

EDUCATION LABOUR RELATIONS COUNCIL
Established in terms of the LRA of 1995 as amended



COLLECTIVE AGREEMENT NUMBER 2 OF 2022

23 November 2022

**QUALITY MANAGEMENT SYSTEM (QMS) FOR
SCHOOL BASED EDUCATION THERAPISTS,
COUNSELLORS AND PSYCHOLOGISTS
EMPLOYED IN TERMS OF THE EMPLOYMENT
OF EDUCATORS ACT**

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QUALITY MANAGEMENT SYSTEM (QMS) FOR SCHOOL BASED EDUCATION THERAPISTS, COUNSELLORS AND PSYCHOLOGISTS EMPLOYED IN TERMS OF THE EMPLOYMENT OF EDUCATORS ACT

1. PURPOSE OF THIS AGREEMENT

The purpose of this agreement is to provide a standardised framework for employee performance for school-based Education Therapists, Counsellors and Psychologists.

2. SCOPE OF THIS AGREEMENT

This agreement applies to and binds:

- 2.1 The employer, and
- 2.2 All the employees of the employer as defined in the Employment of Educators Act, 1998 (as amended) whether such employees are members of trade union parties to this agreement or not.

3. THE PARTIES TO COUNCIL NOTE AS FOLLOWS:

- 3.1 ELRC Collective Agreement No. 8 of 2003 which dealt with the establishment of the Integrated Quality Management System (IQMS).
- 3.2 ELRC Collective Agreement No. 2 of 2022 replaces ELRC Collective Agreement No. 4 of 2005.
- 3.3 ELRC Collective Agreement No. 1 of 2008 which dealt with the framework for the establishment of an Occupation Specific Dispensation (OSD) for educators in public education.
- 3.4 ELRC Collective Agreement no 2 of 2009 which dealt with processes of Teacher Appraisal.
- 3.5 Paragraph 3.2 of the Teacher Development Summit Declaration of July 2009 which dealt with Appraisal and Evaluation.
- 3.6 Process matters emanating from the work of the Post Teacher- Development Summit working group number 2 on Teacher Appraisal and Evaluation.
- 3.7 ELRC Collective Agreement No 2 of 2010 which dealt with the implementation of paragraph 3.2 (Appraisal and Evaluation) of the Teacher Development Summit declaration of July 2009.
- 3.8 Collective Agreement 01 of 2012 which dealt with the Occupation Specific Dispensation (OSD) for Education Therapists, Counsellors and Psychologists employed in Public Education

- 3.9 Collective Agreement 02 of 2020 which dealt with Quality Management System (QMS) for school-based educators

4. THE PARTIES TO COUNCIL THEREFORE AGREE AS FOLLOWS:

- 4.1 That the Quality Management System (QMS) for school-based education Therapists, Counsellors and Psychologists as attached in Annexure A, be adopted.

5. IMPLEMENTATION DATE

- 5.1 This agreement shall come into effect on the date it enjoys majority support and shall remain in force unless terminated or amended by agreement.
- 5.2 Training and capacity building of users of the QMS will be conducted as and when there is agreement between the parties.
- 5.3 This agreement will be implemented for all for school-based education therapists, counsellors, psychologists, chief education therapists and counsellors from 01 January 2023.

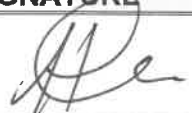
6. DISPUTE RESOLUTION

Any dispute about the interpretation or application of this collective agreement shall be resolved in terms of the dispute resolution procedure of the ELRC.



7. SIGNING OF THIS AGREEMENT

Thus done and signed at Centurion this the 23rd day of November 2022

ON BEHALF OF THE STATE AS THE EMPLOYER

DEPARTMENT	NAME	SIGNATURE	DATE
BASIC EDUCATION	H.M. Mungu		28/11/2022

ON BEHALF OF THE EMPLOYEE PARTIES

TRADE UNION	NAME	SIGNATURE	DATE
"SADTU"	MUGWENA MALILEKE		2022/12/07
CTU "ATU"	Basit. b. Manuel		08/12/2022



Annexure A

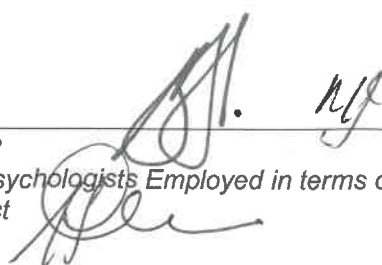
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SECTION A

Information Resource Pack

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Note: School-based Education Therapists / Counsellors / Psychologists are categorized as follows:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Education Therapist (Speech Therapist, Occupational Therapist, Physiotherapist and Audiologist); • Education Counsellor / Psychometrist; • Education Psychologist | <ul style="list-style-type: none"> • Chief Education Therapist (Speech Therapist, Occupational Therapist, Physiotherapist and Audiologist); • Chief Education Counsellor / Psychometrist |
|---|--|

QUALITY MANAGEMENT SYSTEM (QMS)

1. BACKGROUND

An agreement was reached in the ELRC (Resolution 4 of 2005) to integrate the existing programmes on quality management in education. The existing programmes were the Developmental Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998), the Performance Measurement System that was agreed to on 10 April 2003 (Resolution 1 of 2003) and the policy on Whole-School Evaluation (WSE Policy, 26 July 2001). The three quality management programmes were integrated to constitute the Integrated Quality Management System (IQMS) for school-based therapists. The norms and standards of educators and therapists informed the development of a single instrument for evaluating the performance of school-based therapists.

The IQMS for school-based therapists has been in place since 2005. Schools that have therapists in their employ have continued to experience challenges in its proper implementation.

Purpose of streamlining and re-branding

The main purpose of the streamlining and rebranding process for therapists is:

- To enable the different quality management programmes to inform and strengthen one another;
- To define the relationship among the different programmes;
- To avoid unnecessary duplication in order to optimise the use of human resources.; and
- To strengthen accountability.

2. WHAT IS QUALITY MANAGEMENT SYSTEM (QMS) FOR THERAPISTS?

Quality Management System (QMS) is a Performance Management System for School-Based Therapists, Counsellors and Psychologists, designed to evaluate their performance levels in order to achieve high levels of therapeutic

performance. It is critical in assessing the extent to which therapists, counsellors and psychologists are performing in line with their job descriptions in order to improve levels of accountability in our schools.

QMS incorporates the following:

- Measuring the performance of therapists, counsellors and psychologists in line with their respective roles and responsibilities;
- Providing a mechanism for the awarding of pay progression for the applicable year;
- Providing a basis for decisions on mechanisms to recognize good therapeutic performance and address under-performance; and
- Consideration of the relevant contextual factors in conducting assessments of all therapeutic processes e.g. assessments, intervention, resources etc.

3. PURPOSE OF QUALITY MANAGEMENT SYSTEM

- To determine levels of competence of all therapists, counsellors and psychologists;
- To enhance therapist efficiency and effectiveness in performance;
- To improve accountability levels within schools;
- To provide a basis for decisions on mechanisms to recognize good performance and address under-performance;
- To ensure that therapists, counsellors and psychologists perform their duties with integrity, and maintain a positive, vigilant attitude towards all learning and therapeutic / counselling activities;
- To provide a basis for paying salary progression, rewards and other incentives, and
- To provide mechanisms for evaluating and supporting therapists, counsellors and psychologists, taking into account the context within which they operate.

4. GUIDING PRINCIPLES

The implementation of the Quality Management System for therapists, counsellors and psychologists is guided by the following principles:

- To recognize that schools are not the same, and are operating at different levels of performance;
- To recognize that schools are operating in different contexts, and are exposed to different challenges;
- To ensure fairness by taking into account relevant contextual factors that impact on therapeutic and counselling performance. These contextual factors include, but are not limited to:
 - Levels of support provided to therapists counsellors and psychologists;
 - Infrastructure issues;
 - Provision of relevant therapy / counselling resources;
 - Therapist / Counsellor / Psychologist - Learner ratio impacting on therapy/ counselling.

- Socio-economic environment; and
- Unforeseen challenges.
- To minimise subjectivity through transparent and open discussion throughout the appraisal process, and the possible involvement of a resource person who can be a school or district based-education therapist / counsellor / psychologist of the same or relevant profession, in the absence of a Chief Education Therapist or Counsellor at the school.
- To use the QMS instrument professionally, uniformly and consistently; and
- To provide feedback on the appraisal process by focusing on:
 - Performance and not personality;
 - Availability of evidence and not assumptions;
 - Objectivity and not subjectivity; and
 - The specific and concrete and not the general and the abstract.

5. ROLES AND RESPONSIBILITIES OF INDIVIDUALS AND STRUCTURES INVOLVED IN IMPLEMENTING THE APPRAISAL SYSTEM FOR THERAPISTS, COUNSELLORS AND PSYCHOLOGISTS

5.1 The Principal

- Ensures that all appraisal records and accompanying evidence are authentic;
- Is responsible for the verification of the appraisal processes within the school;
- Has the overall responsibility to ensure that QMS is implemented uniformly and effectively at the school;
- Must ensure that every therapist / counsellor / psychologist has access to the QMS instrument and any other relevant documents;
- Ensure that the performance appraisal of every therapist / counsellor / psychologist is conducted consistently, fairly and accurately using the approved instrument;
- Together with SMT members, is responsible for advocacy and training at school level;
- Must organise a workshop on QMS in collaboration with the district therapist / counsellor / psychologist where there will be an opportunity to clarify areas of concern;
- Verifies that the information provided in the documents is accurate, properly completed, signed, dated and stamped;
- Should the principal be aware of any discrepancy, this should be brought to the attention of the relevant supervisor and resource person (if applicable), who will be required to correct it;
- Signs and delivers all QMS documents to the District office within the stipulated timeframes;
- Ensures that the appraisal schedule of therapists / counsellors / psychologists is included in the management plan of the school;
- In the absence of the supervisor of a therapist / counsellor / psychologist the principal must ensure that a designate is nominated to fulfill the role;
- Ensures that all grievances regarding the appraisal processes within the school are amicably resolved;

- Ensures that therapists / counsellors / psychologists have access to professional developmental activities related to their scope of work as well as training on departmental policies and regulations; and
- Ensures that the appraiser and appraisee sign a Declaration of Confidentiality and consent form in line with the Protection of Personal Information Act (POPIA) – Act No. 4 of 2013.

