

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



**COLLECTIVE AGREEMENT
NUMBER 8 OF 2003**

27 August 2003

**INTEGRATED QUALITY
MANAGEMENT SYSTEM**

EDUCATION LABOUR RELATIONS COUNCIL

RESOLUTION NO 8 OF 2003: INTEGRATED QUALITY MANAGEMENT SYSTEM

1. PURPOSE OF THIS AGREEMENT

The purpose of this agreement is to align the different Quality Management programmes and implement an Integrated Quality Management System, which includes Developmental Appraisal, Performance Measurement and Whole School Evaluation.

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 Schedule 1 of the Employment of Educators Act, 1998 as amended.

3.2 The provision on core duties and responsibilities of educators as contained in the Personnel Administration Measures (PAM).

3.3 Chapter C of the Personnel Administration Measures.

3.4 Education Labour Relations Council Resolution No. 1 of 2003.

3.5 Education Labour Relations Council Resolution No. 3 of 2003.

4. THE PARTIES TO COUNCIL THEREFORE AGREE AS FOLLOWS:

4.1 That the Integrated Quality Management System, as attached in Annexure A, be adopted for institution-based educators.

MF *AB*

5. DISPUTE RESOLUTION


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

6. DEFINITIONS

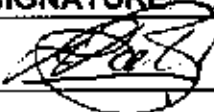
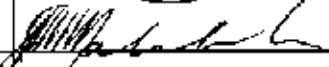
- 6.1 "constitution" means the constitution of the Education Labour Relations Council.
- 6.2 "Council" means the Education Labour Relations Council.
- 6.3 "employee" means an educator as defined in the Employment of Educators Act, 1994, as amended.
- 6.4 "employer" means the employer as defined in the Employment of Educators Act, 1994, as amended.
- 6.5 "Labour Relations Act" means the Labour Relations Act No. 66 of 1996, as amended.
- 6.6 "workplace" means the registered scope of the Council.

Thus done and signed at Centurion on this 27th day of August 2003 by:

ON BEHALF OF THE STATE AS EMPLOYER

DEPARTMENT	NAME	SIGNATURE
EDUCATION	TIFAMONGA MCELEKU	

ON BEHALF OF THE EMPLOYEE PARTIES

TRADE UNION	NAME	SIGNATURE
NAPTOSA	D. H. BALE	
SADTU	M. J. MALIEKE	
SAOU		

ADDENDUM

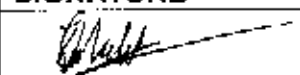
PARTIES TO THE COUNCIL HEREBY AGREE TO THE FOLLOWING AMENDMENTS/ADDITIONS TO SECTION A OF COLLECTIVE AGREEMENT 8 OF 2003 ON AN "INTEGRATED QUALITY MANAGEMENT SYSTEM"

1. Page 5, paragraph 3, bullet number 1: addition of the words "An educator may request additional DSG members to be appointed".
2. Page 6, paragraph 3, bullet number 6, add the words: "for example, there can be no sanctions against individual educators before meaningful development takes place".
3. Page 7, paragraph 4.3, bullet number 1, last sentence, add the words: "as represented in the Education Labour Relations Council".
4. Page 7, paragraph 4.3, bullet number 2, the second last sentence should read: "Provincial unions, as represented in the PELRC, should also be included in the PTTs".
5. Page 7, paragraph 4.3, bullet number 3, the first sentence should read: "Training in schools (clusters of schools) should be led by Regional/District/Area officials and supported by the Provincial departments and trade unions".
6. Page 7, item 5, paragraph 2, to add the word: "Provincial" Departmental offices to the first sentence.
7. Page 10, at paragraph 7, the entire wording is removed and replaced by the words:

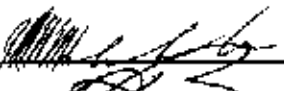
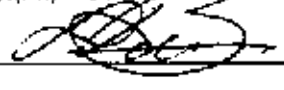
"A consolidated report on the quality of teaching and learning is to be incorporated into the final WSE report of the school".
8. Page 11, paragraph 10, bullet number 4, the sentence should read: "The Grievance Committee will make a recommendation to the Head of Department, who shall make a decision within 5 working days of receiving the recommendation".

THUS DONE AND SIGNED AT CENTURION ON THIS 5TH DAY OF SEPTEMBER 2003 BY:

ON BEHALF OF THE STATE AS EMPLOYER

DEPARTMENT	NAME	SIGNATURE
DEPARTMENT OF EDUCATION	THAMISANQA MCELLEKI	

ON BEHALF OF THE EMPLOYEE PARTIES

TRADE UNION	NAME	SIGNATURE
SADTU	Mouqwanu Matuleka	
NAPTOSA	D. H. BANT	
SAOU		

INTEGRATED QUALITY MANAGEMENT SYSTEM

This document consists of four parts:

Section A: This contains information on the Integrated Quality Management System.




Section B: This consists of the Implementation Plan in the form of a flow diagram with a supporting narrative.

Section C: This consists of the instrument to be used for Performance Measurement, Development Appraisal and Whole School Evaluation.

Section D: Forms (Annexure A, B, C: PM for salary or grade progression)



SECTION A
INFORMATION ON IQMS

  ² 

PROCEDURE MANUAL

SECTION A

INTEGRATED QUALITY MANAGEMENT SYSTEM

1. PREAMBLE

For the Department of Education – and for all educators - the main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching, and for this we are all accountable to the wider community. The Department has the responsibility of providing facilities and resources to support learning and teaching. Successful educational outcomes also depend upon empowering, motivating and training educators. Quality Management seeks to monitor and support these processes.




Evaluation of programmes and practices is essential to any ongoing effort to improve any profession. Evaluation is not **apart from** but is a **part** of the educational process. However, sound evaluation practices must be based on a set of beliefs and principles that are congruent with the outcome desired.

There are three programmes, which need to be in place in order to enhance and monitor performance of the education system. These are:

- Developmental Appraisal;
- Performance Measurement; and
- Whole School Evaluation;

Each of these programmes has a distinct focus and purpose, and there should be no contradiction between any of them.

The purpose of **Developmental Appraisal (DA)** is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development. The purpose of **Performance Measurement (PM)** is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives. The purpose of **Whole School Evaluation (WSE)** is to evaluate the overall effectiveness of a school – including the support provided by the District, school management, infrastructure and learning resources – as well as the quality of teaching and learning.

   3

All Quality Management initiatives, should be planned for together in schools, and aligned in a coherent way to avoid duplication, repetition and an unnecessary increase in workload.

The philosophy underpinning the Integrated Quality Management System (IQMS) is based upon the fundamental belief that the purposes of QMS are fivefold:

- To determine competence;
- To assess strengths and areas for development;
- To provide support and opportunities for development to assure continued growth.
- To promote accountability; and
- To monitor an institution's overall effectiveness.

These tenets and the Norms and Standards for educators have informed the development of a single instrument for evaluating the performance of institution-based educators.

2. PURPOSE OF ALIGNMENT

The main purposes of the alignment process are as follows:

- To enable the different QMS programmes to inform and strengthen one another.
- To define the relationship among the different programmes of an Integrated Quality Management System.
- To avoid unnecessary duplication in order to optimise the use of Human Resources.
- To assure that there is ongoing support and improvement.
- To advocate accountability.

Features of the Integrated Quality Management System

The following are features of this model for the implementation of an Integrated Quality Management System, which includes Developmental Appraisal, Performance Measurement and Whole School Evaluation programmes:

- Developmental Appraisal and Performance Measurement inform and strengthen one another without duplication of structures and procedures.
- Performance Measurement and Development Appraisal must be linked to an annual cycle, which must be completed within a calendar year (a period when the staff at a school is likely to be most stable).
- Developmental Appraisal and Performance Measurement inform and strengthen internal Whole School Evaluation.
- The separate purposes of DA, PM and WSE remain intact.

- The structures needed in the school are:
 - The Senior Management Team (SMT), which consists of the principal, deputy principal and education specialists (heads of department). Their function is to ensure that the school is operating efficiently and effectively.
 - The Staff Development Team (SDT), which plans, oversees, coordinates and monitors all Quality Management processes.
 - The Development Support Group (DSG), which, for each educator, consists of his/her immediate senior and one other educator. An educator may request additional DSG members to be appointed. Their function is primarily mentoring and support.
- Self-evaluation {(by educators for DA) and (by the school for WSE purposes)} enables sustainability in the long term.
- Lines of accountability between educators and their DSGs, between the educators (and their DSGs) and the SDT, between the SDT and SMT, and between the SMT and Regional/District/Area Office are clear. Accountability is less achievable if the QM programmes are implemented separately.
- Two developmental cycles are built into the annual programme: in the second and third terms. The first term is therefore mainly used for planning and the first evaluation of educators (baseline evaluation) and the fourth term is reserved for summative evaluations and the internal WSE..
- Whilst it is acknowledged that there could be significant pressure towards the end of the year when all educators in the school will need to be evaluated (summatively) for pay progression (PM), there is no way of avoiding the necessity for a summative evaluation at this stage - **after** development has taken place. Performance Measurement **must** be based on the work (and progress) that an educator has done during a calendar year. After verification and moderation data must be submitted to Persal by the end of the school year in order to effect pay progression in the following year.
- The external WSE can take place at any time in the year, as the WSE team will be evaluating different schools almost every week. The WSE team leader must inform the Regional/District/Area Office of the intended external evaluation and Regional/District/Area officials must inform schools at least four working weeks in advance of the dates for the external WSE. The external WSE team will, in most instances, be able to complete their work within a working week.
- For WSE, there are additional Focus Areas (in the WSE instrument). These include: Basic Functionality; Governance and Relationships; School Safety; Security and Discipline; School Infrastructure; Parents and Community.



3. GUIDING PRINCIPLES

The alignment of the Quality Management System programmes is informed by the following principles:

- The recognition of the crucial role of the delivery of quality public education.
- That all learners have equal access to quality education.
- The need for an Integrated Quality Management System, which is understood, credible, valued and used professionally.
- That the system's focus is positive and constructive even where performance needs to improve.
- That the system includes a process of self-evaluation and discussion of individual expectations.
- The need to minimise subjectivity through transparency and open discussion, and quality controls to ensure validity, reliability and relevance
- The need to ensure fairness by affirming the rights of educators, for example, there can be no sanctions against individual educators before meaningful development takes place.
- That the system promotes individual professional growth of educators, and ongoing support for educators and the school.
- That the system provides a clear protocol governing the interaction of the parties.
- The need for the IQMS to provide for and encourage diversity in teaching styles.
- The system meets professional standards for sound quality management, including propriety (ethical and legal), utility (useable and effective), feasibility (practical, efficient and cost effective), and accuracy.
- Development takes place within a national Human Resource Development strategy and Skills Development.
- The need for all schools to look for ways to continually improve.

4. ADVOCACY AND TRAINING

Advocacy and training are different. Both are necessary. Advocacy focuses on achieving a large scale buy-in to the process and answers the questions: **What?** and **Why?** Training focuses on capacitating all involved to ensure successful implementation and answers the question: **How?**

4.1 ADVOCACY

Advocacy should relate to **what** the Integrated quality Management System (IQMS) is and **what** the benefits will be for educators, schools and the system as a whole. It should explain **why** this particular approach was adopted.

4.2 TRAINING



Training must specifically address issues relating to **how** the IQMS should be implemented in all schools. All officials and educators must have a thorough understanding of the principles, processes and procedures. Training must enable officials and educators to plan and administer this IQMS in a uniform and consistent manner.

4.3 RESPONSIBILITIES

- **The National Training Team (NTT)** must clarify all the relevant issues and questions in the process of training. They must develop the necessary guidelines for training and must train the Provincial Training Teams (PTTs). The NTT will consist of officials from the National Department of Education, Provincial Departments of Education and officials from the three national unions as represented in the Education Labour Relations Council.
- **Provincial Training Teams (PTTs)** should consist of Provincial officials **including** officials from Regional/District/Area Departmental offices. It should include those officials who will work directly with schools in their regions/districts/areas as well as Education support services personnel. Provincial unions, as represented in the PELRC, should also be included in the PTTs. Depending on numbers, advocacy and training could be done in the provinces.
- **Training in schools** (clusters of schools) should be led by Regional/District/Area officials and supported by the Provincial Departments and trade unions. Since advocacy and training must **precede** implementation in schools, the Staff Development Teams (SDTs) will not yet have been identified. If Regional/District/Area officials are unable to train **all** the educators in schools within their areas, then the School Management Teams (SMTs) and nominated senior teachers from each school must be trained so that **they** will be able to do advocacy and train **all** the educators in the school.

