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

COLLECTIVE AGREEMENT NUMBER 2 OF 2020

17 SEPTEMBER 2020

QUALITY MANAGEMENT SYSTEM (QMS) FOR SCHOOL BASED EDUCATORS

H.M. MJ

SA

EDUCATION LABOUR RELATIONS COUNCIL

COLLECTIVE AGREEMENT NO. 2 OF 2020

QUALITY MANAGEMENT SYSTEM (QMS) FOR SCHOOL-BASED EDUCATORS

1. PURPOSE OF THIS AGREEMENT

The purpose of this agreement is to provide a standardised framework for employee performance for educators.

2. SCOPE OF THIS AGREEMENT

This agreement applies to and binds:

2.1 The employer, and

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

3. THE PARTIES TO COUNCIL NOTE AS FOLLOWS:

3.1 ELRC Collective Agreement No 8 of 2003 which dealt with the establishment of the Integrated Quality Management System (IQMS);

3.2 ELRC Collective Agreement No 1 of 2008 which dealt with the framework for the establishment of an Occupation Specific Dispensation (OSD) for educators in public education;

3.3 ELRC Collective Agreement no 2 of 2009 which dealt with processes of Teacher Appraisal;

3.4 Paragraph 3.2 of the Teacher Development Summit Declaration of July 2009 which dealt with Appraisal and Evaluation;

3.5 Process matters emanating from the work of the Post Teacher- Development Summit working group number 2 on Teacher Appraisal and Evaluation;

3.6 ELRC Collective Agreement No 2 of 2010 which dealt with the implementation of paragraph 3.2 (Appraisal and Evaluation) of the Teacher Development Summit declaration of July 2009.

4. THE PARTIES TO COUNCIL THEREFORE AGREE AS FOLLOWS:

4.1 That the Quality Management System (QMS) for school-based educators, as attached in Annexure A, be adopted.

4.2 That Collective Agreement 2 of 2014 be repealed on the date of signing of this collective agreement.

H.M. MJ

SA

4.3 That the QMS instrument is applicable for Principals with effect from 01 January 2021.

4.4 That the QMS instrument is applicable for educators on Post Levels 1 - 3 with effect from 01 January 2022.

4.5 That Collective Agreement 8 of 2003 will still be applicable for educators on Post Levels 1 – 3 during 2021.

5. IMPLEMENTATION DATE

5.1 This agreement shall come into effect on the date it enjoys majority support and shall remain in force unless terminated or amended by agreement.

5.2 This agreement will be implemented for Principals from 01 January 2021 and for all other school-based educators from 01 January 2022.

5.3 Training and capacity building of users of the QMS will be conducted as follows:

5.3.1 Principals: from October – December 2020; and
5.3.2 All other school-based educators: from January until December 2021.

5.4 The full implementation of the instrument for all educators will take place from January 2022.

6. DISPUTE RESOLUTION

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

7. SIGNING OF THIS AGREEMENT

Thus done and signed at Centurion this the 17 day of September 2020

ON BEHALF OF THE STATE AS THE EMPLOYER

DEPARTMENT	NAME	SIGNATURE	DATE
BASIC EDUCATION	H.M. Mweli		12/10/2020

ON BEHALF OF THE EMPLOYEE PARTIES

TRADE UNION	NAME	SIGNATURE	DATE
"SADTU"	MUGWENA MALULEKE		13/10/2020
CTU "ATU"	ALLEN THOMPSON		17/09/20

ANNEXURE A

QUALITY MANAGEMENT SYSTEM (QMS) for SCHOOL BASED EDUCATORS

CONTENTS

Section	Description	Page
A	Information Resource Pack	6
B	QMS Appraisal Instruments (Post Level 1)	23
C	QMS Work plan and Appraisal Instruments for PL 2 Educators (Departmental Heads)	34
D	QMS Work plan and Appraisal Instruments for PL 3 (Deputy Principals)	47
E	QMS Work plan and Appraisal Instruments for PL 4 (Principals)	65
F	• Summative scores for school • Lesson observation instrument	85

SECTION A

Information Resource Pack

QUALITY MANAGEMENT SYSTEM (QMS)

1. BACKGROUND

An agreement was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. The existing programmes were the Developmental Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998), the Performance Measurement System that was agreed to on 10 April 2003 (Resolution 1 of 2003) and the policy on Whole-School Evaluation (WSE Policy, 26 July 2001). The three quality management programmes were integrated to constitute the Integrated Quality Management System (IQMS), signed as ELRC Collective Agreement No.8 of 2003. The IQMS is informed by Schedule I of the Employment of Educators Act, No. 76 of 1998 where the Minister is required to determine performance standards for educators in terms of which their performance is to be evaluated.

The IQMS has been in place since 2003 but was only implemented in schools from 2005. Despite all the measures put in place to strengthen its implementation, schools continued to experience challenges, resulting in the teacher development summit being convened on 29 June to 2 July 2009, to identify and address, amongst others, factors responsible for its poor implementation.

The summit agreed on, amongst others, the following;

- That a clear, coherent policy and regulatory environment be designed for both teacher appraisal and teacher development, which teachers and other role-players can easily understand and with which they can readily engage;
- That teacher appraisal for purposes of development be de-linked from appraisal for purposes of remuneration and salary progression, and
- That IQMS be streamlined and re-branded.

Purpose of streamlining and re-branding

The main purpose of the streamlining and rebranding process is:

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

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

Quality Management System is a performance management system for school-based educators, designed to evaluate the performance levels of individuals in order to achieve high levels of school performance. It is critical in assessing the extent to which educators are performing in line with their job descriptions in order to improve levels of accountability in our schools.

H.M. MJ

QMS incorporates the following:

- Measuring the performance of educators in line with their respective roles and responsibilities;
- Providing a basis for decisions on rewards, incentives and other salary related benefits for the applicable year;
- Providing a basis for decisions on mechanisms to recognize good performance and address under-performance, and
- Consideration of the relevant contextual factors in conducting assessments.

3. PURPOSE OF QUALITY MANAGEMENT SYSTEM

- To determine levels of competence of all educators;
- To enhance educator efficiency, effectiveness and good performance;
- To improve accountability levels within schools;
- To provide a basis for decisions on mechanisms to recognize good performance and address underperformance;
- To ensure that educators perform their duties with integrity, and maintain a positive, vigilant attitude towards all learning activities;
- To provide a basis for paying salary progression, rewards and other incentives, and
- To provide mechanisms for assessing educators, taking into account the context within which they operate.