5.2 School Management Team (SMT)

- The SMT, consisting of the Principal and, where applicable the Deputy-principal and Departmental Heads (Chief education therapist / counsellor, where applicable), has an overall responsibility of managing the planning and implementation of QMS processes;
- Ensures that all staff members are trained on the procedures and processes of the QMS;
- Prepares and monitors the management plan for the QMS in the school;
- Prepares a final schedule of the appraisal dates;
- Ensures that all records and documentation on QMS are properly kept and maintained with confidentiality;
- Ensures that evidence relied upon during the appraisal process is valid;
- Ensures that the Performance Appraisals for therapists / counsellor / psychologists under his/her supervision, including therapy / counselling session observations are conducted, and keeps records thereof;
- Assists the Principal in finalising the appraisal scores of therapists / counsellors / psychologists;
- Ensures that QMS is applied consistently;
- Ensures that they provide support to the principal in executing his/her duties regarding this process; and
- Support therapists / counsellors / psychologists in accessing professional developmental activities related to their scope of work as well as training on departmental policies and regulations.

5.3 The Therapist, Counsellor and Psychologist

- Must familiarise him/herself with the QMS processes;
- Conducts a self-appraisal prior to being appraised by the supervisor, using the QMS instrument;
- Allows the supervisor to conduct therapy / counselling session observations;
- Should inform the supervisor during the pre-appraisal meeting or at least three days prior the scheduled appraisal date on the intention to involve a resource person;
- Participates in pre-appraisal and post-appraisal discussions with the supervisor and resource person (if applicable);
- Keeps relevant evidence for the appraisal process; and
- Participates in relevant developmental activities relating to their scope of work as identified during the appraisal process.



5.4 The Resource Person

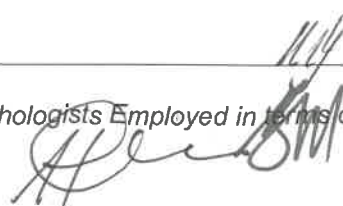
- The resource person is a therapist, counsellor or psychologist (from the same professional category) who may be requested by the appraisee to assist in the appraisal process through provision of therapeutic or other relevant expertise;
- The resource person may be from the same school or another school/district or province;
- Despite the resource person being an observer, he/she may give an opinion on the appraisal process;
- He/she will be required to sign off the final appraisal instrument, and
- He/ she may not serve in the appraisal of more than two therapists, counsellors or psychologists

5.5 The Circuit Manager

- As the supervisor of the principal, he/she has the responsibility to manage the performance of principals in a consultative, supportive and non-discriminatory manner to enhance school efficiency and accountability;
- Agrees on a work plan with the principal with clear annual targets for improvement;
- Provides for the development and arrangement of Professional Development Programmes for principals in accordance with their identified needs;
- Prepares a management plan for providing support to principals in the circuit.
- Prepares a final schedule of the appraisal dates for principals;
- Ensures that all appraisal records and documentation on principals are properly kept and maintained;
- Ensures that evidence relied upon during the appraisal process is valid;
- Conducts Performance Appraisals for principals under his/her supervision and keeps records thereof;
- Ensures that QMS is applied consistently;
- Manages grievances that may arise in relation to all appraisal processes; and
- Responsible for verification of appraisal outcomes in schools under his/her supervision.

5.6 District / Provincial Therapist, Counsellor and Psychologist

- Engage in Quality Assurance in terms of scope of practice.
- Implement provincial priorities in the sector.
- Ensure alignment across schools / circuits / districts.
- Facilitate the establishment of Professional Learning Communities (PLCs).
- Create capacity building opportunities.
- Provide guidelines on the intervention programmes of therapists / counsellors / psychologists.
- Prepare a management plan for providing support to therapists.
- Provide feedback and recommendations to the School Management Team (SMT) on support provided to the therapist / counsellor / psychologist.



5.7 Grievance Committee at school level

- The School Grievance Committee consists of the following members:
 - The Principal, who will serve as a Chairperson;
 - Where necessary, the principal may request a principal from a neighbouring school to preside over the matter;
 - One other member of the SMT; and
 - One representative from each of the unions that are admitted to the ELRC and have members in the school.
- The structure is responsible for resolving any grievances or disagreements at school level.

5.8 Grievance Committee at circuit level

- The circuit grievance committee consists of the following members:
 - The Circuit Manager, who will serve as Chairperson;
 - Where necessary, the circuit manager may request a circuit manager from a neighboring circuit to preside over the matter;
 - One other official from the district; and
 - One representative from each of the unions that are admitted to the ELRC.
- The structure is responsible for resolving any grievances or disagreements that have been referred to it by the school grievance committee.

6. GUIDELINES ON IMPLEMENTATION OF QMS

6.1 Completion of a Work-plan

6.1.1 School-Based Chief Education Therapists, and Counsellors are required to complete and sign a work-plan with their supervisors at the beginning of an evaluation cycle. The work-plan has the following components:

- **Performance standards:** these are applicable performance standards as reflected in the QMS instrument.
- **Key activities:** these are activities to be agreed to in terms of applicable job descriptions.
- **Targets:** these are targets to be set for improvement within the appraisal cycle.
- **Time-frame:** period within which the targets are to be achieved.
- **Performance indicators:** these are measures of success to be observed for achieving specific targets.
- **Contextual factors:** these are unique/specific circumstances to be taken into account that have the potential to impact on the employee's ability to achieve targets.

6.2 Advocacy, Training and Planning

- 6.2.1 At a full staff meeting, the principal will explain to the staff the following:
- What the QMS is;
 - The benefits of the QMS for therapists / counsellors / psychologists, learners, the school and the system; and
 - How the QMS will be implemented in the school.
- 6.2.2 The training should ensure that:
- All therapists / counsellors / psychologists. have a thorough understanding of the purposes, principles, processes and procedures of the QMS, and
 - Issues relating to how the QMS will be implemented in the school are addressed.

6.3 Appraisal Time-lines

- 6.3.1 Appraisals must be conducted twice per annum as follows:
- **Mid-year appraisal:** Towards the end of the second term, taking into account all forms of assessment administered during the first and second term; and
 - **Annual appraisal:** be completed by the end of the school calendar year, taking into account all forms of assessments prior to this appraisal.
- 6.3.2 The principal is responsible for signing all appraisal forms after satisfying him/herself that all the processes, together with accompanying evidence, have been complied with.

6.4 Self- appraisal by the therapist, counsellor and psychologist

- 6.4.1 The therapist / counsellor / psychologist must conduct a self-appraisal prior to the appraisal by his/her supervisor;
- 6.4.2 Self-appraisal serves the following purpose:
- The therapist / counsellor / psychologist becomes familiar with the instrument;
 - The therapist / counsellor / psychologist is compelled to reflect critically on his/her own performance;
 - The therapist / counsellor / psychologist can make inputs on the appraisal conducted by the supervisor; and
 - The therapist / counsellor / psychologist is able to know the evidence that will be necessary for the appraisal process.

6.5 Therapy / Counselling session observation

- 6.5.1 Therapy / counselling session observations will be undertaken by the supervisor and the resource person if this has been requested by the appraisee as part of the mid-year and annual appraisal process;
- 6.5.2 More therapy / counselling session observations are encouraged, depending on the need;

6.5.3 The purpose of the therapy / counselling session observation is:

- To appraise the performance of the therapist;
- To confirm (or otherwise) the therapist, counsellor and psychologist's perception of their own performance in the therapy/counselling session;
- To provide a basis for the appraisal of the therapist / counsellor / psychologist's skills; and
- To provide recommendations following the observation.

6.5.4 Therapy / Counselling Session Observation Instrument (TCSOI):

- Consists of Performance Standards one (1) to three (3) of the QMS-instrument for Education Therapist / Counsellor / Psychologist (Annexure A 7);
- Must be completed by the Supervisor and the Resource Person, if applicable, during each therapy / counselling session observation;
- Must be signed by both parties and kept as evidence; and
- Must be taken into account during the appraisal processes.

6.6 Pre-appraisal and post-appraisal discussion:

6.6.1 A pre-appraisal discussion between the Supervisor and Therapist / Counsellor / Psychologist as well as the Resource Person, if applicable, must be held before any therapy / counselling session observation for the following purpose:

- To have a common understanding of Performance Standards and rating;
- To identify and agree on contextual factors that are likely to impact on the therapist's performance, and how they will be mitigated;
- To discuss expectations of the therapy / counselling session observation process, and
- To have an understanding on necessary evidence for the appraisal.

6.6.2 A post-appraisal discussion between the supervisor and therapist as well as the resource person, if applicable, must be held after the therapy/counselling session observation for the following purpose:

- To consolidate Performance Standards which could not be rated during therapy/counselling session observation;
- To assess how identified contextual factors have been dealt with;
- To share information pertaining to the performance and scores of the appraisee, and
- To sign documents.

6.7 Completion of the QMS instrument

6.7.1 The supervisor is required to record all information clearly and accurately in the appropriate columns of the QMS-instrument.

6.7.2 During the appraisal, the supervisor will rate each therapist on his/her performance and record his/her comments based on each performance standard.

6.7.3 The therapist will also record his/her comments on the appraisal instrument.

6.7.4 The resource person, if applicable, will also record his/her comments on the appraisal instrument.

- 6.7.5 A completed instrument will be signed by the therapist / counsellor / psychologist, the supervisor as well as the resource person, if applicable, after the appraisal process.
- 6.7.6 The supervisor must forward the completed instrument to the principal's office at the scheduled time.
- 6.7.7 The principal will sign the completed instrument after both the therapist / counsellor / psychologist and the supervisor have signed, and after satisfying him/herself that all processes have been complied with.
- 6.7.8 Should the principal be aware of any discrepancy, this should be brought to the attention of the relevant supervisor as well as the resource person, who will be required to correct it.
- 6.7.9 The principal reserves the right to designate any member of the SMT, (who is conversant with therapeutic / counselling matters) to conduct an appraisal process should it be evident that the relevant supervisor is unable to do so.