5. PLANNING AND TIMING

Schools will have to factor in to their planning the cycles of evaluation and development in terms of this procedure manual.

It is imperative that Regional/District/Area/Provincial Departmental offices plan well in advance in order to ensure that the necessary support is provided and to enable this system to be implemented.

A handwritten signature in black ink, appearing to be 'B. G. ...', is located in the bottom right corner of the page. The signature is stylized and somewhat cursive.

6. PROTOCOL

The Protocol is a set of step-by-step processes and procedures, which are to be followed in any instance where an educator is observed in practice.

This protocol should be read and applied within the context of an integrated QMS.

Process A: Internal appraisals and evaluations

Step 1

The Regional/District/Area Manager and the principal of a school should facilitate the establishment of QM structures i.e. SDT and DSG in the school and its implementation.

Step 2

Self-evaluation by individual educators should take place before any lesson observation of educators in practice.

Step 3

Lesson observation of educators in practice is for purposes of DA, PM and external WSE. The Principal, the School Management Team and the Staff Development Team, in consultation with staff members, develop an implementation plan for all QM programmes including DA, PM and WSE (external) lesson observation of educators in practice as required by these two processes. This implementation plan must indicate clearly who should be evaluated, by whom and when. This information must be reflected in the school composite timetable well in advance of implementation.

Step 4

The DSG observe the lesson using the prescribed instrument and discuss the outcomes of the lesson observation with the educator observed / appraisee. The appraisee may request copies of the lesson observation records.

Step 5

The DSG will make the information on lesson observation available to the SDT for planning the SIP.

Process B: External evaluations for WSE

Step 1

The WSE team draws an external evaluation plan and informs the Regional/District/Area Office. The WSE team leader consults with the Principal, SMT and SDT of the school. Schools to be informed timeously (at least 4 weeks in advance – excluding recess) of the dates of a forthcoming visit for the purpose of conducting the external WSE.

Step 2

If the IQMS structures are not in place, the WSE team leader to request the Regional/District/Area Manager to provide advocacy and training around QMS. The Regional/District/Area Office to make the necessary arrangements with the school principal to do so. The WSE team leader to inform the principal of documentation required before the visit, including assessment reports, learner profiles, learning programmes, timetables, school policies, DA and PM documentation. The school management should also inform parents, educators and learners of the forthcoming evaluation, and its purpose.

Step 3

Pre-evaluation visit by team leader to the school, to meet with SMT and SDT and:

- Collect documentation
- Finalise arrangements for on-site visit.
- Confirm the appointment of a school-based WSE coordinator (should be a member of SDT - does not need to be the principal) in accordance with WSE Policy
- Discuss the process to be followed, and impress the need to maintain the normal routine of the school.

Step 4

On the basis of documentation received, and their own priorities, the team leader and supervisors to identify a representative cross-section of educators for observation in practice, and communicate this to the school as soon as possible, preferably two days prior to the external evaluation. The WSE team should consist of supervisors with appropriate knowledge of learning areas to be evaluated.

Step 5

Observation of the educator in practice

- School Management Team to introduce the WSE Team to the staff, and remind them of the purpose of the visit;
- The supervisors to confirm which educators are to be observed and finalise a timetable for the week with the SMT and SDT.
- Evaluation of the other seven focus areas goes on simultaneously with the lesson observations;
- Supervisors involved in observations to meet with DSGs and appraisees to consider/complete the pre-evaluation educator profile checklist and collect other significant information on the individual educator, including the professional growth plans;
- A member of the DSG with appropriate learning area knowledge to accompany the supervisor in relevant lesson observations;
- Member of DSG and WSE supervisor to observe the lesson using the same instrument (each completing a separate form); compare findings and discuss these with the appraisee. The appraisee may request copies of evaluation forms.

- A member of the DSG with appropriate learning area knowledge to accompany the supervisor in relevant lesson observations;
- Member of DSG and WSE supervisor to observe the lesson using the same instrument (each completing a separate form); compare findings and discuss these with the appraisee. The appraisee may request copies of evaluation forms.
- Confidentiality regarding the identity of the appraisee is assured in any documentation leaving the school as part of the WSE (the name of the appraisee is recorded in the form for DA and PM purposes only)

Step 6

The supervisor prepares a written report which must include:

- WSE evaluation of the quality of learning and teaching
- WSE evaluation of the quality of DA and PM processes

7. A consolidated report on the quality of teaching and learning is to be incorporated into the final WSE report for the school.

8. CONFIDENTIALITY AND CONTROL OF INFORMATION

The control of information is an important issue in evaluation practices and procedures. The degree and nature of the control of information as well as the collection and distribution of information needs to be negotiated between all parties involved. Different schools depending on the purpose for which information is being collected may need different degrees of control and different control mechanisms. Staff Development Teams will need to address this issue in their planning in order to ensure that personnel feel adequately protected.

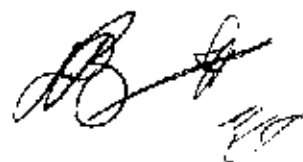
9. QUALITY OF THE PROCESS: RESPONSIBILITIES

The Staff Development Team (SDT) is responsible for managing the process and for ensuring the consistency and fairness of the process as well as the accuracy of specific, as well as overall, ratings of educators.

The principal and relevant regional/district/area manager must sign all documents being submitted to the Department. Principals and the relevant regional/district/area managers must verify that the information provided is accurate.

The Regional/District/Area Manager (or his /her delegate) will review a sample of the evaluations to ensure their consistency, fairness and relevance to the school plan and other stipulations.

It is only during the cyclical external evaluations by the Whole School Evaluation Team that it will be possible to validate evaluations of the sample of educators identified for the purpose of observing educators in practice for the external WSE. In



instances where there are discrepancies or where the process has not been satisfactory, the WSE Team must make recommendations, in the WSE report, to address these shortcomings.

10. RESOLUTION OF DIFFERENCES AND/OR GRIEVANCES

- It is anticipated that most differences of opinion between an educator and members of his/her Development Support Group (DSG) in respect of performance ratings will be resolved by discussion at that level.
- Where agreement cannot be reached, the matter will be referred to the school's Staff Development Team (SDT) within a week.
- If there is still no resolution within five working days, and where there are:
 - Serious breaches of the guidelines of the process
 - Serious grounds for challenging the overall performance rating

Either party may request a formal review by the Grievance Committee. Such a request must be in writing and must state reasons why the educator believes that there are grounds for challenging the process or the results.

The Grievance Committee shall consist of a peer (Senior Manager), observers from Trade Unions admitted to Council and a neutral person appointed by the Regional or District Manager (or his/her delegate).

- The Grievance Committee will make a recommendation to the Head of Department, who shall make a decision within 5 working days of receiving the recommendation.

11. STRUCTURES, RESPONSIBILITIES AND RECORDS

11.1 STRUCTURES

The structures operating within the school that will play significant roles in the implementation of the QMS are:

11.1.1 The Staff Development Team (SDT)

Each institution must elect a staff development team consisting of the principal (head of the institution) and democratically elected staff members. These may include all or some of the School Management Team (SMT), but must also include post level 1 educators.

The institution must decide for itself on the size of the SDT taking into account the size of the school, the number of educators and the work that needs to be done. An

11.1.1 The Staff Development Team (SDT)

Each institution **must** elect a staff development team consisting of the principal (head of the institution) and democratically elected staff members. These may include all or some of the School Management Team (SMT), but **must** also include post level 1 educators.

The institution must decide for itself on the size of the SDT taking into account the size of the school, the number of educators and the work that needs to be done. An institution may decide to re-elect a new SDT annually or to decide on a specific term of office (2 years/3 years?) to enable continuity.

The Role and Responsibilities of the SDT

- Ensures that all educators are trained on the procedures and processes of an integrated QMS.
- Coordinates activities pertaining to staff development.
- Prepares and monitors the management plan for the integrated QMS.
- Facilitates and gives guidance on how DSGs have to be established.
- Prepares a final schedule of DSG members.
- Links Developmental Appraisal to the School Improvement Plan (SIP).
- Liaises with the department, through the SMT, in respect of high priority needs such as INSET, short courses, skills programmes or learnerships.
- Monitors effectiveness of the integrated QMS and reports to the relevant persons.
- Ensures that all records and documentation on IQMS are maintained.
- Oversees mentoring and support by the DSGs.
- Together with the SMT, develops the School Improvement Plan (SIP) based on information gathered during Developmental Appraisals.
- Coordinates ongoing support provided during the two developmental cycles each year.
- Completes the necessary documentation for Performance Measurement (for pay or grade progression), signs off on these to assure fairness and accuracy and submits the necessary documentation in good time to the Principal.



- Deals with differences between appraisees and their DSGs in order to resolve the differences.
- Provides all the necessary documentation (e.g. SIPs) to the Principal for submission to the Regional/District/Area Manager in good time.
- Coordinates the internal WSE processes.
- Liaises with the external WSE Team and SMT to coordinate and manage the cyclical external WSE process.
- Ensures that the QMS is applied consistently.

11.1.2 Development Support Group (DSG)

For each educator this should consist of the educator's immediate senior and one other educator (peer) selected by the educator on the basis of appropriate phase/Learning Area/subject expertise.

The Role and Responsibilities of the DSG

The main purpose of the DSG is to provide mentoring and support. If the immediate senior is the Education Specialist (Head of Department) in the school, then mentoring and support fall within the job description. The DSG is responsible for assisting the educator to develop a Personal Growth Plan (PGP) and to work with the SDT to incorporate plans for development of the educator into the School Improvement Plan (SIP). The DSG is responsible for the baseline evaluation of the educator (for development purposes). The immediate senior is responsible for the summative evaluation at the end of the year for Performance Measurement (pay or grade progression). The DSG must verify that the information provided for PM is accurate.

11.2. RECORDS AND DOCUMENTATION

11.2.1 Personal Growth Plan (PGP)

The PGP should be an outcome (or consequence) of the Strategic Plans of the relevant department of education and Developmental Appraisal (DA). The educator in consultation with members of the DSG develops it. It must be used to inform the School Improvement Plan (SIP) – which, in turn, will be submitted to the regional/district/area office to inform their planning and deployment of support staff.

Along with self-evaluation, the baseline evaluation and the performance measurement (at the end of each calendar year) the PGP forms an important record of needs and progress of individual educators.



11.2.2 School Improvement Plan (SIP)

The School Improvement Plan enables the school to measure its own progress through a process of ongoing self-evaluation. This must happen continuously, especially in the years in between the cyclical external WSE. The SIP is developed by the SMT and SDT (and is submitted to the Regional/District/Area Manager) and enables the SMT and SDT to monitor progress and improvement. The SIP must be based and linked to the Strategic Plans of the relevant department of education. The PGPs of individual educators as well as the other seven Focus Areas included in the WSE policy, also, inform the SIP.

11.2.3 Regional/District/Area Improvement Plan

The Regional/District/Area Improvement Plan enables the officials to plan, coordinate and monitor the delivery of support and development opportunities in the schools in their areas. The plan is informed by the Strategic Plan of the relevant department of education and the SIPs submitted by schools under its jurisdiction.

Three handwritten signatures in black ink are located at the bottom right of the page. The first signature is a large, stylized 'B'. The second is a smaller, more cursive signature. The third is a signature that appears to be 'M.J.' followed by a flourish.