4. GUIDING PRINCIPLES

The implementation of the Quality Management System for educators is guided by the following principles:

- To recognize that schools are not the same, and are operating at different levels of performance;
- To recognize that schools are operating in different contexts, and are exposed to different challenges;
- To ensure fairness by taking into account relevant contextual factors that impact on educator performance. These contextual factors include, but are not limited to:
    - Levels of support provided to educators;
    - Infrastructure issues;
    - Socio-economic environment, and
    - Unforeseen challenges
- To minimise subjectivity through transparent and open discussion throughout the appraisal process, and the possible involvement of a resource person as an observer where necessary;
- To ensure that the instrument is valid, reliable and relevant
- To use the QMS instrument professionally, uniformly and consistently, and
- To provide feedback on the appraisal process by focusing on:
    - Performance and not personality;
    - Availability of evidence and not assumptions;
    - Objectivity and not subjectivity;
    - The specific and concrete and not the general and the abstract;

5. ROLES AND RESPONSIBILITIES OF INDIVIDUALS AND STRUCTURES INVOLVED IN IMPLEMENTING THE EDUCATOR APPRAISAL SYSTEM

5.1 The Principal

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

5.2 School Management Team (SMT)

- The SMT, consisting of the Principal and, where applicable the Deputy-principal and Departmental Heads, has the overall responsibility of managing the planning and implementation of QMS processes;
- Ensures that all staff members are trained on the procedures and processes of the QMS;
- Prepares and monitors the management plan for the QMS in the school;
- Prepares a final schedule of the appraisal dates;
- Ensures that all records and documentation on QMS are properly kept and maintained;
- Ensures that evidence relied upon during the appraisal process is valid;
- Conducts Performance Appraisals for educators under his/her supervision, including classroom observations, and keeps records thereof;
- Assists the Principal in finalising the appraisal scores of educators;
- Ensures that QMS is applied consistently, and
- Ensure that they provide support to the principal in executing his/her duties regarding this process.

H.M. SA MJ

5.3 The Educator

- Must familiarise him/herself with the QMS processes;
- Conducts a self-appraisal prior to being appraised by the immediate supervisor, using the QMS instrument;
- Allows the immediate supervisor to conduct lesson observations;
- Should inform the supervisor during the pre-appraisal meeting or at least three days prior to the scheduled appraisal date on the intention to involve a resource person;
- Participates in pre-appraisal and post-appraisal discussions with the immediate supervisor and resource person, and
- Keeps relevant evidence for the appraisal process.

5.4 The Resource Person

- The resource person is an educator who may be requested by the appraisee to assist in the appraisal process through the provision of a subject or other relevant expertise;
- The resource person may be from the same school or another school;
- Despite the resource person being an observer, he/she may give an opinion on the appraisal process;
- He/she will be required to sign off the final appraisal instrument, and
- He/ she may not serve in the appraisal of more than two educators.

5.5 The Circuit Manager

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

5.6 Grievance committee at school level

- The school grievance committee consists of the following members:
    - The principal, who will serve as a Chairperson;

H.M. SA MJ

- Where necessary, the principal may request a principal from a neighbouring school to preside over the matter;
- One other member of the SMT, and
- One representative from each of the unions that are admitted to the ELRC and have members in the school.

- The structure is responsible for resolving any grievances or disagreements at school level.

5.7 Grievance committee at circuit level

- The circuit grievance committee consists of the following members:

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

- The structure is responsible for resolving any grievances or disagreements that have been referred to it by the school grievance committee.

6. GUIDELINES ON IMPLEMENTATION OF QMS

6.1 Completion of a Work-plan

6.1.1 The Principal, Deputy Principal and Departmental Heads are required to complete and sign a work-plan at the beginning of an evaluation cycle. The principal has to agree and sign the work-plan together with the circuit manager who is his/her immediate supervisor. Similarly, the Deputy Principal has to agree and sign the work-plan with the principal, who is his/her immediate supervisor. Departmental Heads have to sign their work-plans either with the Deputy Principal or with the Principal. The work-plan has the following components:

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

6.2 Advocacy, Training and Planning

6.2.1 At a full staff meeting, the principal will explain to the staff the following:

SA H.M. MJ

- What the QMS is;
- The benefits of the QMS for educators, learners, the school and the system, and
- How the QMS will be implemented in the school.

6.2.2 The training should ensure that:

- All educators have a thorough understanding of the purposes, principles, processes and procedures of the QMS, and
- Issues relating to how the QMS will be implemented in the school are addressed.

6.3 Appraisal Timelines

6.3.1 Appraisals must be conducted twice per annum as follows:

- **Mid-year appraisal**: Towards the end of the second term, taking into account all forms of assessment administered during the first and second term, and
- **Annual appraisal**: be completed by the end of the school calendar year, taking into account all forms of assessments prior to this appraisal;

6.3.2 The principal is responsible for signing all appraisal forms after satisfying him/herself that all the processes, together with accompanying evidence, have been complied with.

6.4 Self- appraisal by the educator

6.4.1 The educator must conduct a self-appraisal prior to the appraisal by his/her supervisor;

6.4.2 Self-appraisal serves the following purpose:

- The educator becomes familiar with the instrument;
- The educator is compelled to reflect critically on his/her own performance;
- The educator can make inputs on the appraisal conducted by the immediate supervisor, and
- The educator is able to know the evidence that will be necessary for the appraisal process.

6.5 Lesson Observation

6.5.1 Lesson observations will be undertaken by the immediate supervisor as part of the mid-year and annual appraisal process;

6.5.2 The resource person may also participate in the lesson observation process;

6.5.3 More lesson observations are encouraged, depending on the need;

6.5.4 The purpose of the lesson observation is:

- To appraise the performance of the educator
- To confirm (or otherwise) the educator's perception of his/her own performance in the classroom;

H.M. SA MJ

- To provide a basis for the assessment of the educator's pedagogical skills.

6.5.5 Lesson Observation Instrument (LOI):

- Consists of Performance Standards one (1) to three (3) of the QMS-instrument for Post Level 1 and Post Level 2 educators;
- Consists of Performance Standard One (1) – Criterion 1 of the QMS instrument for Post Level 3 and Post Level 4 educators.
- Must be completed by the immediate supervisor and the resource person, if applicable, during each lesson observation;
- Must be signed by both parties and kept as evidence, and
- Must be taken into account during the appraisal processes.

6.6 Pre-appraisal and post-appraisal discussion:

6.6.1 A pre-appraisal discussion between the supervisor and educator as well as the resource person must be held before any lesson observation for the following purpose:

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

6.6.2 A post-appraisal discussion between the supervisor and educator as well as the resource person must be held after the lesson observation for the following purpose:

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

6.7 Completion of the QMS instrument

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

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

6.7.3 The educator will also record his/her comments on the appraisal instrument;

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

6.7.5 A completed instrument will be signed by the educator, the supervisor as well as the resource person after the appraisal process.