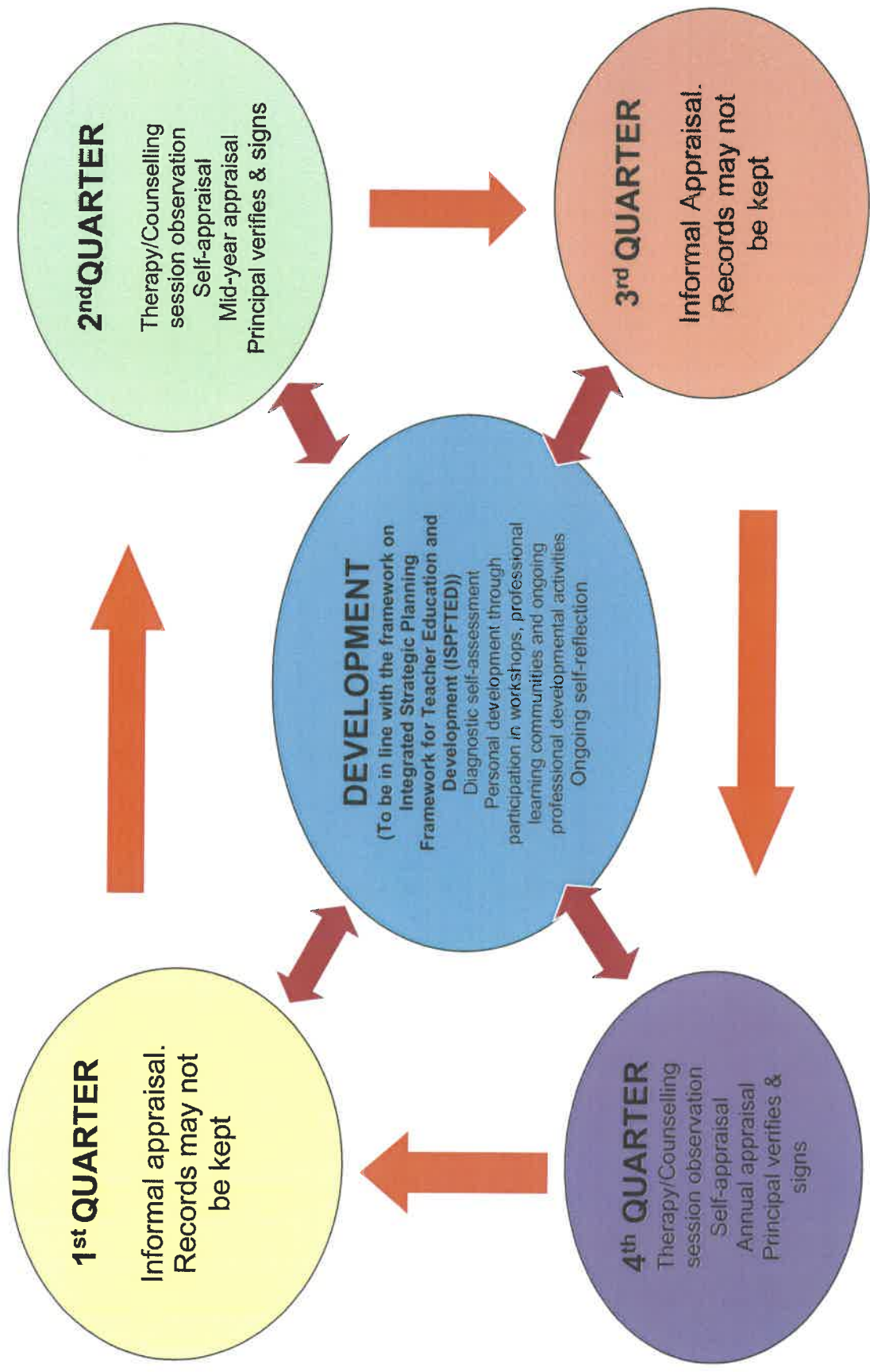
6.8 Rating and Scoring

- 6.8.1 A rating of one (1) to four (4) will be allocated to each criterion in the appraisal instrument.
- 6.8.2 A score will be allocated for each Performance Standard and will consist of the sum of the ratings allocated to each criterion in that Performance Standard.
- 6.8.3 In allocating a rating to a descriptor/element where contextual factors have been identified, consideration must be given to the following:
 - o The nature of the contextual factor;
 - o The level of its impact on the therapist / counsellor / psychologist's performance; and
 - o The extent to which the therapist / counsellor / psychologist is/was able to mitigate such impact.
- 6.8.4 A 4-point rating scale which is presented below should be used as a guide.

6.9 Declaration of Confidentiality

- 6.9.1 The appraiser and appraisee (as well as the resource person, if applicable) must sign a Declaration of Confidentiality and Consent form in line the Protection of Personal Information Act (POPIA) – Act No. 4 of 2013 (Annexure D3).

7. SCHEMATIC REPRESENTATION OF THE RELATIONSHIP BETWEEN APPRAISAL AND DEVELOPMENT



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7. RELATIONSHIP BETWEEN APPRAISAL AND DEVELOPMENT

7.1 Professional Development of Therapists

The Teacher Development Summit held in 2009 agreed that evaluations for purposes of rewards and incentives need to be de-linked from evaluations for purposes of Professional Development of Teachers. However, there is recognition that the two processes must inform one another.

7.2 Needs identification

The QMS will be one of the mechanisms used to identify the Developmental Needs of Therapists, Counsellors and Psychologists.

NOTE:

The Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) provides for the establishment of structures to drive the Professional Development of Educators. These include the establishment of Professional learning communities and subject committees. Furthermore, the School Management Teams are expected to put processes in place to ensure that needs identified through the QMS and other processes are responded to. SMTs are therefore expected to provide the development of therapists as part of their mentoring and coaching or ensure that support is provided through involvement of therapeutic advisors and other external experts and service providers. SMTs have the responsibility to ensure that structures created in terms of the ISPFTED are functional and effective. Similarly, Circuit Managers are expected to ensure that QMS is implemented in schools and principals are supported accordingly.

8 DISAGREEMENTS AND GRIEVANCES

8.1 School Level

In cases of any disagreement between the therapist / counsellor / psychologist and the supervisor, all efforts should be made to resolve such disagreements at that level, including intervention by the principal.

If no resolution is found, the aggrieved party must refer the grievance to the principal within three working days. The principal must establish a Grievance Committee within five working days after the receipt of the grievance. The Grievance Committee must consist of the following:

- The Principal, who is the Chairperson;
- Where necessary, the Principal may request a principal from a neighbouring school to preside over the matter;
- One other member of the SMT; and

- One representative from each of the unions that are admitted to the ELRC and have members in the school.

The Grievance Committee must resolve the grievance within 10 working days after its establishment.

8.2 Circuit Level

Should the aggrieved party be unhappy with the decision of the grievance committee at school level, he/she must refer the matter to the circuit manager in writing within five working days. The circuit manager must establish a grievance committee within five working days after the receipt of the grievance. The grievance committee must consist of the following:

- The Circuit Manager, who is the Chairperson;
- Where necessary, the Circuit Manager may request a Circuit Manager from a neighbouring circuit to preside over the matter;
- One other official from the district, and
- One representative from each of the unions that are admitted to the ELRC.

The Circuit Grievance Committee must resolve the grievance within 10 working days after its establishment.

Should an employee disagree with the decision of the Circuit Grievance Committee, such an employee may invoke the dispute resolution procedures of the ELRC.

DRAFT MANAGEMENT PLAN

MONTH	ACTION	RESPONSIBILITY
January – March	<ol style="list-style-type: none"> 1. Advocacy & Training 2. Signing of Work Plans (By end of January) 3. Ensure that Therapists have access to the Collective Agreement and Training Manual 4. Roles and Responsibilities discussed 5. Develop Implementation Plan/Schedule 6. Circuit Manager verifies 	Principal, SMT & Therapists/ Counsellors/ Psychologists as well as Circuit Manager
April - June	<p>Mid-Year Appraisal</p> <ol style="list-style-type: none"> 1. Self-appraisal by therapist / counsellor / psychologist 2. Pre-Appraisal Discussion 3. Therapy / Counselling Session Observation 4. Post-Appraisal Discussion 5. Principal verifies & signs 	Principal, SMT, Therapists/ Counsellors/ Psychologists, resource person (if applicable) as well as Circuit Manager
July - September	<ol style="list-style-type: none"> 1. Performance Review 	Principal, SMT, Therapists/ Counsellors/ Psychologists, resource person (if applicable) as well as Circuit Manager
October - December	<p>Annual Appraisal</p> <ol style="list-style-type: none"> 1. Self-appraisal by therapist / counsellor / psychologist 2. Pre-appraisal discussion 3. Therapy / Counselling session Observation 4. Post-appraisal discussion 5. Principal verifies & signs 6. Verification and signing of annual appraisals 7. Submission of completed composite score sheet to District 8. Circuit Manager verifies 	Principal, SMT, Therapists/ Counsellors/ Psychologists, Resource Person (if applicable) as well as Circuit Manager Principal

NB: The activities in the Management Plan will be supplemented by other activities such as development programmes, workshops, etc.

Circuit manager is responsible for the appraisal processes in his/her circuit as well as the verification of appraisal outcomes in schools.

Therapy / counselling session observations may be conducted at any time as part of the process to support therapists.

GLOSSARY

Annual Appraisal

Annual Appraisal is aimed at assessing whether the therapist's performance has complied with the required Performance Standards. It is where the performance required is clearly defined in advance in order to facilitate an annual final finding of performance.

Appraisee

A therapist / counsellor / psychologist who discusses his / her progress, aims and needs with his / her supervisor / appraiser.

Appraiser

A supervisor who carries out a formal assessment of a therapist / counsellor / psychologist's performance.

Contextual Factors

Contextual Factors are those factors that impact on a therapist / counsellor / psychologist's performance, and must be mutually agreed to between a therapist / counsellor / psychologist and his/her supervisor.

Criteria

Each Performance Standard consists of 2 to 4 criteria. These criteria form the key deliverables for each performance standard and are used to evaluate the therapist / counsellor / psychologist's performance. The criteria describe the conduct of the learners and therapist / counsellor / psychologist or the skill of the therapist / counsellor / psychologist related to effective performance.

Descriptors

Descriptors are phrases that aid in defining and outlining the expected conduct for a particular criterion. The descriptors are not an all-inclusive listing of conduct that might be associated with a criterion.

Goals

Goals are general statements that describe the desired outcome or purpose of any activity.

Informal Appraisal

Informal appraisal is aimed at assessing whether the therapist's performance is complying with the required performance standards. Evidence from therapy / counselling assessments, intervention plans, progress notes and PDP are taken into account and support is provided, where necessary, by the supervisor and / or district/provincial therapist / counsellor / psychologist. It is formative and emphasizes continuous improvement.

Intervention Programme

A specific therapeutic / counselling plan compiled by the therapist / counsellor / psychologist based on the developmental needs of individual learners.

Mid-year Appraisal

Mid-year Appraisal is aimed at assessing whether the therapist's performance has complied with the required performance standards. It is where the performance required is clearly defined in advance in order to facilitate a mid-year finding of performance and identify areas in which a therapist / counsellor/ psychologist's performance can improve.

Objectives

Objectives are statements that concretely and specifically describe a result to be achieved.

They serve as a basis for:

- Clarifying intentions;
- Planning
- Guiding activity towards a desired result, and
- Assessing achievement

Outcome

An outcome is the consequence of achieving specific objectives. It is assessed in terms of goals and impact on the achievement of goals. It describes what changed as a result of effort.

Performance Criteria

Performance Criteria are those factors, characteristics or standards that will be used to describe and assess effective performance.