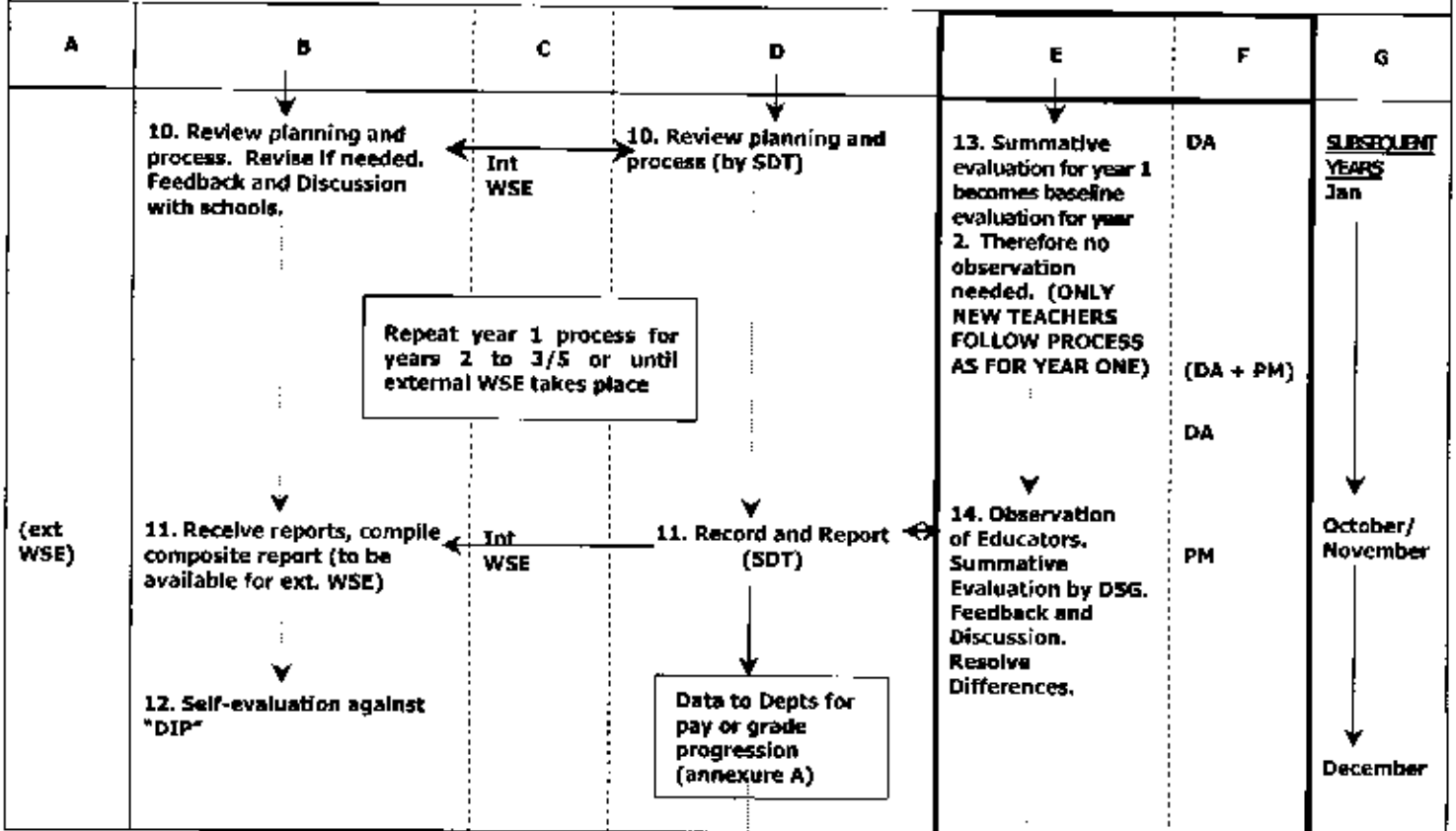
**SECTION B
IMPLEMENTATION PLAN**



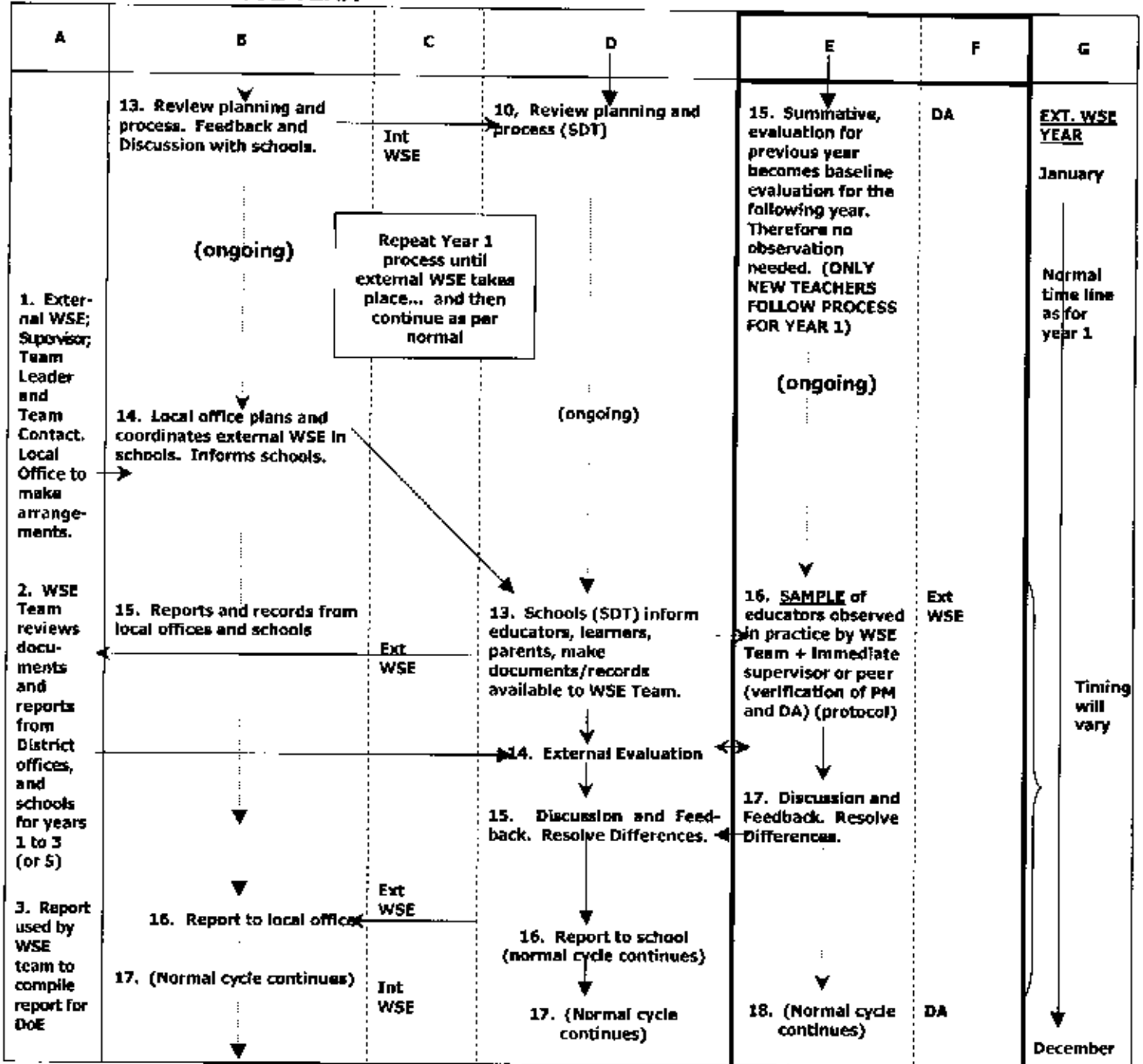
12. IMPLEMENTATION OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM WHICH INCLUDES DEVELOPMENTAL APPRAISAL, PERFORMANCE MEASUREMENT AND WHOLE SCHOOL EVALUATION

A External (Cyclical) WSE	B District/Local Office	C Programme	D School	E Educator	F Programme	G Time Line
<p>(ext WSE)</p>	<p>1. Advocacy, Training, Discussion and Clarification</p> <p>2. Broad Planning by area managers, circuit managers. Preparation and allocation of responsibilities. Await receipt of "SIP's"</p> <p>3. Information from schools (SIPs) to Local offices. Coordinate planning and deployment of support staff: "District" Improvement Plan (DIP)</p> <p>4. INSET and other programmes</p> <p>5. Monitoring, Evaluation and Self Evaluation against "DIP"</p> <p>6. INSET and other programmes</p> <p>7. Monitoring, Evaluation and Self Evaluation against "DIP"</p> <p>8. Receive reports, Compile composite Report (to be fed into ext WSE)</p> <p>9. Self evaluation against "DIP"</p>	<p>Int WSE</p> <p>Int WSE</p> <p>Int WSE</p> <p>Int WSE</p> <p>Int WSE</p> <p>Int WSE</p> <p>Int WSE</p> <p>Int WSE</p>	<p>1. Advocacy, Training, Discussion and Clarification</p> <p>2. Establish structure (Staff Development Team/SDT)</p> <p>3. Planning for Implementation in schools</p> <p>4. Development of School Improvement Plan (SIP)</p> <p>5. Development and monitoring</p> <p>6. Self evaluation against SIP (revise)</p> <p>7. Development and monitoring</p> <p>8. Self evaluation against SIP (revise)</p> <p>9. Record & Report (SDT)</p> <p>Data to Departments for for Pay (or grade) Progression (Annexure A)</p>	<p>2. Self evaluation</p> <p>3. Identification of personal support group (DSG)</p> <p>4. Preevaluation discussion. <u>Observation</u> of Educators in practice by one or both members of DSG (base-line evaluation)</p> <p>5. Feedback and Discussion. Resolve Differences</p> <p>6. Personal Growth Plan (PGP)</p> <p>7. Development: support/mentoring DSG</p> <p>8. Self evaluation against PGP (revise)</p> <p>9. Development: support/mentoring DSG</p> <p>10. Self evaluation against PGP (revise)</p> <p>11. Pre-evaluation discussion: <u>Observation</u> of Educators (Summative Evaluation by DSG)</p> <p>12. Feedback, Discussion Resolve Differences</p>	<p>DA + PM</p> <p>DA + PM</p> <p>DA + PM</p> <p>DA</p> <p>DA</p> <p>DA</p> <p>DA</p> <p>DA</p> <p>DA</p> <p>PM</p> <p>PM</p> <p>PM</p>	<p>FIRST YEAR</p> <p>Jan</p> <p>Feb - March</p> <p>End March</p> <p>First Development cycle end June</p> <p>Second Development cycle end Sept.</p> <p>October November</p> <p>December</p>

12.2 SUBSEQUENT YEARS



12.3 EXTERNAL WSE YEAR



12.4 IMPLEMENTATION OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM WHICH INCLUDES DEVELOPMENTAL APPRAISAL, PERFORMANCE MEASUREMENT AND WHOLE SCHOOL EVALUATION

12.4.1 PREAMBLE

The induction of an integrated quality management system, which replaces three separate systems: Developmental Appraisal System (DAS), Performance Management and Development System (PMDS) and Whole School Evaluation (WSE) will have implications for educators, schools and regional/district/area offices.

Clearly, the three systems DAS, PMDS and WSE should inform and strengthen one another but this only becomes possible if they are reconceptualised within an integrated quality management system and within which the original purpose of each is preserved but where the **process of implementation** is streamlined and their interrelationships are made explicit.

The flow diagram illustrates how a single integrated system will operate in schools and regional/district/area offices.

12.4.2 Interpreting the flow-diagram

The flow diagram comprises seven columns. Three of these: **Educator, School, Regional/District/Area Office** explain the logical sequence of events that affect each of these parties. There are two columns headed: **"Programme"**. These indicate which of the three programmes are in operation at what stage. The time-line provides an indication of the time allocated to each stage and proposed deadlines for completion. The extreme left hand column shows where these processes will link up to the cyclical external whole school evaluations.

For example:

- **An educator** will read down the **"Educator" column (E)** to see what needs to be done, which programmes (F) (Developmental Appraisal (DA) and Performance Measurement (PM)) apply at various stages along the time line (G) and how what the educator is doing links up to/informs the development planning of the school (D).
- **The school** will read down the **"School" column (D)** to see what needs to be done, which programme will apply at different stages (C), to see how the school's planning needs to inform planning at District/Local office level (B) as well as how the school's planning is linked to the development programme of educators (E). The time line in column (G) also applies.

- **The Regional/District/Area office** will read down **column (B)** and be able to see where their planning links to that of schools (D). Columns C and F indicate which programmes are applicable in terms of the time line (G).

For this implementation plan, the focus is on educators, schools and regional/district/area offices and the sequence of events that affects them.