6.7.6 The supervisor must forward the completed instrument to the principal's office at the scheduled time.

6.7.7 The principal will sign the completed instrument after both the educator and the supervisor have signed, and after satisfying him/herself that all processes have been complied with.

H.M. SA MJ

6.7.8 Should the principal be aware of any discrepancy, this should be brought to the attention of the relevant supervisor as well as the resource person, who will be required to correct it.

6.7.9 The principal reserves the right to designate any member of the SMT, (who is conversant with the subject or phase) to conduct an appraisal process should it be evident that the relevant supervisor is unable to do so.

6.8 Rating and scoring

6.8.1 A rating of one (1) to four (4) will be allocated to each criterion in the appraisal instrument.

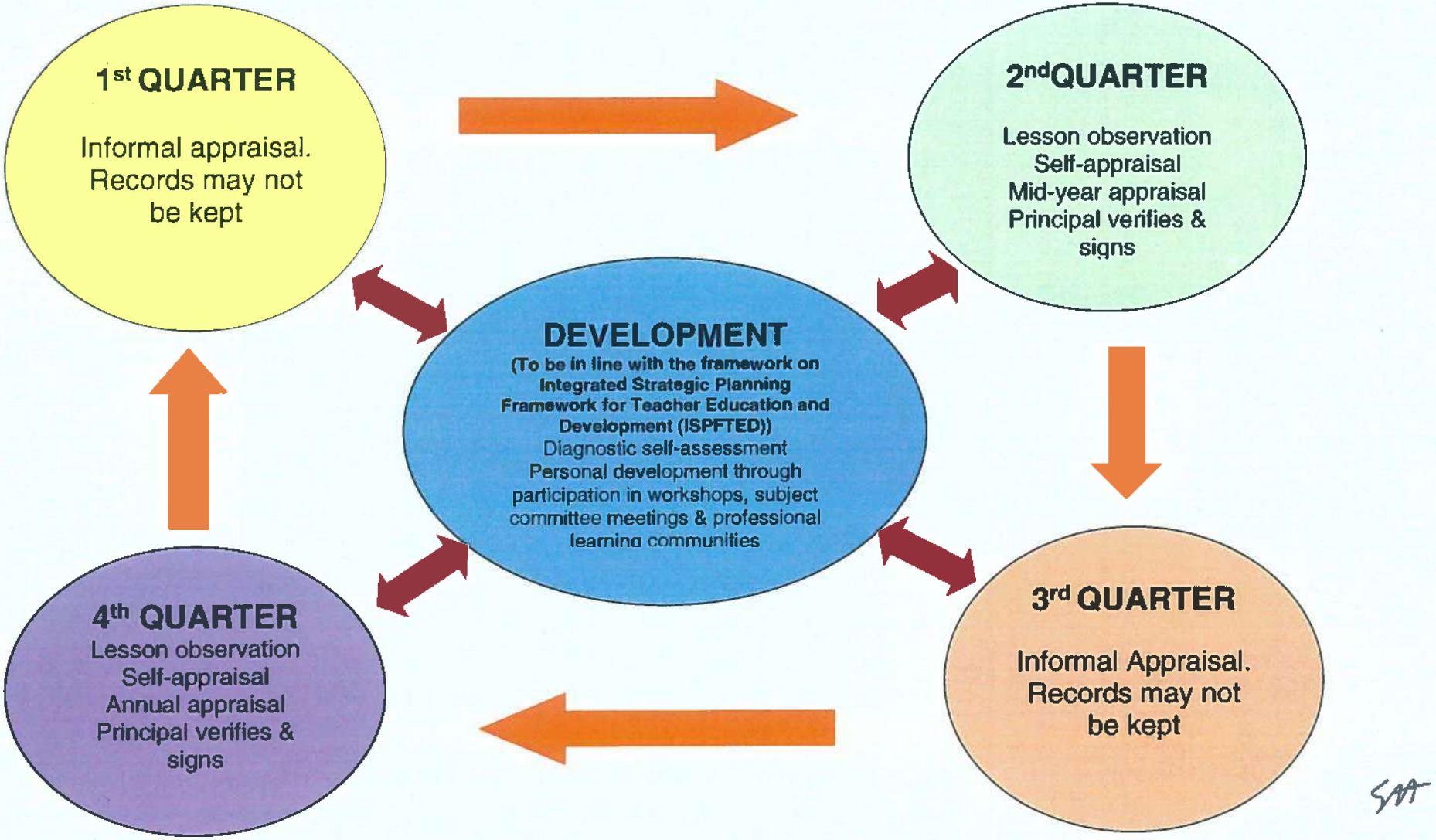
6.8.2 A score will be allocated for each Performance Standard and will consist of the sum of the ratings allocated to each criterion in that Performance Standard.

6.8.3 In allocating a rating to a descriptor/element where contextual factors have been identified, consideration must be given to the following

- The nature of the contextual factor;
- The level of its impact on the educator's performance, and
- The extent to which the educator is/was able to mitigate such impact.

6.8.4 A rating guide, which is presented as a guideline on levels of educator performance, should be used during the rating process.

7. SCHEMATIC REPRESENTATION OF THE RELATIONSHIP BETWEEN APPRAISAL AND DEVELOPMENT



7. RELATIONSHIP BETWEEN APPRAISAL AND DEVELOPMENT

7.1 Professional Development of Educators

The teacher development summit held in 2009 agreed that evaluations for purposes of rewards and incentives need to be de-linked from evaluations for purposes of professional development of educators. However, there is a recognition that the two processes must inform one another.

7.2 Needs identification

The QMS will be one of the mechanisms used to identify the developmental needs of educators.

NOTE:

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

8. DISAGREEMENTS AND GRIEVANCES

8.1 School Level

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

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

- The principal, who is the Chairperson;
- Where necessary, the principal may request a principal from a neighbouring school to preside over the matter;
- One other member of the SMT, and
- One representative from each of the unions that are admitted to the ELRC and have members in the school.

SA
H.M. MJ

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

8.2 Circuit Level

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

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

The circuit grievance committee must resolve the grievance within 10 working days after its establishment.

Should an employee disagree with the decision of the circuit grievance committee, such an employee may invoke the dispute resolution procedures of the ELRC.