They may be general, such as key performance areas, or they may be very detailed and specific such as measurable targets.

Performance Measurement (PM)

Performance Measurement is the mid-year/annual process of appraising performance. It is:

- Part of a larger process of linking individual performance management and development to organizational goals;
- It is only one aspect of managing and developing the performance of individuals;
- A cyclic and recurring process aimed primarily at performance improvement through ongoing learning and development.

Performance Standards (PS)

Performance Standards are agreed criteria to describe how well work must be done. They clarify the key performance areas of a job by describing what "working well" means.

Pre-appraisal discussion

The interaction between an appraiser and the appraisee prior to a therapy / counselling session observation or performance appraisal during which the purpose, performance standards, criteria, procedures and processes are discussed.

Post- Appraisal Discussion

A collaborative conference between a SMT member / appraiser and the therapist / counsellor / psychologist during which feedback on the therapist / counsellor / psychologist's performance is provided.

Rating Scale

A rating scale is a standard scale for rating a therapist / counsellor / psychologist's performance in relation to specific categories of performance.

School Management Plan

The school's annual plan of action facilitated and developed by the SMT for activities to be completed within stipulated timeframes.

Score

The total points allocated to each performance standard.

School Management Team (SMT)

For purposes of QMS it consists of the principal, the deputy principal and departmental heads (Education Specialists).

Supervisor

A supervisor is a school-based Chief Education Therapist / Counsellor / Psychologist who is responsible for overseeing, guiding and appraising the therapist / counsellor / psychologist on his/her job performance. In the absence of the school-based Chief Education Therapist / Counsellor this function may also be fulfilled by the Principal in conjunction with a Therapist / Counsellor / Psychologist (of the next level) from the District or Provincial office.

The supervisor of the school-based Chief Education Therapist / Counsellor is the Principal in conjunction with a Therapist / Counsellor / Psychologist (of the next level) from the District or Provincial office.

Work-plan

A document that outlines what activities will be undertaken by an employee within a particular year, as well as setting specific targets that need to be achieved.

ABBREVIATIONS

CAPS	: Curriculum Assessment Policy Statements
DBST	: District-based Support Team
ELRC	: Education Labour Relations Council
HPCSA	: Health Professional Council of South Africa
ISPFTED	: Integrated Strategic Planning Framework for Teacher Education and Development
TCSOI	: Therapy / Counselling Session Observation Instrument
QMS	: Quality Management System for school based therapists
PLC	: Professional Learning Communities
PS	: Performance Standard
PM	: Performance Measurement
POPIA	: Protection of Personal Information Act
QMS	: Quality Management System
SACE	: South African Council of Educators
SIAS	: Screening, Identification, Assessment and Support
SBST	: School- based Support Team




SECTION B

QMS APPRAISAL INSTRUMENTS FOR EDUCATION THERAPISTS / COUNSELLORS / PSYCHOLOGISTS



1. INTRODUCTION

- 1.1 The Performance Appraisal of a therapist / counsellor / psychologist must be conducted twice during the year, using the approved instrument provided in this section.
- 1.2 The two appraisals are conducted as follows:
 - Mid-year, and
 - Annually

2. THE INSTRUMENT

- 2.1 The QMS instrument (**Annexure A 1**) must be completed for each Education Therapist / Counsellor / Psychologist.
- 2.2 The instrument should also be used for purposes of self-appraisal, the mid-year appraisal and final appraisal.
- 2.3 The instrument consists of 5 Performance Standards.
- 2.4 The Performance Standards in the instrument form the core elements of the job description for therapists / counsellors / psychologists.
- 2.5 The criteria form the key deliverables for each Performance Standard.
- 2.6 The desired outcome/key objective of each criteria has been pegged with a maximum rating of 4.
- 2.7 When completing the instrument, the appraiser/supervisor must use the key descriptors for ratings that range from 1 – 4.
- 2.8 A rating that is less than the desired outcome will be influenced by the following factors:
 - There is no or insufficient evidence of a particular desired activity;
 - The desired activity is infrequent;
 - The desired activity is frequent but of poorer quality than desired;
 - The desired activity is infrequent and of poor quality, and
 - The desired activity may be frequent and of reasonable quality but is impacted by a negative attitude

3. PERFORMANCE STANDARDS

- 3.1 **Table 1** below shows the Performance Standards, the criteria and the desired outcome for education therapists, counsellors and psychologists.

TABLE 1: PERFORMANCE STANDARDS AND CRITERIA FOR EDUCATION THERAPISTS / COUNSELLORS / PSYCHOLOGISTS

Performance Standard	Criteria	The desired outcome
1. Creation of a positive therapeutic / counselling environment	1) Therapeutic / counselling environment	The use of a therapeutic / counselling environment enables learners to be productively engaged in individual and cooperative therapeutic / counselling experiences.
	2) Management of therapeutic / counselling environment	Time and available resources are managed to create an optimal therapeutic / counselling environment in which learners can achieve individualized therapy / counselling goals.
2. Knowledge of field of practice to support therapy / counselling planning, interventions and record keeping.	1) Knowledge of field of practice	Applies, integrates and aligns scope of practice as determined by the HPCSA with CAPS, SIAS, White Paper 6 and other relevant policies (e.g. Action Step Model, Guidelines for Inclusive Schools/Full Service Schools, Guidelines for Special Schools as Resource Centers)
	2) Therapy / Counselling Planning	Develops effective therapy / counselling plans to facilitate the attainment of therapy / counselling goals in line with learner's therapeutic / counselling needs.
	3) Management of therapy / counselling sessions	Therapy / counselling session in accordance with therapy / counselling goals: <ul style="list-style-type: none"> • activities are graded; and • time management is evident
	4) Record keeping	Records are meticulously maintained and stored to: <ul style="list-style-type: none"> • provide information on the intervention plan • interventions and therapy / counselling progress • maintain ethics and confidentiality
3. Learner assessment, progress and development	1) Feedback to learners and stakeholders	Provides appropriate feedback to relevant stakeholders using a variety of strategies. Feedback is provided regularly and appropriately recorded. Uses therapeutic / counselling methods that instill confidence in learners to achieve intended therapeutic / counselling goals/outcomes.
	2) Knowledge and application of assessment techniques and resources	Knows and uses a range of assessment techniques and resources creatively. Continues to optimize learner progress and development.
	3) Learner progress and development	Learners achieve therapeutic / counselling goals/outcomes in terms of individual potential. Notes on learner progress are up to date and progress is noted on every therapy / counselling session Progress notes are kept safe in learner files.
4. Professional Development and Conduct	1) Participation in Continuous	Participates fully and takes a role in initiating and delivering professional development activities.

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Performance Standard	Criteria	The desired outcome
	professional development	
	2) Professional Conduct	Conduct is ethical and professional and truly displays the purpose and intent of the HPCSA / SACE code of professional ethics.
5. Participation in inter-intra-sectoral network and collaboration and/or extra-mural and co-curricular	1) Participation in inter-intra-sectoral network and collaboration and/or extra-mural and co-curricular activities	Networks with relevant stakeholders and encourages development of extra-mural or co-curricular activities. Engages in outreach programmes and collaboration within the school and across surrounding schools.

4. Rating Scale, Descriptor, scores and percentages:

4.1 Education Therapists

- A 4-point rating scale is used when completing the instrument.

RATING	DESCRIPTOR	SCORE (Maximum Score = 152)	PERCENTAGE
1	Unacceptable: The level of performance does not meet minimum expectations and requires urgent intervention and support	0 – 75	0% - 49%
2	Acceptable: Satisfies minimum expectations. The level of performance is acceptable and is in line with the minimum expectations, but development and support are still required	76 - 105	50% - 69%
3	Good: Performance meets expectations, but some areas are still in need of development and support	106 – 128	70% - 84%
4	Outstanding: Performance exceeds expectations. Although performance is outstanding, continuous self-development and improvement are advised.	129 – 152	85% - 100%

Example 1: An example of the scores awarded to an education therapist / counsellor / psychologist:

1.	PERFORMANCE STANDARD 1	CREATION OF A POSITIVE THERAPEUTIC / COUNSELLING ENVIRONMENT
----	-------------------------------	---

Criterion 1: Therapeutic / counselling and learning environment		Mid-Year				Annual			
a.	Seating arrangement promotes effective teaching and learning	1	2	3	4	1	2	3	4
b.	Therapeutic / counselling environment is tidy and clean	1	2	3	4	1	2	3	4
c.	Therapeutic / counselling support material (e.g. charts) are displayed and used in the classroom.	1	2	3	4	1	2	3	4
Criterion 2: Management of therapeutic / counselling environment									
a.	Is punctual and organised in class	1	2	3	4	1	2	3	4

b.	Ensures that learners are punctual and settle down quickly	1	2	3	4		1	2	3	<u>4</u>
c.	Communication between therapist / counsellor / psychologist and learners reflects mutual respect, cooperation and understanding	1	2	3	4		1	2	<u>3</u>	4
d.	Manages discipline effectively	1	2	3	4		1	2	<u>3</u>	4
Total							24			

- Calculating the annual score of a therapist

NO.	PERFORMANCE STANDARD	MAXIMUM SCORE	THERAPIST'S SCORE
1.	Creation of a positive therapeutic / counselling environment	28	24
2.	Knowledge of field of practice, planning execution and recording of therapeutic / counselling interventions.	48	32
3.	Learner assessment, progress and development	28	18
4.	Professional development and conduct	36	25
5.	Participation in inter-intra-sectoral network and collaboration and/or extra-mural and co-curricular activities	12	6
ANNUAL SCORE		152	105
PERCENTAGE (Therapist / Counsellor / Psychologist Score ÷ 152) x 100 =			69%

5. The documents that follow in the section below are:

- Annexure A 1: QMS Instrument
- Annexure A 2: Composite Score Sheet

QUALITY MANAGEMENT SYSTEM (QMS) APPRAISAL INSTRUMENT EDUCATION THERAPIST / COUNSELLOR / PSYCHOLOGIST

(To be completed twice during the school year – June and November)

Section A: THERAPIST AND SCHOOL INFORMATION

1. APPRAISEE

Surname		First names	
Designation		Persal number	
Highest Qualification		Specialization in field of work	
Grade / Subjects taught during current appraisal year			

2. APPRAISER

Surname		First names	
Designation		Persal number	

3. SCHOOL

Name of school		Province	
Circuit/district		Principal's name	
Telephone		Cell No	

4. THERAPIST / COUNSELLOR / PSYCHOLOGIST'S BRIEF JOB DESCRIPTION (Subjects/Grades/Key areas of responsibility, etc.)

Therapeutic / counselling and assessment responsibilities	Inter-Intra sectoral network and collaboration (including extra-mural or co-curricular activities)	Administrative duties	Other: (Please specify)

