in their society throughout their lives (NCSNET & NCESS, 1997: 11). The above ideal situation is also expected of learners produced in schools established in the Limpopo Province.

The Whole School Evaluation Policy Framework (WSE) of the National Department of Education (NDoE, 2001: iii) asserts that the responsibility of the education system to develop and sustain such learning is premised on the recognition that education is a fundamental right which demands constant evaluation, reviewing and development in order to suit the needs of the client or community. Through this study the researcher found it necessary to examine the extent of evaluation of the existing WSE processes, the review and the prevailing development in its implementation at the sampled Limpopo Province schools. Furthermore, the study is aimed at exposing the level of implementing what Lemmer (1998a: 117) regards as a new approach that seeks to bring together the focus of accountability

of public schools and the development of quality learning and teaching.

Notice, however, was made that there are a variety of needs that exist among learners and within the education system that must all be met if effective learning and development is to be provided for and sustained (NDoE, 2001: 6-9). Therefore, the policy further suggests for the use of input indicators consisting of what the school has been provided with in order to carry out its tasks. In addition, the indicators cover the processes that deal with how the school seeks to achieve its goals and lastly, the output indicators outlining what the school achieved. In recognising the latter, it follows that the education system must be structured and function in such a way that it can accommodate a diversity of learner needs and system needs (NCSNET & NCESS, 1997: 11-12).

In addition, Kells (1992:20) asserts that when the education system fails to provide for and accommodate diversity and the ability to adapt to the local milieu learning breakdown occurs. As a result the model is designed in a way that teaching and learning breakdown, if correctly implemented does not occur. Furthermore, according to Lethoko, Hystek and Maree (2001: 311) the crucial challenges and changes that the new democracy face is to reconstruct an education system that is able to establish a culture conducive to learning, teaching and providing services in schools.

The Whole School Evaluation (WSE) Policy that was promulgated in 2001 was aimed at providing a mechanism that can

proactively prevent such breakdowns by allowing schools to self-evaluate and develop plans for their welfare. Through the latter process the quality of education is bound to improve (NDoE, 2001:1), especially when effectively managed and continuously monitored. Equal opportunities for participation by all educators, learners, parents and other relevant community structures, that have interest in educational development, are thus created.

According to Van der Westhuizen (2003: 212) careful and well-planned evaluation is a pre-requisite for development and improvement of any organisation. However, he further points out that planning without the actual implementation remains a futile exercise. In addition, the process of evaluation pre-supposes the monitoring of the progress made with regard to the set goals. Moreover, it also entails the correction of actions that have deviated from the set goals.

Among other things, the WSE policy (NDoE, 2001:4) was developed to give attention to the:

- evaluation of educators in terms of learning area or subject teaching;
- evaluation of the school in terms of educative teaching and learning;
- evaluation of learner behaviour and achievement;
- evaluation of the leadership by the School Management Team (SMT) and School Governing Bodies (SGB); and

- evaluation of the contribution made by the parents and community.

In terms of Verkleij (2000:85) one needs to understand that quality assurance is not a South African phenomenon that is currently perceived as a means to, amongst other things, redress the educational backlog. The high priority given to quality in education can be ascribed to focus on improvement which is linked to a number of other aims, such as accountability, funding, validation/accreditation and information to stakeholders. This implies that through the effective implementation of WSE processes the Limpopo Department of Education should be fully informed of the status of teaching and learning, in terms of quality, in all schools. In addition schools must be in a position to prove that the allocated funds were fruitfully utilised for supporting quality teaching and learning.

According to Herselman and Hay (2002:239) the above implies that all stakeholders at education institutions should take the responsibility for enhancing and monitoring the quality of their teaching, irrespective of whether it is in the school or the higher education sector. Moreover, the clients (learners) and end-users, for example, (the world of work) of education and training need to be assured about the quality of their human resources.

Schools are important organisations that determine the welfare of every community in many respects. Musaazi (1987: 256-258) regards schools as centres responsible for initiating and raising the level of formal literacy and innumeracy that any country cannot afford to be without. Furthermore, schools are centres

known for increasing the opportunities of learners to participate in socio-economic activities, provide increased opportunities to improve the quality of life of people as a whole and provide basic tools for further educational advancement, including preparation for trades and crafts (NCESNET & NCES, 1997: 8-13). The Limpopo Province schools are no exception and the researcher was stimulated to finding out how the WSE mechanism improved their quality of education provisioning.

There are nine education standards identified in the WSE policy (NDoE, 2001: 9) aimed at helping schools to develop both learners and educator performance, which the researcher was eager to examine as to how through the implementation of WSE approach improved the delivery of quality education in the Limpopo schools. These are:

- Basic functionality of the school;
- Leadership, management and communication;
- Governance and relationship;
- Quality of learning and teaching and educator development;
- Curriculum provision and resources;
- Learner achievement;
- School safety, security and discipline;
- School infrastructure; and
- Parents and community.

For schools to function effectively all the nine education standards must be constantly evaluated and where there are deviations from the initial plans corrective measures be

implemented (NDoE, 2001:3). The nine areas of development must be perceived as one interacting with the other. The development of one area should be seen to be influencing the improvement of the other. In essence, the latter implies that the quality of teaching and learning in schools can be enhanced where there is positive impact of the following management and governance aspects:

- Efficiency of the management system within the nine areas of development;
- Effective school management and governance in terms of:
  - the availability of policies and operational systems in the school
  - quality of systems and management practices that exist; and
  - the usage of management and governance systems.
- Relevance of systems and management or governance practices; and
- The sustainability of systems and management within the overall governance practice.

The origin of the WSE policy framework can be traced to the joint effort of the Quality Assurance Co-ordinators who were deployed from the nine provinces, representatives of educator formations and delegates from non-governmental organisations (NDoE, 2000a; 2000b). The above stakeholders were implementing the

mandate given to the National Minister of Education; through the National Education Policy Act No. 27 of 1996 (NEPA) directing that the standards of education provision, delivery and performance should be monitored. Education Supervisors from the nine provinces were nationally trained for the implementation of the new policy (NDoE, 2001:9).

Educators with more than five years of experience in the teaching field were identified for this training. Twenty-two (22) educators in the first group of trainees represented Limpopo Province. They were identified from the ranks of Circuit Managers, Curriculum Advisors and College Lecturers (LDoE Annual Report, 2002: 3). The total number of trained education supervisors to conduct external evaluation and training of other education officers in the whole Limpopo Province is approximately fifty. The selection of these educators was based on their specialisation and expertise in English, Natural Sciences, Commercial Sciences and Managerial Skills. Their training was on-going for a period equal to eighteen months. Simultaneously with their block training, they had to conduct advocacy and train both school and office-based educators on the implementation of WSE policy at school (Departmental Circular, NPDE no.26 of 2000).

District Senior Managers, Circuit Managers, Principals and educators were trained on how the new policy framework operates (LDoE, 2002: 3). Schools were encouraged to engage on the process of self-evaluation on an on-going basis. As stated by Vroeijerstijn (1995), the self-evaluation process would ensure that there is effective development in schools and that the

development processes and systems for quality assurance are internally driven or school based. The above, as expressed by Claassen (1999: 14) was implemented because for any policy to have a chance of success, a sufficient number of people must be persuaded that it is right, necessary and implementable.

Whilst all schools are expected to self-evaluate on an on-going basis the Minister of Education is mandated by the policy to sample 5% of the total schools at random for external evaluation (NDoE, 2001:9). The results acquired from sampled schools are expected to inform the circuit managers, senior education managers, education MECs and the Minister of education about the standard of teaching and learning in schools. The researcher, therefore, conducted a study that consisted of an analysis of the progress that was made in schools as a result of the implementation of the WSE policy in Limpopo Province schools.

Limpopo Province, where this study was conducted, is located in the north-eastern part of the Republic of South Africa. This is a vast province that is dominantly rural. The majority of schools in this province are located in rural villages that formed part of the defunct Lebowa, Venda and Gazankulu homelands. There is a vast difference in performance between schools in rural and urban areas in Limpopo Province. A major factor in these differences is the socio-economic background of learners (LDoE, 2002: 5). In most instances, the above-mentioned conditions dictate the levels of attainment in learning and social skills that learners have when they first enter school.



Most people residing in this province are unemployed and depend on the different social grants provided by government. The latter situation makes it very difficult for schools to steer themselves at the required speed into effective development without any meaningful financial support. The province is also bordered by economically struggling neighbours (Addendum H). To the east of its borders is the poverty stricken Mozambique and to the north is the politically troubled Zimbabwe. Botswana is in the north-western side of the province and has minimal economic and educational influence to the province. These neighbouring countries are continuously providing an influx of learner population that makes it even difficult for the province to support its existing learner population in terms of the provision of infrastructure and learner support material.

## 1.2 Definition of concepts

The concepts that will constantly feature in this study are defined below in order to enable the reader to understand the context in which they are being used.

### 1.2.1 Whole School Evaluation

WSE is defined in the policy framework document (2001:5) as the national system for monitoring and evaluation of the quality of education on a continuous and permanent basis. The Government Gazette dated 26 July 2001 asserts the implication of WSE to the need for all schools to continually look for ways of improving, and the commitment of government to provide development programmes designed to support their effort.

In this study WSE should be understood as an evaluation policy in the education system consisting of various elements that have the same factors to be considered. These factors are:

- Systemic assessment, collection and analysis of information;
- Collection of information about the operation or outcomes of a school or process; and
- Use of information to inform decision making around improvement of the process of the school (NDoE, 2000b: 2000c).

### 1.2.2 Quality Education

Government Gazette No. 18207 dated 15 August 1997 defines Quality Education as the maintaining and applying of academic and educational standards, both in the sense of specific expectations and requirements that should be complied with, and in the sense of ideals of excellence that should be aimed at. Herselman and Hay (2002:240) on the other hand define quality education as the fostering of the life skills needed in the lifelong learning society.

In this study the application of the principle of quality entailed the evaluation of services and educational products against set standards with a view to improvement, renewal or progress. This is in line with the definition offered by Bush and West-Burnham who perceive quality education to refer to the services rendered to ensure that every aspect of an institution and every employee

are focussing all the time in meeting and then exceeding the expectations of the clients.

### 1.2.3 Improvement

Tulloch (1993:756) defines improvement as an act of betterment, refinement, development, and progress. On the other hand, Clark (1994:117) relates improvement to a change process where the change agent must work through three phases, namely; diagnosing the problem, planning for change and reviewing development.

In this study improvement will refer to those conditions created in schools, through the implementation of WSE, to facilitate the transformation of the education system to enable it to contribute to the common good of society through the production, acquisition and application of knowledge, the building of human capacity and the provision of life-long learning opportunities.

### 1.3 Problem statement

The way in which WSE policy is implemented in Limpopo Province schools is a serious problem. As a result, most schools in Limpopo Province are experiencing various problems that impact negatively on the delivery of quality education. The latter delays the aspirations of the Government that would like to see “the further erosion of the culture of learning and teaching in schools being arrested and turned around into an education system on the road to the 21<sup>st</sup> century” (NDoE Annual Report, 1999: 10-11).

Moreover, it makes it difficult for the Provincial Department of Education to achieve its aspired vision, that of “...equipping the people within the Province, through the provision of quality, lifelong education and training with values, knowledge and skills, that will enable them to fulfil a productive role in society” (LDoE, 2005:5).

In many instances, as implied by Van der Westhuizen (2003:137) schools do not reflect a direct relationship between their long-term visions and their day-to-day interventions and changes that influences their functioning towards the development of quality teaching and learning processes. As correctly discovered by Garret (2004: 2-3) in most rural schools learners are continuously losing interest in their school work and parents are not sure of the roles to play for improving the quality of learning and teaching. Furthermore, for decades now the South African school system has been accused of being in a cacophonous state where the quality of teaching and learning is under suspicion and pass rates are not attractive (Herselman & Hay, 2002:239).

On the other hand, the Limpopo Province Whole School Evaluation Report (2003/2004:7) clearly indicates that sampled schools that were externally evaluated are still having a need to improve on the following:

- Building capacity on the SGBs by ensuring that they know their core roles in schools. SGBs are also operating without a well defined constitution and mechanism to monitor and evaluate performance in their schools;

- Educator development is grossly neglected. Also, when new educators are appointed in all levels, namely; subject educator, head of department, deputy principal or principal no orientation that can ensure effective performance is given to them.
- The provision of education to learners with special education needs is given very little, if any, or no attention at all;
- Most schools do not have appropriate effective policies and procedures for learner protection and safety;
- Education in the intermediate and senior phases do not strictly adhere to the National Curriculum Statement (NCS) of the Outcomes-Based Education (OBE) in most of the schools; and
- The assessment of learners is mostly not in line with the OBE requirements. Most schools only assess learners on what they know (their knowledge) without assessing what they can do (their skills) and what they believe (their attitude and values).

As organizations, schools are themselves trapped between rising demands and limited resources. For a decade since the dawn of democracy schools have contended with the relentless expansion in the scope and sophistication of their tasks, from curriculum to social services. At the same time the learners they are serving have grown more diverse, disadvantaged and more challenging to teach. Even as they struggle to meet these burgeoning responsibilities, many districts have lost the funding that underwrites innovation – shrinking budgets mean larger classes and less staff development (Evans, 1993:21).

From the experiences sited above, it is clear that most schools have lost their operational culture. In such a setting, to foster any degree of forward movement requires a vital institutional culture that maintains continuity and reaffirms for staff members the value of their work. In terms of McLaughlin and Yee (1988:107) a faculty that shares a common purpose and a strong tradition is buffered against despair and better able to sustain its effort. In addition, if the culture also supports risk-taking, educators are more willing to innovate. Sadly, in many schools the culture nurtures neither commitment nor competence or initiative. Educators can hardly identify a mission that unites them and drives their work.

Though there are still some educators whose dedication and skill thrive despite the most difficult circumstances, too often the culture of the school fails to encourage them to perform at their best.

#### 1.4 Research questions

The following research questions served as the primary guide for this study:

- What influence was brought about by WSE towards the improvement of quality education in Limpopo Province?
- What are the challenges related to the implementation of WSE?
- What are the implementation strategies for the WSE policy?
- What are the present views on WSE by educators?

## 1.5 The aim of the study

The aim of this study was to investigate the current extent to which the implementation of the WSE policy ensured quality teaching and learning in the Limpopo Province Schools.

### 1.5.1 Objectives

- To examine the level of influence that was brought about by the implementation of WSE policy in Limpopo Province Schools;
- To identify factors inhibiting the effective implementation of WSE policy in Limpopo Province Schools;
- To make recommendations on how challenges of implementing WSE can be dealt with to enhance quality teaching and learning in the Limpopo Province schools.
- To investigate the approaches used when implementing WSE policy; and
- To find out the different views on the implementation of the WSE policy.

## 1.6 Significance of the study

The study exposed the level of the implementation of WSE policy in the Limpopo Province schools. Furthermore, it revealed the extent to which improvement and development of schools in Limpopo schools as a result of the implementation of WSE policy. The outcome of the study is also explicit on all factors

that inhibit school improvement and development through the implementation of the WSE programmes.

In relation to the findings of Bolman and Deal (1991) any change or institutional development raises hope and it also offers growth and progress – but it also stirs fear because it challenges educators’ competence and power, creates confusion and conflict and risks the loss of continuity and meaning within a school. Through this study schools are in a position to reflect on how they implement the WSE policy with a hope of developing improvements on educators’ competence and school improvement strategies. Educators, schools and education managers should use the outcomes of the study as a feedback to their performance.

Statements such as those re-iterated in the budget speech by the MEC for Education, Dr Aaron Motsoaledi (LDoE, 2006: 1) that the core function of the Department of Education is the production of multi-skilled and knowledgeable South Africans who are ready and prepared to deal with the challenges confronting our country is achieved as aspired, through the provision of quality education, can be assessed against the outcome of this study.

SIPs assist the staff to develop strategies for improving on their identified areas of development that prevent them from attaining their set objectives as a collective. Furthermore, SIPs from different schools are aimed at assisting the Circuit and District offices to develop a Circuit and District Improvement Plans that would promote effective planning of support school visits,



distribution of resources and development projects, deployment of curriculum advisors and the actual monitoring of the progress made by schools.

Through the help of this study schools should develop an awareness of the importance of the regular use of the School Rating Forms (SRFs) when evaluating their school performance. On an annual basis the SRFs should form a springboard for the evaluation process in order to instantly determine if there are development changes in the different education standards.

In conclusion, educators will become aware of the fact that staff members' response to reform depends not just on its substance, but on their own readiness for change. The study fully reflects that any innovation at all levels thrives when an institution is energetic, flexible and highly invested in its work.

### 1.7 Ethical considerations

The rights, dignity, privacy and confidentiality of information disclosed by the participating schools will be respected and handled in strict confidentiality (Struwig and Stead, 2002: 67). For their willingness to participate in the study respondents were required to fill and sign a standard consent form as designed by the University of Limpopo (Addendum G).

### 1.8 Limitations of the study

This study was conducted on a limited scale because of the following factors:

- Limited number of the externally evaluated schools
- Accessibility of externally evaluated schools
- Withholding of information by some schools.
- The unavailability of school documents required for the purpose of the study.
- Difficulty of making observation about management and governance practices in one visit.
- None generalization of the findings of the entire population since a non-probability purposive sampling was employed.

## 1.9 Structure of the Thesis

The thesis comprises of seven (7) chapters organised as follows:

### Chapter 1

The first chapter comprises of the orientation to the study. In this chapter the importance of WSE was discussed within the context of the entire system of education and the importance of quality education clearly outlined. Also, a historical background on how WSE was introduced and implemented in schools was outlined and, finally, the location of where the study was conducted made.

### Chapter 2

This chapter deals with the reviewing of literature dealing with concepts of evaluation since it forms the core objective of WSE policy, define what the process of evaluation is all about by

various authors and also provides a clear outline of the purpose of evaluation and the components of the evaluation process will be fully discussed.

### Chapter 3

This chapter provides the influence of theory upon which WSE is put into perspective. Furthermore, a clear allocation of WSE policy within the education system is demarcated.

### Chapter 4

This chapter provides the legal framework around which the Whole School Evaluation Policy was formulated or developed. This chapter also provides an in-depth explanation of how the policy should be implemented.

### Chapter 5

This chapter provides the methodology background that influenced the collection of data, the size of the sample and the approach employed for collecting the required information.

### Chapter 6

In this chapter, the researcher critically presents the accumulated data and provides an in-depth analysis of the findings with regard to the implementation of WSE policy in Limpopo Province Schools.

## Chapter 7

The chapter presents the broad overview of findings, make recommendations for further research and provide the concluding remarks.

### 1.10 Conclusion

The mechanisms and procedures which a school implements with the specific view to enhancing quality learning and teaching are learner internal assessment and examination, learner development and support services, programme planning, staff (peer) appraisal and development and incentivised improvement (Strydom, 1999:12, Hall, Woodhouse & Jermyn, 1997:420). These assessment processes require constant evaluation and review for making relevant adjustments that lead to quality school performance.

Whole School Evaluation is the evaluation model that is radically different from the previous school inspection system because it comprises guidelines and built-in approaches that promotes transparency and participation by all stakeholders. This National Policy on Whole School Evaluation (NDoE, 2001: iii) introduces the most effective way of monitoring and evaluation processes that is vital to the improvement of the quality and standards of teaching and learning in schools. However, schools in Limpopo Province show difficulty in the implementation of the policy – thus, the various problems and poor results.

WSE came about as there was a need to look at how well the schools were doing in relation to certain criteria and indicators. As it is, South Africa followed the international trend by introducing WSE into the system and with it some of the challenges of implementing such. In developed countries, such as England and New Zealand (Griffiths, 1998: 2), WSE has certain uniformity in its application, as the schools are fairly standard in style and presentation as opposed to the South African background. Also, Unions see the observation of educators in practice as contradictory to and challenging of the professional qualifications educators hold.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

Before any researcher undertakes a project of study, it is important to review literature relevant to the topic under investigation. According to Booyse, Schulze, Bester, Mellet, Lemmer, Roelfse and Landman (1993:41), the chapter on literature review is aimed at familiarisation with the literature sources that exist and are covering the topic under research. In addition, Struwig and Stead (2001:38) say no research work has to be seen as an entity into itself, but as a continuation of already completed research of the same type of related research.

According to McMillan and Schumacher (1993:113) the knowledge from the literature is used in stating the significance of the problem, developing the research design, relating the study to the previous knowledge and suggesting further research. Furthermore, De Vos, Strydom, Fouche and Delpont (2002:127) provide a related explanation by stating that a review of literature is aimed at contributing towards a clear understanding of the nature and meaning of the problem that has been identified by the researcher.

To Mellon and Oosthuizen (1989:163) literature review saves time and avoids duplication and unnecessary duplication. In support of the above scholars Mouton (2001:87) emphasizes that through literature review the researcher ensures that nobody

else has already performed what is essentially the same research. After the review of literature, according to De Vos et al (2002: 128) the researcher may identify the gaps from the previous research work and argue that the proposed study will meet a proven need. Furthermore, Neumann (2000:446) regards literature review as showing the path and prior research and how the current project is linked to the former. By so doing it provides the framework of the research and identifies the area of knowledge that the study is intended to expand.

Several education scholars carried out a number of studies on the evaluation of learning sites and institutions for the sole reason of improved performance and institutional development.

Professor Kader Asmal (NDoE, 2001: iii), the then Minister of Education (1999 – 2004) wrote about the assurance of quality education in the South African schools as the overriding goal of the ministry of education. According to him the National Whole School Evaluation Policy (WSE) is aimed at the effective monitoring and evaluation of processes that are vital to the improvement of quality and standards of performance in schools (NDoE, 2001:iii). The researcher in this study is interested in investigating the level of implementation of the model and the results that were drawn from such implementation, particularly in the Limpopo Province.

Seedat (2004:8-13) outlined the Whole School Evaluation as a newly adopted model of school evaluation that is radically different from the previous school inspection system that was carried out, for decades, in South Africa under the apartheid

regime. The scholar is silent about the implementation of this model and the effect it has brought about in the improvement of learning and teaching in the new democratic South Africa. The researcher is focussed in this study on appraising the implementation of the Whole School Evaluation Policy and the outcome thereof.

Emphasis in this chapter is on literature review around the importance of the evaluation of organisations, learning sites and institutions based on the consequences thereof. The idea is to outline on the procedures relevant for pursuing quality results in schools. According to Lemmer (1998a: 117), the WSE approach seeks to bring together the focus of accountability of public schools and the strategic development of quality in schools.

In terms of Van der Westhuizen (2003: 221) all aspects of management, particularly at an organization like a school, presume evaluation. As a result, evaluation becomes important during policymaking and the implementation thereof, since the process includes making goals known.

Therefore, the ideals of WSE (NDoE, 2000b), in terms of the Tirisano Implementation Plan, is to play a key role in seeking to:

- introduce a strict accountability system that will reveal how well each school is doing, how it compares with other schools and whether it is meeting the requirements of the education system or not;
- improve the quality of teaching and learning as well as standards achieved in schools through



identification of their strengths and weaknesses in order to target interventions;

- monitor the progress of education transformation;
- identify pockets of excellence within the system, which will serve as models of good practice; and
- improve the general understanding of what factors create effective schools (NDoE, 2001:1).

The development of WSE stems from the fact that South Africa did not have a national system of evaluating performance of schools (NDoE, 2001: 1). As a result very little, if any, comprehensive data existed on the quality of teaching and learning or on the educational standards achieved in the system (NDoE, 2000a). Upon promulgation, the purpose of WSE policy framework was twofold, namely to:

- Help schools to improve, and
- Report to various stakeholders (Government, Provinces, parents and the society in general) on the quality of education provision in the country (Herselman and Hay, 2002: 241).

In the light of the above it is clear that the Whole School Evaluation process should be followed up by effective planning and implementation processes. In addition, it must be clear that this process cannot exclude the involvement of stakeholders such as parents, learners, educators and other community structures that have interest in schools and their products.

## 2.2 The concept of Whole School Evaluation

According to Jet and Simeka (NDoE, 2002: 70) and the WSE policy (NDoE, 2001: iii) the whole school evaluation process is a cornerstone of the quality assurance system in schools. A common understanding from the above statement is that through WSE schools can fully provide an account of their current performance level and show to what extent they satisfy the national goals and needs of the public and the communities (LDoE Annual Report, 2002: 4). This also implies that failure to comply with the implementation requirements of the policy could as well mean failure to deliver quality service to the client.

The evaluation process must also be perceived as that task, according to Reynders (1977: 132), which has as its purpose the identification of the merits and the deficiencies and is an integrative part of the control task. Furthermore, in terms of Van der Westhuizen (2003: 221) the quality and functionality tasks are measured by means of evaluation. In addition, he asserts that though not everything can be evaluated, the efficacy, quality, extent and results achieved by the executing tasks may be clearly evaluated. What must be noted is that the evaluation process is not an end in itself but a means to an end.

De Wet (1981: 89) regards evaluation as a useful means of determining whether a person has carried out his given task, whether a person is helping to achieve set objectives, and to determine whether a specific person with his unique qualities and specific talents may give the best service. The above strongly

suggests that evaluation is the basis of action from which schools development planning can ensue.

Scholars like Bush and West-Burnham (1994: 158) perceive evaluation as an internal or external formative process designed to provide feedback on the total impact and value of a project or activity. From the WSE point of view (NDoE, 2001: iii) the feedback is aimed at the complete shaping up of the school environment to an extent of being able to provide education of good quality. Through the evaluation process all stakeholders are able to reflect and renew their plans until they have acquired their aspired results.

Aspinwall, Simkins, and McAuley (1992: 14) extend the understanding of evaluation to mean the purpose of formative feedback; and according to them: "...evaluation needs to be seen as an integral part of the management process... It must be a continuous subject of attention and must be soundly embedded in the structure and culture of the organization." In support of the latter, scholars such as Bush and West-Burnham (1994: 160) go on to elaborate on the importance of evaluation as having to do with the issue of how to review the effectiveness of those things that can be measured, such as:

- the appropriateness of teaching and learning strategies;
- the effectiveness of meetings, pastoral procedures and communication systems;
- the extent to which stated outcomes have been achieved;

- the degree of conformity to agreed standards and procedures; and
- the efficient and effective use of resources.

According to Conyers and Hills (1992: 171) evaluation is an appraisal of a plan or project's performance which is undertaken either at periodic intervals (often at the end of phases or stages) during the implementation stage, when it may be termed "on-going evaluation" or after implementation when the plan or project has been operational for some time. At school level such evaluation processes can successfully take place quarterly, half-yearly and annually.

On the other hand, Henry (1980: 191) notes that the process of evaluation is far from simple. He regards evaluation as the systematic assessment of a programme or institution for the purpose of improving the policy and programme decisions responsible for the attainment of the set goals. Furthermore, he identifies five stages that comprise the evaluation process as:

- determining the decision-makers' needs;
- design;
- implementation;
- reporting; and
- dissemination.

### 2.3 Facts about the Whole School Evaluation

According to Seedat (2004: 150) there have been considerable external pressures on schools to conduct self-evaluation

activities, in many cases partly as a form of external reporting and accountability, but also to provide schools with frameworks to help them review their performance systematically and increase their effectiveness. Furthermore, he regards self-evaluation of whatever type to be a vehicle for changing schools towards any aspired and proposed form they wish to adapt regardless of any links to accountability. Also, the evaluation process should be construed as an innovation that not only involves change for itself, in the evaluation procedures, but also be the means for further change.

Parkin (1984: 17) provides the following key ideas relevant to bringing about change within schools, which forms the base of whole-school evaluation:

### 2.3.1 Developing the right climate for change in a school

The whole school evaluation process compels schools to continuously conduct a performance post mortem where their strengths and areas of development are identified. And since the policy is aimed at improving the overall quality of teaching and learning an improvement plan that sets the correct tone and atmosphere for the operation of the school is developed. Through the SIP all stakeholders are effectively positioned to deliver the expected service to the school community. The developed right climate to facilitate the improvement in school performance is acquired through the approaches of partnership, collaboration, mentoring and guidance (NDoE, 2001: 1).

### 2.3.2 Consultation and involvement of the staff

In support of Parkin the WSE policy (NDoE, 2001: 1) emphasises that the whole school evaluation process is meant to be supportive and developmental rather than punitive and judgemental. Furthermore, this is a process that is used in schools without coercive measures, though part of it's responsibility is to ensure that national and local policies are complied with.

### 2.3.3 Identifying the priority areas for review and development and introducing the necessary changes

As suggested in Parkin (1984: 17) the policy contains a built in mechanism for reporting findings and providing feedback to the school and to various stakeholders, such as the national and provincial departments, parents and society in general – on the level of performance achieved by schools (cf. NDoE, 2001: 1). According to Eisner (1994:171) evaluation in education is important to: diagnose; revise curricula; to compare; to anticipate educational needs and to determine if objectives have been achieved.

### 2.3.4 Monitoring and evaluating the challenges

The WSE policy is a set of legal basis for monitoring school performance and its design is clear on who is to carry what evaluations during the process. As a result all challenges can be monitored and corrective measures implemented on deviations

that are threatening quality results (NDoE, 2001:1 and Nevo, 1995: 28).