H.M. MJ

DRAFT MANAGEMENT PLAN

MONTH	ACTION	RESPONSIBILITY
January – March	1.Advocacy & training 2.Signing of work plans (By end of January) 3. Ensure that educators have access to collective agreement and training manual 4. Roles and responsibilities discussed 5. Develop implementation plan/schedule 6. Circuit Manager verifies	Principal, SMT & educators as well as Circuit Manager
April - June	1.Self-appraisal by educators 2. Pre-appraisal discussion 3. Lesson observation 4. Mid-year appraisal 5. Post-appraisal discussion 6. Principal verifies & signs	Principal, SMT, educators, resource person (if applicable) as well as Circuit Manager
July - September	1. Performance Review	Principal, SMT, educators, resource person (if applicable) as well as Circuit Manager
October - December	1. Self-appraisal by educators 2. Pre-appraisal discussion 3. Lesson Observation 4. Annual appraisal 4. Post-appraisal discussion 5. Principal verifies & signs 6. Verification and signing of annual appraisals 7. Submission of a completed composite score sheet to District 8.Circuit Manager verifies	Principal, SMT, educators, resource person (if applicable) as well as Circuit Manager Principal

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

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

Lesson observations may be conducted at any time as part of the process to support teachers.

GLOSSARY

Annual Appraisal

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

Contextual Factors

Contextual factors are those factors that impact on an educator's performance and must be mutually agreed to between an educator and his/her supervisor.

Criteria

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

Descriptors

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

Goals

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

Informal Appraisal

An informal appraisal is aimed at assessing whether the educator's performance is complying with the required performance standards. Evidence from CASS/SBA and PDP are taken into account and support is provided, where necessary, by the Departmental Head. It is formative and emphasizes continuous improvement.

Mid-year Appraisal

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

SA

H.M. MJ

Objectives

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

They serve as a basis for:

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

Outcome

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

Performance Criteria

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

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

Performance Measurement (PM)

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

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

Performance Standards (PS)

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

Pre-appraisal discussion

The interaction between an SMT member/appraiser and the educator prior to a lesson observation or performance appraisal during which the purpose, performance standards, criteria, procedures and processes are discussed.

Post- appraisal discussion

A collaborative conference between an SMT member/appraiser and the educator during which feedback on the educator's performance is provided.

H.M. MJ

Rating Scale

A rating scale is a standard scale for rating educators' performance in relation to specific categories of performance.

School Management Plan

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

Score

The total points allocated to each performance standard.

School Management Team (SMT)

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

Teacher

The teacher refers to an educator as explained in the Employment of Educators Act, 1998.

Work-plan

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

H.M. MJ

ABBREVIATIONS

CAPS	: Curriculum Assessment Policy Statements
CEM	: Council of Education Ministers
DBE	: Department of Basic Education
DMC	: District Moderation Committee
ELRC	: Education Labour Relations Council
HEDCOM	: Heads of Education Departments Committee
ISPFTED	: The Integrated Strategic Planning Framework for Teacher Education and Development
IQMS	: Integrated Quality Management System
LOI	: Lesson Observation Instrument
NCS	: National Curriculum Statements
NSC	: National Senior Certificate
PDP	: Professional Development Portfolio
PM	: Performance Measurement
SIP	: School Improvement Plan
SMT	: School Management Team
SBA	: School-Based Assessment
QMS	: Quality Management System for school-based educators
WSE	: Whole School Evaluation

SA
H.M. MJ

SECTION B

APPRAISAL INSTRUMENT (Post Level 1)

Educators

H.M. SM MJ

1. INTRODUCTION

1.1 The performance appraisal of an educator (Post Level 1) must be conducted twice during the year, using the approved instrument provided in this section.

1.2 The two appraisals are conducted as follows:

- Mid-year, and
- Annual

2. THE INSTRUMENT

2.1 The QMS instrument **(Annexure A 1)** must be completed for each educator on post level 1.

2.2 The instrument should also be used for purposes of self-appraisal, the mid-year appraisal and final appraisal.

2.3 The instrument consists of 5 Performance Standards.

2.4 The Performance Standards in the instrument form the core elements of the job description for educators.

2.5 The criteria form the key deliverables for each Performance Standard.

2.6 The desired outcome/key objective of each criterion has been pegged with a maximum rating of 4.

2.7 When completing the instrument, the appraiser/supervisor must use the rating guide which provides the elements for the key descriptors for ratings that range from 1 – 4.

2.8 A rating that is less than the desired outcome will be influenced by the following factors:

- There is no or insufficient evidence of a particular desired activity;
- The desired activity is infrequent;
- The desired activity is frequent but of poorer quality than desired;
- The desired activity is infrequent and of poor quality, and
- The desired activity may be frequent and of reasonable quality but is impacted by a negative attitude

3. PERFORMANCE STANDARDS

3.1 **Table 1** below shows the Performance Standards, the criteria and the desired outcome for PL 1 educators.

H.M. MJ

TABLE 1: PERFORMANCE STANDARDS AND CRITERIA FOR PL 1 EDUCATORS

Performance Standard	Criteria	The desired outcome
1.Creation of a positive learning environment	1) Learning and teaching environment	The use of learning and teaching environment enables all learners to be productively engaged in individual and cooperative learning.
	2) **Classroom Management**	Time and available resources are managed to promote optimal learning and teaching for all learners. Activities are efficiently supervised. Learners work together with the educator towards the achievement of relevant learning outcomes.
2. Curriculum knowledge, lesson planning and presentation	1) Knowledge of subject	Uses expert knowledge, in addition to Outcomes and Assessment Standards, to promote learner interest and research in the specific Learning Area/Subject.
	2) Planning and presentation	Effective use of planning instruments leads towards a higher form of learning/ understanding.
	3) Management of work schedule	Excellent management of content and context within the timeframes stipulated in the Work Schedule accompanied by relevant intervention strategies.
	4) **Record keeping**	Records are meticulously maintained and analysed to diagnose learner needs and teaching effectiveness. Records are used to adjust teaching strategies and improve learner achievement
3. Learner assessment and achievement	1) Feedback to learners	Provides feedback using a variety of strategies. Uses remedial and enrichment measures that instil confidence in learners to achieve intended learning outcomes.
	2) Knowledge and application of forms of assessment	Knows and uses a range of forms of assessment techniques to continuously maximise learner achievement. Methods of assessment are used to raise the standards of teaching and learning.
	3) Learner progress and achievement	Learners optimally achieve the relevant Learning Area/ Subject outcomes. Assessment results show outstanding levels of competence and achievement.
4. Professional Development	1) Participation in Continuous professional development	Participates fully and takes a leading role in initiating and delivering professional development activities.
	2) Educator professionalism	An educator is exemplary and truly displays the purpose and intent of the educators' code of professional ethics.
5. Extra-mural and co-curricular participation	1) Participation in extra-mural and co-curricular activities	Networks with relevant stakeholders and encourages the development of extra-mural or co-curricular activities.