SECTION B: APPRAISAL

Therapist to be rated with a cross (X) for each descriptor

1.	PERFORMANCE STANDARD 1	CREATION OF A POSITIVE THERAPEUTIC ENVIRONMENT
----	-------------------------------	---

Criterion 1: Therapeutic / counselling and learning environment		Mid-Year				Annual			
a.	Seating arrangement provides for optimum development of learners	1	2	3	4	1	2	3	4
b.	Therapeutic / counselling environment is tidy and clean	1	2	3	4	1	2	3	4
c.	Therapeutic / counselling support material(s) is available and used appropriately.	1	2	3	4	1	2	3	4
Criterion 2: Management of therapeutic / counselling environment									
a.	Is punctual and organized in the therapeutic / counselling environment	1	2	3	4	1	2	3	4
b.	Ensures that learners are punctual and settled down	1	2	3	4	1	2	3	4
c.	Communication between therapist / counsellor / psychologist and learners reflect mutual respect, cooperation and understanding	1	2	3	4	1	2	3	4
d.	Manages discipline effectively	1	2	3	4	1	2	3	4
Total									

Comments:

Mid-year	Annual

2.	PERFORMANCE STANDARD 2	KNOWLEDGE OF FIELD OF PRACTICE TO SUPPORT THERAPY / COUNSELLING PLANNING, INTERVENTIONS AND RECORD KEEPING
----	-------------------------------	---

Criterion 1: Knowledge of field of practice		Mid-Year				Annual			
a.	Has adequate therapeutic / counselling knowledge and uses it effectively.	1	2	3	4	1	2	3	4
b.	Sets appropriate tasks for learners to enable development.	1	2	3	4	1	2	3	4
c.	Uses a variety of examples and resources to facilitate development.	1	2	3	4	1	2	3	4
Criterion 2: Therapy / Counselling Planning									
a.	Therapy / counselling session is logical, coherent and meaningful to learners	1	2	3	4	1	2	3	4
b.	Develops effective therapy / counselling plans to facilitate the attainment of therapy / counselling goals in line with learner's therapeutic / counselling needs.	1	2	3	4	1	2	3	4
c.	Time is well-managed during the therapeutic / counselling session	1	2	3	4	1	2	3	4
d.	Encourages involvement of learners.	1	2	3	4	1	2	3	4
e.	Responds appropriately to learner questions and inputs	1	2	3	4	1	2	3	4
Criterion 3: Management of therapy / counselling sessions									

a.	The therapy / counselling session is in accordance with the identified therapy / counselling goals.	1	2	3	4		1	2	3	4
b.	Therapy / counselling outcomes are guided by relevant policies (CAPS, SIAS, White Paper 6)	1	2	3	4		1	2	3	4
Criterion 4: Record keeping										
a.	Records are meticulously maintained and stored to: <ul style="list-style-type: none"> provide information on the intervention plan interventions and therapy / counselling progress maintain ethics and confidentiality 	1	2	3	4		1	2	3	4
b.	Records of learner diagnoses and therapeutic / counselling interventions are neatly maintained and updated regularly.	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

3. PERFORMANCE STANDARD 3	LEARNER ASSESSMENT, PROGRESS AND DEVELOPMENT
----------------------------------	---

Criterion 1: Feedback to learners and stakeholders		Mid-Year				Annual				
a.	Provides feedback to learners that instills confidence to achieve intended therapeutic / counselling goals/outcomes	1	2	3	4	1	2	3	4	
b.	Provides appropriate feedback to relevant stakeholders using a variety of strategies.	1	2	3	4	1	2	3	4	
c.	Feedback is provided regularly and appropriately recorded.	1	2	3	4	1	2	3	4	
Criterion 2: Knowledge and application of assessment techniques and resources										
a.	Knows and uses a range of assessment instrument techniques and resources creatively	1	2	3	4	1	2	3	4	
b.	Analyses assessment findings in a manner that enhances learner progress and development.	1	2	3	4	1	2	3	4	
Criterion 3: Learner progress and development										
a.	Learners achieve therapeutic / counselling goals/outcomes in terms of individual potential.	1	2	3	4	1	2	3	4	
b.	Notes on learner progress are up to date and progress is noted on every therapy / counselling session	1	2	3	4	1	2	3	4	
Total										

Comments:

Mid-year	Annual

4. PERFORMANCE STANDARD 4	PROFESSIONAL DEVELOPMENT AND CONDUCT
----------------------------------	---

Criterion 1: Participation in continuous professional development		Mid-Year				Annual			
a.	Participates in initiating and delivering professional development activities.	1	2	3	4	1	2	3	4

b.	Attends activities aimed at enhancing his/her professional and therapeutic / counselling skills	1	2	3	4		1	2	3	4
c.	Engages in research and/or develops therapy / counselling education materials, participates in sessions to train, guide, mentor and develop colleagues	1	2	3	4		1	2	3	4
Criterion 2: Professional Conduct										
a.	Displays the purpose and intent of the HPCSA / SACE code of professional ethics.	1	2	3	4		1	2	3	4
b.	Is always appropriately dressed and presentable	1	2	3	4		1	2	3	4
c.	Conducts therapy / counselling sessions as expected in line with the school time-table	1	2	3	4		1	2	3	4
d.	Adheres to deadlines e.g. learner assessments, progress reports, completion of tasks, etc.	1	2	3	4		1	2	3	4
e.	Contributes positively towards school improvement	1	2	3	4		1	2	3	4
f.	Maintains good relations with stakeholders	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

5.	PERFORMANCE STANDARD 5	PARTICIPATION IN INTER-INTRA-SECTORAL NETWORK AND COLLABORATION AND/OR EXTRA-MURAL AND CO-CURRICULAR ACTIVITIES
-----------	-------------------------------	--

Criterion 1: Participation in inter-intra-sectoral network and collaboration and/or extra-mural and co-curricular activities		Mid-Year				Annual			
a.	Networks with relevant stakeholders.	1	2	3	4	1	2	3	4
b.	Participates in intra-sectoral collaboration activities (PLC, DBST, SBST)	1	2	3	4	1	2	3	4
c.	Is involved in extra-mural and co-curricular activities	1	2	3	4	1	2	3	4
Total									

Comments:

Mid-year	Annual

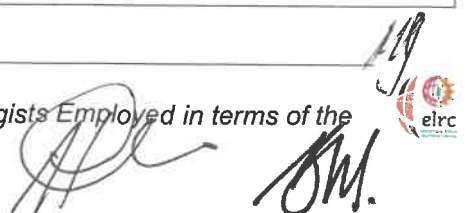
5. Overall remarks:

5.1 Appraisee's comments

Mid-Year	Annual

5.2 Appraiser's comments

Mid-Year	Annual



5.3 Resource person's comments (Optional)

Mid-Year	Annual

5.4 Principal's comments

Mid-Year	Annual

6. Recommendations

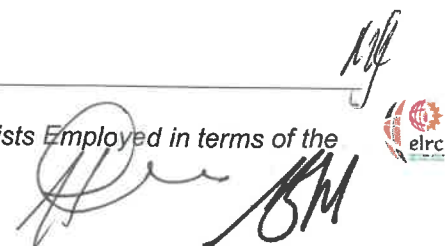
Mid-Year	Annual

7. Signatures

	Mid-Year			
Name				
Designation	Appraisee	Appraiser	Resource Person (if applicable)	Principal
Signature				
Date				

	Annual			
Name				
Designation	Appraisee	Appraiser	Resource Person (if applicable)	Principal
Signature				
Date				

SCHOOL STAMP



Handwritten signatures and the logo of the Education Labour Relations Council (elrc).

Annexure A 2

**QUALITY MANAGEMENT SYSTEM (QMS)
COMPOSITE SCORE SHEET: EDUCATION THERAPIST,
COUNSELLOR AND PSYCHOLOGIST**

(To be submitted to the District Office by the end of the 4th quarter)

Name & Surname		Date	
Persal Number		School	

PERFORMANCE STANDARD	MAXIMUM SCORE	THERAPIST / COUNSELLOR / PSYCHOLOGIST SCORE
1. Creation of a positive therapeutic / counselling environment	28	
2. Knowledge of field of practice, planning execution and recording of therapeutic / counselling interventions.	48	
3. Learner assessment, progress and development	28	
4. Professional development and conduct	36	
5. Participation inter-intra-sectoral network and collaboration and/or extra-mural and co-curricular activities	12	
FINAL SCORE	152	
PERCENTAGE (<i>Therapist / Counsellor / Psychologist Score ÷ 152</i>) x 100 =		%

Comments:




--

I agree / do not agree with the overall performance rating.

SIGNATURES:

NAME	DESIGNATION	SIGNATURE	DATE
	Appraisee		
	Appraiser		
	Resource person (if applicable)		
VALIDATED BY:			
	Principal		

SCHOOL STAMP

SECTION C

QMS WORK PLAN AND APPRAISAL INSTRUMENTS FOR CHIEF EDUCATION THERAPISTS AND COUNSELLORS



1. INTRODUCTION

- 1.1 The appraisal of the Chief Education Therapist / Counsellor must be conducted twice during the year, using the approved instrument provided in this section.
- 1.2 The two appraisals are conducted as follows:
 - Mid-Year, and
 - Annual

2. QMS WORK PLAN AND INSTRUMENT

- 2.1 The QMS work plan (**Annexure A 3**) and QMS instrument (**Annexure A 4**) must be completed for each Chief Education Therapist / Counsellor.
- 2.2 The QMS work plan and instrument should also be used for purposes of self- appraisal, the Mid-Year Appraisal and Annual Appraisal.
- 2.3 All Chief Education Therapists / Counsellors are required to complete a work plan at the beginning of each evaluation cycle.
- 2.4 A Chief Education Therapist / Counsellor is evaluated on 6 Performance Standards;
- 2.5 The Performance Standards in the instrument form the core elements of the job description for the Chief Education Therapist / Counsellor.
- 2.6 The criteria form the key deliverables for each Performance Standard.
- 2.7 The desired outcome/key objective of each criteria has been pegged with a maximum rating of 4.
- 2.8 A rating that is less than the desired outcome will be influenced by the following factors:
 - There is no or insufficient evidence of a particular desired activity;
 - The desired activity is infrequent;
 - The desired activity is frequent but of poorer quality than desired;
 - The desired activity is infrequent and of poor quality; and
 - The desired activity may be frequent and of reasonable quality but is impacted by a negative attitude

3 PERFORMANCE STANDARDS

Table 2 below shows the 6 Performance Standards, the criteria and the desired outcome for the Chief Education Therapist / Counsellor.