### 2.3.5 Involving people from outside the school in review and development

In practice, to be a player and a referee at the same time distracts performance and promotes biasness. The WSE policy emphasises the fact that all members of the school community should be responsible for the quality of their own performance. Furthermore, whole school evaluation intends to enable the contributions made by educators, learners and other stakeholders to improve their own and the school performance, to be properly organised (NDoE, 2001: 4). Members of the SGB are expected to provide evaluation information that can help improve the performance of the school.

### 2.3.6 Finding the resources to make the changes

According to Root and Overly (1990: 36), the evaluation strategy should be designed for the purpose of gathering data to improve performance and to collect to make decisions concerning promotion or re-employment. The identified areas requiring development are captured on a SIP document that is submitted to the circuit manager for further processing. The developed Circuit Improvement Plan (CIP) is submitted for the development of the District Improvement Plan (DIP) which further develops into a Provincial Improvement Plan (PIP). Each improvement plan consists of activities that must be engaged upon in order to attain certain performance standards in a school. Such

activities, in some instances, indicate costs likely to be incurred when executed. The Provincial office is responsible for ensuring that sufficient funds are available within their annual education budgets to enable support services and schools to carry out developmental activities in accordance with the National Policy (NDoE, 2001: 10).

Murgatroyd (1991: 133) asserts that the external environment is often a source of opportunity and support for managing change in organisations. It is, however, also important to recognise the constraints and even changes that it can present. For instance, if any vision of school improvement is to be transformed into reality, it must be realisable within the limits given for the school by its cultural and social context. According to Leithwood and Aitken (1995:103) schools with radical plans for change have to consider the language they use to describe them. Furthermore, the innovation for change strategies must develop a rhetoric that allows it to proceed within the institutional categories.

The WSE policy (NDoE, 2001: 3-4) and Herselman and Hay (2002: 241), on the other hand, base the process of school evaluation on the following principles:

- It is a diagnostic activity initiated for school improvement purposes.
- The process is not done to school, but with the help of the school.
- School evaluation is done in order to obtain valid information about the condition, functions, purposes



and products of a school and it leads to action in areas needing improvement.

- The process is directed at whole school rather than the individual facilitators or small groups.
- Schools need regular, sustained, external assistance in order to improve teaching and learning.
- All evaluation programmes must be characterised by openness/ transparency, teamwork and co-ordination. Programmes must have valid, acceptable and standard criteria and instruments.

A more open and systematic approach to evaluation would bring about significant changes in schools. Evaluation should serve to highlight existing good practices in a planned and committed manner. The purpose of evaluation in improving the service in schools will only be achieved where its outcomes are used to assess continuing needs and to re-orientate efforts towards meeting these needs in a systematic way. All of the above are possible through the implementation of WSE that has the process of self-evaluation built in it as a base for all subsequent decisions and actions to be implemented (NDoE, 1998: 9; Robbins, 1980: 65-67 and Hoy and Miskel, 1982: 269).

According to Cullingford (1997: 3), the general understanding should be whole school evaluation is a process and a way of thinking that is deep-seated and aimed at the development of a school. In addition, the evaluation process in this context should be much more than just providing information for someone else at the end of the project. But, the evaluators must carry the responsibility of correcting the identified deviations from the

organisation's plan. Also, the monitoring and evaluation process, instead, should be construed to be forming an integral part of school management in a creative, fun and rewarding manner.

Overall, according to Rankodi (1982:134-135) the purpose of school evaluation can be perceived as a means to securing the highest possible quality of education provisioning. The latter is the fundamental purpose of all involved in the education service that should, also, be the managements' overriding concern. What schools should note is that all aspects of the operation of the institution should be subject to the evaluation undertaken from time to time. In terms of the MSTP (NDoE, 1998:9) attention is not only directed to the curriculum and the improvement of teaching and learning, but to the development of the school in totality.

Among other components of the school that must also be developed are management and administrative tasks that relate directly to securing the best possible conditions for learning which call for careful and regular scrutiny. Furthermore, effective school evaluation promotes good communication with parents and wider community members, effective pupil guidance and counselling, and sound arrangements for securing an orderly environment and for the monitoring of attendance (NDoE, 2000b).

Robbins (1980: 64) and Marx (1981:125) further declare that the purpose of evaluation can only be achieved where outcomes are used to assess continuing needs and to re-orientate efforts towards meeting these needs in a systematic way. In essence

school evaluation provides a base on which decision making regarding subsequent action for school development is found. Purposeful and effective planning depends on effective decision-making. Decisions are made by all people at school level to achieve the aims of the school within the management decision-making in the context of that organisation. Decision-making is carried out consciously (sometimes unconsciously) to direct the achievement of goals.

To Van der Westhuizen (2003: 653), the evaluation process is an organisational change and development action responsible for enhancing effective performance by:

- individual educators;
- principals;
- SMTs;
- SGBs;
- Learners;
- parents; and
- the school as a whole.

In support of the latter scholars like Hoy and Miskel (1982:329) characterise organisational self-evaluation to determine the effectiveness of the performance of individuals in different institutions. The researcher, in this instance, was interested in finding out if this is known to schools and the extent to which the process was implemented. Through the process of self-evaluation schools can confidently identify their strengths and weaknesses. The implementation of self-evaluation culminates in

the identification of areas that need to be changed and the drawing of the implementation plan.

The introduction of WSE is additional to other mechanisms of change, such as the Developmental Appraisal System (DAS) and School Development Planning (SDP), that brought about the need in schools to implement a multiplicity of imposed changes that led to educators feeling threatened, overburdened, ill equipped and stressed at the ways in which their job is changing (Seedat, 2004:52). The study will also be aimed at exposing the importance of implementing WSE in harmony with all other programmes introduced to improve the quality of teaching and learning in the South African schools.

According to the Management of Schools Training Programme (MSTP, NDoE, 1998: 8-10) it is also important to note that evaluation is not an end in itself. Evaluation is a vehicle towards the securing of the highest possible quality education provision. The process of evaluation should be perceived to be conducted from time to time. In order to yield results the process must be constantly monitored through a collectively agreed mechanism that will ensure that both the management and administrative operational aspects are effectively taken care of. Also, there must be management and administrative tasks which relate directly to securing the best possible conditions for learning which call for careful and regular scrutiny.

The above implies that a more open and systematic approach to evaluation will bring about significant changes in schools. More so, evaluation should serve to highlight existing good practices in a planned and committed manner. As it is asserted by the MSTP

(NDoE, 1998: 9) the purpose of evaluation in improving the service in schools will only be achieved where its outcomes are used to assess continuing needs and to re-orientate efforts towards meeting these needs in a systematic way. All of the above are possible through the implementation of WSE that has the process of self-evaluation built in it as a base for all subsequent decisions and actions to be implemented (NDoE, 1998: 9, Robbins, 1980: 65-67 and Hoy and Miskel, 1982: 269).

As emphasised by Seedat (2004: 151) it is very important to consider the use of external support agencies, in this instance, the SGB and the educational supervisory unit in helping the process of change. The latter relates to the advice and support of people with relevant external perspectives that can often be a key factor in the successful implementation of change, which involve significant alterations in practice and relationships.

Most of the educational institutions, according to Bush and Wets-Burnham (1994:165) do engage in some kind of evaluative activity, often as a component of development planning. Most such activities would be expected to meet one or more of the purposes of evaluation identified by Nixon (1992: 21), as:

- the creation of a context for shared understanding within which schools can begin to realise the need for change;
- improving the quality of classroom practice and of the wider organizational structures for schooling; and

- countering some of the simplistic expectations that are too often imposed upon educational institutions from the outside.

However, according to Everard and Morris (1990:110) the implementation of WSE can only be successful in instances where school managers acknowledge that a particular school is a complex organisation characterised by uncertainty as a result of its ambivalent nature and outcome of its task. For success, good principals are always aware of these characteristics and so equip and manage the school in a way that quality teaching and learning can take place.

As a process, the whole school evaluation process is meant to be developmental rather than punitive and judgemental. The policy is not coercive in nature, though part of its responsibility will be to ensure that national and local policies are complied with. Its aim and purpose is to facilitate the improvement of school performance through approaches of partnership, collaboration, mentoring and guidance.

#### 2.4. School evaluation aims and objectives

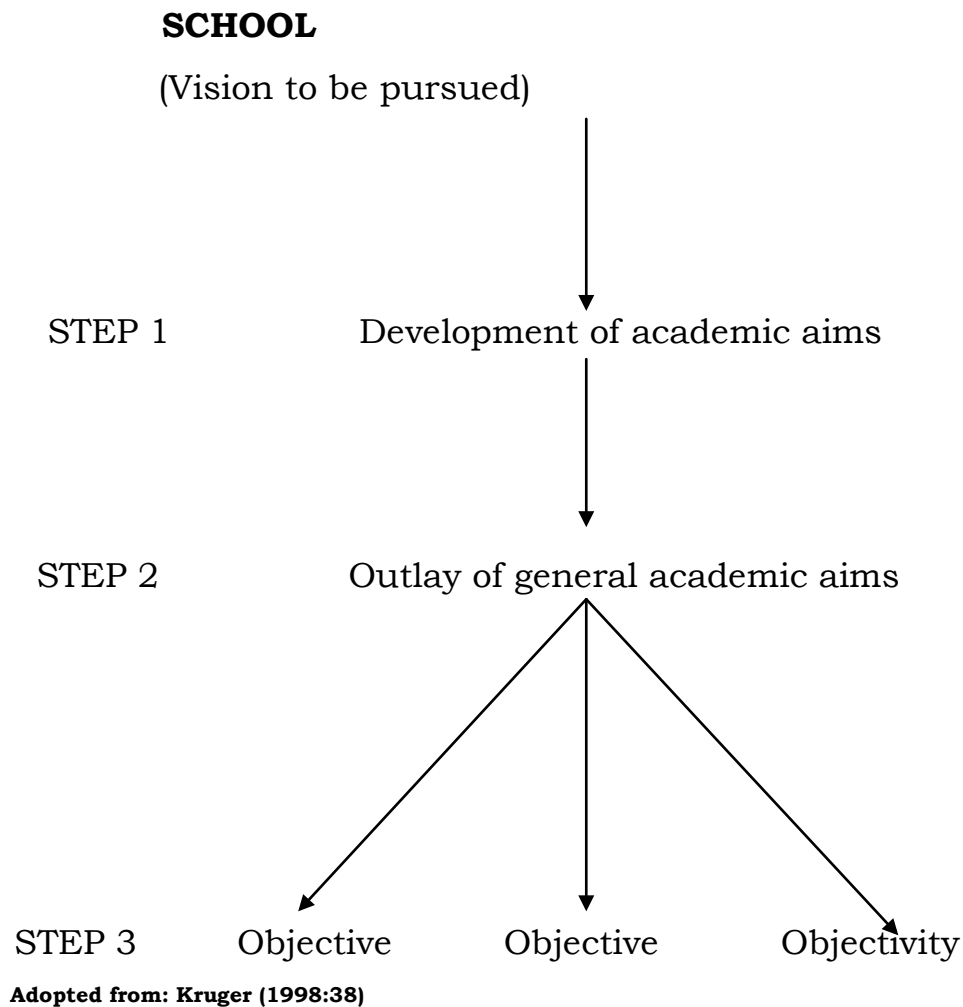
Good schools operate according to set objectives that are determined by the vision they uphold. As a result, whilst in pursuit of their dreams the school evaluation can only be taken against a set of educational goals that are put in place and their values. According to the Management of Schools Training Programme (NDoE, 1998: 9) these goals and values can only be made explicit by an institution in terms of stated aims and

objectives and more detailed school policies on a variety of matters. Furthermore, the clarification of aims and objectives, whenever this has not been done explicitly in a school, represent the initial step in any process of evaluation.

In addition, the aims and priorities of any given school are formulated within the framework of national and provincial guidelines. Furthermore, within the context established, each school should identify its own particular aim, objectives and curricular priorities in relation to local circumstances and needs. These are then specified at an appropriate level of detail to ensure clear understanding by all implementers. The entire exercise is based on the shared vision of the school (NDoE, 1998:10).

In terms of Blaires (1992:31) Hallinger & Murphy (1987:57), SMTs have a responsibility to guide educators and learners within a school towards the realisation of the set schools' objectives. Below is a model on how the process can unfold:

**Figure 2.1**



This brings to one's mind an understanding that the success of the determination of the schools' aims and objectives depends on the active involvement of the staff members who uphold a common vision about their school. The educators are more likely to give more weight behind the implementation of policies in any given area of the school operation when they have been able to make some personal inputs in the first place. According to the MSTP (NDoE, 1998: 9), this corporate approach to policy formulation in schools is in itself a very valuable staff development exercise which allows educators to reflect collectively on the exercise of their professionalism.



According to Van der Westhuizen (2003: 145) before these goals are formulated, the school's mission must be clearly described. Furthermore, these goals and objectives of the school must be formulated with reference to the mission. He further asserts that in school management this process could be applicable from long term goals to the short term management goals. In addition he regards the following questions to be of value:

- What should we achieve?
- Have we clearly described what we want to achieve?

In this instance, individual and group objectives to improve the quality of teaching and learning should be included. School principals are considered to be educational leaders who must have as their tasks to lead the determination of these goals and objectives, without taking the exercise lightly. Marx (1981: 211) further indicates that without goals, schools would increase the tendency of entropy that may result in disorganisation and chaos. In addition, he maintains that such goals and objectives should be concerned with how, where, and when and by what means these objectives will be achieved by the staff. Also, he emphasizes on the importance of certain directives that are required to answer these questions.

On the other hand Van der Westhuizen (2003: 145) shows the value of making use of goals and objectives in the improvement of quality teaching and learning to be the following:

- The various activities are directed;

- Wastage of energy and time is eliminated or decreased;
- Work is co-ordinated and overlapping is eliminated;
- Staff members know precisely what is happening;
- Goals and objectives leads to decision making;
- It is possible to determine whether objectives have been achieved; and
- Communication is improved within a school.

Goals that are expected to be generated by schools in order to improve the quality teaching and learning must be clear about what should be achieved after the activity is over and not on how things will be during the course of the activity. According to De Wet (1981: 51) the following guidelines should be applied to goals:

- They should be generally understood;
- They should be concrete and specific;
- They should be acceptable to those involved;
- They should be balanced; and
- They should be achievable.

## 2.5. The purpose of school evaluation

Whole school evaluation is a process and a way of thinking that is aimed at the development of a school. However, what must be construed is that the evaluation process in this context is much more than just providing information for someone else at the end of the project. Furthermore, the monitoring and evaluation

process, instead, forms an integral part of school management in a creative, fun and rewarding manner.

According to Conyers and Hills (1992: 173) this relates to the inputs to, and outputs of, the programme in place, plan, or project. The performance measures of this process can be used in three ways:

- To monitor progress and to check that activities are being carried out on time and within the cost limits set;
- As efficiency measures (by using the ratio inputs to outputs); and
- As a proxy for measuring the impact of a plan, programme or project.

On the other hand, Van der Westhuizen (2003: 262) regards the process of evaluation to be aimed at different areas of the school. The latter being areas that are key in the operation of the school and without which no quality teaching and learning can occur. Furthermore, the evaluation areas broadly indicate the “what” which the subject of evaluation is. In addition, the latter scholar distinguishes between primary and secondary information sources of evaluation.

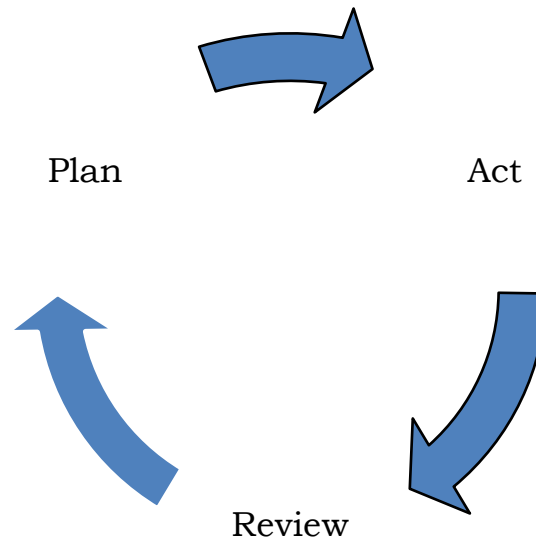
In instances where the evaluation information is acquired first hand through class visit, such information is characterised as primary. Information acquired from a report or another person is regarded as secondary. In the case of the former the evaluator has a valid and reliable instrument and sufficient knowledge and

experience to implement the instrument responsibly. In the latter instance the evaluator does not have such an instrument nor the knowledge and expertise to exploit the source of information.

West-Burnham (1994: 157) characterizes the process of evaluation as the component part of the management cycle.

See figure 2.2 below:

Figure 2.2



Adopted from: West-Burnham (1994)

### 2.5.1. Assessment of merit and worth

In terms of Reyders (1977: 132) evaluation in schools can be conducted to assess merit and the worthiness of their operations. This implies that schools can embark on the process of evaluation to strictly determine whether they have achieved

their desired outcomes or not. Conyers and Hills (1992: 127) regard this as evaluation for compliance. The school assesses the extent to which local projects/ plans or the entire school programme is operating consistent with the applicable legislation, guidelines, contract conditions and required administrative practices.

According to Leithwood and Aitken (1995: 78) in this case, schools would be looking at the quality of the school (merit) and the value of the school (worth). Furthermore, an evaluation that is conducted with this purpose is likely to facilitate the decision making process in terms of the performance of the school.

#### 2.5.2. School improvement

According to Jet and Simeka (NDoE,2004:245) this type of evaluation is aimed at providing the school with the feedback that can allow it to facilitate improvement. Furthermore, through the evaluation process the entire school process and its effect are closely reviewed against its operational environment. On the other hand, a typical evaluation of this nature includes the comparison of data to define best practices.

In terms of Beare; Cadwell, and Millikan (1993: 125) the judgements which are made are important factors in decisions on the formation of goals, the identifications of needs, the setting of policies and priorities, the preparations of plans and budgets and the ongoing implementation of school programmes. The entire above are responsible for the creation of a self-reliant school.

### 2.5.3. Oversight and compliance

Evaluation in schools, according to Jet and Simeka (NDoE, 2004: 245), is aimed at reviewing the extent to which a school complies with the regulations, legislations and the defined operational directives within the education system. Furthermore, the oversight and compliance evaluation process is generally used to determine whether the school is operating within its defined parameters and whether it is delivering what is supposed to deliver.

The evaluation for process improvement as stated by Conyers and Hills (1992: 127) recognises that while a programme may be complying with the guidelines, it may still be operating inefficiently. In this instance, the evaluation process is focussed on the strength and weaknesses of various planning and management systems.

### 2.5.4. Knowledge development

According to Hughes and Bush (1991:230-240) evaluation in schools is conducted with the purpose of knowledge developed to test the general theories around social processes and mechanisms as they manifest in the context of social policies and the school.

Overall, the MSTP asserts that the purpose of school evaluation can be perceived as a means to securing the highest possible quality of education provisioning. Furthermore, they emphasize this as the fundamental purpose of all involved in the education

service that should, also, be the managements' overriding concern. In addition, all aspects of the operation of the school should be subject to the evaluation undertaken from time to time. Also, attention is not only directed to the curriculum and the improvement of teaching and learning, but to the development of the school in totality (NDoE, 1998:9).

In conclusion, the purpose of evaluation can only be achieved where outcomes are used to assess continuing needs and to re-orientate efforts towards meeting these needs in a systematic way. In essence school evaluation provides a base on which decision making regarding subsequent action for school development is found.

## 2.6. The School evaluation decision making process

Robbins (1980: 64) and Marx (1981: 125) support each other on the fact that purposeful and effective planning depends on effective decision making. Furthermore, it must be understood that decisions are made by all people at school level to achieve the aims of the school within the management decision making in the context of that organisation. Decision making is carried out consciously (sometimes unconsciously) to direct the achievement of goals.

Allen (1984: 248-250), Terry (1974: 133-136) and Teichler (1982: 231) are of the opinion that decision making should involve the following principles:

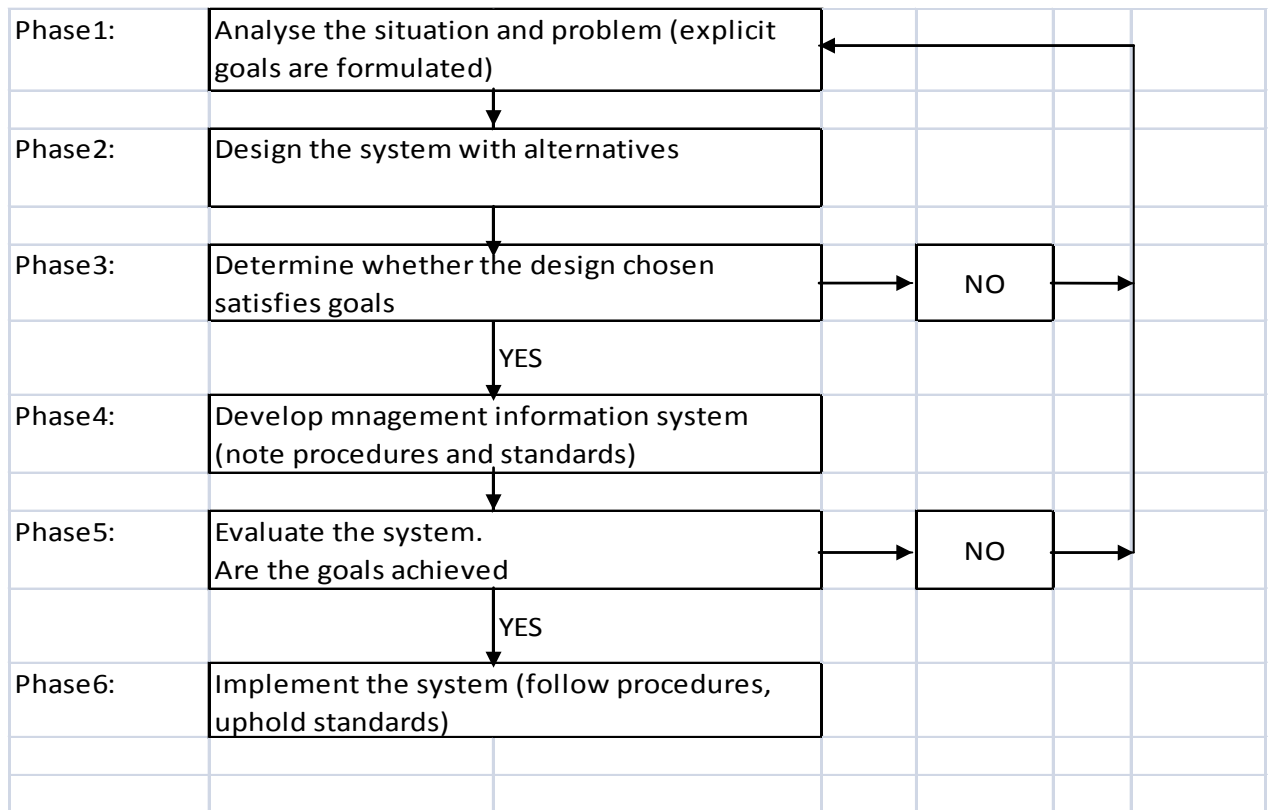
- Clear definition of the problem.

- Decision making based on sufficient information.
- Consideration of various points of view – in the process alternatives should be considered.
- The opted decision should contribute to achieving the goals.
- Decision making should serve as a guideline.
- There should be sufficient time for making decisions.
- However, there should not be too much delay in making decisions.
- The implementation and execution of decisions must be determined through control.
- Decisions made should be influenced by previous knowledge, experience and values.

The decision making process proceeds in sequential steps as below:



Figure 2.3



Adapted from Kruger (1998:38)

According to Robbins (1980: 65-67) and Hoy and Miskel (1982:269) the effectiveness and success of any rational decision making process depends on the compliance to the following steps:

### Step 1

The evaluation group or individual formulate the problem. If the actual problem is not clear to decide about it and to go on attempting to solve it becomes very difficult. What is important, in this instance, is to distinguish between the problem and various symptoms and reach the cause for which development

strategies are put on the School Improvement Plan (SIP), as reflected in phase 1 above.

### Step 2

Identified problems and factors related to it must be investigated. Evaluators must get as much information as possible. The information systems may be used and people with more information on the identified problem may be consulted. Facts should be analysed and it should be established how the facts may influence the achievement of the aims. The following can influence the achievement of the decision making of school improvement decisions; the problem, aims, people and causes.

### Step 3

The evaluating group or individual must identify different alternatives and solutions. Other possible solutions or solutions should be looked into. In this instance, one should be creative and act innovatively to find new solutions and not simply fall back on previous, similar solutions. Some of the alternatives may be applicable and usable while others are not.

### Step 4

The evaluator should determine from the accrued solutions, which one is the most suitable to achieve the goals in a more effective way. In addition, evaluators must remember that the best alternative theoretically is not always the most advantageous or satisfying for everyone.

## Step 5

Here, the decision must be implemented. Up to this stage, only preparatory work was done for the implementation of decisions. Subsequently, some organisation is required with which to implement the decision, and the necessary guidance should be available to execute the decision. For effective implementation of a decision, it is necessary to inform all those likely to be affected by the decision.

## Step 6

The actual implementation of the decision takes place. For the success of this stage the implementation of the decisions taken must be monitored. After the decision has been organised and the necessary guidance provided, a system of control should determine whether the decision has been effectively implemented. The control process is necessary as a final management task. It should also be ascertained whether the purpose of making the decision has been achieved or whether planning was successful.

In conclusion, Musaazi (1987: 74) regards decision making as a sequential process that culminates in a single decision or a series of choices that stimulate moves or an action of development. At least two alternatives must be generated from any effective decision making process. More often than not, the numbers of alternative actions are far greater. The result of the decision making process are policies, rules or regulations that

guide the subsequent behaviour of the members of the organisation.

## 2.7. School evaluation action plan

The WSE policy (NDoE, 2001: 5) regards this as the School Improvement Plan (SIP). Subsequent to the evaluation of current practices and procedures, the analysis of the assessment of the strength and weaknesses of the school and the decision making on the most appropriate alternative route that can be followed to produce the desired results a school improvement plan is developed. The development of SIP is a key step in the school evaluation process. The ideal of a SIP is to meet the pending needs of learners in a school, to address the identified operational weaknesses, to capitalise on staff strengths and to maximize the use of all available resources (NDoE, 1998: 10).

The SIP sets achievable targets of activities and establishes priorities. The action plan marshals the identified expertise and draws on the available external and internal support to address areas of concern against a realistic timescale (NDoE, 2001: 8).

The approach to evaluate a school is systematically done and the planned management of change should lead to improved and increased staff development opportunities and to better utilisation of resources. The SIP must also be designed in such a way that the morale and commitment of the staff is enhanced. The plan should set clear goals for the activities of all members of staff with clarified expectations of what should be achieved. From the plan, there must be visible machinery for identifying

the staff development needs and for meeting them as far as possible and at times create a more secure, organised and professional climate within a school.

In essence the evaluation process conducted through the influence and direction of SIP should lead to the improvement of the entire school, improved decision making at all levels and to clearer paths of action being identified and followed. Furthermore, the action plan is most likely to be crowned with some success if all the staff has been directly involved in its contribution (NDoE, 1998: 10). It is also important to note that the success of the SIP depends on its implementation being subjected to the process of monitoring, evaluation and review.

In this way, smooth progress can be made in ensuring the delivery of an effective and improved education service that is relevant to the needs of learners and the wider community.

## 2.8 Evaluation approaches for WSE

According to Naiker and Waddy (2002: 8) and Jet and Simeka in (NDoE, 2004: 250), evaluation is a relatively new science that has been implemented over approximately the last 30 years. However, its use has grown rapidly as a result of the need to measure the extent to which schools are providing effective services to their communities. Areas that evaluation reviews are:

- The determination of whether the school that is being evaluated does meet the needs of its recipients;

- Verification of whether the planned programmes do deliver the appropriate services;
- Measurement of the actual results of the school;
- The determination of services that produce the best results to the school;
- The selection of the focus areas that offer the most needed services;
- Provision of information that is needed to maintain and improve the quality of learning and teaching; and
- To identify and watch for unplanned side effects.

The evaluation approach sighted above makes it explicit that there are various needs for evaluation to be conducted in schools. And, according to the Jet and Simeka (NDoE, 2004: 251) these needs can best be met through the use of a number of different types of school evaluation. These include:

- The evaluation of need;
- The evaluation of process;
- Evaluation of outcome; and
- Evaluation of efficiency.

The WSE has its operational base on the evaluation of need. This form of evaluation seeks to identify and measure the level of unmet needs within a school. The process of determining the unmet needs is necessary prior to the development of an improvement plan. Curtis and Watson (1983: 4) further identify the areas that may be assessed in the process of reviewing the need to include the following:

- The socio-economic profile of the school;
- Level of problems in the school; and
- The agencies and institutions currently serving the school.