12.4.3 FIRST YEAR OF IMPLEMENTATION

D.1 Schools/Educators: Advocacy and Training

Educators, principals and management of schools will receive training immediately after advocacy.

Advocacy must address the issues relating to the **purposes** of the three programmes, the **objectives** and **outcomes** for Developmental Appraisal, Performance Measurement and Whole School Evaluation. The focus should be on quality education for all, transformation and the advantages for educators, schools and the system as a whole. It should also address the relationships between these three programmes and how they should inform and strengthen one another in an integrated system.

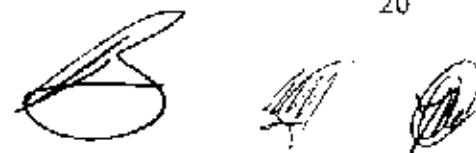
Training should focus on **implementation** in the school, i.e. on self-evaluation, **planning** for the whole year and the **roles and responsibilities** of the **structure(s)** that will be involved in **planning, coordinating, monitoring, reporting** and keeping the appropriate **records**. Training needs to ensure that everyone (appraisees and appraisors) is familiar with and understand the single instrument that will be used.

D.2 Schools: Establish the Staff Development Team

Immediately after the advocacy and training, the principal must establish the Staff Development Team (SDT). This could include the principal, senior management and educators. The school should decide for itself on the size of the SDT and how many educators should be included.

The Staff Development Team

The SDT, together with the SMT, will be responsible for **liaising with educators** as well as **regional/district/area offices** to **coordinate** the provision of developmental programmes for educators (for Developmental Appraisal). The SDT must **monitor** the process of **Developmental Appraisal** (self-appraisal by the educator, mentoring and support by the educator's personal Development Support Group (DSG), must **coordinate** the **observation of educators in practice** and the appraisals for **Performance Measurement** and must **keep the records** of these processes. The SDT and SMT **must** also develop the school's own "School Improvement Plan" (SIP), incorporating strategic objectives of the Strategic Plan of the department and the Personal Growth Plans (PGPs) of individual educators (D4). The SIP must set



targets and timeframes for **school improvement** using the Whole School Evaluation instruments and must **monitor and measure progress** against these targets. The SIP should be revised periodically, setting new goals/priorities, which reflect the progress already made. Records of WSE processes should also be kept by the SDT.

The SIP must be submitted to the Regional/District/Area office. SIPs from different schools must inform their planning so as to enable the Regional/District/Area office to **coordinate** provision of in-service training (INSET) and other programmes that are aligned to the needs that have been identified by schools.

D.3 Schools: Planning for Implementation (Broad Planning)

The intention is that this initial, **broad** planning by the SDT must incorporate all the processes and will have to be designed to take the schools' year plan into account. **For example**, to avoid the possible "bottle-neck" (and excessive pressure) at the end of the year when all educators will need to be observed in practice and evaluated for pay-progression purposes, secondary schools will have to ensure that educators who mainly teach Grade 9 or 12 classes (where there are external assessments of learners) are evaluated **before** the external assessments/examinations commence. By the end of February, the educators in a school could be provided with a timetable indicating more-or-less when they can expect to be evaluated.

E.2 Educators: Self-Evaluation

Immediately after the initial advocacy and training, each educator should **evaluate her/himself** using the **same instrument** that will be used for both Developmental Appraisal (DA) and Performance Measurement (PM). This enables 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 Developmental Appraisal (DA) and Performance Measurement (PM).

Since Performance Measurement (PM) will be used for determining pay and/or grade progression (notch increases) it **must** be used to evaluate the performance of educators within the period of a calendar/school year even though the **award** will only be made in the following year. **Note:** The award will therefore always be based on the previous year's work, i.e. in 2005 the award will be made for work done in 2004.

The emphasis on self-evaluation (in an integrated quality management system) serves the following purposes:

- The educator becomes familiar with the instrument that will be used for Developmental Appraisal and Performance Measurement.



- The educator is compelled to **reflect critically** on his/her own performance and to set own targets and timeframes for improvement. The educator takes control of improvement and is able to identify priorities and monitor own progress.
- Evaluation, through self-evaluation, becomes an ongoing process which is more sustainable in the long term because fewer "outside" evaluations (involving other people) are required thereby reducing the investment of time and of human resources.
- The educator is able to make inputs when the observation (for evaluation purposes) takes place and this process becomes more participatory.
- The educator is able to measure progress and successes and build on these without becoming dependent on cyclical evaluations (recommendations for development and interventions that are also only cyclical).

E.3 Educators: Identification of the personal support group – Development Support Group (DSG)

After having completed a first self-evaluation and having reflected on strengths as well as areas in need of development, each educator needs to identify his/her own support group **within the school**. This must include the educator's immediate senior (Education Specialist/Head of Department/"Subject Head") and **one** other educator (peer) – selected by the educator - and who has the phase/Learning Area/Subject experience/expertise and is able to provide the necessary guidance and support. Each educator will therefore have a different DSG although some individuals (e.g. HoDs (Education Specialists)) will be involved in several DSGs (for different educators). Once educators have determined who their DSGs are, this information will have to be factored in to the **broad planning (D3)** of the SDT to ensure that there are no "clashes" with Education Specialists (HoDs) having to evaluate different teachers at the same time and to ensure a reasonable spread and pace of work for evaluators.

E.4 + 5 Educators: Observation of educator in practice

After identifying the personal DSG the educator needs to be evaluated, for the purpose of determining a "baseline" evaluation with which subsequent evaluation(s) can be compared in order to determine progress. By this time the educator will have completed a self-evaluation and will have determined strengths as well as areas in need of development. This evaluation must be preceded by a pre-evaluation discussion. The evaluation (including the observation of the educator in practice) can be done by either **one** or **both** of the DSG members. The purpose of this evaluation by member(s) of the DSG is:

- To confirm (or otherwise) the educator's perception of his/her own performance as arrived at through the process of self-evaluation.

- To enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Standards and to resolve any differences of opinion that may exist.
- To provide the opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the school in terms of mentoring and support (especially by the DSG) and what INSET and other programmes need to be provided by, for example, the department.
- To enable the DSG and the educator (together) to develop a **Personal Growth Plan (PGP)** which includes targets and time-frames for improvement. The educator must primarily develop the PGP with refinements being done by the DSG.
- To provide a basis for comparison with the evaluation for PM purposes and, since it includes data gathered during the pre-evaluation discussion and will result in the development of a PGP, this information can be used, in instances where there is little or no improvement, to adjust the ratings upwards (for the purposes of awarding pay or grade progression) where the DSG, school and/or department has not provided the necessary support or appropriate opportunities for development.

Note that it is **only** in the first year of implementation (that this evaluation/observation of an educator in practice will be carried out for **all** educators. In subsequent years the **summative evaluation (for PM) becomes the baseline evaluation for the following year.**

E.6 Educators: Personal Growth Plan (PGP)

The educator, with refinements suggested by one or both members of the DSG, needs to develop a Personal Growth Plan (PGP). It is anticipated that this will take place soon after the observation of the educator in practice and the evaluation on which consensus was reached.

The PGP should address growth at four "levels" where these are applicable:

1. Those areas in need of improvement about which the educator him/herself is in full control (e.g. punctuality).
2. Those areas for which the DSG (immediate senior and/or mentor) or someone else in the school is able to provide guidance (e.g. record-keeping).
3. Those areas for which the Department should provide INSET or other programmes (e.g. Outcomes Based Assessment).

4. Where the educator is un- or underqualified or needs reskilling in order to teach a new subject/Learning Area (e.g. Technology), this information needs to feature in the WorkPlace Skills Plan (WSP) of the Department.

The educator's PGP (along with copies of the completed instruments) need to be sent to the Staff Development Team (SDT) of the school. This process needs to be completed by the end of March each year.

D.4 School: Development of School Improvement Plan (SIP)

(The development of a School Improvement Plan has already been referred to under "The Staff Development Team").

The Staff Development Team (SDT) must receive, from all the DSGs, the completed instruments (and agreed-upon ratings) as well as the Personal Growth Plans (PGPs) of each educator by the end of March each year. From this, and other information pertaining to school management and administration, they must compile the School Improvement Plan (SIP) which groups teachers (with similar developmental needs) together in order to identify specific programmes which are a priority for the school (and the educators in the school).

B.1 Regional/District/Area office: Advocacy and Training

The Regional/District/Area Officials must receive training, preferably before schools receive training. The advocacy will be the same as for schools but, clearly, since their responsibilities will be different, the training that these officials receive will have to focus on their role(s) in an integrated quality management system.

B.2 Regional/District/Area office: Broad Planning

Once the officials have received training and have an overview of what needs to be done, they can begin their broad planning of how they will manage the process.

B.3 Regional/District/Area Office: Development of an Improvement Plan

Once the Regional/District/Area office receives, from each school, a School Improvement Plan (in which each school highlights its specific developmental needs) by the end of March each year, the relevant Office must incorporate it in its own improvement plan for the Region/District/Area. In this plan, schools that have identified similar needs and/or similar aspects in need of development can be "clustered" together for the purposes of providing INSET and other programmes. Coordination of different programmes, which can run concurrently in different areas, and the optimal deployment of officials (Education Support Services and/or management officials) should be included in these plans.

B.4 Regional/District/Area Office: INSET and other programmes



been addressed. Through their schools, educators would have participated in these opportunities. Areas in need of development which were identified in the first term will have been addressed: perhaps not fully, but enough to enable educators to make sufficient progress in order to be able to qualify for pay-progression.

For pay or grade progression purposes, it will be necessary to carry out a **summative evaluation** at the end of the year – using **exactly the same instrument** that has been used for the self-evaluation, the baseline evaluation and all subsequent self-evaluations during the year. The DSG will have been involved in mentoring and supporting the educator during the year in addition to assisting with the development of the PGP. The DSG should therefore have a clear idea of the progress that the educator has made. The summative evaluation, or Performance Measurement, is the validation/verification of earlier evaluations. This must be done by the educator's DSG. The pre-evaluation discussion (and completion of the pre-evaluation form will be used to determine what contextual factors (if any) have impacted negatively on the progress that was expected; for example, a Regional/District/Area office that was unable to provide appropriate INSET. These observations/evaluations **must** take place between the end of September and end of November.

E.12 Educator: Feedback and Discussion

The DSG must discuss their evaluation with the educator and must provide feedback. Differences (if any) need to be resolved. The completed instrument and report must be submitted to the Staff Development Team (SDT).

D.9 School: Record and Report

The SDT must keep all these records and, from them, compile a report (for WSE purposes) on progress that has been made in the school during the year.

The SDT and principal should complete the necessary documentation for submission to the Provincial Department (those teachers that meet the requirements for pay progression).

B.8 + 9 Regional/District/Area Offices: Receive Reports from Schools

Reports, reflecting the progress made in the schools, must be submitted to the Regional/District/Area office by the time that schools close. These reports should include recommendations in respect of how the Regional/District/Area office can improve on the delivery of developmental INSET and other programmes.

Regional/District/Area offices should evaluate their own performance against their Improvement Plan in order to improve on this performance in the following year.

All reports received from schools (including the Composite Form: Annexure C) are retained at the Regional/District/Area office and must be made available to the external Whole School Evaluation teams.

12.4.4 SECOND AND SUBSEQUENT YEARS OF IMPLEMENTATION



In all subsequent years (after 2004) the process that will be followed is **exactly** the same with only **one** exception.

E.13 Educator: Observation of Educator in Practice

Teachers will need to be evaluated by their DSGs **only once** per annum. The "summative evaluation" at the end of the previous year becomes the "baseline evaluation" for the next year. It is therefore necessary to do **only the summative evaluation at the end of each year** (for PM purposes) and to compare this with the summative evaluation of the previous year in order to determine progress.

Only **new teachers**, entering the system for the first time will need to be evaluated at the beginning of the year.

D.10 + B.10

B.11 + D.11

B.12

E.14

Repetition of the process that was followed in the first year of implementation

Note: The broad and specific planning by schools will involve revising and improving existing plans that were followed in the previous year. It is anticipated that from the second year onwards the planning and monitoring will be less time consuming and that it could be completed before the end of March, which would enable schools to complete the final summative evaluations of educators a little earlier in the year. The internal self-evaluation of the school, using the WSE instruments needs to be ongoing until such time as the cyclical external WSE takes place.