TABLE 2: PERFORMANCE STANDARDS, CRITERIA AND DESIRED OUTCOMES FOR THE CHIEF EDUCATION THERAPIST / COUNSELLOR

Performance Standard	Criteria	The desired outcome
1. Creation of a positive therapeutic / counselling environment	1) Therapeutic / counselling environment	The use of a therapeutic / counselling environment enables learners to be productively engaged in individual and cooperative therapeutic / counselling experiences.
	2) Management of therapeutic / counselling environment	Time and available resources are managed to create an optimal therapeutic / counselling environment in which learners can achieve individualized therapy / counselling goals.
2. Knowledge of field of practice to support therapy / counselling planning, interventions and record keeping.	1) Knowledge of field of practice	Applies, integrates and aligns scope of practice as determined by the HPCSA with CAPS, SIAS, White Paper 6 and other relevant policies (e.g. Action Step Model, Guidelines for Inclusive Schools/Full Service Schools, Guidelines for Special Schools as Resource Centers)
	2) Therapy / Counselling Planning	Develops effective therapy / counselling plans to facilitate the attainment of therapy goals in line with learner's therapeutic / counselling needs.
	3) Management of therapy / counselling sessions	Therapy / counselling session in accordance with therapy / counselling goals: <ul style="list-style-type: none"> • activities are graded; and • time management is evident
	4) Record keeping	Records are meticulously maintained and stored to: <ul style="list-style-type: none"> • provide information on the intervention plan • interventions and therapy / counselling progress • maintain ethics and confidentiality
3. Learner assessment, progress and development	1) Feedback to learners and stakeholders	Provides appropriate feedback to relevant stakeholders using a variety of strategies. Feedback is provided regularly and appropriately recorded. Uses therapeutic / counselling methods that instill confidence in learners to achieve intended therapeutic / counselling goals/outcomes.
	2) Knowledge and application of assessment techniques and resources	Knows and uses a range of assessment techniques and resources creatively. Continues to optimize learner progress and development.
	3) Learner progress and development	Learners achieve therapeutic / counselling goals/outcomes in terms of individual potential. Notes on learner progress are up to date and progress is noted on every therapy / counselling session Progress notes are kept safe in learner files.
	1) Participation in Continuous	Participates fully and takes a role in initiating and delivering professional development activities.

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QMS for School-Based Education Therapists, Counsellors and Psychologists Employed in terms of the Employment of Educators Act



[Handwritten signatures]

Performance Standard	Criteria	The desired outcome
4. Professional Development and Conduct	professional development	
	2) Professional Conduct	Conduct is ethical and professional and truly displays the purpose and intent of the HPCSA / SACE code of professional ethics.
5. Participation in inter-intra-sectoral network and collaboration and/or extra-mural and co-curricular	1) Participation in inter-intra-sectoral network and collaboration and/or extra-mural and co-curricular activities	Networks with relevant stakeholders and encourages development of extra-mural or co-curricular activities. Engages in outreach programmes and collaboration within the school and across surrounding schools.
6. Management of therapy / counselling programmes	1) Providing leadership, mentoring, support and development.	<ul style="list-style-type: none"> Regular communication/discussions to provide clear, valuable, guidance, support and constructive feedback to therapists.
	2) Administration of resources and records	<ul style="list-style-type: none"> Efficient utilization and updating of resources. Furniture and equipment are in good condition and well-maintained. Policy for furniture and equipment is implemented. Register for assets are well maintained.
	3) Decision-making and accountability.	<ul style="list-style-type: none"> Decisions are often proactive rather than reactive. Consults and accepts total responsibility for all decisions even if they are proved to be wrong. Arrives at decisions creatively.
	4) Policy development and implementation	<ul style="list-style-type: none"> Policies are developed through wide consultation and according to the needs of the school. Implementation of internal and external policies, is consistent and supports therapeutic interventions.

4. Rating Scale, Descriptor, scores and percentages:

4.1 Chief Education Therapist / Counsellor

- A 4-point rating scale is used when completing the instrument.

RATING	DESCRIPTOR	Chief Education Therapist / Counsellor SCORE (Maximum Score = 220)	PERCENTAGE
1	Unacceptable: The level of performance does not meet minimum expectations and requires urgent intervention and support	0 – 109	0% - 49%
2	Acceptable: Satisfies minimum expectations. The level of performance is acceptable and is in line with the minimum expectations, but development and support are still required	110 – 153	50% - 69%

3	Good: Performance meets expectations, but some areas are still in need of development and support	154 – 186	70% - 84%
4	Outstanding: Performance exceeds expectations. Although performance is outstanding, continuous self-development and improvement are advised.	187 – 220	85% - 100%

- Calculating the annual score of a Chief Education Therapist / Counsellor

NO.	PERFORMANCE STANDARD	MAXIMUM SCORE	Chief Education Therapist/ Counsellor's SCORE
1.	Creation of a positive therapeutic / counselling environment	28	24
2.	Knowledge of field of practice to support therapy / counselling planning, interventions and record keeping.	48	32
3.	Learner assessment, progress and development	28	20
4.	Professional Development and Conduct	36	28
5.	Participation in inter-intra-sectoral network and collaboration and/or extra-mural and co-curricular activities	12	7
6.	Management of therapy / counselling programmes	68	46
	ANNUAL SCORE	220	157
	PERCENTAGE $(Therapist\ Score \div 220) \times 100 =$		71%

5. The documents that follow in the section below are:

- Annexure A 3: QMS Work plan
- Annexure A 4: QMS Appraisal Instrument
- Annexure A 5: Composite Score Sheet

QMS WORK-PLAN (Chief Education Therapist / Counsellor) Year

NAME	SCHOOL DESIGNATION SUPERVISOR				
PERIOD					
PERSAL NO					
Performance Standard	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
Management of therapy / counselling programmes (Performance Standard 6)					

AGREED (Signatures):

	CHIEF EDUCATION THERAPIST / COUNSELLOR	SUPERVISOR
Name		
Designation		
Signature		
Date		

School Stamp



QUALITY MANAGEMENT SYSTEM (QMS) APPRAISAL INSTRUMENT CHIEF EDUCATION THERAPIST / COUNSELLOR

(To be completed twice during the school year – June and November)

Section A: PERSONAL PARTICULARS AND SCHOOL INFORMATION

1. APPRAISEE

Surname		First names	
Designation		Persal number	
Highest Qualification		Specialization in field of work	
Grade / Subjects taught during current appraisal year			

2. APPRAISER

Surname		First names	
Designation		Persal number	

3. SCHOOL

Name of school		Province	
Circuit/district		Principal's name	
Telephone		Cell No	

4. BRIEF JOB DESCRIPTION (Specialisation / /Key areas of responsibility, etc.)

Therapeutic / counselling and assessment responsibilities	Extra-mural activities	Management and Administrative duties	Other: (Please specify)

SECTION B: APPRAISAL

Therapist to be rated with a cross (X) for each descriptor

1. PERFORMANCE STANDARD 1		CREATION OF A POSITIVE THERAPEUTIC / COUNSELLING ENVIRONMENT											
Criterion 1: Therapeutic / counselling and learning environment		Mid-Year				Annual							
a.	Seating arrangement provides for optimum development of learners	1	2	3	4	1	2	3	4				
b.	Therapeutic / counselling environment is tidy and clean	1	2	3	4	1	2	3	4				
c.	Therapeutic / counselling support material(s) is available and used appropriately.	1	2	3	4	1	2	3	4				
Criterion 2: Management of therapeutic / counselling environment													
a.	Is punctual and organized in the therapeutic / counselling environment	1	2	3	4	1	2	3	4				
b.	Ensures that learners are punctual and settled down	1	2	3	4	1	2	3	4				
c.	Communication between therapist / counsellor / psychologist and learners reflect mutual respect, cooperation and understanding	1	2	3	4	1	2	3	4				
d.	Manages discipline effectively	1	2	3	4	1	2	3	4				
Total													

Comments:

Mid-year	Annual

2. PERFORMANCE STANDARD 2		KNOWLEDGE OF FIELD OF PRACTICE TO SUPPORT THERAPY / COUNSELLING PLANNING, INTERVENTIONS AND RECORD KEEPING											
Criterion 1: Knowledge of field of practice		Mid-Year				Annual							
a.	Has adequate therapeutic / counselling knowledge and uses it effectively.	1	2	3	4	1	2	3	4				
b.	Sets appropriate tasks for learners to enable development.	1	2	3	4	1	2	3	4				
c.	Uses a variety of examples and resources to facilitate development.	1	2	3	4	1	2	3	4				
Criterion 2: Therapy / counselling planning													
a.	Therapy / counselling session is logical, coherent and meaningful to learners	1	2	3	4	1	2	3	4				
b.	Develops effective therapy / counselling plans to facilitate the attainment of therapy goals in line with learner's therapeutic / counselling needs.	1	2	3	4	1	2	3	4				
c.	Time is well-managed during the therapeutic / counselling session	1	2	3	4	1	2	3	4				
d.	Encourages involvement of learners.	1	2	3	4	1	2	3	4				
e.	Responds appropriately to learner questions and inputs	1	2	3	4	1	2	3	4				
Criterion 3: Management of therapy / counselling sessions													
a.	The therapy / counselling session is in accordance with the identified therapy / counselling goals.	1	2	3	4	1	2	3	4				
b.	Therapy / counselling outcomes are guided by relevant policies (CAPS, SIAS, White Paper 6)	1	2	3	4	1	2	3	4				
Criterion 4: Record keeping													

a.	Records are meticulously maintained and stored to: <ul style="list-style-type: none"> provide information on the intervention plan interventions and therapy /counselling progress maintain ethics and confidentiality 	1	2	3	4		1	2	3	4
b.	Records of learner diagnoses and therapeutic / counselling interventions are neatly maintained and updated regularly.	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

3. PERFORMANCE STANDARD 3	LEARNER ASSESSMENT, PROGRESS AND DEVELOPMENT
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Criterion 1: Feedback to learners and stakeholders		Mid-Year				Annual			
a.	Provides feedback to learners that instills confidence to achieve intended therapeutic / counselling goals/ outcomes	1	2	3	4	1	2	3	4
b.	Provides appropriate feedback to relevant stakeholders using a variety of strategies.	1	2	3	4	1	2	3	4
c.	Feedback is provided regularly and appropriately recorded.	1	2	3	4	1	2	3	4
Criterion 2: Knowledge and application of assessment techniques and resources									
a.	Knows and uses a range of assessment instrument techniques and resources creatively	1	2	3	4	1	2	3	4
b.	Analyses assessment findings in a manner that enhances learner progress and development.	1	2	3	4	1	2	3	4
Criterion 3: Learner progress and development									
a.	Learners achieve therapeutic / counselling goals/ outcomes in terms of individual potential.	1	2	3	4	1	2	3	4
b.	Notes on learner progress are up to date and progress is noted on every therapy / counselling session	1	2	3	4	1	2	3	4
Total									