4. Rating Scale, Descriptor, scores and percentages:

4.1 Post Level 1 Educators

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

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

Example 1: An example of the scores awarded to a Post level 1 educator:

1.	PERFORMANCE STANDARD 1	CREATION OF A POSITIVE LEARNING AND TEACHING ENVIRONMENT

Criterion 1: Learning and teaching environment		**Mid-Year**					**Annual**			
a.	Seating arrangement promotes effective teaching and learning	1	2	3	4		1	2	3	***4***
b.	Classroom is tidy and clean	1	2	3	4		1	2	***3***	4
c.	Teaching and learning support material (eg. charts) are displayed and used in the classroom.	1	2	3	4		1	2	***3***	4
Criterion 2: Classroom Management										
a.	Is punctual and organized in class	1	2	3	4		1	2	3	***4***
b.	Ensures that learners are punctual and settle down quickly	1	2	3	4		1	2	3	***4***
c.	Communication between educator and learners reflects the mutual respect, cooperation and understanding	1	2	3	4		1	2	***3***	4
d.	Manages discipline effectively	1	2	3	4		1	2	***3***	4
Total							24			

- *Calculating the annual score of an educator*

NO.	PERFORMANCE STANDARD	MAXIMUM SCORE	EDUCATOR'S SCORE
1.	Creation of a positive learning and teaching environment	28	24
2.	Curriculum knowledge, lesson planning and presentation	48	32
3.	Learner assessment and achievement	28	18
4.	Professional development	36	25
5.	Extra-mural and co-curricular participation	12	6
	ANNUAL SCORE	**152**	**105**
	PERCENTAGE *(Educator Score ÷ 152) x 100 =*		**69%**

SA
H.M. MJ

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

- Annexure A 1: QMS Instrument (Post level 1)
- Annexure A 2: Composite Score Sheet (Post Level 1)

Annexure A 1

QUALITY MANAGEMENT SYSTEM (QMS)
APPRAISAL INSTRUMENT
EDUCATOR: POST LEVEL 1

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

Section A: EDUCATOR AND SCHOOL INFORMATION

1. APPRAISEE

Surname		First names	
Designation		Persal number	
Highest Qualification		Specialization in a subject domain	
Grade / Subjects taught during the current appraisal year			

2. APPRAISER

Surname		First names	
Designation		Persal number	

3. SCHOOL

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

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

Teaching and assessment responsibilities	**Extra-mural activities**	**Administrative duties**	**Other:** *(Please specify)*

SA
H.M. MJ

SECTION B: APPRAISAL

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

1.	PERFORMANCE STANDARD 1	CREATION OF A POSITIVE LEARNING AND TEACHING ENVIRONMENT

Criterion 1: Learning and teaching environment		Mid-Year				Annual			
a.	Seating arrangement promotes effective teaching and learning	1	2	3	4	1	2	3	4
b.	Classroom is tidy and clean	1	2	3	4	1	2	3	4
c.	Teaching and learning support material (e.g. charts) are displayed and used in the classroom.	1	2	3	4	1	2	3	4
Criterion 2: Classroom Management									
a.	Is punctual and organized in class	1	2	3	4	1	2	3	4
b.	Ensures that learners are punctual and settle down quickly	1	2	3	4	1	2	3	4
c.	Communication between educator and learners reflects the mutual respect, cooperation and understanding	1	2	3	4	1	2	3	4
d.	Manages discipline effectively	1	2	3	4	1	2	3	4
Total									

Comments:

Mid-year	Annual

2.	PERFORMANCE STANDARD 2	CURRICULUM KNOWLEDGE, LESSON PLANNING AND PRESENTATION

Criterion 1: Knowledge of subject		Mid-Year				Annual			
a.	Has adequate subject knowledge and uses it effectively	1	2	3	4	1	2	3	4
b.	Sets appropriate tasks for learners at the level of the Grade	1	2	3	4	1	2	3	4
c.	Uses a variety of examples, LTSM and other teaching resources to facilitate learning	1	2	3	4	1	2	3	4
Criterion 2: Planning and presentation									
a.	The lesson is logical, coherent and meaningful to learners	1	2	3	4	1	2	3	4
b.	The lesson is built on past knowledge and experience of learners	1	2	3	4	1	2	3	4
c.	Time is well-managed during lesson presentation	1	2	3	4	1	2	3	4
d.	Encourages interactive learning including class discussions, learner questions and demonstrations	1	2	3	4	1	2	3	4
e.	Responds appropriately to learner questions and inputs	1	2	3	4	1	2	3	4
Criterion 3: Management of work schedule									
a.	The pace of the work is in line with time frames stipulated in the work schedule	1	2	3	4	1	2	3	4
b.	Number of tasks and activities are in line with CAPS	1	2	3	4	1	2	3	4
Criterion 4: Record-keeping									
a.	File/files neatly kept, organized and updated regularly	1	2	3	4	1	2	3	4
b.	Records of learner assessments are neatly kept, organized and updated regularly	1	2	3	4	1	2	3	4
Total									

Comments:

Mid-year	Annual

HM. MJ

3.	PERFORMANCE STANDARD 3	LEARNER ASSESSMENT AND ACHIEVEMENT

Criterion 1: Feedback to learners		Mid-Year					Annual			
a.	Assessment tasks are marked and returned to learners timeously	1	2	3	4		1	2	3	4
b.	Feedback is meaningful and regular	1	2	3	4		1	2	3	4
c.	Feedback is incorporated in future lesson planning	1	2	3	4		1	2	3	4
Criterion 2: Knowledge and application of forms of assessment										
a.	Uses different forms of assessment in line with CAPS to test learner performance	1	2	3	4		1	2	3	4
b.	Intervention strategies accommodate learners with various learning abilities	1	2	3	4		1	2	3	4
Criterion 3: Learner progress and achievement										
a.	Learner results of various forms of the assessment show that they are attaining the set outcomes	1	2	3	4		1	2	3	4
b.	Remedial / Enrichment work supports learner progress	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