For schools to successfully evaluate their needs and development of an effective improvement plan, they must master the approach of self-evaluation. Any approach to evaluation that only comprises the imposition of rigid systems of top-down assessment is inadequate (NDoE, 1998: 10). Self-evaluation is in any event a hallmark of professionalism in all walks of life. The more this process can be made more explicit and its outcomes more transparent can deliver both accountability and raise standards of attainment in the various aspects of need in the school.

The above is confirmed by the evaluation approach as designed in the WSE policy (NDoE, 2001: 4) with an outlay aimed at helping all schools to measure the extent they are fulfilling their responsibilities and improving their performance through:

- School-based self-evaluation; by the trained and accredited WSE Supervisor;
- External evaluation of a school done by the accredited Education Supervisors;
- Adequate and regular district support leading to professional development programmes designed to provide assistance and advice to individual staff members and schools as they seek to improve their performance;

- An agreed set of national criteria to ensure a coherent and consistent, but flexible approach to evaluating performance in the education system;
- Published written reports on the performance of individual schools; and
- Annual reports published by provinces and the ministry on the state of education in schools.

The process of self-evaluation, according to the MSTP (NDoE, 1998: 10) envisages a critical approach to school assessment, ultimately on a fully corporate basis, founded firmly on the analysis of evidence and drawing heavily upon perceptions secured from others outside the school's own staff, including both the learners and parents.

School self-evaluation process is cyclical and continuous, taking account, as appropriate, of the changing economic and social context within the education system. For success in this area, the school principal and educators must be familiar with the processes and procedures of participatory and consultative management. Before embarking into the actual evaluation process prior consideration of the setting of aims, objectives and priorities of the school is imperative.

## 2.9 School evaluation tools

Being aware of the fact that the school evaluation process needs to be carried out by the entire staff is not sufficient. Schools must be informed, also, of the tools and practical approaches that can be used for self-evaluation.



### 2.9.1 Evaluation performance indicators

The evaluation process, in all schools, should take a form of the collection, collation and interpretation of data to allow assessments on all existing activities to be made, as objectively as possible, of the extent to which the school is meeting its educational aims and objectives set at a given time (NDoE, 1998: 12).

These accrued sets of data become the performance indicators. The data may be in a form of statements about the deployment of resources, the state of development of organisational procedures or the achievements secured by the school in relation to its educational purposes and targets. Explicitly, in the education service performance indicators for schools cannot readily be produced in strict numerical terms as they can in the industrial context, where concepts of input and output are usually obvious and quantifiable.

In educational evaluation, the assessment of attitudes, relationships and methods of organisation in behavioural terms, in addition to pupil attainment in the acquisition of skills and concepts, knowledge and understanding, are all to be taken into account.

### 2.9.2 Evaluation sources of data

The MSTP (NDoE, 1998:12) asserts that the most obvious source of data that can be used regarding the assessment of school's performance is the learners' results in formal examinations.

Unfortunately this is an area fraught with difficulty and one in which absolute conclusions and comparisons are near impossible to draw. Furthermore, valuable information, on the other hand, can be gained by scrutinising the learners' performance across the curriculum within a school.

When comparing learners performance with those stationed elsewhere, due account has to be taken of the local environment and the economic and social circumstances in which different schools must operate (NDoE, 2001: 6). In addition the evaluation data may comprise of the observable procedures and practices, pupil behaviour, parental response or solicited external perceptions of the operation of the school.

### 2.9.3 Checklists, grids and profiles

According to Van der Westhuizen (2003: 272) the checklist approach to evaluation is familiar in most situations. Furthermore, the application of sets of questions in the form of checklists allows gaps in provision to be identified or gives some reassurance that activities in particular areas are being properly conducted. In addition, checklists have to be constructed largely against an already assumed set of aims and objectives. The checklists as used by staff then allow systemic consideration to be given to key aspects of provision and assist in directing attention to the careful assessment of all available evidence. They give a focus to critical examinations.

According to MSTP (NDoE, 1998: 12) some checklists can be designed in the form of closed questions (with a selection of

answers provided in multiple choice formats). These have the merit of allowing relatively quick completion by individuals, although some thought would have been given to answers and some consideration accorded to available evidence on which to base a response. The data that is gathered as above is readily handled for presentation in summary form. This format, is perhaps, most useful as preclude for further corporate discussion of the outcome of individual responses and extended co-operative consideration of the issues raised.

Alternatively the MSTP (NDoE, 1998: 12) asserts that checklists can comprise open questions requiring extended responses. The above format can be useful where the checklist is used from the outset as a vehicle for group discussion. It must, however, always be remembered that checklists are only designed means to assist in an evaluation of the schools' present position that must lead to action being taken to secure further progress.

The evaluation process can also take the form of grids to be completed or points on a linear scale to be indicated, whereby a degree of agreement or disagreement with a particular statement can be recorded. These checklists of closed questions can often be translated into the latter format that can provide the ease of handling responses.

The construction of profiles as a means of evaluation, if constructed for a whole range of areas of school operation, could prove particularly useful in establishing relative priorities for action following self-evaluation of the various areas and a placing of the school at what was judged to be an appropriate

point on the spectrum of performance. The latter would allow for a ready assessment of relative strengths and weaknesses.

## 2.10 The scope of evaluation

Curtis and Watson (1983:4) suggest that the process of evaluation should incorporate four main areas of study in the evaluation work as follows:

- a review of performance – “ providing formal measures of the extent of implementation of the programme”;
- an impact analysis – “ to find out how far the programme has been successful in meeting the social, economic, or environmental objectives”;
- an appropriateness assessment – “ to see how well the programme components equate with the needs and priorities of households or other units in the target population”; and
- an institutional evaluation – “ including “grass-roots” as well as higher-level institutions involved in the provision of services”.

## 2.11. The evaluation models

There are various whole-school evaluation models that differ in approach and scope. These models have their own unique strength and limitations. They, however, remain essential instruments for informed decision making in many areas of policy intervention. This implies that there are a number of

varying views on the best ways to conduct an evaluation. According to the Jet, Simeka and Khanyisa (NDoE, 2002: 252) each model of evaluation highlights different aspects of an evaluation.

#### 2.11.1 The traditional model

The basis of the traditional model is focussed on the impressionistic results. This type of an evaluation is conducted in an informal manner. In some instances the only form of evaluation on conduct is self-evaluation. Such an evaluation could only serve the interest of the school without putting a general challenge to the whole school and its entire development. Very little effort is usually put in the way of disciplined analysis to guide the evaluation process (Jet, Simeka and Khanyisa NDoE, 2004).

The WSE policy provides self-evaluation as a springboard for quality performance at every school.

#### 2.11.2. Objective-based model

The evaluation process, as guided by this model, identifies the goals that were set for the school and goes on to demarcate the extent to which these goals are met. As the name of the model implies, it focuses on measuring the extent to which stated goals and objectives are achieved. However, according to Jet, Simeka and Khanyisa (NDoE, 2004: 249) the hazard with this model of evaluation is that sometimes the focus on the objectives is so great that the analysis as to what has worked or did not work is

neglected. Furthermore, this approach often fails to evaluate the positive and negative side effects of the school.

#### 2.11.3. Goal-free model

The Goal-free evaluation model was posited in an effort to address the goal focused approach of the objective-based evaluation. An evaluator, in this instance, would conduct a goal-free evaluation through reviewing the school administration, staff and school. In addition, the evaluator would observe the positive and negative effects of the school without knowing what the specific goals are. Furthermore, once the observation has been completed, parties that commissioned the evaluation would compare the findings with the set objectives and determine the level of compatibility between the findings and the objectives (Jet, Simeka and Khanyisa; NDoE, 2004).

#### 2.11.4. Accountability model

This model applies an audit methodology. According to Jet, Simeka and Khanyisa (NDoE, 2004:253) the accountability model evaluates the extent to which the school has devoted resources to the activities that were mandated at the outset of the school. In addition, this model is therefore focused on compliance issues defined by communities within the defined parameters. However, they continue to add that the Accountability model does not apply to all situations as a result of its high level of focus on compliance.

#### 2.11.5. Improvement-focused model

An improvement-focused model unfolds when the evaluators focus on the improvement in a school. The above, they assert, can be made when a discrepancy is identified between what was planned, projected or needed and what is observed. In addition, the evaluators help to identify the discrepancies. Furthermore, the evaluators assist to improve the school on the basis of recommendations around these gaps and need to understand what is not occurring as expected. The key factor to note in the Improvement-focused model, they allege it is focused on the needs of the different levels providing valid information and offering alternative perspectives to the school staff (Jet, Simeka and Khanyisa: NDoE, 2004:255).

When planning whole school evaluation, it is necessary to select an appropriate methodology. For one to successfully select a model, it is important that the purpose of the evaluation is clearly stated. What needs to be measured and who needs to measure it is also needs to be considered prior to selecting any one of the above stated evaluation models. Furthermore, it is possible to utilise various characteristics from a variety of the models and combine these characteristics to ensure that the required evaluation information is extracted.

#### 2.12 Conclusion

It is clear from the presented literature review that one way of installing a culture of quality is to establish self-evaluation processes at schools. External agents such as the Provincial

Education Supervision Unit and parents should also play their active role in externally evaluating progress registered in schools for the purpose of improving the quality of teaching and learning.

Self-evaluation makes provision for reflective practices which help teachers to reflect on their own practices. Through self-evaluation schools are forced to ask questions such as “Why are they doing certain activities?” and “How best can what is being done be improved?” on a continuous basis. In this way they become reflective practitioners who are more interested in improving their practices than in trying to comply with the pressure of accountability.

Finally, it has become also very clear that quality education is important to foster the life skills needed in a lifelong learning society. According to Herselman and Hay (2004: 240) learning is an ongoing process and does not end when a learner’s formal schooling years come to an end. As a result a well planned and monitored education system in a country like South Africa may lead to a more literate people and lower drop-out rates. The benefit of the latter, being less poverty and fewer socio-economic problems.



## CHAPTER 3

### THE INFLUENCE OF THEORY ON WHOLE SCHOOL EVALUATION POLICY

#### 3.1 Introduction

The nature of educational discourse in terms of methods used to conduct a research in education and the formulation of the theory in practice is determined by a particular theoretical framework, (Mamabolo, 2002: 34, Struwig and Stead 2000: 14). This is because research cannot be conducted in a vacuum. In order to derive the intended objective of this study the collegial model has been identified as the theoretical framework around which all activities are based.

According to Bush (1995: 52) the collegial theories assume that organisations determine policy and make decisions through a process of discussions leading to consensus. For instance, in the implementation of WSE stakeholders such as the parents, learners in secondary schools and the educators are involved to ensure that quality education prevails in schools.

Power, as in the above mentioned process, is shared among some or all members of the organisation who are thought to have a mutual understanding about the objectives of the institution. Engelbrecht, Jacobs, Lessing, De Wit, Griessel, Du Toit and Prinsloo (1993:253) perceive this active parent involvement in the quality of education provided to their children as a process that builds capacity, develops and increases parental power in

schools through co-operation. Furthermore, the interaction between educators is regarded as a collaborative process that brings about healthy decision-making based on consensus.

According to Silverman (2000:73), the WSE policy is designed specifically to create conditions for allowing primary stakeholders in education, such as parents, educators and learners to collectively determine and monitor policies aimed at the facilitation of quality education in schools.

### 3.2 The composition of collegial theory

The Collegial theoretical framework of the proposed study comprises the following aspects:

- Normative orientation;
- Authority of expertise;
- Common set of values;
- Formal representation; and
- Consensus (Bush, 1986: 53-56).

#### 3.2.1 The normative orientation

The WSE policy like any theory in educational management is normative in that it reflects beliefs about the nature of educational institutions and the behaviour of individuals within them (Bush, 1995: 20). Furthermore, the policy, to a large extent maps the parameters within which schools can operate in order to facilitate the delivery of quality education. Also, to a greater extent, whilst theories only express views about how schools

should be managed, the WSE policy goes on to describe in a simple way the aspects of management that can be engaged upon and explains the organisational structures that can be complied with in order to achieve best results (NDoE,2001b & 2001c).

On the other hand, the policy places particular emphasis on the need of the use of objective criteria and performance indicators consistently in the evaluation of schools (NDoE, 2001: iii). Furthermore, recognising the importance of schools as the place in which the quality education is ultimately determined, the focus of the policy is primarily on the school as a whole as opposed to individual educators and their performance (NDoE, 2001: 3).

Overall, WSE is based on democratic principles (Bush, 1995: 53) and its success depends on the collaboration between educators, parents, learners, service providers and other interested parties closely linked with the welfare of that particular school. According to Van der Westhuizen (2003: 415) in carrying out her task to establish good relationships the principal must be cautious of the fact that she is managing interpersonal relationships as well as with inter-community relationships.

In addition, the inter-human relationships involved, in this instance, are found between the principal and the teachers, principal and parents, principal and learners and vice versa, as well as the intercommunity relationship such as the school and its local milieu and the education department.

### 3.2.2 Authority of expertise

The Collegial theory asserts that by virtue of their profession educators in different institutions have an authority of expertise that differentiates them from the positional authority associated with other formal models (Bush, 1995: 53). Educators, as a result, require a measure of autonomy in the classroom but also need to collaborate to ensure a coherent approach to teaching and learning (Noble and Pym, 1970: 433). Furthermore, according to Bush (1995: 53) the collegial theory assumes that professionals also have a right to share in the wider decision-making process.

The WSE policy encourages the process of self-evaluation prior to external evaluation. Educators, as individuals are expected to self-evaluate prior to evaluation by the education supervisor (NDoE, 2001c). However, the evaluation is not aimed at the individual performance but overall performance of a particular individual in a particular discipline (NDoE, 2001: 4).

The evaluation of qualitative and quantitative data is essential when deciding how well a school is performing. For this reason, the whole school evaluation is concerned with the range of inputs, processes and outcomes. These are associated with, for example, staffing and physical resources, human and physical, the quality of leadership and management, learning and teaching and the standards achieved by learners (NDoE, 2001: 3-4).

The WSE policy offers educators authority to evaluate their performance in a given setting through their knowledge and skill. The external evaluators confirm what educators have to say about themselves and their school.

### 3.2.3 Common set values

According to Bush (1995: 53) the collegial theory assumes that the success of organisations depends on common set of values held by members of that particular institution. These common values guide the managerial activities of the organisation and in particular are thought to lead to shared educational objectives. These common values of professionals form part of the justification for the optimistic assumption that it is always possible to reach agreement in a democratic manner (Campbell and Southworth, 1993: 66).

The WSE policy (NDoE, 2001: 4-5) emphasizes on several ethical principles that can promote the effective delivery of quality education in schools, such as;

- Professionalism;
- Open communication between the principal, educators, learners, parents and departmental officials, etc; and
- Flexibility in responding to the different and sometimes changing circumstances of the school.

All school staff and governance members are expected to reciprocate and act in an open, honest and supportive manner

so as to ensure that they accomplish their school set objectives (NDoE, 2001:5). According to De Wit (1981:72) the latter process demands a great deal of co-ordination. Co-ordination processes start from planning and go through the stage of guidance and the exercising of control. In terms of Van der Wsethuizen (2003:414) there is formal co-ordination that consist of measures that consciously synchronise all activities through meetings, conferences, committees, commissions, etc. and informal co-ordination that consists of spontaneous events which give rise to collaboration within the organisational structure.

#### 3.2.4 Formal representation

In collegial management, the size of decision-making groups is an important element. According to Bush (1995:54) the decision-making groups has to be small. Furthermore, he asserts that the collegial model deals with this problem of scale by building-in the assumption that staff has formal representation within the various decision-making bodies.

#### 3.2.5 Consensus

The Collegial theory assumes that decisions are reached by consensus rather than division and conflict (Bush, 1995:54). Furthermore implementers of this theory strongly believe that there are common values and shared objectives leading to the view that is both desirable and to resolve problems by agreement. According to Moodie and Eustace (1974:221) there may be differences of opinion but the decision-making process may be elongated by the search for compromise.

In this instance, the ideal of rule by consensus underlines the important and widespread feeling that, at least with respect to major policy decisions, no simple 'majoritarian' system can successfully be operated. Instead the stress is placed upon discussion and persuasion as the proper means to securing agreement upon the most important decisions (Moodie & Eustace, 1974:221).

To Williams (1989:80) the case for consensual decision-making rests in part on the ethical dimension of collegiality and is regarded as wholly appropriate to involve people in the decisions that affect their professional lives.

### 3.3 The relevance of theory

Scholars such as Bush (1989), Hughes (1985) and Hughes and Bush (1991) argue in support of the systematic acquisition of theory as the cornerstone of any research work. Their argument is explained as follows:

#### 3.3.1 Provide the insight for decision-making

Reliance on facts as the one and only guide to any action is unsatisfactory because all evidence requires interpretation. Researchers cannot make decisions simply on an event-by-event basis if decision-making is to be consistent and not simply arbitrary and disconnected. A good frame of reference is needed to provide the insight for effective decision-making (cf. Bush, 1994:34).

### 3.3.2 Prevent learning by experience

According to Bush (1994:34) dependence on experience alone in interpreting facts is narrow and it discards the accumulated experience and ideas of others. As a result, researchers can only be more effective if they deploy a range of experience and understanding in resolving problems. In terms of Jennings (1977:p.vii) “It is only fools who learn by experience. Wise men do not have to learn of the existence of every brick wall by banging their nose into it”.

### 3.3.3 Proactive action

According to Hughes (1984:5), in education, we cannot just throw away the flawed product as a waste in order to start again. Mistakes are costly in both material and human terms. Conducting a research without an appropriate theoretical framework can result in disastrous errors of judgement while experience is gained.

### 3.3.4 Create operational awareness

Hughes and Bush (1991:223) argue that experience in one situation is not necessarily applicable in another. Organizational variables may mean that practice in one setting has little relevance in the new context. To interpret behaviour and events in the fresh situation a broader awareness of possible approaches is necessary. Theories are most relevant when they provide fresh insight on events and problems. They can identify



new ways of understanding practice and lead to a significant reduction in the theory/practice divide.

### 3.4 The collegial approaches in secondary schools

According to Smith (1991) and Bush (1993) one of the secondary schools that made significant progress towards collegial management in the 1980s and 1990s is Churchfields High School in West Bromwich, England. Bush (1995:57) identifies the management structure that was developed by the school to collegially facilitate substantial involvement in decision-making. From a staff of 57 members 13 were elected to serve in the Professional Policy and Planning (PPP) committee. From the above number, two are elected by the whole staff and two by each of the three subordinate groups, responsible for curriculum, pastoral and community matters. These eight elected members are joined on the PPP by the 5 members of the Central Management Team: the head teacher, curriculum director, pastoral director the community director and the bursar.

Bush (1993:57) further asserts that the PPP deals with policy decisions and the Headteacher claims that the decision-making process is participative whereas the staff members have a different perspective: where their thinking is that decision-making is predominantly participative; not consultative. They believe, in this instance decisions are made by the principal and his senior management team who virtually disseminate such information to the staff. This is so because the principal may appear to have

reduced authority in an overt collegial school but, retains three significant roles as follows:

- The principal has an important role in determining what is to be discussed though his power over agenda-setting;
- He may feel so strongly about certain issues that staff recognise that his view is going to prevail;
- The requirement for the principal to be accountable to the governors and to external groups makes it difficult for them to go against their personal judgement (cf. Bush, 1993: 37-39).

#### 3.4.1 The advantages of collegiality at secondary schools

According to Davies (1983) there is ample evidence that teachers wish to participate more fully in the management of their schools. The three main advantages of collegiality are: Firstly, that everybody in the school has a voice and can make an input that is recognised; Secondly, the quality of decision-making is likely to be better where teaching staff participate in the process. School principals do not have a monopoly of wisdom or vision and the involvement of other staff increases the quotient of experience and expertise brought to bear on problems. Thirdly, the participation of teachers is important because they usually have the responsibility for implementing changes in policy. Effective implementation is much more likely if teachers feel they own the decisions (Smith, 1991, Campbell, 1985: 139 & Bush, 1995: 58).

### 3.5 The collegial approaches in primary schools

Like in secondary schools, primary schools started to take the collegial approach from the 1980s and 1990s (Bush, 1995:59). Little (1990:177-180) describes how collegiality operates in practice and identifies the following elements of collegiality as they prevail in primary schools:

- Teachers talk about teaching;
- There is shared planning and preparation;
- The presence of observers in primary schools is common; and
- There is mutual training and development.

According to Campbell (1985:152-153) the staff working groups determine proposals for decision by the whole staff. The working groups are led by the curriculum co-ordinators. The co-ordinators progressively acquire expertise in their specialist area, drawing on external expertise. These co-ordinators work alongside class teachers to demonstrate ideas in practice. Overall teachers operate in a climate in which constructive scrutiny of practice is expected.

This model as outlined by Campbell (1985) and Little (1990) appears to depend on shared professional values leading to the development of trust and a willingness to give and receive criticism in order to enhance practice. What must be noted is that this is a demanding approach that requires commitment from the staff if they are to make it an effective vehicle for beneficial change.

An example of a primary school with the collegial features is St Meryl Primary School, England. In this primary school, meetings of the whole staff are held each Monday during directed time. All staff may raise items for discussions but the 'big' issues tend to be raised by the principal and her deputy. A significant feature of the meetings is discussion about aspects of the curriculum led by the appropriate subject co-ordinator. Staff consensus is often reached or not reached from such meetings (Bush, 1993:28).

### 3.6 Collegial models: goals, structure, environment and Leadership

#### 3.6.1 Goals

The Collegial models assume that members of an organisation agree on its goals (Bush, 1995:61). There is a general belief that staff has a shared view of the purposes of the institution. Agreement on the aims is perhaps the central element in all participative approaches to secondary and primary school management. According to Livingstone (1974:22) first of all, goals provide a general guide to activity. A member of an organization who is aware of the organisation's goal is better able to make his relevant to achieving it. Secondly, goals serve as a source of legitimacy. Activities can be justified if they can be shown to further achievement of goals. Thirdly, they are a means of measuring success... An organisation is only regarded effective if it can achieve its objectives.

It is clear, according to Watts (1976:133-134) and Campbell and Southworth (1993:72) that only when educators feel the

importance of the goals that they have compatible ideals, agree the same and share the same purpose. Furthermore, where they are aiming at the whole school development everybody has to agree on the aims and purposes.

### 3.6.2 Structure

In education, collegial approaches are often manifested through systems of committees, which may be elaborate in the larger and more complex institutions (Bush, 1995:63). In addition, the decision-making process inside committees is thought to be egalitarian with influence dependent more on specific expertise than an official position. The assumption, therefore, is that decisions are reached by consensus or compromise rather than acquiescence to the views of the principal.

The collegial models share with the formal approaches the view that organisational structure is an objective fact which has a clear meaning for all members of the institution (Bush, 1988:35). The major difference as reflected in Bush (1995:60) concerns the relationships between different elements of the structure. Formal models present structures as vertical or hierarchical with decisions being made by leaders and then passed down the structure. Subordinates in this instance, are accountable to superiors for the satisfactory performance of their duties. On the contrary, collegial models assume structures to be lateral or horizontal with participants having equal right to determine policy and influence decision.

### 3.6.3 The external environment

The decision-making process within the collegial model is ambiguous and creates a particular problem in terms of accountability to external bodies. In addition, Bush (1995:60) emphasizes that collegial models characterize decision-making as a participative process with all members of the institution having an equal opportunity to influence policy and action. However, where decisions emerge from an often complex committee system, it is not easy task to establish who is responsible for such organisational policy. Noble and Pym (1970:435-436) in pointing out some of the elusive qualities of decision-making by the committee, stated that the most striking feature of the organisation to the newcomer or outsider seeking some, response from it is the receding locus of power.

According to Bush and Goulding (1984:12) the principal is at the risk and tension of being caught between the conflicting demands of participation and accountability. Collegial models tend to overlook the possibility of conflict between the internal participative process and external accountability.

### 3.6.4 Leadership

The style of leadership in collegial models is greatly influenced by the nature of the decision-making process (Bush, 1995:64). According to Baldrige, Curtis, Ecker and Riley (1978:45) the collegial leader is at most a 'first among equals' in an academic organisation supposedly run by professional experts. The basic idea of the collegial leader is less to command than to listen, less

to lead than to gather expert judgements, less to manage than to facilitate, less to order than to persuade and negotiate. The collegial leader is not so much a star standing alone as the developer of consensus among professionals who must share the burden of the decision.

Instead, according to Bush (1995:65) the principal is typified as the facilitator of an essentially participative process. Furthermore, the credibility of principals with their colleagues depends on the provision of leadership to staff and external stakeholders while valuing the contributions of specialist educators. Caldwell and Spinks (1992: 49-50) declares the transformational leadership style as the best since principals in this instance succeed in gaining the commitment of followers to such a degree that higher levels of accomplishment become virtually a moral imperative. This leadership style is essential for all schools with a wish for the successful transition to a system of self-reliance.

### 3.6.5 Collegiality and gender

According to Al-Khalifa (1989:89) women adopt different management styles from men with a much greater emphasis on collaboration, co-operation and other 'feminine' behaviours. In terms of Bush (1995:66) these styles, which are compatible to collegiality, are contrasted with masculine aspects of management practice which they find dysfunctional – namely, aggressive competitive behaviours, an emphasis on control rather than negotiation and collaboration, and pursuit of competition rather than shared problem-solving.

On the other hand Nias, Southworth and Yeomans (1989:70-71) regard the discussion of the applicability of gender perspective to collegial culture as simplistic. They argue, though, that the 'culture of collaboration', with its emphasis on concern for the individual and on cohesion, its legitimating of emotionality, its validation of control both by peers and by the head, its denial of competition, is a 'woman's culture'. However, they still maintain that successful collaborative behaviour involve both women and men. Nevertheless, Coleman (1994) presents evidence that woman managers in education tend to be more democratic than men demonstrate qualities of warmth, empathy and co-operation.

### 3.7 Limitations of collegial models

The advocates of collegial models such as Coleman (1994) Hellowell (1991) and Smith (1991) believe that the participative approaches represent the most appropriate means of conducting affairs in educational institutions. However, critics of collegial models point to a number of flaws which serve to limit their validity in schools.

#### 3.7.1 Normative character

Balridge, J.V, Curtis, D.V, Ecker, G and Riley, G.L (1978:33) argue strongly that the normative nature of the collegial approach tend to obscure rather than to portray the reality. According to Al-Kalifa (1989:67) precepts about the most appropriate ways of managing educational institutions mingle with descriptions of behaviour. While collegiality is increasingly



advocated, the evidence of its presence in schools tends to be sketchy and incomplete.

### 3.7.2 Collegial model is time consuming

According to Hellowell (1991: 335) the collegial structures are time-consuming and they certainly demand a level of meetings of personnel that could only be fulfilled by using considerable time outside the school teaching hours. The sheer length of the process may be a major factor in the relatively limited adoption of the collegial approaches in schools. Most staff is engaged in classroom activities for much or all of the day. Meetings in schools tend to be held after school when the staff members are tired and unprepared for a protracted attempt to achieve consensus on aspects of policy.

Furthermore, according to Smith (1991: 98) when policy proposals require the approval of a series of committees, the process is often tortuous and time consuming. The participative ethic requires that a decision should be made by agreement where possible rather than by resorting to a voting process. According to Bush (1995: 67) the attempts to achieve consensus may lead to procedural delays such as reference back to the sponsoring committees, individuals or external agencies.

### 3.7.3 Consensus decision-making

The major weakness of consensus is the belief that the outcome of debate should be agreement based on the shared values of participants. In practice, people who engage in consensus have

their own views and there is no guarantee of unanimity of outcome. According to Balridge et al (1978:33-34) the consensus based agreements fails to deal adequately with the problem of conflict, thus - neglects the prolonged battles that precede consensus and the fact that the consensus actually represents the prevalence of one group over another. Furthermore, they assert that collegial proponents are correct in declaring that simple bureaucratic rule making is not the essence of decision-making, but in making this point they take the equally indefensible position that the major decisions are reached primarily by consensus.

#### 3.7.4. Evaluation in relations to special features of the school

According to Lortie (1969: 30) the collegial model seems to omit the collegial ties that play a major part in reducing the potency of hierarchical authority. The participative aspects of decision-making exist alongside the structural and bureaucratic components of the school. According to Bush (1995:68) there is often tension between these rather different modes of management. Basically, the participative element in this instance rests on the authority and expertise possessed by professional staff but this rarely trumps the positional authority of official leaders.

#### 3.7.5. The effect of accountability

Collegial approaches to schools decision-making may be difficult to sustain in view of the requirement that heads and principals

remain accountable to the governing body and to various external groups (Bush, 1995:68). Whilst participation may be thought of as an internal dimension of democracy, accountability may be thought of as the external aspect of democracy. According to Smith (1991:333) school governors and external groups seek explanations of policy and invariably turn to the head or principal for answers to their questions. The latter may result in school principals experiencing considerable difficulty in defending policies which have emerged from a collegial process but do not enjoy their personal support.

