

**Educators' Perceptions of Developmental Appraisal in Schools****M. A. N. Duma<sup>1\*</sup> and H. P. Khuzwayo<sup>2</sup>***University of Zululand, Private Bag X1001, KwaDlangezwa 3886, Republic of South Africa*  
*Telephone: <sup>1</sup><(27) 035 9026495>, <sup>2</sup><035 9026043>,  
<sup>\*</sup>E-mail: [dumaM@unizulu.ac.za](mailto:dumaM@unizulu.ac.za)***KEYWORDS** Evaluation. Professional Development. Quality Management. Supervision. Training

**ABSTRACT** This paper explores the experiences and perceptions of educators on Developmental Appraisal (DA) within the Integrated Quality Management System (IQMS) in selected South African schools. The methods used to gather information include the literature review and the empirical investigation, based on the quantitative research approach, which involved collecting data from educators regarding their experiences and perceptions on developmental appraisal. The review of related literature revealed that there are roles and responsibilities officials are tasked with, processes and effective strategies when implementing DA. The empirical investigation revealed that there are challenges that hamper the implementation of DA in schools. The challenges include: lack of resources for educator development; inadequate time frames for implementation and disruption of normal teaching and learning. At the end the paper recommends that it is essential for the Department of Education to organise workshops for educators to capacitate them in conducting developmental appraisal in their schools.