Comments:

Mid-year	Annual

4. PERFORMANCE STANDARD 4	PROFESSIONAL DEVELOPMENT AND CONDUCT
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Criterion 1: Participation in continuous professional development		Mid-Year				Annual			
a.	Participates in initiating and delivering professional development activities.	1	2	3	4	1	2	3	4
b.	Attends activities aimed at enhancing his/her professional and therapeutic / counselling skills	1	2	3	4	1	2	3	4
c.	Engages in research and/or develops therapeutic / counselling education materials, participates in sessions to train, guide, mentor and develop colleagues	1	2	3	4	1	2	3	4
Criterion 2: Professional Conduct									
a.	Displays the purpose and intent of the HPCSA / SACE code of professional ethics.	1	2	3	4	1	2	3	4

b.	Is always appropriately dressed and presentable	1	2	3	4		1	2	3	4
c.	Conducts therapeutic / counselling sessions as expected in line with the school time-table	1	2	3	4		1	2	3	4
d.	Adheres to deadlines e.g. learner assessments, progress reports, completion of tasks, etc	1	2	3	4		1	2	3	4
e.	Contributes positively towards school improvement	1	2	3	4		1	2	3	4
f.	Maintains good relations with stakeholders	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

5.	PERFORMANCE STANDARD 5	PARTICIPATION IN INTER-INTRA-SECTORAL NETWORK AND COLLABORATION AND/OR EXTRA-MURAL AND CO-CURRICULAR ACTIVITIES
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Criterion 1: Participation in inter-intra-sectoral network and collaboration and/or extra-mural and co-curricular activities		Mid-Year				Annual			
a.	Networks with relevant stakeholders.	1	2	3	4	1	2	3	4
b.	Participates in intra-sectoral collaboration activities (PLC, DBST, SBST)	1	2	3	4	1	2	3	4
c.	Is involved in extra-mural and co-curricular activities	1	2	3	4	1	2	3	4
Total									

Comments:

Mid-year	Annual

6.	PERFORMANCE STANDARD 6	MANAGEMENT OF THERAPY / COUNSELLING PROGRAMMES
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Criterion 1: Providing leadership, mentoring, support and development		Mid-Year				Annual			
a.	Monitors and guides implementation of therapeutic intervention.	1	2	3	4	1	2	3	4
b.	Controls therapist's / counsellor's work (checks preparations, quality of assessments, feedback, etc.)	1	2	3	4	1	2	3	4
c.	Assesses performance of therapists / counsellors / psychologists regularly and provides feedback, mentoring and support	1	2	3	4	1	2	3	4
d.	Manages underperformance	1	2	3	4	1	2	3	4
e.	Organizes workshops and training sessions.	1	2	3	4	1	2	3	4
Criterion 2: Administration of resources and records									
a.	Therapeutic / counselling resources are kept in good and working condition.	1	2	3	4	1	2	3	4
b.	Therapy / Counselling departments are well maintained.	1	2	3	4	1	2	3	4
c.	Budgets and records of expenditure are kept.	1	2	3	4	1	2	3	4
d.	Keeps updated inventory/register of equipment in his/her care.	1	2	3	4	1	2	3	4
e.	A filing system of all essential records is kept and updated regularly.	1	2	3	4	1	2	3	4

Criterion 3: Decision-making and accountability										
a.	Displays good planning, monitoring and evaluation skills.	1	2	3	4		1	2	3	4
b.	Takes full responsibility for decisions taken, is honest and decisive.	1	2	3	4		1	2	3	4
c.	Consults stakeholders and communicates effectively with them.	1	2	3	4		1	2	3	4
d.	Manages conflict.	1	2	3	4		1	2	3	4
e.	Takes firm action against abuse and other forms of irresponsible and unprofessional conduct.	1	2	3	4		1	2	3	4
Criterion 4: Policy development and implementation										
a.	Key policies are in place and implemented effectively.	1	2	3	4		1	2	3	4
b.	Guidelines, consistent with key policies, are developed, implemented and reviewed.	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

5. Overall Remarks:**5.1. Appraisee's comments on the appraisal**

Mid-Year	Annual

5.2 Appraiser's comments

Mid-Year	Annual

5.3 Resource person's comments (Optional)

Mid-Year	Annual

5.4 Principal's comments

Mid-Year	Annual

6. RECOMMENDATIONS

Mid-Year	Annual

7. SIGNATURES

Mid-Year				
Name				
Designation	Appraisee:	Appraiser:	Resource person (If applicable)	Principal
Signature				
Date				

Annual				
Name				
Designation	Appraisee:	Appraiser:	Resource person (If applicable)	Principal
Signature				
Date				

SCHOOL STAMP

Annexure A 5

QUALITY MANAGEMENT SYSTEM (QMS) COMPOSITE SCORE SHEET: CHIEF EDUCATION THERAPIST / COUNSELLOR

(To be submitted to the District Office by the end of the 4th quarter)

Full Name		Date	
Persal Number		School	

PERFORMANCE STANDARD	MAXIMUM SCORE	CHIEF EDUCATION THERAPIST / COUNSELLOR SCORE
1. Creation of a positive therapeutic / counselling environment	28	
2. Knowledge of field of practice, planning execution and recording of therapeutic / counselling interventions.	48	
3. Learner assessment, progress and development	28	
4. Professional development and conduct	36	
5. Participation inter-intra-sectoral network and collaboration and/or extra-mural and co-curricular activities	12	
6. Management of therapy / counselling programmes	68	
FINAL SCORE	220	
PERCENTAGE <i>(Chief Education Therapist / Counsellor Score ÷ 220) x 100 =</i>		%

Comments:

I agree / do not agree with the overall performance rating.

SIGNATURES:

NAME	DESIGNATION	SIGNATURE	DATE
	Appraisee:		
	Appraiser:		
	Resource person (if applicable)		
VALIDATED BY:			
	Principal		

SCHOOL STAMP

SECTION D

Annexure A 6:

Summative Scores

Annexure A 7:

Therapy / Counselling Session Observation Instrument

Annexure A 8:

Declaration of Confidentiality and Consent

Annexure A 9:

Generic Job Description: School Based Education Therapists /
Counsellors / Psychologists and Chief Education Therapists /
Counsellors

ANNEXURE A 6

**QUALITY MANAGEMENT SYSTEM FOR THERAPISTS, COUNSELLORS AND
PSYCHOLOGISTS
SUMMATIVE SCORES FOR SCHOOL**

School Name		EMIS Number	
Circuit		District	
Year		Principal	

Surname & initials												
Chief Education Therapist / Counsellor	Post Level	Persal No.	PS 1 (28)	PS 2 (48)	PS 3 (28)	PS 4 (36)	PS 5 (12)	PS 6 (76)		Total (228)	%	Identified development need
Therapist / Counsellor / Psychologist	Post Level	Persal No.	PS 1 (28)	PS 2 (48)	PS 3 (28)	PS 4 (36)	PS 5 (12)			Total (152)	%	Identified development need

SIGNATURES:

NAME	DESIGNATION	SIGNATURE	DATE
	Principal		
	Circuit Manager		
VALIDATED BY:			
	District Director		

<i>School Stamp</i>	<i>Circuit / District Stamp</i>
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THERAPY / COUNSELLING SESSION OBSERVATION INSTRUMENT

Full Name		Job Designation	
Date:		Subject	
Session observed by:		Topic	
		Topic	

1.	PERFORMANCE STANDARD 1	CREATION OF A POSITIVE THERAPEUTIC / COUNSELLING ENVIRONMENT
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Criterion 1: Therapeutic / counselling and learning environment		Rating				Remarks
a	Seating arrangement provides for optimum development of learners	1	2	3	4	
b	Therapeutic / counselling environment is tidy and clean	1	2	3	4	
c	Therapeutic / counselling support material(s) is available and used appropriately.	1	2	3	4	
Criterion 2: Management of therapeutic / counselling environment						
a	Is punctual and organized in the therapeutic / counselling environment.	1	2	3	4	
b	Ensures that learners are punctual and settle down.	1	2	3	4	
c	Communication between therapist / counsellor / psychologist and learners reflects mutual respect, cooperation and understanding	1	2	3	4	
d	Manages discipline effectively	1	2	3	4	
Total						

2.	PERFORMANCE STANDARD 2	KNOWLEDGE OF FIELD OF PRACTICE TO SUPPORT THERAPY / COUNSELLING PLANNING, INTERVENTIONS AND RECORD KEEPING
----	-------------------------------	---

Criterion 1: Knowledge of field of practice		Rating				Remarks
a	Has adequate subject knowledge and uses it effectively.	1	2	3	4	
b	Sets appropriate tasks for learners to enable development.	1	2	3	4	
c	Uses a variety of examples and resources to facilitate development.	1	2	3	4	
Criterion 2: Therapy / counselling planning						
a	Therapy / counselling session is logical, coherent and meaningful to learners	1	2	3	4	
b	Develops effective therapy/counselling plans to facilitate the attainment of therapy / counselling goals in line with learner's therapeutic needs.	1	2	3	4	
c	Time is well-managed during the therapeutic/ counselling session.	1	2	3	4	
d	Encourages involvement of learners.	1	2	3	4	
e	Responds appropriately to learner questions and inputs	1	2	3	4	
Criterion 3: Management therapy / Counselling sessions						

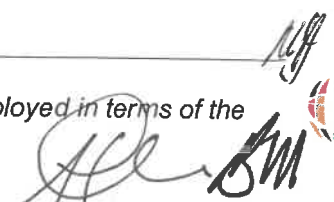
a	The therapy / counselling session is in accordance with the identified therapy goals.	1	2	3	4	
b	Therapy / counselling outcomes are guided by relevant policies (CAPS, SIAS, White Paper 6)	1	2	3	4	
Criterion 4: Record keeping						
a	Records are meticulously maintained and stored to: <ul style="list-style-type: none"> • Provide information on the intervention plan • Interventions and therapy / counselling progress • Maintain ethics and confidentiality 	1	2	3	4	
b	Records of learner diagnoses and therapeutic interventions are neatly maintained and updated regularly	1	2	3	4	
Total						

3.	PERFORMANCE STANDARD 3	LEARNER ASSESSMENT, PROGRESS AND DEVELOPMENT
-----------	-------------------------------	---

Criterion 1: Feedback to learners and stakeholders		Rating				Remarks
a	Provides feedback to learners that instills confidence to achieve intended therapeutic / counselling goals/outcomes.	1	2	3	4	
b	Provides appropriate feedback to relevant stakeholders using a variety of strategies.	1	2	3	4	
c	Feedback is provided regularly and appropriately recorded.	1	2	3	4	
Criterion 2: Knowledge and application of assessment techniques and resources						
a	Knows and uses a range of assessment instrument techniques and resources creatively.	1	2	3	4	
b	Analyses assessment findings in a manner that enhances learner progress and development.	1	2	3	4	
Criterion 3: Learner progress and development						
a	Learner achieve therapeutic / counselling goals/outcomes in terms of individual potential.	1	2	3	4	
b	Notes on learner progress are up to date and progress is noted on every therapy / counselling session.	1	2	3	4	
Total						

Overall Remarks:

Appraisee:	Appraiser	Resource person (Optional)
Signature:	Signature:	Signature:
Date:	Date:	Date:



DECLARATION OF CONFIDENTIALITY AND CONSENT

Quality Management System (QMS) for Education Therapists, Counsellors and Psychologists

Consent to use personal information in terms of the Protection of Personal Information, 2013 (Act No. 4 of 2013) (POPI Act)

The Quality Management System (QMS) is a Performance Management System for school-based education therapists / counsellors / psychologists, designed to evaluate the performance levels of individuals to achieve high levels of therapy / counselling performance within a school setting.