#### 3.7.6. Attitudes of staff

Campbell (1985) and Wallace (1989) argue that educators may not welcome collegiality because they are disinclined to accept any authority intermediate between themselves and the principal. Wallace (1989:187) furthermore, indicates that many educators expect a high degree of autonomy over the delivery of the curriculum in their classrooms, yet their professional judgement may conflict with that of the consultants. This implies that the effectiveness of the collegial system depends in part on the attitudes of staff. This also means that if they actively support participation then it may succeed or if they display apathy or hostility, it seems certain to fail.

Hellawell (1991: 334) refers to the experience of one primary school principal who sought to introduce collegial approaches as follows: "I have worked very hard over the past few years, as the number of staff has grown, to build up a really collegial style of management with a lot of staff input into decisions that affect

the school and they are saying that they don't like this. They would like an autocracy. They would like to be told what to do”

### 3.7.7. Attitudes of school principals

According to Hoyle (1986:91) collegiality is not inherent in the system but is a function of a leadership style whereby educators are given the opportunity to participate in the decision-making process by benevolent heads rather than a right. The collegial process in school depends even more on the attitude of the principal than on the support of the staff. In schools, participative machinery can be established only with the support of the principal, who has the legal authority to manage the school (Wallace, 1989:186-190 and Hargreaves 1994:194-196).

### 3.8. Conclusion

Bush (1995:70) characterizes collegial models as highly normative and idealistic. Furthermore, he indicates that the advocates of these models believe that participative approaches represent the most appropriate means of managing educational institutions. Teachers are allowed a chance to exhibit that authority of expertise which justifies their involvement in the decision-making process. In addition, they are able to exercise sufficient discretion in the classroom to ensure that innovation depends on their co-operation.

On the other hand, Hoyle (1986:100) argues that bureaucratic and political realities mean that collegiality does not exist in schools for the simple reasons that “... In the absence of true

collegiums, a situation which the existing law and external expectations preclude, the head either carries a fully-participating staff or fails to do so thus creating a situation of direct conflict.” According to Little (1990:187) this view may be too pessimistic but it remains true that those who aspire to collegiality often find that it cannot be implemented effectively. Moreover, following substantial research in the United States, Little (1990: 187) concludes that collegiality ‘turns out to be rare’.

Finally, according to Hargreaves (1994) the advantages of participation in professional organizations remain persuasive. Collegiality is an elusive ideal but it is likely to become an increasingly significant model within the theory of educational management.

Through this framework of the study the researcher was actively enabled to:

- Focus on the role played by parents, educators, learners and School Management Teams (SMTs) in the implementation of WSE in Limpopo Province schools;
- Get a full insight of what WSE is all about;
- Examine how WSE is implemented;
- Identify factors inhibiting the implementation of WSE;
- Investigate alternative approach to WSE implementation;
- Arouse the awareness of the importance of WSE; and

- Appraise the link of WSE and monitoring of School Improvement Planning in schools.

## CHAPTER 4

### POLICY INITIATIVES RESPONSIBLE FOR WHOLE SCHOOL EVALUATION

#### 4.1 Introduction

This chapter will enable scholars to know the relevant policies that influenced the development of the Whole School Evaluation Policy Framework, the role played by the national education policy and understand its operational context.

It is common knowledge that the context of the South African society is enshrined in the Constitution of the country, which gives all, South African citizens' basic human rights (The Constitution of the Republic of South Africa, Act 108: Section 1 of 1996). The preamble of the above Act states the reasons for its adoption as follows:

- Lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law:
- Improve the quality of life of all citizens and free the potential of each person
- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

According to Squelch and Bray (1997: 42-46) the Minister of Education is mandated by Acts of parliament to promulgate policies that will assist the education system to develop norms and standards that can further address transformation issues that have been passed by key legislation in the country (National Education Policy Act, Act 27 Of 1998 Section 8).

In terms of the White Paper on Education and Training (1995:15-20), the national education and training policy should include principles such as:

- Education and training are essential elements of human resource development;
- Appropriate education and training can empower people to participate effectively in all the processes of democratic society, economic activity, cultural expression, community life, and can help citizens to build a nation free of race, gender and every other form of discrimination

Furthermore, the White Paper aspired for new education and training policies that would be based principally on the constitutional guarantees of equal educational rights for all persons and non-discrimination, and their formulation and implementation must also scrupulously observe all other constitutional guarantees and protections which apply to education (Squelch and Bray, 1997: 44-45).

It is within this context that the democratic government of South Africa has passed legislation to ensure visible change to the vast



majority of the people in the country. Among others, key legislations that were passed to address the imbalances of the past include:

- The Labour Relations Act 66 of 1995;
- Employment Equity Act 55 of 1998;
- Skills Development Act 97 of 1998;
- Quality Assurance Act 78 of 1998;
- The Basic Conditions of Employment Act 75 of 1997;
- Education Laws Amendment Act 55 of 1998;
- The South African Schools Act 84 of 1996;
- The Policy on Curriculum change;
- Guidelines on the operation of School Governing Bodies; and
- Guidelines on the development and implementation of the Code of Conduct for Learners.

#### 4.2 Policies aimed at the development of education

The South Africa Constitution Act 108 of 1996 (Section 29 (1) (a)) dictates that everyone has a right to a basic education and equal access to schools and centres of learning. This legislation provides the basis that directs a process for setting standards in the country. Furthermore, it sets a framework of what has to be measured, evaluated and strive for by all South Africans. According to Squelch and Bray (1997:44) the issue of educational quality has been central to policy discussion in education. This means that ways had to be found to define and assess quality and to use the results to improve educational

processes and outcomes in way that the past injustices inflicted by the apartheid education system can be redressed.

As a result, in education, the following key legislations were passed:

#### 4.2.1 National Education Policy Act 27 of 1996 (NEPA)

Section 8 (1) of NEPA 1996 dictates that the Minister of Education shall direct that the standards of education provision, delivery and performance throughout the Republic be monitored and evaluated by the Department annually or at other specified intervals, with the object of assessing progress in complying with the provisions of the Constitution and with national education policy, particularly as determined in terms of section 3(3). Furthermore, the Department shall undertake the monitoring and evaluation contemplated in subsection (1) by analysis of data gathered by means of education management information systems, or by other suitable means, in co-operation with the provincial departments of education.

In terms of subsection (1) to (3) the Department shall fulfil its responsibilities in a reasonable manner, with a view to enhancing professional capacities in monitoring and evaluation throughout the national education system, and assisting the competent authorities by all practical means within the limits of available public resources to raise the standards of education provision and performance. In addition, the Department shall prepare and publish a report on the results of each investigation undertaken in terms of subsection (3) after providing an

opportunity for the competent authority concerned to comment, which comment shall be published with the report.

Where the prepared report in terms of subsection (5) indicates that the standards of education provision, delivery and performance in a province do not comply with the Constitution or with the policy determined in terms of section 3(3), the Minister shall inform the provincial political head of education concerned and require the submission within 90 days of a plan to remedy the situation.

Finally, NEPA 1996 in terms of subsection (6) dictates that a plan required by the Minister shall be prepared by the Provincial Department concerned in consultation with the national Department in order to enable the Minister to table the plan in Parliament with his or her comments within 21 days of receipt, if Parliament is then in session, or, if Parliament is not in session, within 21 days after the commencement of the first ensuing ordinary session of Parliament.

#### 4.2.2 South African Schools Act 84 of 1996 (SASA)

The South African Schools Act 84 of 1996 sets uniform norms and standards for the education of learners at schools and the organisation, governance and funding of schools. According to Seedat (2004:12) SASA was promulgated with the sole objective of forming the foundation for improving quality in education. In addition, this Act made it possible for schools to establish representative bodies and learner representative councils that would monitor the interest and welfare of learners.

Section 20 of SASA 84 of 1996 mandates School Governing Bodies (SGBs) to engage in activities that will enhance quality teaching and learning in schools. Furthermore, the SGBs are mandated with the responsibility of developing a code of conduct that includes rules and regulations for enhancing effective schools and classroom management. According to Seedat (2004:14) the formulated rules shall regulate the day-to-day relationship between the learner and the educator. In addition, through this code of conduct all stakeholders in a public school are made to agree to the establishment of a disciplined and purposeful school environment to achieve and maintain quality education.

#### 4.2.3 South African Qualifications Act 58 of 1995 (SAQA)

This Act requires that Education and Training Quality Assurance (ETQA) bodies be established for the purpose of monitoring and auditing achievements in terms of national standards and qualifications. According to Seedat (2004:90), the Act enabled South Africa to develop its own integrated National Qualification Framework (NQF) accompanied by a quality assurance system.

This quality assurance system will focus on recognition of both newly obtained learning and prior learning. Moreover, the role of quality assurance system is to ensure that credits, unit standards and qualifications:

- At all levels will comply with recognized national and international standards; and
- Obtained by learners will comply with set standards.

#### 4.2.4 The Assessment Policy of 1998

The ideal of the assessment policy was to provide for the conducting of systematic evaluation at the learning key transitional stages, namely; Grades 3, 6 and 9. According to the WSE policy document (2001:2) the main objective of systemic evaluation is to assess the effectiveness of the entire system and the extent to which the vision and goals of the education system are being achieved.

#### 4.2.5 Further Education and Training (FET) Act 98 of 1998

According to Gauteng Department of Education (OFSTED, 2001) this Act makes it obligatory for the Director-General to assess and report on the quality of education provided in the FET band. The Act further provides a framework, which directs the process of setting standards for the National and Provincial Departments of Education.

In line with the above legal provisions, the Minister of Education has passed policy to this effect for Whole School Evaluation, which acknowledges the absence in the past of a legitimate national system of evaluating the performance of schools. The only system was the traditional inspection approach, which was in many ways judgemental and punitive. The latter made quality education provision impossible (NDoE, 2001:2).

## 4.3 Key elements of whole school evaluation policy

### 4.3.1 Objectives

In terms of the WSE policy (2001:2) the school evaluation process encapsulate the school self-evaluation as well as external evaluation. Furthermore, it also provides for schools to receive advice and support in their constant efforts to improve their effectiveness. Whilst the process does not interfere with the existing activities and agreements in schools, such as the Developmental Appraisal System and Systemic Evaluation, its purpose is to evaluate the effectiveness with which such initiatives are being implemented.

In terms of the WSE policy (2001:3) the general aims are:

- To establish a national system for monitoring and evaluating the quality of education on a continuous and permanent basis;
- To ensure that the system is sustainable;
- To provide an information base for policy intervention, in order to improve performance standards in terms of national goals; and
- To develop methods and indicators for long-term monitoring and evaluation by the school, district and supervisory levels in order to increase levels of accountability within the system.

Through the influence of the WSE policy (2001:3-4) schools shall be in the position to constantly self-evaluate and develop school

improvement plans. In addition, performance in schools will be moderated externally, on a sampling basis. The effectiveness of schools shall be evaluated by using the national set criteria, contrary to the set up in the past. Furthermore, this policy is also aimed at strengthening the support to schools by district professional support services. Continuous feedback to schools from stakeholders on identified good practices ensures a greater chance for improvement of the quality teaching and learning.

#### 4.3.2 Principles of whole school evaluation

According to the WSE policy (2001:3-4) the first principle of this policy is based on the fact that the core mission of all schools is to improve the educational achievements of all learners. By implication, Whole-school evaluation is designed to enable those in schools, education supervisors and those in support services to identify to what extent the school is adding value to learner's prior knowledge, understanding and skills. Secondly, the contribution made by the staff, learners and other stakeholders to improve their own as well as the school performance is enabled.

In the third instance, WSE is based on the principle of transparency (NDoE, 2001:4). All evaluation criteria are made public. Also, expectations are that the policy and all supporting evaluation documents must be applied consistently. When deciding a school performance the evaluation of qualitative and quantitative data must be made a priority because the process is concerned with a range of inputs, processes and outcomes. However, the main focus of the evaluation process should

remain on changes to the achievement of learners brought about by the educational process.

The WSE policy (2001:4) further indicates as its principles the importance of contributing to securing staff development opportunities and training. It also endeavours to understand the reasons why schools are set at a particular point of development and use this as a springboard for evaluation.

#### 4.3.3 The evaluation approach

In order to assist schools (NDoE: 4) to measure the extent to which they are fulfilling their responsibilities and improving their performance, the approach has been developed as follows:

- School-based self-evaluation;
- External evaluation by trained and accredited supervisors;
- Adequate district support to improve performance;
- National criteria to ensure consistency, yet allowing for flexibility;
- Published reports on school performance; and
- Annual published reports on the state of education in schools.

The evaluation process must be supported by national guidelines, criteria for evaluation, and instruments that have to be for the purposes of consistency in the evaluation of all schools. These also provide for the means by which schools can carry out self-evaluation and so enter into a fruitful dialogue



with stakeholders and other interested support service agents. According to the WSE policy (NDoE, 2001:4) the whole school evaluation process is not an end in itself, but the first step in the process of school improvement and quality enhancement. The latter implies that the National Policy on Whole –School Evaluation is designed to achieve the goal of school improvement through a partnership between education supervisors, schools and support services at one level, and National and Provincial Governments at another.

#### 4.3.4 Ethics and appeals

The WSE policy (NDoE, 2001: 4) asserts that by virtue of legal responsibility bestowed on the Minister of Education, accredited supervisors have the right to enter any school and carry out an evaluation. However, in doing so, they are expected to observe certain ethical issues and abide by prescribed code. Furthermore, evaluation and monitoring teams are expected to abide by a code of practice when evaluating schools.

When arriving at judgements supervisors must be honest, explicit, consistent and impartial. The report emanating from the evaluation must be accurate. Furthermore, confidentiality in dealing with information obtained during evaluation process is a vital pre-requisite. All stakeholders must be treated with fairness and courtesy. The integrity of educators, learners and parents must be respected. In addition, the school staff, members of the Governing Body and District Officials are expected to act in a similar manner (NDoE: 4). Where schools believe that they have

been unfairly treated they can register a complaint with the Minister of Education.

#### 4.3.5 The self-evaluation process

The initiatives for school improvement rest on the WSE coordinator and the Staff Developing Team (SDT). The staff, SGB and learners evaluate their performance as per WSE policy guidelines and write a report based on the ratings plotted on the grading form (NDoE, 2001c). Out of the grading form's results they develop a School Improvement Plan (SIP). The SIP forms the operational basis of the school and can be regarded as the development springboard for a particular set time-frame.

#### 4.4 Conclusion

The ideal of the formulation of the WSE policy was focused on the international project aimed at enhancing the quality science and language teaching in schools (Herselman & Hay, 2004: 241). It was anticipated that the self-evaluation process by schools will play a major role in the delivery of quality education in schools. The underlying assumption was that quality assurance systems are dependent on whole school evaluation in order to make meaningful interventions that would hopefully raise standards of performance and improve learners' achievement.

The WSE policy urges all stakeholders to participate in the evaluation of teaching and learning that takes place in a particular school environment. The belief is that if this process can be implemented and successfully monitored, it can support

the process of quality assurance, which should be evident in all schools. It is also evident that this National Quality Assurance does not include all the aspects of quality assurance (self-evaluation and accountability). It also provides facilitators with an action plan with focus areas and performance indicators. The focus areas also involve stakeholders (management, School Governing Bodies, educators, learners, school safety and infrastructure).

It is important, however, to note that the process of quality assurance should not only be externally driven. All stakeholders and especially the Government should be involved in the process of quality assurance by establishing a framework and an implementation plan of evaluation. Educators should take ownership of and be accountable for their own teaching by being part of the self-evaluating process. It would ensure that the quality assurance process is not an added on approach and that it focuses on accountability than on improvement.

## CHAPTER 5

### METHODOLOGY

#### 5.1 Introduction

In this chapter the researcher describes the research design, including the selection and description of the site chosen for this study, the role of the researcher, the number of the participants and how they were selected, the process of data collection and the analysis strategies.

#### 5.2 Research design

Research design can be understood as the complete strategy of attack on the central research problem which provides the overall structure for the procedures that are followed, the data the researcher collects and the analysis that the researcher conducts (Leedy and Ormrod 2001:91). McMillan and Schumacher (1993:31) view research design as the consideration and creation of means to obtain reliable data, by means of which pronouncements about the phenomenon of education may be confirmed or rejected. The above explanation relates research design with the process of planning.

Mark (1996: 225) uses the term methods when discussing the way a researcher goes out to develop rich insights about phenomena under research, while Neumann (2000: 133), prefers the term designs. Creswell (1998: 2) asserts that design in

qualitative research is “the entire process of research from conceptualizing a problem, to writing the narrative”.

Babbie and Mouton (2001:72) regard research design as a plan or blue print of how the researcher intends conducting his study. Their explanation of a research design focus on the end product, formulate a research problem as a point of departure and focuses on the logic of research. McMillan and Schumacher (1993: 31) offer a closely related definition of research design as a plan or structure applied during the investigation in order to answer the research questions. On the other hand, Booyse, J.J. Schultz, S. Bester, G. Melet, S.M and Lemmer, E.M (1993: 23), define research design as a specification of the most adequate operation performed in order to test specific hypothesis under given conditions.

In this study, research design refers to the selection of the appropriate research approach, techniques of obtaining relevant data, sampling, procedures, instruments and respondents, the methods of data analysis and reporting.

### 5.3 Research approach

The researcher chose the qualitative research approach in order to successfully achieve the goal of this study. Qualitative methods are used when the researcher aims to understand human phenomena and investigate the meaning that people give to events they experience. According to Bogdam and Biklen (1992:2) qualitative research is an umbrella term used to refer to several research strategies that share certain characteristics

such as the collection, analysis and interpretation of data rich in the description of people, places and conversations that are not easily handled by statistical procedures. The research questions that were formulated are aimed at an investigation of the topic in all its complexity and especially in context.

The researcher was primarily concerned with understanding of the behaviour from the research subject's point of view and from the subject's own frame of reference. External causes were of secondary importance. Qualitative researchers also tend to collect their data through sustained contact with people in settings where subjects normally spend their time. For the purpose of this study the researcher chose to visit participants at their natural setting to interview them on how they view the effect of the implementation of the WSE policy.

McMillan and Schumacher (1993:372) maintain that "qualitative research is based on a naturalistic phenomenological philosophy that views reality as multi-layered, interactive and a shared social experience". This means that, the qualitative researcher may use multi-method strategies such as interviews, participant's observation and the perusal of both secondary and primary documents.

Qualitative research refers to the research that produces descriptive data: people's own written or spoken words and observable behaviour. But it is also more than a set of data gathering techniques – it is the way of approaching the empirical world (Bogdan and Biklen 1992: 2). Struwig and Stead (2001: 10), on the other hand, view qualitative research as

interdisciplinary, multi- paradigmatic and multi-method which is used by researchers to see through the eyes of the participants.

Reasons outlined above enabled the researcher to choose the qualitative research approach because it uses different methods which are concerned with life as it is lived, things as they happen, situations as they are constructed in the day – to – day, moment-to-moment course of events. The researcher also intended to understand the lived experiences in real situations in general and tried not to disturb the scene and to be unobtrusive in the study methods.

#### 5.4 Method

Thody (1991: 29) maintains that method can be regarded as a procedure which serves as a means of progressing from a point of departure to the destination. Duplooy, Griesel and Oberholzer (1987:11) and Odendaal (1985:696), on the other hand , regard the term “method” as a word that can be traced to the Greek concept “methodos” which literally means “the road by which” researchers apply themselves to scientific research and ultimately enlighten the research problem and discover the solution to their problem.

Van Niekerk (1992: 32) expresses the same sentiments when defining method as the plan or structure that will be applied during the investigations in order to answer the research questions.

In this study “method” refers to the scientific route that was followed by the researcher when conducting an investigation on how the WSE Policy is implemented in the Limpopo Province schools.

#### 5.4.1 Setting

The study was conducted in Limpopo Province Schools. The Limpopo Department of Education consisted of six Districts, namely; Capricorn, Vhembe, Mopani, Greater Sekhukhune, Waterberg and Bohlabela (Addendum H). At present Bohlabela has been relocated to Mpumalanga Province. There are one hundred and forty four circuits and 4 246 public schools (Addendum I). Whole School Evaluation was done on a continuous basis by officials in the Limpopo Department of Education (Addendum K) over a cycle of three years, from 2001 to 2003 and 2004 to 2006 (Addendum J). Twenty-five schools were externally evaluated by accredited Provincial Education Supervisors (Addendum J). The sample of Principals and educators was drawn from the schools which were externally evaluated.

#### 5.4.2 Subjects, population and sample

McMillan and Schumacher (1993:161) define subjects as the individuals who participate in the investigation or a research study; it is from them that data is collected. As a group, they are usually referred to as sample. The sample consists of individuals selected from a larger group of persons called population.



According to Krathwohl (1991:21) and McMillan and Schumacher (1993: 382) in qualitative research a small, distinct group of participants will be investigated to enable the researcher to understand the problem in depth. Booyse, Schultze, Bester, Mellet, Lemmer, Roelfse and Landman (1993:91) indicate that samples may range from 1 to 40 or more. What is more important is the richness of the information or data which the sample will render and the analytical capabilities of the researcher. Ary, Jacobs and Razavich (1990: 178) assert that the size of the sample depends upon the precision the researcher's desire in estimating the population parameters at a particular confidence level. Sample alone can never guarantee accuracy (Krathwohl, 1991: 296). Most sources emphasise that it is representativeness that must be a prime goal in a sample selection (Ary et al. 1990: 171, Hudgins and Vacca, 1991: 126; Krathwohl, 1991: 296; McMillan and Schumacher, 1993: 160).

Hoberg (1999: 58), Ary, D. Jacobs, L.C. and Razavich, A (1990: 171) indicate that there are two major types of sampling procedures available to researchers, namely; probability and non-probability sampling. The basis for probability sampling is random sampling. This implies that all participants will have a chance to be selected. In other words, every participant of the population has a known probability of being chosen in the sample (Ary, et al. 1990: 171). On the other hand, on the procedure of non probability sampling there is no way of estimating the probability that each participant has a chance of being included in the sample. Its success depends on the knowledge, expertise and judgement of the researcher (Ary et al. 1990:171).

In this study, random sampling has been used as various scholars, Ary et al. (1990: 172), Krathwohl (1990:96), Struwig and Stead (2001: 123), McMillan and Schumacher (1993:160) recommend that the best way to choose a sample in a qualitative research is by means of random sampling. Sample selection is considered random if every participant of the population has an equal chance of being chosen in the sample. The three basic steps in random sampling are:

- Defining the population;
- Listing all the members of the population; and
- Selecting the sample by employing a procedure where sheer chances determine which members of the list will be drawn.

Hoberg (1999: 59), Ary et al. (1990: 172) indicate that a sample selected randomly is not subjected to biases of the research.

Ten (10) schools (40%) of the externally evaluated schools were randomly selected. In total 30 participants were involved as follows:

- Ten (10) school principals, one from each participating school.
- Ten (10) educators, one from each participating school with at least ten years teaching experience;
- Ten (10) circuit managers, one from the circuit in which the participating school falls.

For the purpose of this study, respondents have been purposefully selected as they are information rich. These samples have been chosen because the researcher has seen them as likely to be knowledgeable and informative on the implementation of the Whole School Evaluation Policy Framework.

#### 5.4.3 Permission

Permission to conduct the study was obtained from the Provincial Head of Department (Addendum E). Also, consent was granted by the sampled school Principals and educators who participated in the study. Principals and educators identified to participate in the study were informed verbally and in writing about what will be expected of them.

#### 5.4.4 Ethical considerations

Those who formed the sample for this study (Circuit Managers, Principals and Educators) were informed both verbally and in writing that all performance is anonymous and assured of the confidentiality of the provided information (Addendum F). Participants signed a consent form (Addendum G) to acknowledge their interest to take part in the study. Clarity was also made from the beginning that participation in the study was voluntary and that an audio-tape will be used to record the conversation. Assurance was given that the collected information will be used for this study only.

#### 5.4.5 Data collection method

According to Le Compte, Milroy and Presley (1992:19-22) successful collection of data lies in the research design and techniques that are employed during the qualitative research process. These can be summarized under three categories of research activities, as follows:

- Watching / observing or experiencing;
- Asking /interviewing or inquiring; and
- Reviewing /document analysis / archival research or examining.

Various methods can be used to supplement the above procedures. According to Leedy and Omrod (2001:148) the qualitative research method requires considerable preparation and effective planning. The researcher must be fully conversant with the observation techniques, interviewing strategies and whatever data collection procedures likely to be relevant to the answering of the research question.

The most important hints for the above data collection process, according to Struwig and Stead (2001:41) is that the population being studied must be representative of the entire population. Furthermore, the scientific character of the data should not be advising or influenced by imbalance or balance. Also, they purport that a systematic organisation of the data must be gathered in order to make valid and accurate interpretations.

## 5.5 Research instruments

Hoyle (1996:231) defines instruments as tools, especially used for delicate scientific or medical work. According to Denzin and Lincoln (1994:19) an instrument is any plan of action that helps the researcher in gathering relevant data. The latter definition is closely related the one offered by Vockell (1983:222) that a research instrument is any sort of data collection device and technique.

For the purpose of this study research instruments refer to strategies that the researcher employed to capture relevant information on how the Whole School Evaluation Policy framework is implemented in the Limpopo Province schools. In addition to observations and perusal of primary and secondary sources available in sample schools, interviews were selected as the major data collection method (Addendum A-C).

### 5.5.1 Observation

Marshall and Rossman (1995:19) regard observation in a research as that method used by the researcher to collect data from participants by recognising and noting the peoples' behaviour, objects and occurrences as they are in their natural backgrounds. The advantage of this method is that the researcher does not rely on the willingness and ability of the participants to report data accurately.

The researcher visited sampled school sites to watch how educators conducted themselves within the teaching and

learning situation. All school visits were pre-arranged and the aim fully explained in order for all role players to be set at ease. Educators were closely observed on how they honoured the school rooster, attended their lessons and were interacting with each other. Observation was also noted on how both, the Principals and educators, for instance, dealt with learners with discipline problems.

Also, aspects such as information sharing procedures, planning and implementation of plans and adherence to the set goals were closely observed and recorded. In the process, elements preventing the effective unfolding of quality teaching and learning were also recorded.

Finally, the researcher visited some classes and walked around the school ground to reconcile the accumulated information about the whole school operation processes.

#### 5.5.2 Perusal of primary and secondary documents

According to McMillan and Schumacher (1993:43) researchers usually supplement other research methods with the collection and analysis of documents produced in the course of everyday events. This can be described as an unobtrusive method which portrays values and beliefs of participants in their own setting.

In this study, the researcher requested whilst at the sampled school specific documents that accounted fully on how the school was progressing on the implementation of the WSE policy framework.

In the first instance, the researcher reviewed the sampled School Rating Forms from 2003 to 2008. The captured information reflected in the rating forms of the sampled schools was reconciled with the observed information. Such a comparison of information captured in the rating forms enabled the researcher to gain an understanding of whether school management teams understood the importance of the rating forms or not and also to assess whether such rating forms were not only completed for compliance sake. Also, such rating forms enabled the researcher to trace improvements achieved in the sampled schools over the years, since the start of the implementation of the WSE Policy.

The developed SIPs were also perused. An analysis of the activities that were to be done in order to improve performance in areas in need of development was done as reflected by the performance indicators. It was also established if all responsible committees set for development were performing their roles as planned. Additional to the SIP documents were the perusal of School Development Plans (SDPs). The records of educators meetings and SGB meetings provided sufficient information on whether the sampled schools were on track in terms of their school development and or improvement plans.

The learners' academic results for the years under review were also reviewed. In this instance, the learner performance improvement was related to the drawn Academic Performance Improvement Plans (APIPs).

Overall, the SIPs, SDPs, Annual Reports and Self-Evaluation Forms of the past four years were compared in order to draw a

valid conclusion on the quality of teaching and learning that prevailed in a particular sampled school. Also, the researcher was in a position to conclude whether all the stakeholders within a particular school community was playing its effective role to promote the whole school development and performance.

### 5.5.3 Interviews

According to Schurink (2005:2) research interview can be defined as “a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focussed by him on content specified by research objectives of systematic descriptions prediction, or explanation”. Furthermore, interviews are characterised as an unusual method in that it involves the gathering of data through direct verbal interaction between individuals.

On the other hand, according to McMillan and Schumacher (1993:250) interviews are open response questions used to obtain data on participant meanings – how individuals conceive their world and how they explain or “make sense” of the important events in their lives. Silverman (1993:138) indicates that interviews can yield a great deal of useful information. The researcher can ask questions related to facts, peoples’ beliefs about the facts, feelings, motives, present and past behaviour, standards for behaviour and conscious reasons for actions of feelings.

In addition, Schurink (2005:3) reveals the one advantage of interviews as its allowance for greater depth than is the case



with other methods of data collection. Furthermore, he identified the qualities of interviews as:

- Interviewers personally required to collect data;
- Opportunities for response-keying (personalisation) as extensive as against questionnaires;
- Extensive asking opportunities;
- Ample opportunities for probing during the data collection process;
- Great relative magnitude of data reduction as a result of coding; and
- Good rate of return.