12.4.5 IN THE YEAR OF THE EXTERNAL WHOLE SCHOOL EVALUATION (WSE)

Notes

- For some schools this may take place in the first or second year. However, for the majority of schools this will take place in a 3 or 5 year cycle. The intention is that secondary schools will be evaluated more or less every three years and primary schools every 5 years (because of the greater number of schools).
- Clearly, cyclical external evaluation should also serve to validate findings from the internal WSE and will serve to measure progress over the period of the cycle (3 or 5 years). The process of internal evaluation in the years in between provides important documented evidence of progress.

- External WSE enables the Provincial Education Departments and the National Department to measure and evaluate the performance of schools in order to make judgements about the level of functioning of individual schools as well as schools as part of the **public education system**. In addition to measuring performance, the approach for WSE (external) is developmental and the evaluation should include highlighting strengths as well as specific areas in need of further development for each school that is evaluated.
- The self-evaluations done by schools in the ongoing process of internal WSE and the measuring of progress against the targets for improvement that the school sets itself (in the School Improvement Plans) are evidence of progress that **must** be taken into account for the external evaluation.
- Schools will use the same instrument for the internal Whole School Evaluations (linked to and informed by the process Developmental Appraisal and Performance Measurement) and the external WSE, which includes the evaluation of a **sample** of educators.
- The external a WSE Team, including supervisors appointed by the provincial departments for this purpose, will carry out WSE.
- Up to the time when the WSE team arrives at a school, the school should continue with the normal DA, PM and internal WSE processes. The normal ongoing processes are "interrupted" by external WSE for a limited time only.

A.1 Whole School Evaluation Team: Making Arrangements, Setting the Dates

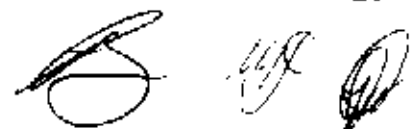
The external WSE can take place at **any time** in the year as the WSE team will be evaluating different schools almost every week. The external WSE team will, in most instances, be able to complete their work within a working week. Their time at a school is therefore very limited. Schools are unlikely to be informed of the intended external WSE at the **beginning** of the school year. However, the WSE Team leader must inform the Regional/District/Area Office of the intended evaluation and Regional/District/Area officials must inform **schools at least four working weeks** in advance of the dates for the external WSE.

B.14 Regional/District/Area office: Coordination of External WSE

The Regional/District/Area office coordinates the external WSE in a school and must inform the school in good time (4 weeks) and must provide the school with a list of documents, records and reports that must be made available.

D.13 School: Coordination and Managing the external WSE

The principal and SDT must inform educators, parents, learners about the external WSE that will be taking place. The school must make all the documents that have



been requested available to the WSE team. These must be collected from the school by the relevant Regional/District/Area officials.

B.15 Regional/District/Area office: Documentation

The Regional/District/Area office makes the reports and records (including the School Improvement Plans and reports of measured progress) available to the WSE Team.

The school must be informed of the **sample** of educators that will be evaluated as part of the external WSE process. The relevant educators are informed in good time (5 days) that they will be observed in practice.

A.2 WSE Team: Review of Documentation

The WSE reviews all the relevant documents received from the school. These must include reports (from Staff Development Team (SDT)), on the Implementation of Developmental Appraisal, the annual Performance Measurement process, internal WSE and the progress made by the school in terms of its own School Improvement Plan as well as the support (INSET and other programmes) received from the Regional/District/Area office.

D.14 School: The External Evaluation

The WSE Team carries out the external WSE including the evaluation of a sample of educators. **Note:** The agreed upon **protocol** must be adhered to by the WSE Team. The **WSE Team for the external WSE must use the same WSE instrument that is used by the school for internal WSE.**

E.16 Educator: Observation

The sample of educators is evaluated. The agreed upon **protocol**, for observing educators in practice, **must be adhered to.** One (or both) member(s) of the educator's DSG must accompany the external evaluator(s), i.e. the supervisor and subject/phase specialist during the observation of the educator in practice. This observation and evaluation will be used to verify the DA and PM of the educators concerned and will serve to validate the PMs of other educators. The **same** instrument, used for both DA and PM, must be used for the external WSE.

E.17 Educator: Discussion and Feedback

The WSE Team/supervisor must discuss the findings of the evaluation with the educator concerned and his/her DSG. Feedback must be given and differences must be resolved. Contextual factors must be discussed and taken into account. Progress that the educator has made since the first, baseline evaluation and all subsequent summative evaluations (PM) must be taken into account. Once the evaluatee and the evaluators have reached agreement, the completed instrument and report is submitted to the Principal, SMT and SDT.

D.15 + 16 School: Discussion, Feedback and Report

The WSE report, including the evaluations of the sample of educators, must be discussed with the school (principal, SMT and SDT). The report should include recommendations for further development. Any differences need to be resolved before the report can be accepted as being final. The school then receives the final report which is kept as part of its quality management records.

B.16 Regional/District/Area office: Report Received

A copy of the report is made available to the Regional/District/Area office and discussed with them. Support and provision of appropriate INSET and other programmes (in respect of recommendations made in the report for further development needed by the school) must be highlighted.

A.3 WSE Team: Final Report

The WSE Team must submit its final report to the relevant directorate(s) in the provincial department as well as the Chief Directorate: Quality Assurance at the National Department of Education.

- B.17 Regional/District/Area office
- C.17 School
- E.18 Educator

Normal Quality Management processes continue after the external WSE has been completed.

**SECTION C
THE INSTRUMENT**

B. 118

12. THE INSTRUMENT

The instrument is in two parts. One part (made up of 4 Performance Standards) is for observation of educators in practice and the other part (made up of 8 Performance Standards) is related to aspects for evaluation that fall outside of the classroom.

12.1. THE LESSON OBSERVATION INSTRUMENT

This part of the instrument is designed for observation of educators in practice for Developmental Appraisal, Performance Measurement and Whole School-Evaluation (external).

12.1.1 This part of the instrument consists of four Performance Standards:

1. The creation of a positive learning environment
2. Knowledge of curriculum and learning programmes
3. Lesson planning, preparation and presentation
4. Learner assessment

12.1.2 Each of the Performance Standards asks a question:

- Does the educator create a suitable environment for teaching and learning?
- Does the educator demonstrate adequate knowledge of the learning area and does s/he use this knowledge effectively to create meaningful experiences for learners?
- Is lesson planning clear, logical and sequential, and is there evidence that individual lessons fit into a broader learning programme?
- Is assessment used to promote teaching and learning?

12.1.3 Criteria

Each Performance Standard includes a number of Criteria. For each of these criteria there are four descriptors which are derived from the four point rating scale.



12.2 THE INSTRUMENT FOR ASPECTS OUTSIDE OF THE CLASSROOM

This part of the instrument is designed to evaluate the performance of educators with regard to aspects outside classroom observation.

12.2.1 This part of the instrument consists of eight Performance Standards:

5. Professional development in field of work/career and participation in professional bodies.
6. Human relations and contribution to school development.
7. Extra-curricular and Co-curricular participation.
8. Administration of resources and records.
9. Personnel.
10. Decision making and accountability.
11. Leadership, communication and servicing the governing body.
12. Strategic planning, financial planning and EMD.

12.2.2 Each of the Performance Standards asks a question:

- Does the educator participate in activities, which foster professional growth?
- Does the educator demonstrate respect, interest and consideration for those with whom he/she interacts?
- Is the educator involved in extra and co-curricular activities?
- Does the educator use resources effectively and efficiently?
- Does the educator manage and develop personnel in a way that the vision and mission of the institution are accomplished?
- Does the educator display sound decision making skills and does he/she take responsibility for the decisions made?
- Is he/she a visionary leader who builds commitment and confidence in staff members?
- Is the educator proficient in planning and education management development?

12.2.3 Criteria

Each Performance Standard includes a number of Criteria. For each of these Criteria there are four descriptors which are derived from the four point rating scale.

12.3 RATING SCALE

- **Rating 1:** Unacceptable. This level of performance does not meet minimum expectations and requires urgent interventions and support.
- **Rating 2:** Satisfies minimum expectations. This level of performance is acceptable and is in line with minimum expectations, but development and support are still required.
- **Rating 3:** Good. Performance is good and meets expectations, but some areas are still in need of development and support.
- **Rating 4:** Outstanding. Performance is outstanding and exceeds expectations. Although performance is excellent, continuous self-development and improvement are advised.

12.4 APPLICATION OF PERFORMANCE STANDARDS

- Standards 1 to 7 apply to all Level 1 educators.
- Standards 1 to 10 are applicable to HoDs (Education Specialists).
- Standards 1 to 12 are applicable to Deputy Principals and Principals.

12.5 A GUIDE ON HOW TO USE THE INSTRUMENT

- The Performance Standard appears at the top of the instrument and is followed by a broad statement of what the expectation is.
- The question to be answered from the observation is given.
- Each performance Standard consists of a number of criteria each of which is described by 4 performance level descriptors or performance indicators. The criteria are labelled (a), (b), (c), etc. and these labels correspond to the performance descriptors/indicators which are also labeled (a), (b), (c), etc. Whilst all the criteria are grouped together under each level of performance (e.g. Performance Level 1: (a), (b), (c), etc.) to provide an overall picture of that particular level of performance, progression (in terms of each of the criteria) is described by, for example 1(a), 2(a), 3(a) and 4(a) or, for criterion (b), by 1(b), 2(b), 3(b) and 4(b). Please note that educators can be scored differently for each of the criteria under a Performance Standard, for example, for PS1 an educator might be scored 2 for (a), 4 for (b), 3 for (c) and 1 for (d).



- For each of the **criteria**, record the performance rating in the space allocated for this purpose.
- Adjustments for ratings: see annexure A.
- The appraiser is required to record observations as clearly as possible in the appropriate columns:
 - * In the column "**Strengths**", record the strengths that have been taken into account in the assessment rating: high ratings are indicative of strengths.
 - * Make recommendations in the column "**Recommendations for Development**". These are based on the ratings obtained for each of the criteria under each Performance Standard. Low ratings are indicative of areas in need of development.
 - * In the column "**Notes on contextual factors**", record the contextual factors that have influenced the assessment rating. These can consist of personal, social, economic and political factors. The assessment of contextual factors is intended to assess not only their effect on performance, but also the manner in which the educator addresses these issues. The comments should, therefore, reflect the following:
 - ** To what extent do contextual factors influence performance?
 - ** To what extent does the educator attempt to overcome negative influences in their teaching?
- If observations and comments are recorded clearly in each of the columns then it will **not** be necessary to write a separate report. **The completed instrument will serve as the report.**

12.6 USING THE SCALE FOR AN INTEGRATED QUALITY MANAGEMENT SYSTEM

12.6.1 For Developmental Appraisal

No overall ratings or totals are required. The baseline evaluation done at the start of the first year of implementation (and for new educators entering the system for the first time in subsequent years), and all self-evaluations are strictly developmental. However, in order to make comparisons, and to track progress, educators and/or their DSGs may wish to arrive at overall scores or totals. The ratings for each of the criteria under each Performance Standard are indicative of strengths (high scores) as well as specific areas in need of development (low scores). The completed instrument, which clearly indicates areas in need of development must be used by the educator (and his/her DSG) to develop a Personal Growth Plan (PGP) that enables the educator to develop and improve in the areas that have been identified. The completed instrument forms the report for DA as well as the baseline evaluation.

12.6.2 For Performance Measurement

For purposes of pay or grade progression **total scores** must be **calculated**. The **final score** (total) is used to arrive at an overall rating. The rating can be adjusted upwards taking contextual factors into account such as the lack of opportunities for development, lack of INSET provided by the District/Local Departmental office or lack of support and mentoring within the school. A scoring sheet is attached at the end of the instrument (annexure A) to be used for this purpose. The completed score sheet should be submitted to Persal for data-capturing after the summative evaluation at the end of the year. In order to qualify for salary progression and grade progression respectively the following minimum scores must be attained.