4.	PERFORMANCE STANDARD 4	PROFESSIONAL DEVELOPMENT

Criterion 1: Participation in continuous professional development		Mid-Year					Annual			
a.	Engages in on-going self-reflection and has set clear targets for the development	1	2	3	4		1	2	3	4
b.	Attends and participates in activities aimed at enhancing his/her professional and pedagogical skills	1	2	3	4		1	2	3	4
c.	Engages in research, develops educational materials, participates in sessions to train, guide, mentor and develop colleagues	1	2	3	4		1	2	3	4
Criterion 2: Educator professionalism										
a.	Comes to school regularly and on time	1	2	3	4		1	2	3	4
b.	Is always neatly dressed and presentable	1	2	3	4		1	2	3	4
c.	Conducts lessons as expected in line with the school time-table	1	2	3	4		1	2	3	4
d.	Adheres to deadlines e.g. marking, learner report cards, schedules, completion of tasks, etc	1	2	3	4		1	2	3	4
e.	Contributes positively towards school development and advancement	1	2	3	4		1	2	3	4
f.	Maintains good relations with stakeholders	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

SA
H.M. MJ

5.	PERFORMANCE STANDARD 5	EXTRA-MURAL AND CO-CURRICULAR PARTICIPATION

Criterion 1: Participation in extra-mural and co-curricular activities		Mid-Year					Annual			
a.	Keeps updated inventory/register of equipment under his/her care	1	2	3	4		1	2	3	4
b.	Manages and takes good care of equipment and facilities	1	2	3	4		1	2	3	4
c.	Is involved in extra-mural and co-curricular activities	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

5. Overall remarks:

5.1 Educator's comments on the appraisal

Mid-Year	Annual

5.2 Appraiser's comments

Mid-Year	Annual

5.3 Resource person's comments (Optional)

Mid-Year	Annual

5.4 Principal's comments

Mid-Year	Annual

GA
H.M. MJ

6. Recommendations

Mid-Year	Annual

7. Signatures

	Mid-Year			
Name				
Designation	**Educator**	**Appraiser/ Departmental Head**	**Resource Person**	**Principal**
Signature				
Date				

	Annual			
Name				
Designation	**Educator**	**Appraiser/ Departmental Head**	**Resource Person**	**Principal**
Signature				
Date				

SCHOOL STAMP

SA
H.M. MJ

Annexure A 2

QUALITY MANAGEMENT SYSTEM (QMS)
COMPOSITE SCORE SHEET: PL 1 EDUCATOR

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

Educator		**Date**	
Persal Number		**School**	

PERFORMANCE STANDARD	MAXIMUM SCORE	EDUCATOR SCORE
1. Creation of a positive learning and teaching environment	28	
2. Curriculum knowledge, lesson planning and presentation	48	
3. Learner assessment and achievement	28	
4. Professional development	36	
5. Extra-mural and co-curricular participation	12	
FINAL SCORE	**152**	
PERCENTAGE *(Educator Score ÷ 152) x 100 =*		%

Comments:

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

SIGNATURES:

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

SCHOOL STAMP

GA H.M. MJ

SECTION C

WORK PLAN AND APPRAISAL INSTRUMENTS FOR EDUCATORS ON POST LEVEL 2

DEPARTMENTAL HEADS

1. INTRODUCTION

1.1 The appraisal of Departmental Heads (Post Level 2) must be conducted twice during the year, using the approved instrument provided in this section.

1.2 The two appraisals are conducted as follows:

- Mid-Year, and
- Annual

2. QMS WORK PLAN AND INSTRUMENT

2.1 The QMS work plan **(Annexure B 1)** and QMS instrument **(Annexure B 2)** must be completed for each Departmental Head.

2.2 The QMS work plan and instrument should also be used for purposes of self- appraisal, the mid-year appraisal and annual appraisal.

2.3 All Departmental Heads are required to complete a work plan at the beginning of each evaluation cycle.

2.4 A Departmental Head is evaluated on 6 Performance Standards;

2.5 The Performance Standards in the instrument form the core elements of the job description for Departmental Head.

2.6 The criteria form the key deliverables for each Performance Standard.

2.7 The desired outcome/key objective of each criterion has been pegged with a maximum rating of 4.

2.8 A rating that is less than the desired outcome will be influenced by the following factors:

- There is no or insufficient evidence of a particular desired activity;
- The desired activity is infrequent;
- The desired activity is frequent but of poorer quality than desired;
- The desired activity is infrequent and of poor quality, and
- The desired activity may be frequent and of reasonable quality but is impacted by a negative attitude

3 PERFORMANCE STANDARDS

Table 2 below shows the 6 Performance Standards, the criteria and the desired outcome for PL 2 educators.

TABLE 2: PERFORMANCE STANDARDS, CRITERIA AND DESIRED OUTCOMES FOR PL 2 EDUCATORS (Departmental Head)

Performance Standard	Criteria	The desired outcome
1.Creation of a positive learning environment	1) Learning and teaching environment	The use of learning and teaching environment enables all learners to be productively engaged in individual and cooperative learning.
	2) Classroom Management	Time and available resources are managed to promote optimal learning and teaching for all learners. Activities are efficiently supervised. Learners work together with the educator towards the achievement of relevant learning outcomes.
2. Curriculum knowledge, lesson planning and presentation	1) Knowledge of subject	Uses expert knowledge, in addition to Outcomes and Assessment Standards, to promote learner interest and research in the specific Learning Area/Subject.
	2) Planning and presentation	Effective use of planning instruments leads towards a higher form of learning/ understanding.
	3) Management of work schedule	Excellent management of content and context within the timeframes stipulated in the Work Schedule accompanied by relevant intervention strategies.
	4) Record keeping	Records are meticulously maintained and analyzed to diagnose learner needs and teaching effectiveness. Records are used to adjust teaching strategies and improve learner achievement
3. Learner assessment and achievement	1) Feedback to learners	Provides feedback using a variety of strategies. Uses remedial and enrichment measures that instil confidence in learners to achieve intended learning outcomes.
	2) Knowledge and application of forms of assessment	Knows and uses a range of forms of assessment techniques to continuously maximise learner achievement. Methods of assessment are used to raise the standards of teaching and learning.
	3) Learner progress and achievement	Learners optimally achieve the relevant Learning Area/ Subject outcomes. Assessment results show outstanding levels of competence and achievement.
4. Professional development	1) Participation in Continuous professional development	Participates fully and takes a leading role in initiating and delivering professional development activities.
	2) Educator professionalism	An educator is exemplary and truly displays the purpose and intent of the educators' code of professional ethics.
5. Extra-mural and co-curricular participation	1) Participation in extra-mural and co-curricular activities	Networks with relevant stakeholders and encourages the development of extra-mural or co-curricular activities.