However, a disadvantage of interviews, on the other hand (Shrunik, 2005:3) is that it is prone to subjectivity and bias on the part of the interviewer. In addition, the overall reliability of the results is quite limited. For the researcher to overcome the latter weakness, Shrunik (2005:5) recommends that the interviewer must do his/her job well (establishes rapport, asks questions in an acceptable manner, etc.), and the respondents on the other hand, be motivated to be sincere so as to obtain accurate data.

For the purpose of this study the researcher ensured that there was a relationship between the interviewer and the interviewee that transcended the research that promoted a bond of friendship, a feeling of togetherness and joint pursuit of a common mission. Secondly, efforts were made to instil a desire to know, to learn people's views and perceptions of the facts, to bear their stories and to discover their feelings. The latter was

the motive force, and it was a burning one, that drove the researcher to tackle and overcome the many difficulties involved in setting up and conducting successfully the interviews for this study.

#### 5.5.3.1 Types of interviews

Struwig and Stead (2001:98) and Berg (1995:68) identify three common types of interviews, namely: Standardised interviews, semi-standardised interviews and un-standardised interviews. For the purpose of this study, the standardised interview format was chosen.

##### 5.5.3.1.1 Structured interview

The structured interview has its content and procedures organised in advance. In the latter instance, the sequence and wording of the questions are determined by means of a schedule and the interviewer is left little freedom to make modifications. Where some leeway is granted to the researcher, it is specified in advance (Schrunik, 2005: 4). This type of interview is characterised by being a closed situation. It comprises a set of formally structured questions that are based on theory, research and/or the experience of the interviewer.

According to Struwig and Stead (2001:98) the questions are formally structured in that the wording is not altered from one participant to the next. There are three kinds of items that are used in the construction of schedules used in research interviews. Berg (1995:69), Struwig and Stead (2001:98) and

Shrunik (1995:8) identify a research schedule that comprises of “fixed-alternative” items that allows the respondent to choose from two or more alternatives. The most frequently used, in this instance, is the dichotomous item which offers two alternatives only, namely; “Yes or No” or agree-disagree”.

Furthermore, they add a third alternative such as undecided” or “don’t know”. In addition, they assert that the advantage of the above interview schedule is the achievement of greater uniformity of measurement and therefore greater reliability; of making respondents answer in a manner fitting the response category; and being more easily coded. However, the above scholars emphasise the disadvantage of this type of interview as the possibility of irritating respondents who find none of the alternatives suitable; and the possibility of forcing responses that are inappropriate, either because the alternative chosen conceals ignorance on the part of the respondent or because he may choose an alternative that does not accurately represent the true facts. The above research schedule was not found suitable for this study.

The second type of interview schedule comprises of “open-ended items”. According to Schrunik (1995:8) this type of the interview schedule supplies a frame of reference for respondents’ answers, but with a minimum of restraint on the answers and their expressions. Furthermore, other than the subject of the question, which is determined by the nature of the problem under investigation, there are no other restrictions on either the content or the manner of the interviewee’s reply. McMillan and

Schumacher (1993:426) and Struwig and Stead (2001:98) declare the advantages of open-ended interview schedules:

- They are flexible;
- They allow the interviewer to probe so that he may go into more depth if the respondent chooses or to clear up any misunderstanding; they encourage co-operation and help establish rapport; and
- They allow the interviewer to make a truer assessment of what the respondent really believes.

The researcher opted for this type of interview for the purposes of this study. The structured interview allows the interviewer to be neutral and not engage in a conversation on the topic with the participants. The latter allows for comparison to be made between the participants (De Vos, 2002:298).

#### 5.4 Administration of the research instruments

Permission to conduct research on “A critique on the implementation of whole school evaluation policy in Limpopo Province” schools was obtained from the Head of Department (Addendum D). A copy of this letter was distributed to schools that were sampled for the study. Participants acknowledged in writing their interest to participate in the study (Addendum E).

The researcher tried to build rapport and full trust with the interviewees. Respondents who felt reluctant to respond to some of the questions were not forced to do so for the satisfaction of the interviewer. Both, the interviewer and respondent were

allowed to hold back part of what is the power of their status. Also, the researcher was very cautious that the meaning could be clear to one and unclear to the other during the interview.

## 5.5 Analysis of data

The collected data was analysed qualitatively. Data was categorized and interpreted to provide explanations on the implementation of WSE in the Limpopo Province Schools. Information gathered from observation of school settings and their operations, perusal of primary and secondary documents, analysis of school rating forms and interview schedules was in some instances illustrated on tables or reconciled with each other to gain an understanding of the actual degree of how WSE is implemented in schools.

## 5.6 Conclusion

This chapter clearly demarcated how the researcher went about collecting data through which implementation of WSE can be confirmed to be improving the quality of education in Limpopo Province or not. In addition to outlining the procedure to acquire permission to conduct the study at schools the researcher developed a mechanism of organising and retrieving data for analysis purposes.

## CHAPTER 6

### RESEARCH FINDINGS AND DISCUSSION

#### 6.1 Introduction

This chapter presents the interpretation of data and critically analyze and discuss all findings as captured on the questionnaires and recording schedules. Three population groups were interviewed, namely; Circuit Managers, Principals and Educators. Each population group was identified from schools and circuits where external evaluation was conducted by the Limpopo Province WSE accredited Education Supervisors. This group was drawn from a sample of practising Circuit Managers, school Principals and Educators with more than ten years of teaching experience. As outlined in chapter five (5), the presentation of the accumulated data is descriptive and based on the frequencies and percentages of participants' responses. Bellow is the presentation of findings and discussion of the collected data from the sampled population groups.

#### 6.2 INTERVIEWING SCHEDULES FOR CIRCUIT MANAGERS

Table 6.2.1 Availability of Circuits' Vision Statements

Response	Frequency	Percentage
Yes	2	20
No	5	50
Not sure	3	30
Total	10	100

In table 6.2.1 above, 20 percent, of the respondents have developed visions for determining the operation of their circuits. The vision statements requested on the day of the visit were summarised as “to monitor and support schools in the implementation of plans and strategies aimed at quality teaching and learning”. The schools falling under their supervision are appropriately guided in terms of the development of the schools’ vision statements. These schools are more functional and effectively secure the commitment of learners, educators and parents as promulgated in the WSE policy.

Fifty (50) percent of the respondents did not have their circuit’s vision statements while 30 percent were not sure of their vision. In the implementation of WSE managers must be able to translate the vision into practical action. Beare et al (1993:155) are of the opinion that through a vision statement, managers create new approaches and new areas to explore in the implementation of the WSE policy. Seen from this light the managers should look into the future and keep abreast with new developments. Managers must retain their credibility in the implementation of the WSE policy and at the same time promote good public relations (Hoyle, 1986: 102-103).

The researcher’s view is that circuits with vision statements are able to create meaningful mission statements that form part of the engine that drives the entire circuit towards the attainment of the set objectives. This will take the mission statement and project it into a realistic picture of the future. It will show how the circuit will change to be different and better than, that which exists today concerning the implementation of the WSE policy.

Table 6.2.2 Support on the implementation of WSE policy

Response	Frequency	Percentage
Manager visits schools for monitoring and support	6	60
Manager waits for problems from schools	2	20
Manager read and respond to reports from schools	2	20
Total	10	100

Table 6.2.2 clearly indicates that 60 percent of the respondents visit schools under their supervision to monitor and give support. These managers are able to improve the educational achievements of all learners. Whole school evaluation is designed to enable those in schools, supervisors and support staff to identify to what extent WSE evaluation is adding value to quality teaching and learning.

It was noted with regret that 20 percent waits for problems from schools while the other 20 percent responds on submitted reports. This makes it difficult for all members of the school communities to fulfil their responsibilities for the quality of their own performance. Education authorities must regularly support, monitor and evaluate schools. This should be done by statutory means and in-service support. Whole School Evaluation intends to enable the contributions made by staff, learners and other stakeholders to improve their own and the school's performance to be properly recognized.



The researchers' view is that although the schools are supported fully, they must seek help from the circuit or district if they experience problems in the implementation of WSE. Managers must ensure that WSE is carried out according to the agreed national model. They must make sure that schools under their supervision understand and implement the WSE policy without difficulties. School communities must be given guidance on how evaluation should be conducted and the outcomes be used for school development planning. When the WSE policy is effectively implemented very good schools will be recognised and under performing schools supported.

Managers who are able to effectively influence the implementation of WSE:

- Hold regular meetings with principals, SGBs and educators to discuss progress on the schools' proposed development programmes.
- Monitor the implementation of SIPs;
- Attend to submitted quarterly progress reports on development programmes for quality assurance purposes;
- Enlist the assistance of curriculum advisors where there are curriculum problems that cannot be sorted out by the circuit manager or the educator.

Table 6.2.3 Functionality of schools of schools within Circuits

Response	Frequency	Percentage
Functional	6	60
Dysfunctional	0	0
Partial	4	40
Total	10	100

In table 6.2.3 majority (60 percent) of the respondents indicated that their circuits are functional, while 40 percent indicated that schools in their circuits are partially functional. When WSE policy is effectively implemented managers are able to define the goals or the mission of the school, promote the instructional and supervision climate, supervise educators and monitor learners' progress and communicate with parents or legal guardians. Educators, parents and learners must know what is expected of them in the implementation of whole school evaluation.

It is the researchers' point of view that a functional school includes, among other things, a situation where there are:

- Regular attendance by both learners and educators;
- Good results across the grades in their schools;
- Well behaved learners and educators;
- Submission of progress reports to the circuit office on time; and
- Implementation of policies and developed plans.

Table 6.2.4 SIPs submitted by schools

Responses	Frequency	Percentage
90-100%	5	50
70-80%	2	20
50-60%	2	20
30-40%	1	10
0-20%	0	0
Total	10	100

Table 6.2.4 indicates the following indications concerning submission of SIPs by schools. Fifty (50) percent of the respondents indicated that 90-100% of their schools submit their SIPs, 70-80% (20 percent), 50-60% (20 percent) and 30-40% (10 percent).

School improvement plans assist Circuit Managers to draw their Circuit Improvement Plans (CIPs). Through CIPs Circuit Managers create new approaches and new areas to explore in the implementation of WSE. The identified areas for development generated from SIPs and consolidated in the CIPs assist Circuit Managers to plan for Circuit-based INSETs and for the effective deployment of Curriculum Advisors.

Table 6.2.5 Existence of Circuit Improvement Plans

Response	Frequency	Percentage
Yes	7	70
No	3	30
Total	10	100

Results in table 6.2.5 indicate that the majority (70 percent) of the participating Circuit Managers have Circuit Improvement Plans while 30 percent do not have them.

It is the researcher's view that no circuit should operate without the CIP. The District Support Staff can only be in a position to plan relevant school support where CIPs from the different circuits within the district are consolidated. The Circuit Manager must ensure that the content of the CIP is fully discussed and known to all the circuit support staff.

Circuit Managers without CIPs find it difficult to effectively monitor and support schools. In addition they cannot conduct INSETs that are relevant and effective. Circuit initiated INSETs are aimed at addressing areas of development causing educators to underperform.

According to the WSE policy (NDoE, 2001:11) the CIPs should be used to co-ordinate school development programmes in response to their individual professional needs. The Circuit Manager must use the CIPs to find ways of setting up clusters of schools for improvement of performance in schools.

From the above findings it became clear that the district support teams are not competent enough to aid the schools to develop into self-reliant institutions that offer quality education. More training of managers on the handling, analysis, and interpretation of the provided data, communication and the interpersonal skills must be conducted (NDoE, 2001:16). The researcher conclude that without a properly drawn CIP the

Circuit Manager cannot effectively support schools and or influence the stakeholders to participate in matters that can improve quality teaching and learning. The district support service is expected by the policy to comprise of people with expertise in school management, leadership, governance, curriculum, staff development and financial planning.

Table 6.2.6 General learner behaviour in schools

Response	Frequency	Percentage
Generally well-behaved	3	30
Depends on the school manager	2	20
Generally Unbecoming	5	50
Total	10	100

In table 6.2.6 thirty (30) percent of the respondents indicate that learners in the schools under their supervision are well-behaved. Twenty (20 percent) of the Circuit Managers believe that learner behaviour depends on the managerial skills of the Principals. It was noted with regret that the majority (50 percent) indicated that learners in schools under their supervision are generally unbecoming.

For effective implementation of WSE policy Circuit Managers must encourage active participation by Principals, Educators, Learners and Parents to create a pleasant school climate. Through active participation, the interest of learners is more effectively aroused and maintained. When learners actively

participate independent thinking, initiative and responsibility is promoted. Learning and teaching becomes more meaningful for the learner and the Circuit Manager finds it easy to implement WSE policy.

The managers, as per the aim of the WSE policy (NDoE, 2001: 3) must strive to identify aspects of excellence within the system. Circuit managers must play a major role in guiding Principals towards the effective management of their schools for the purpose of quality teaching and learning to occur.

Table 6.2.7 Implementation of policies by schools

Responses	Frequency	Percentage
Yes	5	50
No	5	50
Total	10	100

Table 6.2.7 clearly indicates that 50 percent of the participating Circuit Managers assert that schools under their supervision implement policies. The researcher's view is that policies help schools to attain effective teaching and learning. This, however, can only be possible where such policies are known by all stakeholders and effectively implemented by the management. The implementation of formulated policies in schools promotes the unfolding of processes seeking to achieve particular set goals. This, according to the WSE policy (NDoE, 2001: 6) include the effectiveness with which the schools can attempt to ensure effective governance, leadership and management, safety and security measures, and the quality of teaching. For instance:

- What the school does to ensure that it functions smoothly;
- How the leadership and management should operate to achieve the school's objectives;
- How the school governance should conduct itself;
- How to ensure quality teaching, curriculum planning and effective assessment of what learners are learning;
- How safety and security must be maintained;
- What to do to secure the limited resources; and how to go about giving guidance and counselling to learners and educators.

The WSE policy (NDoE, 2001: 7) asserts that schools that are conducted according to set policies include achievements in academic standards, standards of behaviour and high rates of punctuality and attendance. This implies a situation where the quality of learners' response to teaching and the school general provision is good. Furthermore, the schools become orderly and the learners' standard of behaviour is greatly improved. Finally, the standard of attainment at the end of each stage of the education of the learner is something one can be proud of.

Table 6.2.8 Existence of SGBs Constitutions in schools

Response	Frequency	Percentage
Yes	7	70
No	3	30
Total	10	100

Table 6.2.8 clearly indicates that the majority (70 percent) of participating Circuit Managers have properly constituted and fully operational SGB Constitutions in schools under their supervision, while 30 percent do not.

The South African Schools Act, 1996 (Act No. 84 Of 1996) stipulates that recognises the rights and duties of all members of the community in the governance of the school. SASA, therefore, says that every public school must establish a school governing body (SGB) which is representative of the school community. It makes a distinction between the governance functions of the SGB and the professional management in the school. It sets out the responsibilities of a school community so that the school can be self managed.

The Constitution of the Republic of South Africa (Act No. 108 of 1996) and the South African Schools Act of 1996 put it very clear that one of the responsibilities of the SGB is to bring about transformation in a school. The SGB will not be able to carry out this responsibility without a properly drawn-up constitution. When drawing up the schools constitution the SGB must always act within the framework of the Constitution of the country, the Bill of Rights as well as National and Provincial policies. The school cannot have a constitution that contradicts any of these legal documents.

If the SGB of a school does not work according to a strict set of rules then the goal of transforming a school will not become a reality. The SGB has overall responsibility for the school because it has to make sure that everything in the schools Act is carried



out, that school policies are properly drawn up and that the school's grounds, buildings and funds properly administered and accounted for. In other words, the SGB is responsible for the school governance, in addition, the SGB must:

- develop a vision for the school;
- put together a development plan for the school, that can work;
- draw up a Code of Conduct for Learners;
- determine school policies;
- develop goals and objectives;
- manage assets and school funds; and
- keep overall control of the schools finances.

If the SGB is operating without a properly drawn constitution will fail to bring about and develop a partnership based on trust and respect between all stakeholders, namely; parents, learners educators and other staff of the school, the local community and the education authorities.

Table 6.2.9. Role played by SGBs in monitoring and evaluating performance in schools

Responses	Frequency	Percentage
Effective	3	30
Not effective	5	50
Uncertain	2	20
Total	10	100

Table 6.2.9 indicates that 30 percent of the respondents assert that SGBs under their charge are effective, 50 percent not effective while 20 percent are not certain whether the SGBs are monitoring and evaluation performance in schools.

The SGB members must strive to know the schools they are serving to be able to work with it to improve the quality of education. This means that they need to know some basic education about how it works and what is important to it.

SGBs are accountable to the community and must make sure that the school is in the interest of the learners. It stands in the position of trust towards the school. School governors must always put the best interest of the school before any personal benefit. The SGB is not involved in the day-to-day running of the school; however, it must support the principals, educators, and other staff of the school in the performance of their professional functions.

It contributes to or decides on policy for some or all of the following:

- School Policy: school hours, language policy, religious policy, dress code, code of conduct for learners and the school's goals.
- School Development: development plan, obtaining voluntary helpers when needed, partnership with the community, interaction with other schools.
- School Administration: looking after school's buildings, grounds and other property.

- School Finance: raising funds, opening a bank account and overseeing the schools income and expenses.

It is the researcher’s view that the ineffectiveness of the SGBs is caused by the information in table 6.2.8 where 30 percent of the respondents pointed out those schools are operating without constitutions. This makes it very clear that no proper monitoring and evaluation of performance can be done without SGB constitutions.

Table 6.2.10 Educators’ self evaluation and development

Response	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

Table 6.2.10 indicates that all participating Circuit Managers (100 percent) say that educators are able to do self evaluation and develop own Professional Growth Plans (PGPs).

By the end of February, educators in a school should be provided with a time-table indicating, more or less, when they can expect to be evaluated. Immediately after the school advocacy and training of the new staff (if available) each educator should evaluate him/herself using the same instrument that will be used for the same Development Appraisal (DA) and Performance Measurement (PM). This helps the educator to become familiar with the instrument. Educators also familiarise themselves with the performance standards, the

criteria (what they are expected to do) as well as the levels of performance (how well they are expected to perform) in order to meet at least the minimum requirements for pay progression. This self evaluation forms part of both Development Appraisal and Performance Measurement.

Performance Measurement is used to determine pay and/or grade progression (notch increases) and is used to indicate the performance of educators within a period of a calendar/ school year even though the award is made the following year. Self Evaluation helps Educator to:

- become familiar with the instrument that will be used for Development Appraisal and Performance Management;
- be compelled to reflect critically on his/her own performance and set own targets and time frames for improvement;
- to be able to make inputs when the observation for evaluation purposes takes place;
- save time for external evaluators; and
- Measure progress and successes and build on these without becoming dependent on cyclical evaluation.

Quality teaching and learning depends on the quality of educators. The educator's level of knowledge and skills has a great influence on the general performance of the school.

Table 6.2.11 In-service Trainings provided by Circuit Managers

Responses	Frequency	Percentage
Yes	7	70
No	3	30
Total	10	100

Table 6.2.11, indicates that 70 percent of the respondents conduct INSETs while 30 percent do not. The information contradicts table 6.2.10 where all educators were said to be able to do self evaluation and develop Personal Growth Plans. If all schools have educators personal growth plans can never fail to draw up school improvement plans.

Once the Circuit Office receives from each school, a School Improvement Plan (in which each school high light its specific developmental needs) by the end of March each year. The Circuit Manager incorporates it in his/her own improvement plan. In this plan, schools that have identified similar needs and/or similar aspects in need of development can be clustered together for the purpose of providing INSET and other programmes.

Co-ordination of different programmes which can run concurrently in different areas and the optional deployment of officials (Education support services and/or management of officials are included in this plans.

It is the researcher's view that the inability of Circuit Managers to conduct INSETS manifest from the non submission of SIPs.

The Circuit Managers must make it a point that schools receive guidance on the drawing up of SIPs.

Table 6.2.12 Assistance to schools when developing SIPs

Response	Frequency	Percentage
Yes	5	50
No	5	50
Total	10	100

The study discovered that 50 percent Circuit Managers assist their schools in developing SIPs while 50 percent do not. In order for quality education to take place need to understand and know why Integrated Quality Management Systems (IQMS) need to be implemented in schools. The Collective Agreement No. 8 of 2003 asserts that the philosophy underpinning the Integrated Management Systems is based upon the fundamental belief that the purposes of IQMS are fivefold:

- To determine the competence of educators (not to pull the educators down but to push them up)
- To assess strength and areas for development
- To provide support and opportunities for development to assure continued growth
- To promote accountability in educators
- To monitor an institution's overall effectiveness.

The department of education has specifically trained Circuit Managers, Principals and School Development Teams (SDTs) on issues relating on how the IQMS should be implemented in all

schools. All Departmental officials and Educators were made to have a thorough understanding of the principles, process and procedures. Training made it possible for all officials and educators to plan and administer the IQMS in a uniform and consistent manner in accordance to the Collective Agreement No. 8 of 2003.

The researcher's view is that Circuit Managers who are not clear about the implementation of IQMS must seek help from the District and/or Provincial Quality Assurance Support Staff. This will contribute to the delivery of quality education for all, equipping learners for further education, to enter work environment or be potential job creators. This can be done by using the IQMS for development, accountability and rewarding excellence of educators.

Table 6.2.13 Involvement of stakeholders to improve the quality of education

Response	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

Table 6.2.13 indicates that all (100 percent) of the respondents involve stakeholders to improve the quality of teaching and learning.

For quality education to take place at schools, community stakeholders must be involved. In order to come out with a

realistic plan that will be supported by all people concerned, a plenary meeting has to be organised where people can share their opinion on the improvement of the quality of education in their community. Concerning this meeting, representatives of these stakeholders have to be identified (about 20 to 30 persons is a reasonable number) for such a meeting. For instance, community leaders, local business, educator Unions, Principal Associations, School Governing Bodies, School Management Teams, Educators and learners.

These persons will be present in the meeting not only to express their opinion about the problem and suggest underlying reasons for the cause of the problem, but also to give their opinion about their contribution for solving the problem. This simply means that the persons invited needs to have a clear mandate from their organisation and have to be knowledgeable concern the aspects of education.

Table 6.2.14 Learner safety, security and discipline in schools

Response	Frequency	Percentage
Yes	6	60
No	4	40
Total	10	100

Table 6.2.14 indicates that 60 percent of the participating Circuit Managers pointed out that schools under their supervision are safe, secure and have disciplined learners while 40 percent are not.



Squelch and Lemmer (1994: 42) state it very clear that safety, security and discipline do not happen by chance. These need to be planned and implemented in an organised manner. Planning for good discipline begins with a broad policy empowering Principals and Educators to deal with all possible behaviour problems.

The researcher's view is that schools that are not safe, secure and lack discipline are those where SGBs operate without Constitutions as indicated in table 6.2.8. No school should operate without discipline policy because SGBs are mandated by SASSA 84 of 1996 to develop a Code of Conduct for the schools they are serving. Schools should strive to promote a professionally maintained educational environment which upholds the principles of consensus, cooperation and tolerance. More workshops should be conducted for training school managers and SGBs on how to develop Code of Conduct for Learners that can be owned by all stakeholders.

Table 6.2.15 Improvement on level of educator motivation

Response	Frequency	Percentage
Yes	6	60
No	4	40
Total	10	100

Table 6.2.15 indicates that 60 percent of the participating Circuit Managers assert that educators in the schools under their charge are motivated while 40 percent are not.

If schools fully implement Integrated Quality Management Systems the level of educator motivation can be high. According to Collective Agreement No. 8 of 2003 the philosophy underpinning quality management system is based upon the fundamental belief that the purpose of IQMS is to develop and motivate educators. Educators who understand and fully implement IQMS know that at the end of each year they will be evaluated (summative) for pay progression (PM) or grade progression.

Performance measurement is based on the work and progress that an educator has done during a calendar year. Educators need to work hard in order to be rewarded. Reward is the bases for motivation and development.

#### 6.2.16 Motivation of School Management Teams

Response	Frequency	Percentage
Yes	3	30
No	7	70
Total	10	100

Table 6.2.16 indicates that 30 percent of the sampled Circuit Managers say that the SMTs in schools under their charge are motivated while 70 percent are not. The Circuit Manager has a day-to-day responsibility for the professional and operational management of the schools under the leadership of the Principals. This means making sure that the policies agreed upon by the SGB are put into practice, that all areas in the

school function effectively, and that educators work productively towards achieving the school vision and mission.

Most Provincial Departments say what they expect of SMT members. The authority and status of each stakeholder make him/her responsible for certain kinds of management functions including:

- An interpersonal function – acting as a representative for a school and dealing with stakeholders.
- An information function – using and sharing information effectively
- A decision-making function – making decisions to solve problems and deciding how to use the school’s resources
- A team-building function – to promote team work in the school

Kruger and Van Schalkwyk (1993: 194) indicate that educators who are not constantly motivated, developing, changing, growing, gaining insight and becoming better people will very soon stagnate, become uninteresting, boring, unenthusiastic and spiritless

Table 6.2.17 Professional support in addressing school needs

Response	Frequency	Percentage
Yes	6	60
No	4	40
Total	10	100

Table 6.2.17 shows that 60 percent of the sampled Circuit Managers give professional support to address the schools' needs while 40 percent do not.

A successful Circuit Manager always develops a school support programme which will benefit whole school – the educators, the learners and the whole school community. The support given helps schools to develop the spirit of team work. The school staff becomes supportive and helpful to each other.

It is the researcher's view that in order for quality education to take place all schools needs continuous and effective support from the Departmental Officials from the circuit, district or province. When motivated educators will be able to:

- Interpret the objectives and opportunities of the school to the learners
- Help learners to determine long term plans as soon as possible
- Assist learners to do their carer pathing effectively
- Secure and organize appropriate information about individual learners
- Maintain an up-to-date file of educational guidance
- Identify learners with special problems who are of specialised help
- Assist the learners to clarify their future occupational aims
- Always try to help the learners understand and accept themselves as people
- Inform other educators about the problems and difficulties that individual learners face

- Distribute to other educators helpful guidance material.

Table 6.2.18 Use of analysis of results to improve performance

Response	Frequency	Percentage
Yes	6	60
No	4	40
Total	10	100

Table 6.2.18 indicates that 60 percent of the sampled Circuit Managers use the analysis of learners' results to improve performance in schools while 40 percent do not.

The Circuit Managers at the end of each term draw a circuit schedule where the performance of each learner per grade, per learning area/subject per school is indicated. A performance comparison is made according to the terms. Managers are able to see if there is an improvement or decline in learner performance. At the beginning of each term feedback is given to the Principals. The feedback helps the manager to motivate schools for better performance.

Table 6.2.19 Provision of school support feedback

Response	Frequency	Percentage
Yes	5	50
No	5	50
Total	10	100

Table 6.2.19 indicates that 50 percent of the sampled respondents provided feedback of their monitoring and support reports to schools while the other 50 percent do not.

In order for improvement to take place in schools the monitoring and support feedback reports must always be given, shortly after the necessary monitoring and support has been done. Support may come from:

- Departmental officials
- Stakeholders such as Principals and SMT members
- Staff Development Teams: and
- Development Support Groups.

National Department of Education (NDoE, 2000: 9) clearly indicate that most schools need support and often it is not possible for an Education Department Official to visit schools regularly. The reason being that the majority of schools are rural, located far from district offices and do not have telephones. Good materials can support staff in schools by providing guidance which motivates, informs and help them with day-to-day programs.

The school evaluation policy suggests that curriculum advisors, when supporting schools must find ways of effectively dealing with individual and collective curriculum challenges. This is possible by setting clusters of schools to address common curriculum challenges. Also a special program must be drawn to attend to individuals who are challenged in some sections of the work programme.

Table 6.2.20 Support by Curriculum Advisors

Response	Frequency	Percent
Yes	2	20
No	8	80
Total	10	100

Table 6.2.20 indicates that 20 percent of the respondents say that curriculum advisors give the necessary support to schools while 80 percent do not.

In order for quality education to take place continuous curriculum support must be given to schools. Follow up on previous visits' recommendations must be done to ensure effective facilitation and learning.

The Quality Assurance sub-branch in the Limpopo Province (LDoE, 2009: 2) oversees the performance of the Provincial Education System. The Monitoring and Evaluation Directorate (MED) is one of the two direct directorates in quality assurance. This directorate manages three directorates, which are:

- Monitoring of Standards – This deals with standards in selected areas. For example, School readiness, Foundation for learning campaign (FFLC) implementation and school effectiveness.
- Whole School Evaluation – which deals with evaluation of focus schools

- Systematic Evaluation – which deal with the evaluation of the education system using learners’ achievement as proxy.

When Curriculum Advisors do classroom observation visit, they need to be very sensitive to the educator’s feelings. They can help educators feel more comfortable with the visits by making sure that their feedback includes the positive aspects of the lesson, as well as highlighting what needs to be improved. With this kind of feedback, educators will realise that curriculum development visits help them improve classroom practice.

Table 6.2.21 Good Management of curriculum matters in schools

Responses	Frequency	Percentage
Yes	1	10
No	9	90
Total	10	100

Table 6.2.21 Indicates that the majority (90 percent) of the respondents are not satisfied with the management of curriculum implementation in schools. Only 10 percent are satisfied.