	<u>Salary progression</u>	<u>Grade progression</u>
Post level 1 educators: (Teachers and Senior Teachers)	56	78
Post level 2 educators: (Education Specialists)	84	118
Post level 3 and 4 educators: (Principals and Deputy Principals)	104	146

12.6.3 For Whole School Evaluation

For the purposes of Whole School Evaluation (WSE) (both internal and external) it is not necessary to make judgments about the performance of individual educators. The names of educators therefore do not need to be recorded, especially for external WSE. It will be necessary to evaluate the school's overall performance in respect of each of the **Performance Standards** in order to enable the school to plan for appropriate programmes that will ensure improvement in those areas that are identified.



13. OBSERVATION OF LESSON IN PRACTICE: DATA SHEET

Name _____ (NB: Name recorded only for DA and PM)

School _____

Address _____

Emis No _____

Persal No. _____

Date of Observation _____

Names of Evaluator/s _____

Signature of Evaluatee _____

Signature(s) of Evaluator(s) _____



14. PRE-EVALUATION PROFILE CHECKLIST

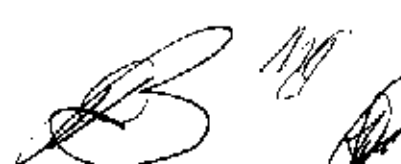
The pre-evaluation profile checklist should be used for establishing the profile of any person who is being evaluated. The questions should be used as a framework for a professional discussion between the evaluator and the evaluatee. A record must be kept of the answers provided.

In arriving at a final assessment, the evidence that the evaluatee provides in answering these questions as well as the information obtained from the application of the rating instrument may be used to effect an **upward adjustment** of the Performance Measurement score.

Wherever appropriate additional documentary evidence should be provided.

14.1 *The following should be used for level 1 educators only:*

- Have you been appraised for Developmental purposes?
- Do you have a projected Personal Growth Plan (PGP) and to what extent have you achieved its objectives?
- Have you received any assistance from your Development Support Group (DSG)?
- To what extent have you managed to acquire new knowledge and additional skills to address your professional needs?
- Do you stay informed regarding policies and regulations applicable to your position?
- Do you receive support from your colleagues, school managers, governing body, the Staff Development Team (SDT) and departmental officials?
- Do you share information with colleagues?
- Is there anything you need that could help you develop and become more effective?
- How do you contribute to extra-curricular activities at the school?
- Do you participate in professional activities, e.g. conduct workshops, attend INSET courses, seminars, union programmes, etc.?
- What type of community activities are you involved in?
- What role do you play in formulating and implementing the school's policies?
- Are there any other matters you would like to bring to the attention of the supervisor before you are observed in practice?



14.2 The following should be used for level two, three and four educators:

- Do you have a projected Personal Growth Plan (PGP) and to what extent have you achieved its objectives?
- Have you received any assistance from your immediate senior or DSG?
- What kind of support have you received with regard to leadership, management and administration?
- Do you make an active contribution to the policies and aspirations of the school?
- Do you inspire trust and confidence in learners and colleagues?
- How do you go about communicating the school's vision, goals and priorities to appropriate constituencies?
- Do you give direction to your team in realising the institution's objectives?
- Are you able to secure the co-operation from colleagues and team members?
- How do you ensure effective utilisation of financial resources?
- How do you go about allocating resources to established goal and objectives?
- What is your role with regard to financial planning, budgeting and forecasting?
- Do you create mechanisms and structures for sharing of knowledge within the institution?
- Do you consult with clients and stakeholders on ways to improve the delivery of services?
- Do you demonstrate objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems?
- Do you delegate and empower others to increase their contributions and level of responsibility?
- Do you display personal interest in the well-being of colleagues?
- Do you manage conflict through a participatory transparent approach?
- Are you receptive to alternate viewpoints?



Performance Standard: 1. CREATION OF A POSITIVE LEARNING ENVIRONMENT

Expectation: The educator creates a positive learning environment that enables the learners to participate actively and to achieve success in the learning process

Question: Does the educator create a suitable environment and climate for learning and teaching?

CRITERIA: (a) Learning Space; (b) Learner Involvement; (c) Discipline; (d) Diversity

Levels of Performance		Strengths	Recommendations for Development	Contextual factors
1	(a) Unacceptable	<ul style="list-style-type: none"> No effort to create a learning space that is conducive to teaching and learning; organisation of learning space hampers teaching and learning. 		
	(b)	<ul style="list-style-type: none"> Educator and learners appear uninterested. 		
	(c)	<ul style="list-style-type: none"> No discipline and much time is wasted. Learners do not accept discipline or discipline is experienced by learners as humiliating. 		
	(d)	<ul style="list-style-type: none"> Educator is insensitive to racial cultural and/or gender diversity; does not respect dignity of individual learners or groups of learners. 		
2	Satisfies minimum expectations			
	(a)	<ul style="list-style-type: none"> There is evidence of an attempt at creating and organising a suitable learning environment which enables individual and/or group learning. 		
	(b)	<ul style="list-style-type: none"> Learners are engaged in appropriate activities for most of the lesson. 		
	(c)	<ul style="list-style-type: none"> Learners are disciplined and learning is not interrupted unnecessarily. 		
(d)	<ul style="list-style-type: none"> Learning environment is free of obvious discrimination. 			

3		Good					
(a)		<ul style="list-style-type: none"> • Organisation of learning space enables the effective use of teaching resources and encourages and supports individual and group activities. 					
(b)		<ul style="list-style-type: none"> • The environment is stimulating and the learners participate actively. 					
(c)		<ul style="list-style-type: none"> • Learners are encouraged; there is positive reinforcement. Learners accept discipline without feeling threatened. 					
(d)		<ul style="list-style-type: none"> • Educator acknowledges and respects individuality and diversity. 					
4		Outstanding					
(a)		<ul style="list-style-type: none"> • Organisation of learning space shows creativity and enables all learners to be productively engaged in individual and cooperative learning. 					
(b)		<ul style="list-style-type: none"> • Learners participate actively and are encouraged to exchange ideas with confidence and to be creative. 					
(c)		<ul style="list-style-type: none"> • Learners are motivated and self-disciplined. 					
(d)		<ul style="list-style-type: none"> • Educator uses inclusive strategies and promotes respect for individuality and diversity. 					

Rating

Unacceptable = 1 Satisfies Minimum Expectations = 2 Good = 3 Outstanding = 4

Performance Standard 1		
Criteria	Raw Scores	Final scores
a		
b		
c		
d		
Total		
Max. 16		

→ 4 to determine rating

Performance Standard: 2. KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES			
Expectation: The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.			
Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?			
CRITERIA: (a) Knowledge of learning area, (b) skills, (c) goal setting, (d) involvement in learning programmes			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
1 Unacceptable <ul style="list-style-type: none"> (a) • Educator conveys inaccurate and limited knowledge of learning area. (b) • No skill in creating enjoyable learning experiences for learners. (c) • Little or no evidence of goal-setting to achieve curriculum outcomes. (d) • Makes no attempt to interpret the learning programmes for the benefit of learners. 			
2 Satisfies minimum expectations <ul style="list-style-type: none"> (a) • Educator's knowledge is adequate but not comprehensive. (b) • Has some skill in engaging learners and relating the learning programme to learners' needs. (c) • Evidence of some goal setting to achieve curriculum outcomes. (d) • Makes some attempt to interpret the learning programmes for the benefit of learners. 			

3	Good				
(a)	<ul style="list-style-type: none"> Educator is able to use knowledge and information to extend the knowledge of learners 				
(b)	<ul style="list-style-type: none"> Educator skillfully involves learners in learning area 				
(c)	<ul style="list-style-type: none"> Makes every endeavour to set realistic goals to achieve curriculum outcomes. 				
(d)	<ul style="list-style-type: none"> Displays great enthusiasm in interpreting learning programmes in the interests of the learners. 				
4	Outstanding				
(a)	<ul style="list-style-type: none"> Educator uses knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies. 				
(b)	<ul style="list-style-type: none"> Educator uses learner-centred techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving. 				
(c)	<ul style="list-style-type: none"> Curriculum outcomes are always achieved by being creative and innovative in the setting of goals. 				
(d)	<ul style="list-style-type: none"> Excellent balance between clarity of goals of learning programme and expression of learner needs, interests and background. 				

Unacceptable = 1	Satisfies Minimum Expectations = 2	Rating
	Good = 3	Outstanding = 4

Performance Standard 2		
Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
Total		
Max. 16		

: 4 to determine rating

Performance Standard: 3. LESSON PLANNING PREPARATION AND PRESENTATION (Note: "Evidence of planning" does not imply that there must be written lesson plans. However it must be clear that the lesson has been planned)

Expectation: The educator demonstrates competence in planning preparation, presentation and management of learning programmes.

Question: Is lesson planning clear, logical and sequential and is there evidence that individual lessons fit into a broader learning programme?

CRITERIA: (a) Planning (b) Presentation, (c) Recording, (d) Management of Learning Programmes

Levels of Performance	Strengths	Recommendations for Development	Contextual factors
1 Unacceptable <ul style="list-style-type: none"> (a) • Little or no evidence of lesson planning. (b) • Lesson not presented clearly. (c) • No records are kept. (d) • Learners not involved in lessons in a way that supports their needs and the development of their skills and knowledge. 			
2 Satisfies minimum expectations <ul style="list-style-type: none"> (a) • Lesson planning not fully on a professional standard. (b) • Lessons are structured and relatively clearly presented (c) • Evidence of essential records of planning and learner progress is available. (d) • Evidence of some learner involvement in lessons in a way that it supports their needs and the development of their skills and knowledge. 			

3	Good			
(a)	<ul style="list-style-type: none"> Lesson planning is generally clear, logical and sequential 			
(b)	<ul style="list-style-type: none"> Lessons are well structured and fit into the broader learning programme building on previous lessons and anticipating future learning activities 			
(c)	<ul style="list-style-type: none"> Essential records of planning and learning progress are maintained at a high level of proficiency. 			
(d)	<ul style="list-style-type: none"> Good involvement of learners in lessons in such a way that it supports their needs and the development of their skills and knowledge. 			
4	Outstanding			
(a)	<ul style="list-style-type: none"> Lesson planning is abundantly clear, logical sequential and developmental. 			
(b)	<ul style="list-style-type: none"> Outstanding planning of lessons that are exceptionally well structured and clearly fits into the broader learning programme with evidence that it builds on previous lessons as well as fully anticipating future learning activities. 			
(c)	<ul style="list-style-type: none"> Outstanding record keeping of planning and learner progress. 			
(d)	<ul style="list-style-type: none"> Excellent involvement of learners in lessons in such a way that it fully support their needs and the development of their skills and knowledge. 			

Unacceptable = 1 Satisfies Minimum Expectations = 2 **Rating** Good = 3 Outstanding = 4

Performance Standard 3		Final scores
Criteria	Scores	
a		
b		
c		
d		
Total		
Max. 15		

Performance Standard: 4. LEARNER ASSESSMENT/ACHIEVEMENT

Expectation: The educator demonstrates competence in monitoring and assessing learner progress and achievement.

Question: Is assessment used in order to promote teaching and learning?

CRITERIA: (a) Feedback to learners, (b) Knowledge of assessment techniques, (c) Application of techniques, (d) Record keeping

Levels of Performance		Strengths	Recommendations for Development	Contextual factors
1	Unacceptable			
(a)	<ul style="list-style-type: none"> No evidence of meaningful feedback to learners, or feedback irregular and inconsistent. 			
(b)	<ul style="list-style-type: none"> Does not demonstrate an understanding of different types of assessment e.g. only uses tests. 			
(c)	<ul style="list-style-type: none"> Assessment results do not influence teaching strategies. 			
(d)	<ul style="list-style-type: none"> No evidence of records, or records are incomplete and irregular. 			
2	Satisfies minimum expectations			
(a)	<ul style="list-style-type: none"> Some evidence of feedback. 			
(b)	<ul style="list-style-type: none"> Has a basic understanding of different types of assessment. 			
(c)	<ul style="list-style-type: none"> Some evidence of corrective measures and remedial activity based on assessment results. 			
(d)	<ul style="list-style-type: none"> Maintains essential records. 			