Performance Standard	Criteria	The desired outcome
6. Management of curriculum	1) Providing leadership, mentoring, support and development.	Regular classroom visits provide clear, valuable, guidance, support and constructive feedback to educators.
	2) Administration of resources and records	Efficient utilization and updating of resources, furniture and equipment are in good condition and well-maintained. Policy for furniture and equipment is implemented. Register for assets is well maintained.
	3) Decision-making and accountability.	Consults accepts total responsibility for all decisions even if they are proved to be wrong. Decisions are often proactive rather than reactive. Arrives at decisions creatively.
	4) Policy development and implementation	Policies are developed through wide consultation and according to the needs of the school. Implementation of both internal and external school policies is consistent and supports teaching and learning. Full compliance with policies at all levels.

4. Rating Scale, Descriptor, scores and percentages:

4.1 Post Level 2 Educators

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

RATING	DESCRIPTOR	*PL 2 SCORE (Maximum Score = 228)*	*PERCENTAGE*
1	**Unacceptable:** The level of performance does not meet minimum expectations and requires urgent intervention and support	*0 – 113*	*0% - 49%*
2	**Acceptable:** Satisfies minimum expectations. The level of performance is acceptable and is in line with the minimum expectations, but development and support are still required	*114 – 159*	*50% - 69%*
3	**Good:** Performance meets expectations, but some areas are still in need of development and support	*160 – 193*	*70% - 84%*
4	**Outstanding:** Performance exceeds expectations. Although performance is outstanding, continuous self-development and improvement are advised.	*194 – 228*	*85% - 100%*

- *Calculating the annual score of a PL 2 educator*

NO.	*PERFORMANCE STANDARD*	*MAXIMUM SCORE*	*EDUCATOR'S SCORE*
1.	Creation of a positive learning and teaching environment	28	24
2.	Curriculum knowledge, lesson planning and presentation	48	32
3.	Learner assessment and achievement	28	18
4.	Professional development	36	25
5.	Extra-mural and co-curricular participation	12	6
6.	Management of curriculum	76	48
	ANNUAL SCORE	**228**	**153**
	PERCENTAGE *(Educator Score ÷ 228) x 100 =*		**67%**

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

- Annexure B 1: QMS Work plan (Post level 2)
- Annexure B 2: QMS Appraisal Instrument (Post level 2)
- Annexure B 3: Composite Score Sheet (Post Level 2)

QMS WORK-PLAN (Departmental Head): Year .....

Annexure B 1

NAME		**SCHOOL**	
PERIOD		**DESIGNATION**	Departmental Head

Performance Standard	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
Management of the curriculum *(Performance Standard 6)*					

AGREED (Signatures):

Educator / Departmental Head		**Date**		**Supervisor (Principal/Deputy Principal)**		**Date**	

SCHOOL STAMP

Annexure B 2

QUALITY MANAGEMENT SYSTEM (QMS)
DEPARTMENTAL HEAD: POST LEVEL 2

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

Section A: EDUCATOR AND SCHOOL INFORMATION

1. APPRAISEE

Surname		First names	
Designation		Persal number	
Highest Qualification		Specialization in a subject domain	
Grade / Subjects taught during the current appraisal year			

2. APPRAISER

Surname		First names	
Designation		Persal number	

3. SCHOOL

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

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

Teaching and assessment responsibilities	**Extra-mural activities**	**Management and Administrative duties**	**Other:** *(Please specify)*

H.M. SA MJ

SECTION B: APPRAISAL

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

1.	PERFORMANCE STANDARD 1	CREATION OF A POSITIVE LEARNING AND TEACHING ENVIRONMENT

Criterion 1: Learning and teaching environment		Mid-Year					Annual			
a.	Seating arrangement promotes effective teaching and learning	1	2	3	4		1	2	3	4
b.	Classroom is tidy and clean	1	2	3	4		1	2	3	4
c.	Teaching and learning support material (eg. charts) are displayed and used in the classroom.	1	2	3	4		1	2	3	4
Criterion 2: Classroom Management										
a.	Is punctual and organized in class	1	2	3	4		1	2	3	4
b.	Ensures that learners are punctual and settle down quickly	1	2	3	4		1	2	3	4
c.	Communication between educator and learners reflects the mutual respect, cooperation and understanding	1	2	3	4		1	2	3	4
d.	Manages discipline effectively	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

2.	PERFORMANCE STANDARD 2	CURRICULUM KNOWLEDGE, LESSON PLANNING AND PRESENTATION

Criterion 1: Knowledge of subject		Mid-Year					Annual			
a.	Has adequate subject knowledge and uses it effectively	1	2	3	4		1	2	3	4
b.	Sets appropriate tasks for learners at the level of the Grade	1	2	3	4		1	2	3	4
c.	Uses a variety of examples, LTSM and other teaching resources to facilitate learning	1	2	3	4		1	2	3	4
Criterion 2: Planning and presentation										
a.	The lesson is logical, coherent and meaningful to learners	1	2	3	4		1	2	3	4
b.	The lesson is built on past knowledge and experience of learners	1	2	3	4		1	2	3	4
c.	Time is well-managed during lesson presentation	1	2	3	4		1	2	3	4
d.	Encourages interactive learning including class discussions, learner questions and demonstrations	1	2	3	4		1	2	3	4
e.	Responds appropriately to learner questions and inputs	1	2	3	4		1	2	3	4
Criterion 3: Management of work schedule										
a.	The pace of the work is in line with time frames stipulated in the work schedule	1	2	3	4		1	2	3	4
b.	Number of tasks and activities are in line with NCS/CAPS	1	2	3	4		1	2	3	4
Criterion 4: Record-keeping										
a.	File/files neatly kept, organized and updated regularly	1	2	3	4		1	2	3	4
b.	Records of learner assessments are neatly kept, organized and updated regularly	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

H.M. MA MJ

3.	PERFORMANCE STANDARD 3	LEARNER ASSESSMENT AND ACHIEVEMENT

Criterion 1: Feedback to learners		Mid-Year					Annual			
a.	Assessment tasks are marked and returned to learners timeously	1	2	3	4		1	2	3	4
b.	Feedback is meaningful and regular	1	2	3	4		1	2	3	4
c.	Feedback is incorporated in future lesson planning	1	2	3	4		1	2	3	4
Criterion 2: Knowledge and application of forms of assessment										
a.	Uses different forms of assessment in line with CAPS to test learner performance	1	2	3	4		1	2	3	4
b.	Intervention strategies accommodate learners with various learning abilities	1	2	3	4		1	2	3	4
Criterion 3: Learner progress and achievement										
a.	Learner results of various forms of the assessment show that they are attaining the set outcomes	1	2	3	4		1	2	3	4
b.	Remedial / Enrichment work supports learner progress	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