One of the most important functions of the Staff Development Team is to make sure that the curriculum is being developed. To do this, they form a sub-committee called the “Curriculum Committee”. The Curriculum Committee makes sure that the whole school is using the current curriculum principles and



practices properly; it helps educators to develop programme organisers, to design learning activities, and to work in teams. Members of the Curriculum Committee should be the heads of each phase or learning area. This committee should report to the SMT through the SDT.

Some important activities for a Curriculum Committee’s curriculum development programme are as follows:

- Provide information
- Organize meetings for the different phases
- Call the groups together
- Make sure that the grade educators do short term planning which includes, team building, creating a learning culture and sharing responsibility
- Develop National Curriculum Statements (NCS) lessons
- Conduct formal and informal class room visits

Table 6.2.22 Reports on Learner progress to parents

Respondent	Frequency	Percentage
Quarterly	7	70
Half-Yearly	3	30
Total	10	100

Table 6.2.22 indicates that 70 percent of the respondents give learner progress reports to parents quarterly while 30 percent do it half yearly.

The school regularly communicates each learner’s progress to parents with report cards. This is done to encourage learners’ involvement and participation. Educators must report to parents at the end of every term, or at least twice a year using formal reports cards.

Ideally, reports should contain detailed information on the range of assessment activities that have been done by learners. It will usually not be possible to give information on achievement in each specific outcome, thus the report should give information on each of the learning areas/subject. Report cards are useful instruments of reporting the progress of learners to parents. However, it does not provide information on the full scope of the learners’ performance. It is therefore, recommended that report cards should be used in conjunction with other forms of reporting; (e.g. parent interview) which would provide parents with a comprehensive picture of the learners capabilities.

It is the researcher’s view that reporting makes educators more accountable to learners, parents, the education system and the broader community.

Table 6.2.23 Functionality of school-based INSETs

Responses	Frequency	Percentage
Yes	3	30
No	7	70
Total	10	100

Table 6.2.23 indicates that the majority (70 percent) of the respondents do not have functional school-based INSETs while 30 percent do.

A well organised school will have a carefully planned induction programme which is run at the beginning of each year. This programme will also help new comers (Principals and Educators) learn about the school. In particular, it ensures that they learn about the values, ethos and procedures at the school. It also ensures that the newcomers know what is expected of them, and helps them to become members of the school.

Educators are the key contributors to the transformation of education in South Africa. The National Curriculum Statement (2002: 3) envisions educators who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Education. This includes being mediators of learning, interpreters and designers of learning programmes and materials, administrators and managers, scholars a, researchers and life-long learners, community members, citizens and pastors, assessors and learning area specialists.

It is the researcher's views that INSETs will make it possible for educators to produce life-long learners who are confident and independent, literate, numerate, multi-skilled, compassionate with respect for the environment and the ability to participate in society as critical and active citizens.

Finally, the school's in-service staff development programme helps educators enjoy a greater sense of personal and professional growth and fulfilment in their daily activities.

Table 6.2.24 Areas of development for principals

Response	Frequency	Percentage
Planning	1	10
Organising	3	30
Control	2	20
All of the above	4	40
Total	10	100

The results in table 6.2.24 indicate that 10 percent of the participant asserts that Principals under their supervision need to be developed on planning skills, 30 percent on organising, 20 percent on control and the majority (40 percent) on planning organising and control.

For effective schools, planning, organising and control by Principals have a lot to do with the preparations to do preparation needed to carry out tasks and to reach out goals. Directing, on the other hand ensures that the task is actually carried out. Plans are implemented by means of directing, by initiating actions, issuing orders, exercising control over starting phase, guiding and developing educators to be able to carry out the task and making decisions with the aim of making decisions with the aim of providing guidance and indicating the cause of action.

Marx and Van Aswegen (1984: 77) say that the manager must speak to sub-ordinates and negotiate with them when giving them orders. By issuing instructions, providing information and guidance, initiating plans for action and supervising their execution, there is close contact on the daily basis between the Principal, Educators and Learners.

It is expected of a good manager to make his/her followers or subordinates (Principal, educators, learners and parents) work together as effectively as possible. Managers must help their subordinates to develop and utilise their skills and abilities as fully as possible and to try and make them have as much job satisfaction as possible while trying to combine their interests and ambition with that of the school and the class group. Only then, can the manager hope to acquire their voluntary cooperation and their best performance for the school and the class. Principals must be developed on the following aspects:

- Initiation (planning)
- Issuing commands
- Control over the initiation of the task
- Personnel directing
- Decision making

Table 6.2.25 whether circuit plan includes monitoring and support of WSE policy

Responses	Frequency	Percentage
Yes	2	20
No	8	80
Total	10	100

Table 6.2.25 indicates that 20 percent of the respondents do have plans to monitor and support the implementation of WSE in their schools. It was noted with regret that the majority (80 percent) do not have such plans.

Monitoring and support help SMTs realise that they must take responsibility for what they said they would do. People often make promises but then don't follow through on them. If people know their actions will be monitored and evaluated, they are more likely to do what they said they would. Monitoring, evaluation and support help future planning.

The researcher's view is that monitoring and evaluation are sensitive issues. They are important because they can help a school learn, develop and grow, not because they judge individuals. As many people as possible should be involved in preparing a framework for monitoring and evaluation. There needs to be a general agreement about who and what will be monitored, and about when and where it will be done and by whom.

It is also important to involve people in analysing the effects of monitoring evaluation procedures by finding out whether:

- The staff is better motivated
- The learners' results have improved
- The staff is working as a team
- There are good relationships between staff, educators, learners, the SGB and SMT.

### 6.3 INTERVIEWING SCHEDULES FOR PRINCIPALS

Table 6.3.1 Existence of vision statements

Response	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

Table 6.3.1 indicates that all the respondents (100 percent) of the sampled Principals have vision statements of their schools. This good practice is commended.

According to Bennett, Glatter and Levacic (1994: 18) “knowing where we are going is what makes leaders attractive to followers”. This requires qualities such as knowledge, creativity, initiative and vision. Effective Principals have a vision of their schools as organisations and of their role in making that vision a reality. The leader must be able to communicate this vision so as to secure the commitment of the others, projecting ideas into images which excite people. The leader must also be able to translate vision into practical action. The vision will be closely related to the mission statement. It will take the mission statement and project it into a realistic picture of the future. It will show how the school will change to be different from, and better than, that which exists today.

Leaders create new approaches and imagine new areas to explore (Bennett et al. 1994:18). In addition, the Principal should

look to the future and keep up to date with new trends in education.

The researcher's opinion is that the Principal must retain his credibility as a leader and manager but, at the same time he must promote good public relation

Table 6.3.2 Availability of management activity calendar

Response	Frequency	Percentage
Yes	3	30
No	7	70
Total	10	100

Table 6.3.2 indicates that 30 percent of the participating Principals have management activity calendars, while the majority (70 percent) do not.

The management activity calendar serves as a guideline to the SMT of the school. It gives an overview of the year's activities on a month-by-month basis. An activity school calendar is prepared annually. Ideally, the activity calendar is prepared towards the end of the previous year as to assist the SMT to be prepared when schools re-open the following year. The purpose of the management activity calendar is to:

- Provide the month-by-month breakdown of the year's activities
- Assist the SMT with planning and preparation



- Ensure that the relevant records are completed at the appropriate time
- Facilitate the organisation of the school.

The management activity calendar is used by the Principal and the management team. It is kept in the Principals and administration office.

Table 6.3.3 Availability of the year programme

Response	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

Table 6.3.3 indicates that 100 percent of the respondents have year programmes. The year programme gives an overview of all learning, teaching, management and extra-mural activities of the school for the year.

A person should be able to see, at a glance, everything that the school has planned for the entire year. A term programme for each term can also be developed which would provide more details. The purpose of the year programme is to:

- Provide a summarised version of all activities for the year
- Ensure that planned activities do not clash
- Facilitate logistical planning for the year's events

The year programme is used by the Principal and SMT members, educators, administration staff and the SGB. This document is kept in the Principal's Office and administrative offices where it is easily accessible. It can be placed on a notice board in the staffroom for benefit of the staff. It should also be made available to the SGB, parents and learners. This can be done through a news letter or notice. The year programme can be used as a guideline for the following year's planning.

Table 6.3.4 Availability of SGB Constitution

Response	Frequency	Percentage
Available	8	80
Not available	2	20
Total	10	100

Table 6.3.4 indicates that the majority (80 percent) have SGB Constitutions while 20 percent do not. This is in line with the information provided in table 6.2.8 (p.131) where 70 percent of the respondents indicated that 70 percent of the schools under their supervision have SGB Constitutions.

The first policy that an SGB must develop is a Constitution. Section 18 of the South African Schools Act 84 of 1996 gives guidelines for this constitution but SGBs are free to add any clauses that they want to their constitution as long as they remain within the spirit of the South African Schools Act and the Constitution of the Republic of South Africa. The Constitution can contain the following:

- A preamble
- Legal status of the school
- Composition of the SGB (the number of elected members depending on the number of learners at the school)
- Term of office of both elected members and office bearers
- Objectives of the school
- Governance, powers and functions of the SGBs
- Recognition of the Principal as the head of the School Management Team(SMT)
- Election procedure for members of the SGB, as well as the office-bearers
- Details of meetings of the SGB, including notification, proceedings, quorum requirements, proxy votes, recusal, voting and minutes
- Duties of the chairperson, vice-chairperson, secretary and treasurer.
- Procedures for filling SGBs vacancies
- Annual General Meetings (AGM)
- Funding breakdown, records and auditing procedures
- Procedures for recording amendments to the SGB Constitution.

It is the researcher's view that the SGB's constitution must be constantly referred to in order to avoid bias and deviation.

Table 6.3.5 Availability of governance records

Response	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

Table 6.3.5 indicates that all respondents (100 percent) have governance records in place.

In terms of the South African Schools Act (Act No. 84 of 1996) School Governing Bodies (SGBs) are given certain functions which they have to carry out. Among those functions SGBs are given the responsibility to develop their own policies on specific areas. The policies that the SGB must develop are:

- SGB Constitution
- Admission Policy
- Language Policy
- Religious Policy
- Code of Conduct for Learners
- HIV/AIDS Policy

It is the researcher's view that such documents must be time and again discussed by the Principal and staff.

Table 6.3.6 Availability of meeting documents

Response	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

The results in table 6.3.6 indicate that all the respondents (100 percent) have meeting documents in place.

These are records of meeting procedures, decisions and resolutions. They are documented transcripts of what occur at meetings, the decisions taken, and the actions decided on. It can also be reports of proceedings that has occurred outside the meeting and tabled at the meeting.

These documents serve an important reference purpose. They allow the school management to keep track of changes in their procedures and practices. They serve as a transparent transcript of management decisions and practices. Reports are concise and effective communication tools. Finally, they serve the purpose of keeping parents, governing body, the Circuit, District and Provincial Offices informed of important school matters.

The type of documents generally used for the purposes of recording meeting procedures include; agenda, minutes and reports.

Table 6.3.7 Effectiveness of staff development to improve the quality of teaching and learning

Response	Frequency	Percentage
Effective	6	60
Not effective	4	40
Total	10	100

Table 6.3.6 indicates that the majority (60 percent) of the respondents have effective staff development programmes to improve the quality of teaching and learning while 40 percent do not.

The staff development of educators means that provisions should be made by the education authorities to improve the performance of educators from initial appointment to retirement. Staff development improves the quality of learners learning experience. Educators are part of the dynamic profession and must keep abreast of improvements in teaching methods and strategies at the classroom level. One of the most effective ways to bring about curriculum change, teaching improvement and the professional growth and the development of educators is through well organised in-service programmes for educators within the education system.

In-service programmes should include activities that; are likely to develop educator's skills in teaching and using of modern technological gadgets. They must encourage educators to adopt various modern methods of evaluating learners' performance. These programmes must be aimed at increasing educator's skills

or knowledge in their facilitation of their learning areas/subjects. They must also enable educators to work as a team in solving problems which are of common concern. They must involve educators in contributing to the development of the educational objectives of the school system. Also, they must develop an understanding in educators of the function of education in society and its relationship to social, economic and governmental structures.

Some of the means of encouraging growth may take form of workshops, seminars, refresher courses, exchange teaching, professional writing, visits to other schools to observe teaching methods in those schools, staff meetings, causes of study at colleges of education, post graduate work at university and participation in the evaluation of the school programme.

It is the researcher's view that for an in-service programme to be effective educators must participate in the planning process. The programmes' activities must be significant to the participants and the resources must be available.

Table 6.3.8 Availability of Code of Conduct for Learners

Response	Frequency	Percentage
Available and functional	5	50
Available and not functional	4	40
Not available	1	10
Total	10	100

Table 6.3.8 indicates that 50 percent of the respondents have functional Code of Conducts for Learners, 40 percent do have Code of Conduct for Learners that are not functional while 10 percent do not.

The availability of the Code of Conduct in 90 percent of the sampled schools is in line with the South African Act 84 of 1996. SASA indicates that subject to any applicable Provincial Law the SGB must draw a Code of Conduct for Learners after consultation with learners, parents and educators. A code of Conduct for Learners aims to promote a school environment dedicated to the improvement of the quality of teaching and learning process. The Code of Conduct should be based on the principles and values supported by the school community.

It is important that learners feel that they own the Code of Conduct, as this will enhance adherence to and support it. It should, therefore, be a result of consultation and negotiation amongst learners and members of the school community.

No two schools are the same so the Code of Conduct for Learners is likely to be different for each school. Nevertheless, there are certain common elements that are listed below;

- Introduction
- Aim
- The rights of learners
- The responsibilities of learners
- The responsibility of educators with regard to learners
- The responsibility of parents with regard to learners



- School rules, regulations and procedures
- The scope of the Code of Conduct and its Legal implications
- Disciplinary procedures

It is the researcher’s view that learners are obliged to comply with the Code of Conduct, that is, they do not have a choice.

Table 6.3.9 Availability of learners’ profile cards

Response	Frequency	Percentage
Available and up to date	2	20
Available and not up to date	3	30
Not available	5	50
Total	10	100

Table 6.3.9 indicates that 20 percent of the respondents have learners’ profile cards that are up to date, 30 percent have learners’ profile cards which are not up to date. It was noted with regret that the majority (50 percent) of the respondents do not have learners’ profile cards.

Learner’s profile card is the most comprehensive single record of a learner. It contains certain details as well as summarised information of each learner. This card should be foldable, so that it can also be used as a file in which other records, such as letters, can be kept (LDoE, 2001: 17).

There should be a separate card for primary and secondary schools because of the different kinds of information needed at the various levels. However, when a learner transfers to another school, it is advisable that the card follows the learner so that the next school can use the card for reference purposes. Another card should be filled in at the new school.

This card is used to:

- Provide summarised information about individual learners
- Provide specific information about individual learners regarding the background of the learner, the academic achievement, extra-curricular activities and achievements, physical characteristics, special educational needs and behaviour of the learner.
- Provide a basis for any necessary attention the learner may need
- Supply information on a learner for use by other schools to which the learner may move or transfer.

Table 6.3.10 Availability of duty sheets for educators

Response	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

The results in Table 6.3.10 clearly indicate that all the respondents (100 percent) of the participating schools have duty sheets for educators.

The duty sheets provide an overview of the workloads of individual staff members. They specify the type of work (teaching and administration), and provide an indication of the hours worked in accordance with the employment conditions of service. The duty sheets could be a summary of duties or detailed descriptions of tasks to be performed.

The information contained on the duty sheets allows the SMTs to make informed decisions regarding the workload of teachers, administrative and supportive staff. They provide an indication of the tasks and duties of each staff member and clearly indicate the responsible person for any task.

The Principal uses the duty sheet for administrative and planning purposes. The principal and SMT also use the duty sheets for making management decisions.

The duty sheets may be stored alphabetically, according to staff member's name. They must also be included in the individual files of each staff member. A summary sheet of all staff members' duties would be useful to the principal for referencing purposes, and can be kept in the principal's office.

Duty sheets may vary annually, and should be updated accordingly. When duties change, the new sheets should be attached to the old ones and filed together. They should be retained for as long as possible. The duty sheets may only be destroyed in accordance with provincial regulations.

Table 6.3.11 Compliance to National Curriculum Statement (NCS) policy

Response	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

Table 6.3.10 indicates that all the respondents (100 percent) of the participating schools are compliant with the prescriptions of the NCS policy.

The Curriculum Time table is a comprehensive timetable indicating the utilisation of all teachers for the different learning programmes required by the curriculum. At a glance it indicates which learning/subjects and grades are being taught by which teacher and for how many periods. It is very useful because it can also provide an indication of the room utilisation of the school. It indicates the classrooms or laboratory to be used for a specific period.

The timetable has a dual purpose:

- It gives an overall picture of the learning programmes and teachers for each grade
- It also facilitates the completion of the annual survey returns to the Department.

The SMT must compile the timetable. It provides an overall indication of each teacher's workload and the teacher's allocation

per subject and grade. The Time allocation sheet provides details of the curriculum timetable. This can be used to verify that the teachers' condition of service.

The timetable must be readily accessible in the principal's office and/or on the staff room notice board. The timetable should be filed away with other records reflecting the workload of teachers. It is advisable to use the timetable as a guideline for the next year's timetable of subjects and teachers.

Table 6.3.12 Reports on learner progress to parents

Response	Frequency	Percentage
Quarterly	7	70
Half-yearly	3	30
Total	10	100

The results in table 6.3.12 indicate that the majority (70 percent) of the respondents are providing learner progress reports to parents on a quarterly basis while 30 percent are doing so half yearly.

Effective communication about learner achievement is a pre-requisite for the provision of quality education. A report conveys, through the educator's comments a clear impression of personal knowledge of the learner, summarises achievement and progress, and provides useful feedback to evaluate and improve learning and teaching. Comments from parents and, where practicable, from learners themselves, should be encouraged.

The report should be signed by the head of the learning site or other appropriate person, with an overview comment when this is necessary. LDoE (2000: 7) indicates that the reporting process:

- serves as an opportunity for educators to provide regular feedback to learners as part of the everyday teaching and learning process;
- provides an accurate description of progress and achievement;
- allows for comment on the personal and social development and the attendance of the learner at learning sites;
- gives an indication of the strengths and development needs and identify follow-up steps for learning and teaching;
- encourages motivation through a constructive approach
- becomes a focal point for dialogue between home, learning site, and (where appropriate) work and Further Education and Training;
- enhances accountability at levels of the system; and
- in the case of learners in grades R to 9, must be sensitive to the needs and responsibilities of parents.

Reporting must be treated as an integral part of learning, teaching and assessment. Formal reporting on learner assessment should be done at least once per term, or at the request of the learner, parent or prospective employer. Reporting may include formal meetings, written reports and the less formal opportunities for dialog, either individually or in groups.

Table 6.3.13 Support given to learners by parents

Respondents	Frequency	Percentage
Good	3	30
Fair	6	60
None	1	10
Total	10	100

Table 6.3.13 indicates that 30 percent of the respondents regard the support given by parents to learners as good, 60 percent as fair and 10 percent none.

Education is an activity that involves the co-operation of teachers, parents, children and the community as a whole. Parents in particular, are naturally interested in the education of their children. They sometimes want to know who is doing the teaching, it is being taught, and how well what is being taught. As long as they are sure that all is going well, parents usually have little to say. But when uncertainties arise about the progress of their children or the school in general, their anxiety, and indeed that of the community as a whole, is usually freely expressed, and there can be no doubt about their concern.

Where possible the school can suggest ways of improving the activities, to diversify them and to make them more pleasant through modern methods. It is said that experience is a great teacher. Thus the school can learn a lot from the community's experience, which has been enriched over the years. This is the community school which teaches children to discover and use

the resources of the local community in their educational programmes.

Table 6.3.14 Evaluation of educator's performance

Responses	Frequency	Percentage
Evaluation by Principals	3	30
Evaluation by Deputy Principal/HOD	7	70
Total	10	100

Table 6.3.14 indicates that 30 percent of the respondents evaluate the educators 'performance in schools while the majority (70 percent) is done by the Deputy Principals and/or Heads of Departments.

Kruger and Van Schalkwyk (1993: 124-125) are of the opinion that educators are evaluated for many reasons, the most important of which is to improve their effectiveness in promoting learning. Evaluation of educators assists in providing a review of what has been accomplished and what has to be done in the future. If educators do not have the skills, attitude and knowledge essential for the accomplishment of the school's goals, the school will not be successful. Thus, educator evaluation is indispensable to the planning and operation of a good school.

Evaluation, like learning, should be a continuous process. The Principal must include educator evaluation as part of his/her responsibilities. At the end of the year he/she is often required to



report to the Circuit/District on the performance of each educator for support and development planning purposes. The Principal must have skills in evaluative judgement, educators' co-operation and must decide on the criteria to be used in evaluating the educators' performance.

It is the researcher's view that the Principal should have a good background in the learning areas/subjects he/she evaluates. He/she should visit all educators to assess their teaching techniques, and should hold meetings with the educators to discuss ways of improving performance. The Principal should have some degree of objectivity in such meetings. Comments on teaching strengths should be discussed first, and then problems should be raised which will lead to suggestions for improvement. An educator should not be told, 'you taught this wrongly', but should be led to useful discussion of required improvements, for instance: 'I observed that you were trying to do this; what were you trying to achieve?' This kind of approach to discussions with colleagues can generate useful information which can be shared positively by all educators and eventually be utilised for improvement.

Table 6.3.15 Means of discipline and learner control

Responses	Frequency	Percentage
Detention	2	20
Manual work	5	50
Parent involvement	3	30
Total	10	100

The results in table 6.3.15 indicate that 20 percent of the respondents use detention as a means to discipline and learner control, the majority (50 percent) engage learners on manual work while 30 percent depends on learners' parents.

Learner discipline means learners are provided with an opportunity to exercise self control, to solve school problems, to learn and to promote the welfare of the school discipline as used in this study means orderliness. Orderliness is essential for good learning in schools. A disciplined person is orderly, responsible, diligent, sympathetic, co-operative, honest, and considerate and always tries to do what is right and good.

According to Squelch and Lemmer (1994:42) the Principal and the educators should set examples of self-control and internal discipline in their classes and throughout the school. For example, if learners are to be taught to be honest in everything they do, then the educators themselves must be honest. This positive approach to education and school problems should be the norm throughout the school.

School rules and regulations have to be made to guide learners' conduct. Where there are no proper rules and regulations there is chaos and confusion. Whenever rules are set up to govern the behaviour of learners, rewards and penalties are necessary to support the rules. Good behaviour can be reinforced by social approval. Individuals who are responsible and refuse to conform to the school's expectations must be subject to penalties, and this can be done through expressing this approval of certain behaviours. The school authorities must at all times encourage

learners to cultivate habits of self discipline rather than use force in order to control behaviour.

The researcher's view is that the Principal, educators and learners should co-operate in establishing, maintaining and revising the school rules. Learners are more likely to conform to school rules that they have participated in formulating. Effective communication among staff and learners is essential for good discipline in schools.

Table 6.3.16 Monitoring of learners portfolios

Response	Frequency	Percentage
Yes	2	20
No	8	80
Total	10	100

Table 6.3.16 clearly indicates that 20 percent of the respondents monitor learner portfolios while the majority (80 percent) do not.

Portfolios provide an overview of a learner's performance in a particular learning area/subject throughout the year. Portfolios also give the overall comparative results for learner doing that particular learning area/subject by test.

The purpose of the test mark sheet is to:

- record the performance of an individual learner in different tests in a particular learning area/subject;

- show the comparative performance of a class by learning area/subject in each test
- facilitate the preparations of progress reports .
- identify areas of weakness in a particular learning area/subject.

The test mark sheet can be used by the learning area/subject or class manager. The Head of Department and the Principal can use it for control purposes.

Table 6.3.17 Communication and sharing of information

Response	Frequency	Percentage
Good	6	60
Fair	4	40
Poor	0	0
Total	10	100

Table 6.3.17 indicates that 60 percent of the respondents are good in communicating and sharing information with the school community members while 40 percent fairly do so.

The need to communicate important matters to others arises often during the school year. It could have to report to the SGB on the progress of learners, how many raised was spent, why the school fees has to be raised or on what grounds a leaner was disciplined.

In addition, the school regularly receives many circulars, documents, letters and regulations from the Provincial,

Department, District and Circuit Office. The school also sends memoranda, letters and reports to these offices. In order to keep track of the communication between schools and departmental offices, a register should be kept.

To record dates for receipts and dispatch of all communications between the school and departmental offices is very important. The staff member responsible for opening and posting correspondence would use this register to record all communications. All correspondence received and dispatched will be recorded by date .The register is kept in the Principals' office or responsible staff member's office. At the end of each year it should be filed for future reference. It should be stored as long as possible or destroyed in accordance with the Provincial regulations.

Table 6.3.18 Management of educators' leave

Response	Frequency	Percentage
Good	3	30
Fair	4	40
Poor	3	30
Total	10	100

Table 6.3.18 indicates that 30 percent of the respondents are good in the management of educators' leave, 40 percent fair while 30 percent poor.

NDoE (2000: 13) puts it very clear that this is a convenient way of recording the type and duration of leave taken by a staff

member. It is a summary of leave applied for or taken during a specified period of time. It provides an effective overview of staffs leave requests and allows the Principal to plan timeously for replacements if need be.

The Principal or an administrative staff member completes it. The register is completed once the standard leave application forms, supplied by the Provincial Department have been approved. The register is kept in the Principals office for quick reference for planning purposes. It needs to be regularly updated. As soon as a leave application has been approved the register needs to be updated. The register can contain a list of all staff members and updated as they apply for leave. It can be kept for as long as is possible, and must only be destroyed in accordance with the Provincial regulations.

Table 6.3.19 Availability of assets register

Response	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

The results in table 6.3.19 indicate that all (100 percent) of the respondents have assets registers in place.

The researcher's view is that the availability of assets registers in all schools is a proof of good practice by school managers, as defined in the South African Schools Act 84 of 1996 and the School Records Manual (NDoE, 2000: 91) where each school is

expected to have an assets register which is always kept up to date. An assets register is a record of all equipment, furniture and text books purchased by the school or the Education Department.

The purpose of the assets register is to account for stocks received, dispatched and written-off. It can also be used as a record of learner support materials handed out by and returned to educators. The assets register is used by the person in charge of the stock control, staff entrusted with the use of equipment, furniture and text books. It can also be used by the Principal.

Table 6.3.20 Availability of inventory forms

Response	Frequency	Percentage
Yes	2	20
No	8	80
Total	10	100

The results in table 6.3.20 indicate that 20 percent of the participants have inventory forms while the majority (80 percent) do not.

The researcher's view is that the unavailability of inventory forms is a serious malpractice in schools. This contradicts the South African Schools Act 84 of 1996 and the School Records Manual (NDoE, 2000:78).

An inventory form is a record of office, classroom, laboratory and workshop equipment and furniture. Inventory forms help to

record and account for equipment and furniture in various offices, classrooms, laboratories, workshops and libraries. The form can be used by those entrusted with the use of equipment and furniture; the staff occupying offices, classrooms, laboratories, workshops and libraries. It is also used by the school Principal. One copy of the inventory is pinned in the office or classroom. Another copy should be filed, according to room, in the Principals office. There should also be an index of inventory forms according to the rooms.

Table 6.3.21 Availability of NCS compliant class and personal time-tables

Response	Frequency	Percentage
Available	10	100
Not available	0	0
Total	10	100

The results in table 6.3.21 indicate that all (100 percent) of the participants have class and personal time-tables.

The availability of class and personal time-tables in all sample schools is in line with the South African Schools Act 84 of 1996. Class and personal time-tables reflect the utilisation of each educator’s teaching time. They also provide an analysis of the movement of each class on a daily basis. These time-tables may reflect a weekly (5 day) picture, or a cycle period (6, 7 or 8 day cycles). The 6 to 8 day type of a time-table is normally adopted to compensate for public holidays during school term. It allows the school time-table to continue without a loss of a day’s work.



Public holidays may all fall on a particular day for a year, resulting in that day's allocated classes not taught, if the weekly time-table is used.

Time-tables serve a very important purpose. They indicate the spread of educators across classes and the curriculum. They allow the Principal and the SMT to make informed decisions with regard to the staff needed. They also give an overview of the learners' movement during the day, as well as the work load of any educator at any period during the day.

Time-tables are distributed to each educator (personal time-tables) and to each class of learners (class time-tables) for effective planning and preparation. Individual educators use their personal time-tables to prepare and plan their daily, weekly or term's work for each class that they teach. Learners, on the other hand, need a copy of the class time-table to ensure that they prepare for and bring along the correct materials for the day's work.

Other time-tables, such as those used for playground, patrol and extra-curricular activities are intended to indicate the duties of educators/learners (in some cases) for various activities. These too must be distributed accordingly.

## 6.4 INTERVIEWING SCHEDULES FOR EDUCATOR

Table 6.4.1 Knowledge of the school vision

Response	Frequency	Percentage
Yes	4	40
No	6	60
Total	10	100

Table 6.4.1 indicates that 40 percent of the respondents know the vision of their schools while the majority (60 percent) do not. This contradicts the information given by school Principals in table 6.3.1 (p. 154). All participants (100 percent) indicated that they have vision statements for their schools that are known to the school community.