The appraiser / supervisor (Education Therapist Specialist, Counsellor and Psychologist / Chief Education Therapist / Counsellor and/or Principal) undertakes to process the Quality Management System (QMS) information of the Education Therapist / Counsellor / Psychologist only in accordance with the conditions of lawful processing as set out in terms of the Protection of Personal Information, 2013 (Act No. 4 of 2013) (POPIA) and in terms of the Department's POPIA Guidelines.

The appraisee (Education Therapist) acknowledges that the collection of his/her QMS information is both necessary and requisite as a legal obligation, which falls within the scope of execution of the legal functions and obligations as agreed to in ELRC Collection Agreement for therapists.

The appraisee hereby voluntarily authorises the appraiser to process his/her personal information in terms of the POPIA. The information will only be used to evaluate the performance levels of individuals to achieve high levels of therapy / counselling performance within a school setting and will not be used for any other purpose.

The appraisee therefore irrevocably and unconditionally agrees:

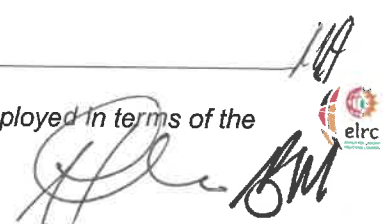
1. That he/she is notified of the purpose and reason for the collection and processing of his or her QMS information insofar as it relates to the supervisor/appraiser to discharge of its obligations and to perform its functions as a representative of the employer (Name of PED)

2. That he/she consents and authorizes the appraiser / supervisor to undertake the collection and processing of the employee's QMS process for the purposes of evaluating the performance level of the Education Therapist within a school setting.

Agreed / Not Agreed

Initial and Surname	Designation	Signature	Date
	Appraisee:		
	Appraiser / Supervisor:		

School / District Stamp



GENERIC JOB DESCRIPTION
School Based Education Therapist, Counsellor and Psychologist and
Chief Education Therapist / Counsellor

1. JOB INFORMATION

JOB TITLE	
CATEGORY (e.g. Occupational Therapist, Physiotherapist, etc)	
NAME AND SURNAME	
PERSAL NUMBER	
SALARY LEVEL	
PROVINCE	
DISTRICT	
CIRCUIT	
SCHOOL	
LOCATION:	
SUPERVISOR (NAME AND SURNAME)	
SUPERVISOR'S DESIGNATION	

2. MAIN PURPOSE OF THE JOB

To render direct, indirect and consultative therapeutic and educational support in an inclusive context, within a Public Special School/ Resource Centre and/ or Outreach clinic for Public Ordinary schools.

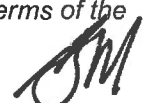
Note: These job descriptions serve as the minimum requirements. PEDs may extend the key activities and competencies as per scope of practice and ethics.

3. KEY RESPONSIBILITY AREAS

KEY RESPONSIBILITY AREAS (KRAs)	KEY ACTIVITIES
1) Assess the learner's level of functioning to identify barriers to learning based on the therapist / counsellor / psychologist's scope of practice	1.1 Conduct screening for the learners by: <ul style="list-style-type: none"> • Using appropriate screening instruments. • Obtaining pertinent case history of a learner. 1.2 Administer formal and informal assessments by: <ul style="list-style-type: none"> • Observing learners in a school environment. • Selecting appropriate assessment based on individual learner needs. • Administering tests according to acceptable procedures.

KEY RESPONSIBILITY AREAS (KRAs)	KEY ACTIVITIES
	<p>1.3 Analyse and interpret information to make decisions regarding the need for therapeutic intervention by:</p> <ul style="list-style-type: none"> • Integrating information from assessments conducted and compile comprehensive assessment reports. • Determining the impact of the learner's barriers on the ability to function effectively within the school environment. • Determining the learner's strengths which will support effective therapy / counselling provisioning. • Engaging in multidisciplinary team discussions to obtain holistic information regarding the learner for appropriate support provisioning. • Making recommendations and referrals for medical and/or related services.
<p>2) Provide intervention (direct and indirect therapy / counselling) relating to barriers to learning.</p>	<p>2.1 Provide direct and indirect therapy / counselling services based on a therapy / counselling plan to learners in public special schools and public ordinary schools through the following:</p> <ul style="list-style-type: none"> • individual therapy/ counselling • group therapy / counselling • collaborative intervention <p>2.2 Determine individualized therapy/ counselling goals based on barriers and strengths identified.</p> <p>2.3 Design, select and/or modify therapy/ counselling programmes based on individual learner needs in line with the principles and practices of the profession.</p> <p>2.4 Prescribe, issue and maintain assistive devices</p> <p>2.5 Maintain records of therapy / counselling interventions.</p> <p>2.6 Maintain effective administration practices of the therapy / counselling department.</p> <p>2.7 Report on therapy / counselling department functioning to supervisors.</p>
<p>3) Engage in therapeutic / counselling capacity building programmes and skills sharing on related therapy / counselling matters</p>	<p>3.1 Provide training, on areas related to scope of practice, to teachers, parents and support staff:</p> <ul style="list-style-type: none"> • On the early identification of learning barriers particularly barriers to accessing the curriculum. • To manage identified learners who experience therapeutic / counselling barriers to learning (e.g. Individual Support Plan - ISP) • On the Implementation of Inclusive Education Policies including the Screening Identification and Assessment Support (SIAS) Policy. • On building an inclusive school environment

KEY RESPONSIBILITY AREAS (KRAs)	KEY ACTIVITIES
	<p>3.2 Provide appropriate information regarding programmes offered by therapists to internal and external stakeholders (e.g. School Based support Team, District Based Support Team, Parents etc.).</p> <p>3.3 Promote awareness of the different disciplines of therapy. / counselling.</p> <p>3.4 Participate in the awareness campaigns of different disabilities.</p> <p>3.5 Provide direct or indirect outreach services when required.</p> <p>3.6 Engage in continuous professional developmental activities based on the relevant programmes offered in the school.</p> <p>3.7 Supervise undergraduate therapy / counselling students as and when required.</p>
<p>4) Manage therapy / counselling support materials and equipment</p>	<p>4.1 Request appropriate and adequate therapy / counselling support materials and equipment based on learner needs.</p> <p>4.2 Safeguard therapy/counselling support materials and equipment within the therapy / counselling department.</p> <p>4.3 Maintain records of therapy /counselling material, equipment and the issuing of assistive devices.</p> <p>4.4 Report on the faults and maintenance needs of the materials and equipment</p>
<p>5) Participate in inter- and intra-sectoral networks and collaborations</p>	<p>5.1 Collaborate and interact with stakeholders (e.g. Department of Health, Department of Social Development, Non-Profit Organisations, Non- Governmental Organisations, local government and the broader Community).</p> <p>5.2 Advocate for learners who experience barriers to learning.</p> <p>5.3 Liaising with therapists / counsellors / psychologists from other special schools and sharing of best practices and experiences.</p> <p>5.4 Liaison with relevant professional boards and tertiary institutions.</p> <p>5.5 Participate in extra-mural and co-curricular activities.</p>
<p>6) Management and Administration</p> <p><i>(KRA 6 is applicable to School-Based Chief Education Therapist / Counsellor)</i></p>	<p>6.1 Manage effective administration practices of therapy / counselling interventions</p> <p>6.2 Ensure compliance with the code of Ethics of the Health Professions Council of South Africa (HPCSA) and the national / provincial requirements for professional practice.</p> <p>6.3 Monitor, supervise and provide feedback on the plans and interventions undertaken by therapists/ counsellors / psychologists</p> <p>6.4 Practice sound interpersonal relations.</p> <p>6.5 Engage in and provide guidance on the professional development of therapists.</p> <p>6.6 Participate in and / or undertake the Performance Appraisals of Therapists, Counsellors and Psychologists.</p>

4. COMPETENCIES

4.1 JOB RELATED KNOWLEDGE

- a) National and Provincial Education legislation, policies and regulations (e.g. Health Professions Act, Screening Identification Assessment and Support policy (SIAS), South African Schools Act (SASA), Employment of Educators Act (EEA), White Paper 6 (Support for special needs learners).
- b) Analytic, diagnostic and assessment tools
- c) Intervention methods
- d) Child development
- e) Therapeutic / Counselling models and techniques
- f) Understanding of group dynamics
- g) Protocol and professional ethics

4.2 JOB RELATED SKILLS

- a) Organising and Planning
- b) Project Planning
- c) Quality assurance and reporting
- d) Systemic analysis and reasoning
- e) Assessment and evaluation tools
- f) Group and individual therapy / counselling techniques
- g) Therapeutic / Counselling intervention
- h) Interpersonal
- i) Report-writing
- j) Computer literacy
- k) Presentation and facilitation
- l) Problem-solving
- m) Client orientation and customer focus

5. PERSONAL VALUES / ATTRIBUTES

- a) Team Player
- b) Upholding Standards
- c) Ability to work independently
- d) Establishing Rapport
- e) Maintaining confidentiality and ethics
- f) Embracing Change
- g) Honesty and Integrity
- h) Thinking Positively
- i) Following Procedures
- j) Coping with Pressure
- k) Articulating Information
- l) Empowering Individuals
- m) Understanding People

6. AGREEMENT

This job description has been consulted and agreed to between the relevant parties.

NAME	DESIGNATION	SIGNATURE	DATE
	Supervisor:		
	Principal		

SCHOOL / DISTRICT STAMP