3	Good											
(a)	• Feedback is regular, consistent and timeliness provided.		(b)	• A variety of assessment techniques are used, allowing learners to demonstrate their talents.		(c)	• Lessons are appropriately tailored to address learners' strengths and areas of weakness.		(d)	• Records are systematically, efficiently and regularly maintained.		
4	Outstanding		(a)	• Feedback is insightful, regular, consistent, timely, and built in to lesson design.		(b)	• Different assessment techniques used to cater for learners from diverse backgrounds, with multiple intelligences and learning styles.	(c)	• Assessment informs multiple intervention strategies to address specific needs of all learners, and motivates them.	(d)	• Records are easily accessed and provide insights into individual learners progress.	

Unacceptable = 1 | Satisfies Minimum Expectations = 2 | Rating | Good = 3 | Outstanding = 4

Performance Standard 4	
Criteria	Raw Scores
a	
b	
c	
d	
Total	
Max. 16	

÷ 4 to determine rating

Performance Standard: 5. PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL BODIES			
Expectation: The educator engages in professional development activities which is demonstrated in his willingness to acquire new knowledge and additional skills			
Question: Does the educator participate in professional growth activities?			
Criteria: (a) Participation in professional development; (b) Participation in professional bodies; (c) Knowledge of education issues; (d) Attitude to professional development			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
1 Unacceptable <ul style="list-style-type: none"> • Little or no evidence of professional development • Makes no attempt to participate in professional bodies • Displays no, or superficial, knowledge on educational issues • Exhibits negative attitude towards development, seminars, etc 			
2 Satisfies minimum expectations <ul style="list-style-type: none"> • There is evidence of some attempt to develop oneself professionally • Evidence of some participation in professional bodies e.g. trade union learning area association, etc • Shows some knowledge of educational issues • Seeks further professional development 			

3	Good		(a)	<ul style="list-style-type: none"> Participates eagerly in professional development programmes to improve job performance 	
(b)	<ul style="list-style-type: none"> Plays a role in professional bodies and involves colleagues. 		(c)	<ul style="list-style-type: none"> Demonstrates clear awareness of current education issues 	
(d)	<ul style="list-style-type: none"> Stays informed in his/her field by reading or participating in conferences and training opportunities 				
4	Outstanding		(a)	<ul style="list-style-type: none"> Takes a leading role in initiating and delivering professional development opportunities 	
(b)	<ul style="list-style-type: none"> Takes up leading positions in professional bodies and involves colleagues 		(c)	<ul style="list-style-type: none"> Is informed and critically engages with current education issues. 	
(d)	<ul style="list-style-type: none"> Participates in activities which foster professional growth and tries new teaching methods/approaches and evaluates their success. 				

Unacceptable = 1	Satisfies Minimum Expectations = 2	Rating	Good = 3	Outstanding = 4
------------------	------------------------------------	--------	----------	-----------------

Performance Standard 5	
Criteria	Raw Scores
A	
B	
C	
D	
Total Max. 16	

- 4 to determine rating

Performance Standard: 6. HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT			
Expectation: The educator engages in appropriate interpersonal relationships with learners, parents and staff and contributes to the development of the school			
Question: Does the educator create and maintain sound human relations with colleagues and learners?			
CRITERIA: (a) Learner needs; (b) Human Relations Skills; (c) Interaction; (d) Co-operation			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
1 Unacceptable <ul style="list-style-type: none"> (a) • The educator is insensitive to learner needs. (b) • No evidence of human relation skills in communicating with learners, staff and parents. (c) • Interacts inappropriately with learners, staff and parents. (d) • Lacks tact and courtesy and is not cooperative. 			
2 Satisfies minimum expectations <ul style="list-style-type: none"> (a) • Some evidence of the educator being sensitive to learner needs. (b) • Some evidence of positive relationships with individuals. (c) • Interacts appropriately with individuals. (d) • Cooperates with learners, staff and parents. 			

3	<p>Good</p> <ul style="list-style-type: none"> • Designs internal work processes to care for learner needs. • Establishes trust and shows confidence in others & supports school regulations, programmes and policies. • Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups. • Shares information openly, whilst respecting the principle of confidentiality. 		
4	<p>Outstanding</p> <ul style="list-style-type: none"> • Adds value to the institution by providing exemplary service in terms of learner needs. • Demonstrates respect, interest and consideration for those with whom he/she interacts. • Conducts self in accordance with organisational code of conduct and handles contacts with parents/guardians in a professional and ethical manner. • Supports stakeholders in achieving their goals. 		

Unacceptable = 1	Satisfies Minimum Expectations = 2	Rating	Good = 3	Outstanding = 4
------------------	------------------------------------	--------	----------	-----------------

Performance Standard 6	
Criteria	Raw Scores
A	
B	
C	
D	
Total	
Max. 16	

- 4 to determine rating

Performance Standard: 7. EXTRA-CURRICULAR AND CO-CURRICULAR PARTICIPATION			
Expectation: The educator participates in extra-curricular and co-curricular activities in such a way that it supplements the learning process and leads to the holistic development of the learners.			
Question: Does the educator participate in extra-curricular and co-curricular activities and is s/he involved with the administration of these activities?			
CRITERIA: (a) Involvement; (b) Holistic Development; (c) Leadership and Coaching; (d) Organisation and Administration			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
1 Unacceptable <ul style="list-style-type: none"> • The educator is not involved in extra-curricular or co-curricular activities • Makes no attempt to use these activities for the holistic development of learners • Leadership and coaching is inadequate. • Organisation and administration is poor 			
2 Satisfies minimum expectations <ul style="list-style-type: none"> • Not fully involved in extra-curricular and co-curricular activities • Makes some effort to use these activities for the holistic development of learners • Leadership and coaching is at an acceptable level • Organisation and administration is at an acceptable level. 			

3	Good	
(a)	• Educator is fully involved in extra-curricular and co-curricular activities.	
(b)	• Educator skillfully involves learners in all activities	
(c)	• Evidence of good leadership and coaching at a pleasing standard	
(d)	• Administration and organisation is conducted professionally.	
4	Outstanding	
(a)	• Educator plays a leading role and encourages learners and staff to arrange and participate in activities	
(b)	• Educator is most successful in using these activities for the holistic development of learners.	
(c)	• Leadership and coaching is at an exceptional standard.	
(d)	• Administration and organisation is outstanding	

Unacceptable = 1	Satisfies Minimum Expectations = 2	Rating
		Good = 3
		Outstanding = 4

Performance Standard 7	
Criteria	Raw Scores
A	
B	
C	
D	
Total	
Max. 16	
	Final Scores

÷ 4 to determine rating

Performance Standard: 8. ADMINISTRATION OF RESOURCES AND RECORDS			
Expectation: The educator administers resources and records in an effective and efficient manner to enable the smooth functioning of the institution			
Question: Does the quality of administration contribute to building an effective institution?			
CRITERIA: (a) Utilisation of resources; (b) Instructions; (c) Record keeping; (d) Maintenance of infrastructure; (e) Circulars			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
1	Unacceptable		
(a)	<ul style="list-style-type: none"> Does not utilise resources (human, physical or financial) optimally or abuses these resources 		
(b)	<ul style="list-style-type: none"> No clear instructions or guidelines are provided. Staff members are unsure what is expected of them. There is no mentoring or support of staff. 		
(c)	<ul style="list-style-type: none"> Financial and other records are not kept or are incomplete and do not comply with departmental requirements. 		
(d)	<ul style="list-style-type: none"> Premises, buildings and equipment are not properly maintained or are abused. There are no proper control measures or systems in place. 		
(e)	<ul style="list-style-type: none"> Departmental circulars are not brought to the attention of staff members. No proper record is maintained and circulars are often lost. 		

<p>2 Satisfies minimum expectations</p>	
<p>(a) • Uses resources appropriately.</p>	
<p>(b) • Gives clear instructions and provides guidelines with regard to administrative duties to be performed. Staff are able to meet expectations.</p>	
<p>(c) • Records (financial and otherwise) are kept in accordance with accepted practices and/or departmental requirements.</p>	
<p>(d) • Ensures that the premises, buildings, equipment and learning and teaching materials are properly used and maintained. Exercises proper control of their usage.</p>	
<p>(e) • All Departmental circulars (and other information received) in respect of things that affect them, are brought to the attention of staff members.</p>	
<p>3 Good</p>	
<p>(a) • Uses resources effectively and efficiently.</p>	
<p>(b) • Gives clear instructions and provides sound guidelines in respect of administrative duties. Staff know what is expected of them and, through monitoring, supports staff in those duties.</p>	
<p>(c) • Full and complete records are kept not only in terms of departmental requirements but also of important events and other aspects that are of interest to the institution.</p>	
<p>(d) • Premises, buildings, equipment are used – and maintained well. There is evidence of improvement in this regard.</p>	

<p>4 Outstanding</p>	<ul style="list-style-type: none"> • Uses resources optimally and creatively – specifically aligned to the vision, mission and goals of the institution. • Clear instructions and sound guidelines enable staff to do what is expected of them. Mentoring and support provides encouragement for staff to do more than is required and to do so with enthusiasm. • Record-keeping is comprehensive and up to date; meets requirements in terms of accepted practices and/or departmental requirements. • Premises, buildings, equipment and learning and teaching support materials are used optimally. Repairs or replacements are effected promptly. Control/monitoring systems are in place. • Departmental circulars and other relevant information are consistently brought to the attention of staff members in good time. Where necessary, discussions are initiated to ensure that the context is understood. Responses are developed when necessary. Follow-up is managed when necessary. 		
-----------------------------	---	--	--

Rating	
Unacceptable = 1	Satisfies Minimum Expectations = 2
Good = 3	Outstanding = 4

Performance Standard 8		
Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
e		
Total Max. 20		

→ 5 to determine rating

Performance Standard: 9. PERSONNEL

Expectation: Manages and develops personnel in such a way that the vision and mission of the institution are accomplished.

Question: Does s/he manage staff by applying the principles of democracy?

CRITERIA : (a) Pastoral Care; (b) Staff Development; (c) Provision of leadership; (d) Building commitment and confidence

Levels of Performance	Strengths	Recommendations for Development	Contextual factors
1 Unacceptable <ul style="list-style-type: none"> (a) • No evidence of any pastoral care for personnel. • Does not contribute to or participate in staff development programmes (c) • Does not provide any professional leadership within the institution. (d) • No evidence of building commitment and confidence in staff. 			
2 Satisfies minimum expectations <ul style="list-style-type: none"> (a) • Provides pastoral care to staff members but infrequently (b) • Some evidence of staff development (c) • Offers professional advice to staff where necessary. (d) • Motivates staff members when necessary but not regularly. 			

3	Good	
(a)	<ul style="list-style-type: none"> Displays personal interest in the well being of others. 	
(b)	<ul style="list-style-type: none"> Guides and supervises the work of all staff and formulates staff development programmes on a regular basis 	
(c)	<ul style="list-style-type: none"> Manages staff professionally by applying democratic principles and acknowledges labour and other rights of individuals. 	
(d)	<ul style="list-style-type: none"> Initiates, supports and encourages new ideas. 	
4	Outstanding	
(a)	<ul style="list-style-type: none"> Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches. 	
(b)	<ul style="list-style-type: none"> Ensures that staff training and mentoring programmes are developed, implemented and evaluated. 	
(c)	<ul style="list-style-type: none"> Gives direction to staff in realising the institution's strategic objectives. 	
(d)	<ul style="list-style-type: none"> Inspires and builds commitment and motivates educators through the use of intrinsic rewards or encouragement. 	

--	--	--

Rating

Unacceptable = 1 Satisfies Minimum Expectations = 2 Good = 3 Outstanding = 4

Performance Standard 9

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
Total		
Max. 16		

Performance Standard: 10. DECISION MAKING AND ACCOUNTABILITY

Expectation: The educator establishes procedures that enable democratic decision-making and accountability within the institution

Question: Does the educator establish structures that enable/ensure active participation by all stakeholders in decision making processes and are there to clear lines of accountability?