This is a clear indication that the availability of vision statements in schools does not mean that the information contained therein is known to the whole school community. In Whole School Evaluation, it is recommended that such documents be collectively discussed, developed and implemented (NDoE, 2001: 11).

It is the researcher's view that Principals develop vision statements for the sake of compliance to the Department of Education. Educators without the knowledge of their schools' vision statements are not able to communicate the goal of their schools. The ideal of a vision statement is to enable educators to secure commitment of learners and the parents in projecting the ideas into images which excite people (Bennette et al, 1994: 18).

In the process of whole school evaluation, the Principal must be able to translate the vision into practical action. For effective functionality of the school, the Principal should look to the future and keep up to date with new trends which are not possible for those schools without the knowledge of the vision statements.

Table 6.4.2 Educator’s feeling about the principals’ leadership style

Response	Frequency	Percentage
Laissez-faire	1	10
Democratic	6	60
Autocratic	2	20
All of the above	1	10
Total	10	100

Table 6.4.2 indicates that the majority (60 percent) of the respondents say that their Principals use democratic style, 20 percent autocratic, 10 percent laissez-faire and another 10 percent who use all the leadership styles.

Good management and leadership go together. Van Wyk and Van der Linde (1997:18) are of the opinion that educational leaders differ, so do leadership styles. No single style is effective for all situations. However, although specific qualities distinguish styles from one another a watertight differentiation is not possible in practice. Although a particular Principal may generally adopt a particular style of leadership in fulfilling

his/her task, he/she may exhibit qualities belonging to a different style at different times in particular situations.

It is the researcher's view that the Principal cannot lead or manage a school unless he/she understands it. How the Principal understand the school depends on the way he/she sees it and will be able to use variations of styles over a period of time. Most Principals, however, depend primarily on one style for managing their schools.

Table 6.4.3 Educator's view about the functionality of their Schools (rating 5 - 1)

Rating 5 = Outstanding

Rating 4 = Good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Response	Frequency	Percentage
5	1	10
4	3	30
3	4	40
2	1	10
1	1	10
Total	10	100

The results in table 6.4.3 indicate that 10 percent of the respondents rate their schools to be outstanding, 30 percent

good, 40 percent acceptable, 10 percent need support and another 10 percent need urgent functionality.

The WSE policy (NDoE, 2001:5) puts it clear that the basic functionality of the school refers to the basic conditions that exist in the school to enable it to function efficiently and effectively to realise its educational and social goals. These goals are set by the local and national community.

When supervisors visit schools they make judgements and report on the effectiveness of the following:

- school policies and procedures;
- level of absence, lateness and truancy and procedures for dealing with them;
- learners response to the school provision; and
- behaviour of learners

The number of schools to be evaluated is decided at national level against agreed criteria. The Department of Education informs the Provinces of the number and sample of schools to be evaluated. After receiving the information Provinces inform the schools, arrange the date for the evaluation and decide on the number of supervisors to be involved. Provincial Supervisors send the sampled school appropriate forms for completion and a list of documentation required by the supervisors (NDoE, 2005: 5).

It is the researcher's view that Circuit/District must strive to get their schools acquainted and fully trained before the external

evaluation takes place. It can be of significant importance if all schools can be able to rate themselves good and outstanding.

Table 6.4.4 Quality of teaching and learning and educator development (rating 5 - 1)

Rating 5 = Outstanding

Rating 4 = Good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Response	Frequency	Percentage
5	1	10
4	3	30
3	3	30
2	2	20
1	1	10
Total	10	100

Table 6.4.4 indicates that 10 percent of the respondents regard the quality of teaching and educator development in their schools as outstanding, 30 percent as good, another 30 percent as satisfactory, 20 percent need improvement while 10 percent needs urgent improvement. This is in line with the information in table 6.3.7 (p. 161) where 60 percent of the participating Principals indicated that their schools are effective. In this instance, 70 percent of the participating educators (rating 5, 4 and 3 equals 70 percent) regard the quality of learning and educator development as acceptable, good and outstanding.

The teaching and educational activities of the educator are aimed at allowing the learner to learn. The teaching learning situation is always aimed at an objective or/and the learner must, for example obtain or learn certain knowledge and insight, acquire certain skills, and learn to behave in a certain manner. The knowledge, insight, skills and behaviour which the learner must acquire are determined by the community and the educators (parents and educators). The learning objectives vary from classroom to classroom.

NDoE (2005: 36) indicate that the purpose of Whole School Evaluation is to evaluate the overall quality of teaching throughout the school and how well it helps all learners to learn and raise their levels of performance and attainment. The WSE Supervisors also evaluate the quality of in-service professional development enjoyed by educators as highlighted by the reports and the Professional Growth Plans (PGPs) of Developmental Appraisal (DA) and Performance Measurement (PM).

Supervisors make judgements and reports on the effectiveness of the following:

- educators' planning and schemes of works/work programmes;
- educators' expectations of the learners;
- educators knowledge of learning areas/subjects;
- teaching strategies used by educators;
- educators' use of resources;
- way of control and management of learners;

- arrangements made by educators for individuality, diversity and learners experiencing barriers to learning;
- methods used by educators to assess progress and the levels of achievement;
- the use of home work;
- methods educators use to measure the success of their lessons and what they do as the result of the findings;
- development initiatives/ opportunities available to educators.

The researcher's view is that educators must always remember that not all learners are under all circumstances ideal learners. They are ordinary human beings with unique potentialities and specific faults with an inquisitive and exploring attitude. They need to be motivated intrinsically to benefit from the educative teaching situation.

Table 6.4.5 School safety, security and discipline (rating 5 - 1)

Rating 5 = Outstanding

Rating 4 = Good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Response	Frequency	Percentage
5	0	0
4	2	20
3	5	50
2	2	20
1	1	10
Total	10	100



The results in table 6.3.5 indicate that 20 percent of the respondents say that their schools are safe, secure and have discipline, the majority (50 percent) is acceptable, 20 percent need support while 10 percent needs urgent support.

To promote safety, security and discipline in schools there are two things to be minimised. First, there are certain things to be done and secondly, there are certain things to be avoided. Among the things to be done are the following: the educator must never go to class unprepared, must begin his/her lessons promptly, have knowledge of the subject/learning area well, be enthusiastic, provide each learner with an opportunity of success, admit mistakes, have control of his/her class, recognise and show appreciation for the honest efforts of the learners, listen seriously to learners views, make learners feel important and responsible people and above all always be alert.

The following things must be avoided: never be late for lessons, do not fail to prepare for the lessons, do not make vague assignments, do not try to buy popularity, do not enter into frequent argument with learners, practice no favouritism, avoid inconsistency, do not treat learners as irresponsible and unintelligent people, do not fail to pay sufficient attention to every learner in class, do not do things for learners that they can do for themselves.

Failure to recognise the suggestions highlighted above, may result in learners' dissatisfaction and become ill-disciplined. Such learners become a high risk for any school's safety and security.

The purpose of whole school evaluation is to evaluate the extent to which the school knows about legislation, which concerns human rights and the effectiveness with which it is implemented. It ensures that the school is secure and the learners, educators and support staff are safe. It also evaluates the effectiveness of the schools, disciplinary procedures (NDoE, 2005: 11).

WSE Supervisors make judgements and report on the effectiveness of the following:

- schools' policies and procedures for safety, security and discipline and their implementation;
- safety regulations in laboratories, workshops and other areas of the school;
- emergency procedures and how well they are known by the learners and the staff;
- provision for the boarders;
- support and care for learners including those experiencing barriers in learning.

It is the researcher's view that school rules and regulations have to be made to guide learners' conduct, as suggested by the South African Schools Act 84 of 1996. Where there are no proper rules and regulations there is always chaos and confusion.

Table 6.4.6 Educators' feeling about the achievement level of their learners

Response	Frequency	Percentage
Outstanding	1	10
Good	4	40
Satisfactory	4	40
Poor	1	10
Total	10	100

The results in table 6.3.6 indicate that 10 percent of the respondents feel that the achievement level of their learners is outstanding, 40 percent good, another 40 percent satisfactory while 10 percent poor. This is in line with the information in table 6.3.11 (p. 167) where 100 percent of the participating Principals indicated that their schools are compliant to the implementation of the NCS policy.

Badenhorst (1987:78) is of the opinion that the level of learner achievement is related to the successful interpretation of the curriculum offered and how it is implemented. The successful implementation of the prescribed curriculum has long-term implications for the development of every country. These include the raising of the level of literacy and numeracy in the country; bridging the gap between the educationally disadvantaged areas and the rest of the country; providing increased opportunities for participation in socio-economic activities of the country; and providing increased opportunities to improve the quality of learner achievement in the country as a whole.

Challenges that must be tackled immediately for the successful implementation of any curriculum include: the shortages of classrooms, facilities such as furniture and other equipments, qualified educators to effectively handle the curriculum with ease, and the provision of relevant supportive materials (books and teaching aids).

The researcher's view is that the curriculum at school must be made as practical as possible in order to generate learner achievement of high level. Teaching and learning must not be examination oriented; but include:

- the inculcation of permanent literacy and numeracy, and the ability to communicate effectively;
- the laying of a sound basis for scientific and reflective thinking;
- effective participation in and contribution to the life of the society; and
- character and moral training and the development of sound attitudes.

According to the WSE policy (NDoE, 2001: 4) all members of a school community are responsible for the quality of their own learners' performance. The whole school evaluation process is intended to enable the contribution made by educators, learners and other stakeholders to improve their own and school's performance.

Table 6.4.7 Educators' view on leadership, management and communication of Principals

Rating 5 = Outstanding

Rating 4 = Good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Response	Frequency	Percentage
5	2	20
4	5	50
3	3	30
2	0	0
1	0	0
Total	10	100

The results in table 6.4.7 indicate that 20 percent of the respondents view the leadership, management and communication skills of their Principals as outstanding, 50 percent as good and 30 percent acceptable.

Leadership and management are about guiding people to achieve the schools' objective and management is about making sure that things happen. They are the sum total of activities necessary to allow the core or main task of the teaching-learning situation to take place effectively. Leadership and management are about getting things done. The role of leadership and management is to organize the school so that the process of

teaching is a model of how responsible people behave in a democracy.

The purpose of the whole school evaluation process is to assess the effectiveness of the leadership and the management of the school at the various levels in the management structures. The WSE Supervisors (NDoE, 2001: 9) make judgements and report on the effectiveness of the following:

- the school's vision and mission statements, aims, policies and procedures;
- the leadership at various levels in the staffing structure;
- the extent to which the staff and the school community as a whole understand those intentions and carry them out;
- the extent to which policies and procedures help the school attain its aims and improve.

It is the researcher's view that for schools to be effective; Principals must at all times strive to create sound mutual relationships and to ensure that effective communication takes place. It is also necessary to discipline people who do not work effectively or who do not co-operate. The Principal must provide leadership, ensure that he/she guides and directs all the members of the staff in the execution of the task.

In conclusion the phenomenon education manifests itself neither as an instinctive nor as an impulsive or automatic event. Both, the educator and the child can decide and choose what to do, and how to do it, and what not to do. The educator can plan ahead; he can consider various options, weigh advantages and

disadvantages and decide how to guide and patronise the learner to bring him to an adult nouveau of life.

Table 6.4.8 Educators' view on curriculum provision and resources

Rating 5 = Outstanding

Rating 4 = Good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Response	Frequency	Percentage
5	2	20
4	3	30
3	2	20
2	2	20
1	1	10
Total	10	100

Table 6.4.8 indicates that 20 percent of the respondents view curriculum delivery and resources in their schools as outstanding, 30 percent good, 20 percent acceptable, another 20 percent need support while 10 percent need urgent support.

NDoE (2000: 2) defines the formal curriculum as the teaching and learning activities and experiences which are provided by the school. In addition to the formal curriculum, the extra-mural curriculum is made up of other activities which take place in the school, but outside the classroom. People also talk about it as

the hidden curriculum. The term curriculum includes the selection of content, ways of teaching and learning, and the forms of assessment. The members of the management team are responsible for translating the curriculum into practice.

Resources are regarded as a means of aiding or supporting the teaching and learning events, and may under no circumstances take over the educator's place in the classroom. Resources are used for creating effecting learning experience, since they are aimed at the various senses of the learners. Learners do not only hear the lesson, but also see, smell or practically experience it with the use of aids.

The purpose of whole school evaluation is to evaluate the quality of curriculum and how closely it matches the needs of the learners, local and national requirements. It also evaluates the range and quality of co-curricular and extra-curricular activities.

The WSE policy Supervisors (NDoE, 2001: 36) make judgements and report on the following:

- Whether curriculum offered meets the national requirements.
- The effectiveness of the planning process.
- The suitability of the curriculum for learner of different ages and different abilities.
- The school assessment policies and practices and their relevance to the curriculum.
- The provision for co-curricular and extra-curricular activities.



It is the researcher’s view that all public schools must strive to implement the new curriculum in accordance with the National Department of Education’s implementation of policy and plans.

Table 6.4.9 Educators’ view on the support given by parents and the community

Rating 5 = Outstanding

Rating 4 = Good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Response	Frequency	Percentage
5	2	20
4	2	20
3	4	40
2	2	2
1	0	0
Total	10	100

The results in table 6.4.9 indicate that 20 percent of the respondents view the support given by parents and the community in their schools as outstanding, another 20 percent as good, 40 percent satisfactory while 20 percent need support. This is in line with the information given in table 6.3.13 (p.170) where 30 percent of the participating Principals indicated that parent support is good, 60 percent fair and 10 percent poor.

Parents are usually concerned mainly with own child's education. Consequently they are particularly interested in their child's class and educator. The educator can make use of the parents' interest by involving his/her learner's parents easily, meaningfully and to their satisfaction. The educator must remember that the initiation of parent involvement is mainly his/her responsibility.

The relationship between the school and the community is one that offers the closest structural unit possible.

The purpose of whole school evaluation is to evaluate the extent to which the school encourages parental and community involvement in the education of the learners and how it uses their contributions. It also estimates the value of learners' education of the exchange of information between parents and school about them. Furthermore, it ascertains the response of parents and evaluates the links between the community and the school (NDoE, 2005: 12).

The WSE policy Supervisors make judgements and report on the effectiveness of the following:

- The school communication with parents
- The systems for reporting to the parents about the learners' progress.
- The contribution that parents make to the school.
- School guidance for parents to help them in understanding their children' work.

- The school's involvement with the local community and other schools.
- The methods the school uses to educate learners about the local environment.
- The range of joint activities undertaken by the school and community in the interest of the learners.

It is the researcher's view that when a parent becomes involved in the school activities, it must take place in a purposeful and functional manner. The educator must know why and how to involve the parent. This requires careful planning.

Table 6.4.10 Educators view about the state of the school's infrastructure

Rating 5 = Outstanding

Rating 4 = Good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Response	Frequency	Percentage
5	1	10
4	2	20
3	4	40
2	3	30
1	0	0
Total	10	100

Table 6.4.10 indicates that 10 percent of the respondents view the state of their school's infrastructure as outstanding, 20 percent good, 40 percent satisfactory, and 30 percent in need of support.

For effective education to take place every school must have the basic resources to operate efficiently. The ideal is achieved when every school has enough classrooms, ablution facilities, equipment, a library, staff room, laboratories and many other different centres.

The purpose of whole school evaluation process, in this instance, is to evaluate to what extent the school has sufficient staff, resources and accommodation for its purpose. Particular attention is paid to their state of repair and how well these are organised and used in the interest of the learners. Supervisors need to note how the closely the school monitors the efficiency and effectiveness with which they are used.

The WSE Supervisors make judgements and report on the effectiveness of the following:

- The adequacy of the suitably qualified and experienced educators and support staff.
- The amount of accommodation and its state of repair and the suitability of the school's premises.
- The adequacy and suitability of books and equipment for learning.
- The efficiency with which all the school's resources are used.

- The methods by which the school and the SGB ensure that they get value for money
- Accessibility for people with disability.

It is the researcher's view that for effective and quality education to take place the management of the school must ensure that the school buildings are maintained regularly to create a good climate for teaching and learning. When the climate is good, warm and friendly, everyone will be relaxed and experience a pleasant time together. Educators and learners will be prepared to open up and become involved and contribute positively to the teaching and learning process. However, if the atmosphere is rigid, cold and clinical educators and learners will be tense, stern, introverted and not prepared to open up to others. A positive school climate is normally more conducive to learning than a negative climate. The Principal, therefore, as a manager must bear the responsibility for the type of climate in his/her school, since this is a factor created and maintained by management.

Table 6.4.11 Involvement of educators in the drawing and review of policies

Response	Frequency	Percentage
Yes	8	80
No	2	20
Total	10	100

Table 6.4.11 indicates that the majority (80 percent) of the respondents are involved in drawing and reviewing their school policies while 20 are not.

According to Kruger and Schalkwyk (1993: 34) policy making involves the determination of principles which will serve as a base and guidelines for decisions and actions. Educators must be fully involved in the formulation of policies. Policy making is more than a mere planning step, in reality it is a management function which is integrated into every other function.

It is the researcher's view that if educators take active part in the formulation of school policies they will own and proudly implement them. This will promote effective teaching and learning process.

Table 6.4.12 Learners response to teaching

Response	Frequency	Percentage
Good	4	40
Fair	4	40
Poor	2	20
Total	10	100

Table 6.4.12 indicates that 40 percent of the respondents view their learner's response to teaching in class as good, another 40 percent good and 20 percent poor.

The most productive classrooms are those in which learners are so interested in their work that they are constantly busy. In

these classrooms there is mutual respect and learners do not disrupt the concentration of others. The atmosphere is relaxed and unthreatening and learners can think at their best. Self discipline develops easily and naturally in an environment like this. The alternative to self discipline on the learners' part is for the educator to keep everybody under strict control.

It is the researcher's view that there is no doubt for everyone to work and achieve best if there is order in the classroom. Consequently, appropriate behaviour must be discussed and agreed upon between the educator and the learners at the beginning of each year. Together they decide on reasonable rules, rights and responsibilities to make the class the best learning it can be. This enhances the quality of teaching and learning.

When everyone agrees on the rules and consequences for breaking them, they are written up and displayed. From this point forward, they should be consistently applied. The more learners are in class the more important it is for everyone to understand and agree to rules that are made for the maintenance of a positive and peaceful learning environment.

Table 6.4.13 Specialisation of educators in various learning areas/subjects

Response	Frequency	Percentage
Yes	7	70
No	3	30
Total	10	100

Table 6.4.13 indicates that the majority (70 percent) of the respondents are specialised in teaching learning areas/subjects allocated to them while 30 percent are not.

The educator is the most important component of the teaching and learning situation. All educators are key contributors to the transformation of education in South Africa. The educator must know the learning area(s)/subject(s) he/she teaches and must also know how to teach them. The NCS policy envisions educators who are qualified, competent, dedicated and caring. They must be able to fulfil the various roles outlined in the Norms and Standards for Educators. They must be able to produce life-long learners who are confident, independent, literate, multi-skilled and compassionate.

These learners will be able to respect their environment and participate in their society as critical and active citizens.

Principals must ensure that educators attend workshops or seminars for different learning areas/subjects offered by the Department of Education. Educators can also make professional connections through internet websites to improve the quality of teaching and learning in their schools. This will also help educators to strengthen their learning area/subject knowledge and to develop a positive attitude and response to a fast changing world.

Finally, the schools' in-service staff development programmes will help educators enjoy a greater sense of personal and professional growth.



Table 6.4.14 Educators' work relationships with principals

Response	Frequency	Percentage
Good	6	60
Fair	3	30
Poor	1	10
Total	10	100

The results in table 6.4.14 indicate that the majority of the respondents (60 percent) have good working relations with their Principals, 30 percent fair and 10 percent poor.

In order to lead, the Principal must have certain qualities and he/she must lead his/her staff in such a way as to indicate the direction in which the teaching and learning events in the school are to develop. Certain managerial skills that the Principal applies to promote quality education include encouragement and support arousing and maintaining the educators' interest, initiation, motivation, problem solving and variation of tempo.

As a good manager of the teaching-learning events in the school, the Principal does not only have to plan, organise and provide leadership, but also has to exercise control over the learning tasks that learners perform. If he/she does this poorly or not at all, the result may be mental laziness, stagnation of teaching among educators and learning among learners and low intrinsic motivation.

Table 6.4.15 Principals attitude on delegation of duties

Response	Frequency	Percentage
Willingly	6	60
Unwillingly	3	30
Uncertain	1	10
Total	10	100

Table 6.4.15 indicates that 60 percent of the respondents view the attitude of their Principals as willing to delegate duties, 30 percent unwilling while 10 percent is not certain whether Principals are willing or not willing to delegate duties to all staff members.

Kruger and Van Schalkwyk (1993: 70) are of the opinion that a school Principal cannot do everything him/herself. He/she, therefore, has to delegate. Delegation means transferring a task or authority to someone else. This does not, however, mean that the Principal may then withdraw since he/she remains responsible and liable as a head of the institution to the Department of Education and the parents for a task which he/she delegated to another person.

Responsibility and liability cannot be delegated, which is why guidance must be provided and control exercised with regard to the execution of the task. Delegation should only take place when someone is reasonably competent, so that the task can be left in the hands of the person concerned with confidence. Delegation, therefore, implies guidance, exercising control, competence and trust.

The researcher’s view is that the ideal of delegation is to be able to delegate a task to a person who has the appropriate knowledge, skill, motivation and time. If such a person is not available, the task must at least be delegated to an intelligent person with an appropriate natural aptitude and a willingness to learn. Particularly important is that the person must be reliable and have a sense of responsibility. Educators must be made aware that delegation is not done by favouritism or status.

Table 6.4.16 Success of the implementation of the School Development Plan (SDP)

Response	Frequency	Percentage
Good	6	60
Fair	4	40
Poor	0	0
Total	10	100

Table 6.4.16 indicates that 60 percent of the respondents view the implementation of SDPs in their schools as good while 40 percent fair.

A School Development Plan is a plan that a school puts together to guide its development over a period of three years. It is a three year plan developed to coincide with the three year of office of the SGB (NDoE, 2000: 17). School development planning is the key responsibility of the SGB. It should involve all the stakeholders. Its purpose is to identify the schools weaknesses and challenges. It sets to prioritise which weaknesses must be addressed and makes a plan about how each priority will be

addressed. Finally, get the support of all the stakeholders so that they help the school carry out the plan.

The good plans are the ones that are carried out. Executing, monitoring and reviewing the plan are just as important as making it. Developing a three year SDP is one of the first a most urgent responsibilities of a newly elected SGB. It constitutes a promise to the parents about what the SGB will accomplish during its term of office, and the parents should hold the SGB accountable for keeping its promises.

The Department of Education provides each school with the basic resources that it needs to function, for an example; educators, buildings and learning resources. School development planning is one of the methods by which the community exercises its rights to determine the direction that the school is moving in, and also leaves out its responsibility to play a role in the school's achievement.

SGBs are required by the South African Schools Act 84 of 1996 to ensure the development of their schools (Section 20 par. 1a) and to do everything in their power to improve the quality of education by raising additional resources (Section 36).

It is the researcher's view that SDP must not be seen by schools as a document to be written up and filed away. This should be a living document that encapsulates the thoughts of the staff and the parents on what a school will achieve in a three year period, how it will be achieved and how its implementation will be monitored.

Table 6.4.17 The relationship between the SMT and the staff

Response	Frequency	Percentage
Good	5	50
Fair	4	40
Poor	1	10
Total	10	100

The results in table 6.4.17 indicate that 50 percent of the respondents view the relationship between the SMTs and the staff as good, 40 percent fair and 10 percent poor.

The SMT which usually comprises the Principal, Deputy Principal and Heads of Departments carries out the schools' administration. This team is comparable to the Senior Management Team of a Government Department.

The SMT has a big role to play in school development planning. SMT members are experienced educators and can have a deep understanding of what is needed to improve teaching and learning. Moreover, they may have essential technical skills that will strengthen School Finance Committee (SFC) and the SGB. SMT members take a great deal of responsibility for carrying out the plan.

However, the SMT is but one stakeholder group when it comes to analysing the schools' needs and choosing priorities for development. Parents, educators and learners must also be part of this process (Limpopo Provincial Framework for School Development Planning, 2000: 9). The Principal is ultimately

accountable for the SGB and the Department of Education for the successful implementation

It is the researcher's view that schools with active and dedicated SMTs are likely to develop their schools fully and achieve the set goals.

Table 6.4.18 Parents' response to meetings organised by schools

Response	Frequency	Percentage
Good	2	20
Fair	3	30
Poor	5	50
Total	10	100

The results in table 6.4.18 indicate that the majority (50 percent) of the respondents indicate that the parents' response to meetings organised by schools is poor, 30 percent fair and 20 percent good. This is contrary to the information given in table 6.3.13 (p.170) where only 10 percent of the respondents indicated that they do not have parental support.

The relationship between the school and the community is very important to all overall growth and development of both learners and parents. The school is a planned social institution which acts as an instrument of society for teaching children. In this institution the interest of both the educators and the learners within the school converge with those of parents and citizens outside it. Thus, a school system must have public relations.

Schools have limited resources so should focus on a short list of important and achievable improvements. Parents must try their level best to attend all meetings organised by all schools to discuss their children’s progress with educators. This will also make it possible for them to participate in the whole school development and planning process.

Table 6.4.19 Review of progress and adjustment of SIPs

Response	Frequency	Percentage
Reviewed	2	20
Not reviewed	8	80
Total	10	100

Table 6.4.19 indicates that the majority of respondents (80 percent) do not review and adjust their SIPs while 20 percent do.

The SIP captures the important work that must be done to make urgent improvements at school, so it is probably one of the most important plans that the school can have. It is essential that all staff members know about the tasks that have been given to them, and be able to do them. They must do them as far as possible, and be willing to accept these responsibilities.

Schools are very busy places and the staff has many things to do. Unexpected events crop up that interrupt the routine of the school, and so it is easy to forget the SIP or fall behind schedule. On the other hand, if the staff is aware of and acknowledges progress, this will motivate them to be concerned and strive to complete their tasks.

It is very important for the SMT and SGB to monitor the SIP by checking on whether the indicators are being achieved on time, and to take corrective action where necessary.

It is the researcher's view that there will be usually an acceptable reason if a task has not been carried out as planned. For example, the Department of Education may have called staff from away from school to attend a workshop on the day when an activity should have happened. In such cases, the work can simply be rescheduled. However, where the report continues to be unsatisfactory, the SMT must investigate the matter further and take corrective action to avoid bottlenecks where a sequence of activities cannot take place because everyone is waiting for the first one to happen.

The responsible person needs support to complete the task. Perhaps it should be reassigned to someone who has the necessary interest, skills or time. Perhaps the person responsible is just shirking and should be disciplined for non-performance.

Table 6.4.20 Review of progress and adjustment of SDPs

Response	Frequency	Percentage
Reviewed	2	20
Not reviewed	8	80
Total	10	100

Table 6.4.20 indicates that the majority of respondents (80 percent) do not review and adjust their SDPs while 20 percent do.



From year-to-year, there may be big changes that affect the SGBs medium term planning. For example, there may be a change of Government policy that requires a response from the school or an emergency may arise that focuses the SGB to divert from the SDP. So it is very necessary to undertake an annual review of the SDP to check that progress is being made as planned and if the plan is still relevant.

The SDP must be adjusted where necessary and develop the SIP for the next calendar year. NDoE (2000: 21) recommends that the school leadership must review and the SFC must effect changes and develop the SIO for submission to the SGB. The SGB must ratify the changes to the SDP and adopt the new SIP. Finally, the parents must be informed about the new developments at a general parents meeting

It is the researcher's view that schools needs to prioritise only some of the school's weaknesses and threats for action in the SDP. Symptoms must be separated from causes. The SDP must have the willing support of the Principal and SMT members, educators, parents and learners to promote effective quality of teaching and learning.

Table 6.4.21 Management of learner and teacher support material (LTSM)

Rating 5 = Outstanding

Rating 4 = Good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Response	Frequency	Percentage
5	1	10
4	3	30
3	4	40
2	2	20
1	0	0
Total	10	100

Results in table 6.4.21 indicate the following ratings: 10 percent of the respondents assert that the management of learner and teacher support material is outstanding, 30 percent good, 40 percent acceptable and 20 percent need improvement.

The management of learner teacher support material aims at guiding schools, SGBs, Principals and their SMTs on how to control learning and teaching support material bought for the school. It deals with aspects of selecting, receipt, distribution and record keeping at school level. It seeks to indicate the seriousness of managing records related to LTSM. The place of the school in the education system is critical for the selection,

procurement and the management of quality LTSM for the eventual benefit of the learners.

It is the researcher's view that it is very important for schools to have relevant learning and teaching support material. For effective management of LTSM, they must be stored according to their classification as follows: primary learning and teaching support material; supplementary learning and teaching support material, laboratory material, chemicals and learners' stationery.

Schools should form LTSM Committees to deal with the selection and procurement of LTSM. The LTSM Committee should meet in order to discuss procedures for selecting the books as well as for taking a decision of which books to buy. All LTSM should be stored in a safe place. Schools should check the distributed books at least once per quarter and record the results, indicating which learners still have books. Educators are advised to do random checking anytime during their lessons so that learners are aware that books should be brought to school to facilitate teaching and learning. Parents or guardians who lost their books should be informed in writing.

Table 6.4.22 Management of the leave register by the SMT

Rating 5 = Outstanding

Rating 4 = Good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Response	Frequency	Percentage
5	2	20
4	3	30
3	4	40
2	1	10
1	0	0
Total	10	100

Table 6.4.22 indicates that 20 percent of the respondents view the management of leave register by the SMT as outstanding, 30 percent good, 40 percent acceptable and 10 percent need improvement.

A Leave Register is a convenient way of recording the time and duration of leave taken by each staff member. The leave register should record the type and duration of leave taken by each member of the staff. The purpose of this document is to plan ahead of time for replacements if need be and to provide an overview of educators' leave requests. The leave register must be completed and be kept in the Principals office.

The register must be kept in the Principals office for quick reference and for planning purposes. It needs to be regularly updated. The Principal or administrative member completes it. This register is completed once the standard leave application forms supplied by the Provincial Department have been approved.

Table 6.4.23 Educator’s view on staff meetings

Rating 5 = Outstanding

Rating 4 = Good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Response	Frequency	Percentage
5	1	10
4	3	30
3	2	20
2	3	30
1	1	10
Total	10	100

Table 6.4.23 indicates that 10 percent of the respondents view their staff meetings as outstanding, 30 percent good, 20 percent as acceptable, 30 percent need support while 10 percent need urgent support.

Staff meetings are meetings for all staff members in a school convened by the Principal. Staff meetings serve to create a bond between the staff and the management. It is at these meetings where the following could be discussed:

- Systems and procedures.
- Planning, organising and delegating.
- Curriculum development.
- Motivation of staff members.
- Acknowledging good performance and good practice.
- Implementation, monitoring and evaluation of plans.
- Strategies to improve teaching and learning.
- Learner discipline.
- Feedback from various departments about developments, meetings, seminars and workshops.

There are meetings that are convened by heads of departments. The following are some of the issues that could be discussed in such meetings:

- Distribution of learning areas/subjects.
- Formation of learning area/subject committees.
- Feedback about developments, meetings, seminars and workshops attended.
- Strategies on improving learner and educator performance.

There are also special and emergency meetings. There are situations that sometimes call for emergency meetings about issues that cannot wait until scheduled meetings are held. These

meetings could be called by the school Principal or any of the SMT members.

Table 6.4.24 Management of learner and teacher absenteeism

Rating 5 = Outstanding

Rating 4 = Good

Rating 3 = acceptable

Rating 2 = needs improvement

Rating 1 = needs urgent support

Response	Frequency	Percentage
5	0	0
4	4	40
3	2	20
2	4	40
1	0	0
Total	10	100

Table 6.4.24 indicates that 40 percent of the respondents view the management of learner and educator absenteeism as good, 20 percent acceptable while 40 percent need support.

Effective teaching and learning to ensure quality education depend largely on the commitment of educators and learners. Educators should give quality and quantity of written work in line with the relevant learning area/subject. Each Head of Department (HoD) should control both the quantity and quality of work done by learners.

Educators who are unable to come to school should inform the Principal so that their classes can be taken care of. The Principal must make sure that the learners of the educators that are absent are engaged productively. Educators who are absent from work should ensure that the work that was not done is covered by submitting to the Principal a written plan on how they are going to do catch up. The Principal must monitor such a plan.

Learners who are absent from school should ensure that they are given the work that was done during their absence. It is their responsibility to make sure that they have the work done and submitted to the relevant educator. The learning area/subject educator and class register educators should advise the learners to do the work done during their absence.

Parents of learners should be informed in writing in terms of when they should visit the school to discuss the performance of their children. The Principal should state the times when parents can visit the school for consultation or collection of school reports

## 6.5 Conclusion

The captured data brings to the light that schools are experiencing problems in the implementation of the Whole School Evaluation policy. The in availability of vision statements in 80 percent (table 6.2.1. p.121) of the sampled circuit offices, 70 percent of the management calendars (table 6.3.2. p.155) at the sampled schools, and 60 percent lack of vision statements knowledge by educators (table 6.4.1. p.181) brings one to the



conclusion that it is very difficult for a school community to implement the WSE policy, effectively.

The inability to monitor and support schools by 50 percent of the Circuit Managers (table 6.2.25. p.152) hinder the effective identification, reinforcement and sharing of good practice in schools. Learners profile cards were available and up to date at 20 percent of the schools. Another 30 percent learners' profile cards available and not up to date while at 50 percent of the schools no learner profile cards were available (table 6.3.8. p.164). This is made worse by the inability of the school Principals to monitor learners' portfolios. Only 20 percent of the sampled Principals monitor learners' performance to ensure the quality of teaching and learning while 80 percent never monitor learner performance and support educators (table 6.3.15. p. 174).

An indication by 80 percent of the educators in failing to review the implementation progress so as to adjust the School Improvement Plan (table 6.4.19. p.211), and also to adjust the School Development Plan (table 6.4.20. p.211) add to the problems of the implementation of the WSE policy.

The absence of the school-based INSET in 70 percent of the schools (table 6.2.23. p.149) might be a lack of management of curriculum delivery at 90 percent of the schools by Circuit Managers (table 6.2.21 p.147). Finally, 80 percent circuit plans did not include monitoring and support on the implementation of the Whole School Evaluation Policy.

## 6.6 FINDINGS FROM THE OBSERVATION AND PERUSAL OF DOCUMENTS

### 6.6.1 Observation

Various findings were obtained through observation regarding the implementation of the Whole School Evaluation policy (WSE). The areas of focus are prescribed in the WSE policy (NDoE, 2001: 5). The following were observed:

- Learner response to education;
- Safety, security and discipline;
- Communication;
- School infrastructure;
- School governance;
- Leadership and management.

#### 6.6.1.1 Learner response to education

Observation made revealed that in 80 percent schools visited some learners arrived late while others left the school before knock-off time. In most instances, learners were reluctant to go back to class after breaks. In 60 percent of the schools learners were noisy. This implies that school Principals have a problem in implementing policies that deal with late coming, bunking of classes and classroom discipline.

This contradicts the results captured in table 6.4.3 where only 20 percent (2 schools) of schools were rated to be in need of support.

#### 6.6.1.2 Safety, security and discipline

Observation made indicated that 70 percent of the schools did not have pastoral policies. This is not in line with table 6.4.7 that indicates that 70 percent of the schools were safe.

These policies are major regulators of learner behaviour inside and outside the classroom. Teaching and learning cannot take place in an unsafe and chaotic environment. The Constitution of the Republic of South Africa (Act 108 of 1996), Section 24 stipulates that every person has the right to an environment that is not detrimental to his health or well-being. This right also implies to learners, and in principle protects them from being exposed to harmful environments, including the school. The Educator, in addition to his duty to teach and educate, is also required to provide educational, physical and mental safety to learners.

Each school must have a safety programme. The application of safety programmes differ from one school to the other because of the uniqueness of each school's setting and problems. The main objective of these safety, security and discipline is to create a safety and tolerant learning environment that celebrates innocence and values human dignity.

#### 6.6.1.3 Communication between stakeholders

Observation made showed that communication in all (100 percent) of the schools visited was good. The mutual interaction between the educator and the learner takes place by means of

communication. Kruger and Van Schalkwyk (1993: 74) state it very clear that communication is the means by which the educator and the learners' different needs, feelings and attitudes are conveyed to each other in order to achieve the co-operation and the goals of education. If communication is not effective the objectives of education cannot be attained.

#### 6.6.1.4 School infrastructure

In 30 percent (3 schools) of schools, observation revealed that the infrastructure was good. However, most of the schools observed do not have enough classrooms to accommodate all learners. Where classrooms are available, the condition of these classrooms was not in the good state of repair. This observation is in line with the study results indicated in table 6.4.10 (p.198).

The Principal, Educators and the SGB must develop a plan for dealing with infrastructure. All schools must meet the minimum physical infrastructural requirements necessary to establish and support a favourable learning and teaching environment.

#### 6.6.1.5 Leadership and management

All schools observed have permanently appointed principals. Vision and mission statements are well captured on policies and displayed, in some instances on notice boards. However, as indicated on table 6.4.1 very few members (40 percent) of the respondents knew them.

The strategic objective of the provision of leaders and managers is to ensure that schools operate under a vision and sense of

purpose led by the principal to promote and enhance quality learning and teaching.

According to the Implementation for Tirisano (NDoE, 2000, 14) performance indicators for schools that are well led and managed are:

- All schools well organised and run, and exhibit order and discipline.
- All schools have rules and regulations that are known and adhered to by both educators and learners.
- All schools are in session and operating for the stipulated number of hours in the school day.
- All schools are in session and operating for the number of days in the school year.
- All schools and educators attend school daily.
- All learners and educators arrive at school on time.

#### 6.6.2 Perusal of documents

In addition to observation, findings were made through the perusal of documents. The following documents were perused for the purposes of ensuring compliance with the principles of the WSE policy (NDoE, 2001: 3)

- Legislation and school policies;
- School Development Plans (SDPs);
- School Improvement Plans (SIPs);
- Year programmes;
- Monitoring of activity plans;

- IQMS files

#### 6.6.2.1 Legislation and school policies

The perusal of school policies revealed that the existing Legislation and Educational Laws were consulted before their documents were finalised and ratified. However, the available school policies were not fully put into practice. In 70 percent of the visited schools did not have the pastoral policies (table 6.4.7 p.192). In addition, table 6.4.5 (p.187) 30 percent of the total schools visited need support on safety, security and discipline.

Professionals, as stated in S.v. De Blom 1977 (3) SA 513 (A), educators should have a knowledge of the Law and can never invoke as a defence ignorance of the law concerning of their profession. A knowledge and implementation of education law is important to educators because it:

- regulates education
- helps them understand processes and legal principles
- determines the legality of decisions
- enables the educator to act with confidence without getting problems
- helps them to look after their own interest
- provides framework for decision-making
- demarcates their roles and responsibilities.

#### 6.6.2.2 School Development Plans (SDPs)

All visited schools had the SDPs. The SDPs were not in full use and constantly referred to for the purposes of maximising their teaching and learning objective. Table 6.4.16 clearly indicates that only 60 percent of the interviewed respondents were using their SDPs successfully. However, in practice some schools had a problem in locating where such documents were to be found in their school files. This is supported by the respondents in table 6.4.20 that indicates only 20 percent of the schools took trouble of reviewing their SDPs.

The minutes of the SGB meetings did not reflect discussions about the performance and achievement from their developed SDPs. The absence of such records clearly indicate that SGBs are not governing their schools in line with the South African Schools Act 84 of 1996, Section 20 that mandates them of their functions in promoting quality teaching and learning in schools. SGBs are expected to develop, implement and monitor the school development.

#### 6.6.2.3 School Improvement Plans (SIPs)

All schools visited complied with Section 16 (A) of the South African Schools Act 84 of 1996 as amended in the Educational Laws Amendment Act dated 31 October 2008 by developing their SIPs in December (Primary schools) and January (Secondary schools). The challenge schools have is the implementation of these beautifully crafted improvement plans.

Table 6.4.19 depicts respondents who confirm that SIPs are only reviewed in 20 percent of the schools. There were no documents that showed programmes to deal with the identified areas for development captured in the SIPs

#### 6.6.2.4 Year Programmes

The developed programmes were only available in the schools' master files. Educators tasked with certain activities did not have copies of the year programme. This omission resulted in most of the projects not attended to at the time they were to be completed.

The availability of year programmes as indicated in table 6.2.3 without implementation does not assist the school to improve its quality of teaching and learning.

Year programmes assist to develop planning tools that support the implementation of policy and unfolding of the teaching, learning and extracurricular programmes. Also, the year programme compels schools to develop and effectively use planning tools to support informed management decisions and to assess the impact of alternative policy options (NDoE, 2000: 22). Finally, year programmes assist in the development of plans for the supply of learner support materials and for infrastructure development, including backlogs and the rehabilitation of schools.



#### 6.6.2.5 Monitoring of activity plans records

The School Management Team's records revealed that activity plans were not monitored at all. Where such monitoring was alleged to take place no record of findings and recommendations for development was advanced as evidence of such activities to have occurred. The WSE policy was established as a monitoring and evaluation mechanism that would enable the assessment of the performance of both educators and learners, including the impact of implementation of plans and strategies.

The monitoring and evaluation of activity plans is one way of improving the transparent way of evaluating the effectiveness and efficiency of the systems being unfolded. This process enables greater accountability of all levels of the system to the parents, the department, the community and the society in general.

Among others, the performance indicators for monitoring include:

- Regular reports on the performance of the system.
- Annual publication of agreed performance indicators for all levels of the system.
- Ongoing review and revision of plans and strategies.

#### 6.6.2.6 Integrated Quality Management Systems documents (IQMS)

IQMS files observed revealed that educators are still having problems with Self Evaluation (SE) and development of Personal Growth Plans (PGPs). In 80 percent of the schools the PGPs were not related to the School Improvement Plans. The IQMS activity plan was not followed in all schools. From this, it can be concluded that in most schools educator evaluation is only taken into consideration during the final summative evaluation round.

It is noted with regret that the only educator evaluation records were developed for summative evaluation purposes. This implies that educators were not class visited for development and support purposes.

## CHAPTER 7

### OVERVIEW, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUDING REMARKS

#### 7.1 Overview

The study focused on the influence that the whole school evaluation policy had in the improvement of quality teaching and learning in schools. The WSE policy is a mechanism that was collectively developed with a sole mind of ensuring that quality teaching and learning is provided for and effectively monitored in schools. Ideally, through the implementation of WSE policy finding solutions to educational challenges through collective engagement and participation by educators and parents are guaranteed.

The study revealed various problems that lead to the poor implementation of this policy. These problems impact negatively towards the equipping of the people within the Province, through the provision of quality, lifelong education and training with values, knowledge and skills, that will enable them to fulfil a productive role in society as intended by the vision of Limpopo Province (LDoE, 2005: 5). All sampled schools showed several flaws with regard to the implementation of the WSE policy.

The study, also, revealed that the WSE process is a useful feedback within a school by way of stimulating role players to strive for the improvement of their performance by formulating clear aims and objectives; devising means for the implementation

of effective teaching and learning programmes; effective monitoring and evaluation of procedures and practices they are using in schools and reviewing their aims, priorities and objectives and their means for their attainment in the light of such vital examinations.

The literature review brought to light that the whole school evaluation process can enable schools to fully provide an account of their current performance level and even show to what extent the school satisfy the national set goals and needs of the public and communities. The study confirmed that the key ideals for WSE as highlighted by Parkin (1984: 171) are:

- The development of the right climate for change in schools;
- Consultation and involvement of staff in generating the school progress;
- Identification of the priority areas for review and development and introducing the necessary changes;
- Monitoring and evaluating challenges;
- Involving people from outside the school in review and development of the school; and
- Finding the resources to make changes that can bring about quality teaching and learning.

The implementation of WSE in schools was noted with regret. WSE Co-ordinators, SDTs and SMTs did not have the correct perspective for the implementation of this important policy. No proper record keeping was in place.

Of the myriad problems that were identified to be facing schools during the implementation of the WSE policy, the researcher identified the following as major:

- Lack of effective planning in schools;
- Poor partnership with parents;
- Absence of newly appointed staff induction and orientation;
- Poor financial controls, budget and fundraising;
- Weak collaboration among educators and poor teams and learning networks;
- Poor school discipline;
- Poor response to reform strategies;
- Lack of well defined channels of communication;
- Insufficient staff development programmes;
- Failure to manage change; and
- Inefficient management skills.

As a result of the above challenges the study revealed minimal influence brought about by the implementation of WSE towards the improvement of quality teaching and learning in the Limpopo Province schools.

## 7.2 Recommendations with regard to the implementation of WSE policy

It is, therefore, explicit that Circuit Managers, Curriculum Advisors and the Education Standards officials give continuous support to schools with regard to the implementation of WSE in schools. All schools should expressly pay attention to whole

school evaluation policy issues and compile plans and strategies which will take cognisance of, among others, the matters listed below:

- Basic Functionality of the school

The school must make it a point that basic conditions exist to enable it to function efficiently and effectively and realize the educational and social goal for it by the local and national community. All school policies must be in place and effectively implemented.

- Leadership, management and communication in schools

The school Principal and staff must ensure there are effective leadership and management at the various levels of the school management structures. It is important for them to amplify the vision and mission statements of the school. The mission statement of the school should reflect the context in which the school wishes academic learning to take place. The entire staff and School Governing Body should be involved and be acquainted with the mission statement of the school.

- Governance and relationships

The school Governing Body must be effective and be able to give the school a clear strategic direction in line with the South African Schools Act (SASA), the National Education Policy Act (NEPA) and the Constitution of the Republic of South Africa. All

governance policies must be in place and effectively implemented, monitored and evaluated.

- Quality of teaching and learning ; and educator development

The school must see to it that there is effective teaching and learning throughout the school to ensure quality education. Educators must strive to help all learners to raise their levels of performance and attainment. Educators must enjoy the quality of in service professional development. The three levels of planning by educators, teaching strategies, control and the learners portfolios must be up to date and good quality.

- Curriculum provision and resources

Curriculum provision must be of good quality and match the needs of learners, local and national requirements. The range of quality co-curricular and extra-curricular activities must be introduced at schools and thoroughly monitored. Educators monitoring various activities must be specialists, for instance; an educator who does not have knowledge of cricket cannot monitor learners playing cricket.

- Learner achievement

Quality learning and teaching must take place in schools to ensure that learners acquire good knowledge, skills, attitude and values. Proper attention must be paid to learners' levels of

performance in communication skills, problem solving skills and the ability to work in groups and to make responsible decisions.

- School safety, security and discipline

Each school must draw up an explicit school safety policy and a system of safety rules. This is to ensure that behaviour expectations and procedures are clearly communicated, consistently enforced and applied fairly. The enforcement procedures should be in line with the South African Schools Act.

- Schools infrastructure

The responsibility for maintaining school facilities is vested in the school and its governing body. School Governing Bodies should be trained in areas concerning school governance and fundraising in order to maintain school buildings and grounds. The researcher is aware that in some cases the governing bodies may have none of the abilities and that most of the parents in deep rural areas are illiterate, however, more can be done to involve them in protecting and maintaining available physical resources.

- Parents and the community

Schools should be encouraged to form partnership with the school community in order to mobilise a system of school support networks. A tightly knit social network of approving and disapproving people are more determinants of learners' behaviour and character than just a system of school rules. Real



involvement of all interested parties in the community is an indicator that the problem really exists. The interested parties and all who are involved in the partnership should be involved in making future decisions. This will enable people to be more committed and co-operative in seeking solutions to the problem. Creating safe schools is a community responsibility; therefore schools cannot successfully achieve it lone.

### 7.3 Suggestions for further research

This study focussed on the implementation of the Whole School Evaluation Policy in Limpopo Province Schools. The findings of the study indicate that Circuit Managers, Principals and Educators are trying their best to implement this policy without success.

It is the researcher's view that a further research could be conducted to investigate whether the problems of the implementation of the WSE policy is due to ignorance of school Principals.

A study could also be conducted to investigate the possible inhibitors of the successful implementation of the WSE Policy in schools. Also, to investigate possible rewards that can be given to schools that successfully implement the WSE policy.

Finally, the same study can be conducted at national level to provide a clearer and broader picture on the implementation of the WSE policy.

#### 7.4 Concluding remarks

The National policy on Whole School Evaluation is an instrument to ensure that school evaluation is carried out according to an agreed model to promote quality teaching and learning in schools. It outlines the legal basis for the school evaluation, purposes, what to be evaluated and the persons to conduct the evaluation. It gives clear guidance on how evaluation should be conducted. This policy clarify ways in which very good schools should be recognised and under-performing schools supported

The areas of evaluation constitute the major aspects of the schools work. They reflect the areas identified in Tirisano as being key to the future development of education in South Africa. The responsibility of the supervisors is to evaluate and report the quality of teaching and learning, development and implementation of policies and provide relevant support.

Whole School Evaluation policy is aimed at improving the overall quality of education in South African schools. It seeks to ensure that all children are given an equal opportunity to make the best of their capabilities. This is the reason why whole school evaluation as a process is meant to be supportive and developmental rather than punitive and judgemental. The policy is not used as a coercive major. It facilitates improvement of school improvements. The focus of whole school evaluation is both on internal and external monitoring.

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## **ADDENDUM A**

### **INTERVIEWING SCHEDULE FOR CIRCUIT MANAGERS**

The purpose of this interviewing schedule is to gather data from the relevant respondents for the purpose of attaining the goals of the study on a critique on the implementation of Whole School Evaluation Policy in Limpopo Province Schools.

#### **INSTRUCTIONS**

- Please answer all questions.
- Provided information will be kept and treated as strictly and highly confidential.
- Be honest with yourself when responding to the questions.
- Note that there are neither right nor wrong answers.

1. Do you have a vision statement for your circuit?

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2. How do you support the implementation of the WSE policy?

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3. How do you characterise the functionality of schools in your circuit?

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4. Did schools in your circuit submit their 2008 School Improvement Plans (SIPs)?

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5. Do you have a Circuit Improvement Plan (CIP)?

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6. How can you characterise the behaviour of learners in schools within your circuit?

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7. Are school policies in your circuit effectively implemented?

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8. Do SGBs have own and clearly defined operational constitution?

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9. How can you characterize the effectiveness of SGBs in schools within your circuit?

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10. Do Educators under your circuit engage themselves on self evaluation and development programmes?

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11. Are INSETs provided for by the District and Provincial Department have influence on your circuit improvement plan?

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12. Do you take responsibility to assist schools in developing their SIPs?

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13. Do you involve stakeholders to improve the quality of education in your schools?

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14 Can you qualify the schools under your supervision as safe, secure and disciplined?

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15 Is there an improvement on the level of educator motivation in your circuit?

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16 Do you take responsibility of motivating School Management Teams in your circuit?

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17 Are you successful in providing professional support to address school needs?

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18 Do you always use analysis of results to improve learner performance?

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19 Is the provision of school support feedback improving performance of both educators and learners?

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20 Are you satisfied by the way curriculum advisors handle curriculum matters in your circuit?

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21 Do you think schools are effectively managing curriculum in your circuit?

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22 How often do schools in your circuit report on learner progress to parents

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23 Are school – based INSETs functional in your circuit?

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24 What do you think is the urgent area of development for Principals in your circuit?

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25 Does your circuit plan include monitoring and support on the implementation of WSE policy?

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## **ADDENDUM B**

### **INTERVIEWING SCHEDULE FOR SCHOOL PRINCIPALS**

The purpose of this interviewing schedule is to gather data from the relevant respondents for the purpose of attaining the goals of the study on a critique on the implementation of Whole School Evaluation Policy in Limpopo Province Schools.

#### **INSTRUCTIONS**

- Please answer all questions.
- Provided information will be kept and treated as strictly and highly confidential.
- Be honest with yourself when responding to the questions.
- Note that there are neither right nor wrong answers.

1 Does your school have a vision statement?

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2 Does your school have a management activity calendar?

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3 Does your school have a functional year programme?

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- 4 Does your school have a functional SGB Constitutional?  
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- 5 Are all governance records in place and kept up to date?  
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- 6 Do you keep minutes and records of all meetings held at school?  
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.....
- 7 Can you tell whether staff development programmes planned in your school effectively improve the quality of teaching and learning?  
.....  
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.....  
.....
- 8 Does your school a functional Code of Conduct for learners?  
.....  
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.....  
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.....
- 9 Are learners' profile cards available and up to date in your school?  
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.....

10 Do all Educators in your school have duty sheets?

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11 Is your school compliant to the NCS policy?

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12 How often do you report learner progress to the parents?

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13 How can you qualify the support given to parents by learners?

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14 Who evaluates educator performance in your school?

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15 Which means of alternative to corporal punishment are used in your school to discipline and control learners?

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16 Do you have a programme for monitoring learner portfolios?

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17 How can you qualify the process of communication and flow of information in your school?

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18 How can you qualify the management of educator leave in your school?

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19 Does your school have a functional leave register?

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20 Does your school have inventory forms, and are they up to date?

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21 Do Educators have NCS compliant class and personal time – tables?

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## **ADDENDUM C**

### **INTERVIEWING SCHEDULE FOR EDUCATORS**

The purpose of this interviewing schedule is to gather data from the relevant respondents for the purpose of attaining the goals of the study on a critique on the implementation of Whole School Evaluation Policy in Limpopo Province Schools.

#### **INSTRUCTIONS**

- Please answer all questions.
- Provided information will be kept and treated as strictly and highly confidential.
- Be honest with yourself when responding to the questions.
- Note that there are neither right nor wrong answers.

1 Do you know the vision of your school?

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2 Which leadership style is used by your Principal?

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3 How can you rate the functionality of your school?

- Ratings: 5 = Outstanding  
          4 = Good  
          3 = Acceptable  
          2 = Needs improvement  
          1 = Needs urgent support

4 How can you rate the quality of teaching and learning and educator development in your school?

Ratings: 5 = Outstanding  
4 = Good  
3 = Acceptable  
2 = Needs improvement  
1 = Needs urgent support

5 How can you rate safety, security and discipline in your school?

Ratings: 5 = Outstanding  
4 = Good  
3 = Acceptable  
2 = Needs improvement  
1 = Needs urgent support

6 What is your feeling about the achievement level of learners at your school?

Ratings: 5 = Outstanding  
4 = Good  
3 = Acceptable  
2 = Needs improvement  
1 = Needs urgent support

7 How can you rate the leadership, management and communication by your school Principal?

Ratings: 5 = Outstanding  
4 = Good  
3 = Acceptable  
2 = Needs improvement  
1 = Needs urgent support

8 How can you rate curriculum delivery and availability of resources in your school?

Ratings: 5 = Outstanding  
4 = Good  
3 = Acceptable  
2 = Needs improvement  
1 = Needs urgent support

9 How do you rate the support given by parents and the community to the school?

- Ratings: 5 = Outstanding
- 4 = Good
- 3 = Acceptable
- 2 = Needs improvement
- 1 = Needs urgent support

10 How can you rate the state of your school infrastructure?

- Ratings: 5 = Outstanding
- 4 = Good
- 3 = Acceptable
- 2 = Needs improvement
- 1 = Needs urgent support

11 Do you participate in drawing policies of your school?

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12 How can you qualify learners' response to teaching?

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13 Are Educators Specialists on the subjects/learning areas they teach?

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14 How can you qualify the Principal's work relationship with the staff?

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15 Does your school Principal delegate duties willingly?

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16 How can you qualify the success of the implementation of your school development plan?

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17 How is the relationship between the SMT and staff at your school?

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18 How can you qualify the parents' response to the meetings organised by the school?

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19 Did your school ever review the progress and adjust the SIPs?

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20 Did your school ever review the progress and adjust the SDP?

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## **ADDENDUM D**

REF :	81072503	Shilubana Circuit
ENQ :	Mbalati T	Private Bag X1411
Tel :	(015) 355 3401	<b>LENYENYE</b>
	0795104106	0857
	0828514663	

**Wednesday, 27 June 2007**

The Head of Department  
Limpopo Department of Education  
Private Bag X9489  
**POLOKWANE**  
0700

### **REQUEST TO CONDUCT A RESEARCH: LIMPOPO PROVINCE SCHOOLS**

1. The matter alluded to above refers.
2. I request permission to conduct a research bearing the topic "A Critique of the implementation of Whole School Evaluation Policy in Limpopo Province Schools".
3. The gathered data shall enable me to write a Thesis that is required from me to complete a PhD degree in the school of Educational Management and Law at the University of Limpopo.
4. The data collection process from schools will not disturb the smooth running of the sampled schools' programmes.
5. Thanking you in anticipation.

Yours faithfully

.....  
**Timothy Mbalati**



## ADDENDUM F

### CONSENT FORM

Research title:.....

Researchers surname: ..... First name: .....

Telephone number: ..... Address: .....

The researcher appreciates your willingness to be interviewed for this research project. The researcher will contact you to arrange the time for the interview to take place.

Your involvement in this study is voluntary, you are not obliged to divulge information you would prefer to remain private, and you may withdraw from the study at any time. The researcher will treat the information you provide as confidential. You will not be identified in any document, including the interview transcripts and the research report, by your surname, first name, or any other information. You will be referred to in the documents under a code name. No one, other than the researcher, will be informed that you participated in this research.

The research may include risks to you, but these will be minimal and no difference to those encountered by people on a daily basis. Every effort will be made to minimize possible risks. The research findings will be made available to you should you request them. Should you have any queries about the research, now or in the future, you are welcome to contact the researcher at the above address.

The researcher appreciates your willingness to be involved in this research project.

I understand the contents of this document and agree to participate in this research.

.....

**Signature**

.....

**Date**

.....

**Name**



