CRITERIA: (a) Stakeholder involvement; (b) Decision making; (c) Accountability/responsibility; (d) Motivation; (e) Objectivity/Fairness

Levels of Performance		Strengths	Recommendations for Development	Contextual factors
1	Unacceptable			
(a)	<ul style="list-style-type: none"> Makes little or no attempt to involve all stakeholders in decision making processes. There is little or no evidence of consensual decision making. 			
(b)	<ul style="list-style-type: none"> Lacks decision-making skills, makes autocratic decisions without consultation or is reluctant to make any decisions or decisions are frequently illogical and not the best option. 			
(c)	<ul style="list-style-type: none"> Does not take responsibility for any decisions that are made. often tries to put the blame on someone else if decisions are proved to be wrong. 			
(d)	<ul style="list-style-type: none"> Is not decisive: is unable to earn the respect of staff members with regard to the quality of decisions made and is not motivated to take a leadership role. 			
(e)	<ul style="list-style-type: none"> Decisions are seldom taken and where they are it is apparent that objectivity and fairness were not considered important. 			

2	<p>Satisfies minimum expectations</p> <ul style="list-style-type: none"> • Establishes structures and procedures that enable the involvement of all stakeholders. • Has decision making skills, takes different views into account when making decisions. • Takes responsibility for decisions made in most instances; sometimes tries to justify decisions that have been proved wrong. • Is decisive, earns the respect of staff members and is able to motivate staff to participate in decision making. • Decisions taken reflect that objectivity and fairness were considerations.
3	<p>Good</p> <ul style="list-style-type: none"> • Ensures that all stakeholders are actively involved in decision making and that the necessary procedures are followed. • Has good decision making skills; is able to take different points of view into account and to base decisions on sound logic. • Is prepared to be held accountable for the decisions made. • Staff members are willing to participate in decision making processes and respect the decisions taken. • Objective and sound decisions take contextual factors into account in order to arrive at decisions that are fair.

--	--

4	Outstanding			
(a)	<ul style="list-style-type: none"> Ensures that whenever possible and appropriate decisions are arrived at by consensus. 			
(b)	<ul style="list-style-type: none"> Decisions, based on wide consultation with all relevant parties and based on sound logic, are made in good time. Creative solutions are found when necessary. Is decisive without being authoritarian. 			
(c)	<ul style="list-style-type: none"> Is prepared to be held accountable for the decision making process as well as taking responsibility for the decisions. Does not pass on the blame for wrong decisions. Ensures accountability from staff members as well as being accountable to them. Decisions are frequently proactive rather than reactive. 			
(d)	<ul style="list-style-type: none"> Staff recognise that their opinions are valued and taken into account; they are motivated to participate in decision making. 			
(e)	<ul style="list-style-type: none"> Staff members trust the decisions made by the educator as the process has been transparent and participatory. Decisions are always objective and fair. 			

Rating

Unacceptable = 1 Satisfies Minimum Expectations = 2

Good = 3

Outstanding = 4

Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
e		
Total		
Max. 20		

- 5 to determine rating

Performance Standard: 11. LEADERSHIP, COMMUNICATION AND SERVICING THE GOVERNING BODY			
Expectation: The educator demonstrates/has well-developed leadership qualities.			
Question: Is the educator able to take the lead and act decisively in terms of priorities and opportunities?			
CRITERIA: (a) Leadership; (b) Support; (c) Communication; (d) Systems; (e) Commitment and confidence; (f) Initiative, Creativity			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
1			
(a) Unacceptable			
(b)	<ul style="list-style-type: none"> • Demonstrates poor (or no) leadership qualities. Is reluctant to take the lead and/or has not earned the respect of colleagues; often feels threatened. • Is unable to provide support; does not mentor or provide guidance; may often undermine colleagues; is not approachable. 		
(c)	<ul style="list-style-type: none"> • Does not communicate with colleagues, parents or the School Governing Body; does not share information or ideas. Is not prepared to listen to alternative points of view. 		
(d)	<ul style="list-style-type: none"> • Does not work to any particular system; is disorganised and is unable to manage or control specific projects or initiatives. Productivity is low. 		
(e)	<ul style="list-style-type: none"> • Lacks commitment and confidence. Is easily swayed when challenged. Does not follow through on tasks and is easily distracted. Time management is weak/poor. 		
(f)	<ul style="list-style-type: none"> • Lacks initiative and is not creative. Will not attempt tasks without clear directives. 		

2	<p>Satisfies minimum expectations</p> <ul style="list-style-type: none"> • Takes the lead in encouraging teamwork and empowers colleagues. • Provides guidance and support to enable colleagues to improve. • Consults with colleagues, parents and the governing body, shares information and provides reports back, is transparent and listens to alternative points of view • Works to basic systems, is organised and productivity is acceptable. • Is confident and is committed to serving the learners parents and the SGB. Is focused and persistent. Will follow through on tasks until completed. • Implements systems and structures in a familiar environment, is prepared to attempt to improve existing systems 		
3	<p>Good</p> <ul style="list-style-type: none"> • Provides strong leadership and direction to enable colleagues to realise strategic objectives. • Values colleagues as individuals, acknowledges their ideas, provides ongoing support and is available to guide and advise them. • Consults with colleagues, parents and governing body; shares ideas and information; takes alternative points of view into account. • Has improved systems that are appropriate for specific circumstances; is organised and is able to track progress. Productivity is above average. • Has built up experience which is the basis for confidence; is not easily distracted; supports colleagues in order to achieve goals; Time management is good; tasks are completed within deadlines • Is innovative and is prepared to try out new ways of doing things; refines and improves existing systems and processes. 		

4	<p>Outstanding</p> <ul style="list-style-type: none"> Translates strategic objectives into action plans and inspires colleagues; engenders trust; colleagues are motivated. Works with colleagues to effect improvements on an ongoing basis; is approachable and shares information and provides support while encouraging independent thinking and innovation. Consults with all stakeholders and listens to alternative points of view; is transparent; shares information and provides regular feedback. Responds positively to constructive criticism. Is innovative and has created effective systems for managing and tracking work in progress. Systems are streamlined and efficient. Productivity is high. Time management is very good; is able to multitask without losing focus. Takes on additional tasks or assists colleagues. Is innovative and creative, thinks critically and is prepared to test new ways of doing things in order to increase efficiency. 		
---	---	--	--

Rating

Unacceptable = 1	Satisfies Minimum Expectations = 2	Good = 3	Outstanding = 4
------------------	------------------------------------	----------	-----------------

Performance Standard 11		
Criteria	Raw Scores	Final Scores
a		
b		
c		
d		
e		
f		
Total		
Max. 24		

Performance Standard: 12. STRATEGIC PLANNING, FINANCIAL PLANNING AND EMD			
Expectation: The educator displays competence in planning and education management development			
Question: Does the manager administer the different management processes efficiently and effectively?			
CRITERIA: (a) Strategic Planning; (b) Financial Planning; (c) Project Management; (d) Communication			
Levels of Performance	Strengths	Recommendations for Development	Contextual factors
1 Unacceptable <ul style="list-style-type: none"> (a) <input type="checkbox"/> No evidence of strategic planning and EMD (b) <input type="checkbox"/> No/little evidence of financial planning and budgeting. (c) <input type="checkbox"/> No pre-planning/management of specific projects/interventions (d) <input type="checkbox"/> Does not consult with stakeholders on decisions that affect them. 			
2 Satisfies minimum expectations <ul style="list-style-type: none"> (a) <input type="checkbox"/> Has some evidence of EMD, and strategic planning (b) <input type="checkbox"/> Basic financial records are in order and some evidence of budgeting (c) <input type="checkbox"/> Some evidence of attempt to plan and monitor specific projects. (d) <input type="checkbox"/> Some communication with stakeholders takes place 			
3 Good <ul style="list-style-type: none"> (a) <input type="checkbox"/> Prepares strategic plans with the intention of achieving the school goals. (b) <input type="checkbox"/> Maintains accurate and detailed financial records for financial planning, and accountability in terms of budget. (c) <input type="checkbox"/> Projects are planned, monitored and effectively managed (d) <input type="checkbox"/> All stakeholders are fully consulted. 			

4	Outstanding			
(a)	<ul style="list-style-type: none"> Goals and strategic plans are developed and updated with participation of stakeholders. 			
(b)	<ul style="list-style-type: none"> Financial planning and budget are in line with the goals of the school, spending is carefully monitored and resources are used optimally. 			
(c)	<ul style="list-style-type: none"> Introduces innovative ideas and projects which are prioritised in terms of goals, costs and educational needs, and closely manages all projects and interventions. 			
(d)	<ul style="list-style-type: none"> Systematic stakeholder consultation through functioning structures and provides opportunities for meaningful participation. 			

Rating

Unacceptable = 1 Satisfies Minimum Expectations = 2 Good = 3 Outstanding = 4

Performance Standard 12		Raw Scores	Final Scores
Criteria			
a			
b			
c			
d			
Total			
Max. 15			

: 4 to determine rating

EXEMPLAR A

**COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE
MEASUREMENT FOR PAY PROGRESSION AND GRADE
PROGRESSION FOR Level 1 Educators (28 CRITERIA)**

EDUCATOR: _____

DATE: _____

PERSAL NUMBER : _____

SCHOOL : _____

PERFORMANCE STANDARDS	MAX	SCORE
Creation of a positive learning environment	16	
Knowledge of curriculum and learning programmes	16	
Lesson Planning, preparation, and presentation	16	
Learner Assessment	16	
Professional development in field of work/career and participation in professional bodies	16	
Human Relations and Contribution to school development	16	
Extra-Curricular & Co-Curricular participation	16	
TOTAL SCORE	112	

**THE ABOVE-MENTIONED EDUCATOR'S SCORE has been/has not been
ADJUSTED**

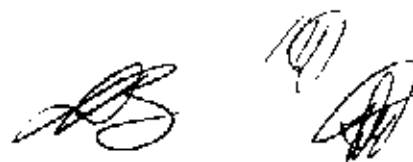
COMMENTS/REASONS FOR ADJUSTMENT

To qualify for salary progression the educator needs to obtain : 56 (2)
To qualify for grade progression the educator needs to obtain : 78 (3)

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

EDUCATOR: _____
DATE: _____
PRINCIPAL: _____

DSG: _____
DATE: _____
DATE: _____



COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE MEASUREMENT FOR PAY PROGRESSION AND GRADE PROGRESSION FOR Level 2 Educators (42 CRITERIA)

EDUCATOR: _____
 PERSAL NUMBER : _____

DATE: _____
 SCHOOL: _____

PERFORMANCE STANDARDS	MAX	SCORE
Creation of a positive learning environment	16	
Knowledge of curriculum and learning programmes	16	
Lesson Planning, preparation, and presentation	16	
Learner Assessment	16	
Professional development in field of work/career and participation in professional bodies	16	
Human Relations and Contribution to school development	16	
Extra-Curricular & Co-Curricular participation	16	
Administration of resources and records	20	
Personnel	16	
Decision making and accountability	20	
TOTAL SCORE	168	

THE ABOVE-MENTIONED EDUCATOR'S SCORE has been/has not been adjusted.

COMMENTS/REASONS FOR ADJUSTMENT

To qualify for salary progression the educator needs to obtain : 84 (2)
 To qualify for grade progression the educator needs to obtain : 118 (3)

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

EDUCATOR: _____
 DATE: _____
 PRINCIPAL: _____

DSG: _____
 DATE: _____
 DATE: _____

EXEMPLAR C

**COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE
MEASUREMENT FOR PAY PROGRESSION AND GRADE
PROGRESSION FOR Level 3 & 4 Educators (52 CRITERIA)**

EDUCATOR: _____
PERSAL NUMBER: _____

DATE: _____
SCHOOL: _____

PERFORMANCE STANDARDS	MAX	SCORE
Creation of a positive learning environment	16	
Knowledge of curriculum and learning programmes	16	
Lesson Planning, preparation, and presentation	16	
Learner Assessment	16	
Professional development in field of work/career and participation in professional bodies	16	
Human Relations and Contribution to school development	16	
Extra-Curricular & Co-Curricular participation	16	
Administration of resources and records	20	
Personnel	16	
Decision making and accountability	20	
Leadership, communication and servicing the Governing Body	24	
Strategic planning, financial planning and education management development	16	
TOTAL SCORE	208	

THE ABOVE-MENTIONED EDUCATOR'S SCORE has been/has not been adjusted.

COMMENTS/REASONS FOR ADJUSTMENT

To qualify for salary progression the educator needs to obtain : 104 (2)
To qualify for grade progression the educator needs to obtain : 145 (3)

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

EDUCATOR: _____

DSG: _____