4.	PERFORMANCE STANDARD 4	PROFESSIONAL DEVELOPMENT

Criterion 1: Participation in continuous professional development		Mid-Year					Annual			
a.	Engages in on-going self-reflection and has set clear targets for the development	1	2	3	4		1	2	3	4
b.	Attends and participates in activities aimed at enhancing his/her professional and pedagogical skills	1	2	3	4		1	2	3	4
c.	Engages in research, develops educational materials, participates in sessions to train, guide, mentor and develop colleagues	1	2	3	4		1	2	3	4
Criterion 2: Educator professionalism										
a.	Comes to school regularly and on time	1	2	3	4		1	2	3	4
b.	Is always neatly dressed and presentable	1	2	3	4		1	2	3	4
c.	Conducts lessons as expected in line with the school time-table	1	2	3	4		1	2	3	4
d.	Adheres to deadlines e.g. marking, learner report cards, schedules, completion of tasks, etc.	1	2	3	4		1	2	3	4
e.	Contributes positively towards school development and advancement	1	2	3	4		1	2	3	4
f.	Maintains good relations with stakeholders	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

SA
HM. MJ

5.	PERFORMANCE STANDARD 5	EXTRA-MURAL AND CO-CURRICULAR PARTICIPATION

Criterion 1: Participation in extra-mural and co-curricular activities		Mid-Year					Annual			
a.	Keeps updated inventory/register of equipment under his/her care	1	2	3	4		1	2	3	4
b.	Manages and takes good care of equipment and facilities	1	2	3	4		1	2	3	4
c.	Is involved in extra-mural and co-curricular activities	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

6.	PERFORMANCE STANDARD 6	MANAGEMENT OF THE CURRICULUM

Criterion 1: Providing leadership, mentoring, support and development		Mid-Year					Annual			
a.	Conducts regular classroom visits to provide support and development to educators	1	2	3	4		1	2	3	4
b.	Monitors class attendance by educators and learners	1	2	3	4		1	2	3	4
c.	Controls educators' work (checks preparations, quality of tests, marking of tasks, etc.)	1	2	3	4		1	2	3	4
d.	Moderates learners' tasks by checking books regularly	1	2	3	4		1	2	3	4
e.	Assesses the performance of educators regularly and provides feedback, mentoring and support	1	2	3	4		1	2	3	4
f.	Manages underperformance	1	2	3	4		1	2	3	4
g.	Organizes workshops and training sessions for educators	1	2	3	4		1	2	3	4
Criterion 2: Administration of resources and records										
a.	Equipment and furniture are kept in good condition and is working (e.g. computers, photocopiers, projectors, tables, chairs, etc.)	1	2	3	4		1	2	3	4
b.	Infrastructure is well maintained (clean wall, doors, door handles, window panes, playing grounds, etc.)	1	2	3	4		1	2	3	4
c.	Budgets and records of expenditure are kept	1	2	3	4		1	2	3	4
d.	Keeps updated inventory/register of equipment in his/her care	1	2	3	4		1	2	3	4
e.	A filing system of all essential records is kept and updated regularly	1	2	3	4		1	2	3	4
Criterion 3: Decision-making and accountability										
a.	Displays good planning, monitoring and evaluation skills	1	2	3	4		1	2	3	4
b.	Takes full responsibility for decisions taken, is honest and decisive	1	2	3	4		1	2	3	4
c.	Consults stakeholders and communicates effectively with them.	1	2	3	4		1	2	3	4
d.	Manages conflict	1	2	3	4		1	2	3	4
e.	Takes firm action against abuse and other forms of irresponsible and unprofessional conduct	1	2	3	4		1	2	3	4

H.M. MJ

Criterion 4: Policy development and implementation										
a.	Key policies are in place and implemented effectively	1	2	3	4		1	2	3	4
b.	New policies are developed, implemented and reviewed	1	2	3	4		1	2	3	4
Total										

Comments:

Mid-year	Annual

5. Overall Remarks:

5.1. Educator's comments on the appraisal

Mid-Year	Annual

5.2 Appraiser's comments

Mid-Year	Annual

5.3 Resource person's comments (Optional)

Mid-Year	Annual

5.4 Principal's comments

Mid-Year	Annual

6. RECOMMENDATIONS

Mid-Year	Annual

7. SIGNATURES

	Mid-Year			
Name				
Designation	Educator/ Departmental Head	Supervisor/Principal/ Deputy Principal	Resource person	**Principal**
Signature				
Date				

	Annual			
Name				
Designation	Educator/ Departmental Head	Supervisor/Principal/ Deputy Principal	Resource person	Principal
Signature				
Date				

SCHOOL STAMP

H.M. MJ

Annexure B 3

QUALITY MANAGEMENT SYSTEM (QMS)
COMPOSITE SCORE SHEET: DEPARTMENTAL HEAD

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

Educator		**Date**	
Persal Number		**School**	

PERFORMANCE STANDARD	MAXIMUM SCORE	EDUCATOR SCORE
1. Creation of a positive learning and teaching environment	28	
2. Curriculum knowledge, lesson planning and presentation	48	
3. Learner assessment and achievement	28	
4. Professional development	36	
5. Extra-mural and co-curricular participation	12	
6. Management of the curriculum	76	
FINAL SCORE	**228**	
PERCENTAGE *(Educator Score ÷ 228) x 100 =*		%

Comments:

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

SIGNATURES:

NAME	DESIGNATION	SIGNATURE	DATE
	Educator/ Departmental Head		
	Supervisor/Principal/Deputy Principal		
	Resource person (if applicable)		
VALIDATED BY:			
	Principal		

SCHOOL STAMP

SECTION D

WORK PLAN AND APPRAISAL INSTRUMENTS FOR EDUCATORS ON POST LEVEL 3

DEPUTY PRINCIPALS

1. INTRODUCTION

1.1 The performance appraisal of a deputy principal must be conducted twice during the year, using the approved instrument provided in this section.

1.2 Deputy Principals have a choice in selecting the number of descriptors within the 7 performance standards in the appraisal instrument.

2. QMS WORK PLAN AND INSTRUMENT

2.1 Deputy Principals (PL 3) are required to complete a work plan **(Annexure C 1)** at the beginning of each evaluation cycle.

2.2 The QMS instrument **(Annexure C2)** should be used for the appraisal of Deputy Principals.

2.3 The work plan and instrument should also be used for purposes of self-appraisal, the mid-year appraisal and final appraisal.

2.4 The Performance Standards in the instrument form the core elements of the job description for deputy principals and principals.

2.5 The criteria form the key deliverables for each of the 7 Performance Standards.

2.6 The desired outcome/key objective of each criterion has been pegged with a maximum rating of 4.

2.7 A rating that is less than the desired outcome will be influenced by the following factors:

- There is no or insufficient evidence of a particular desired activity;
- The desired activity is infrequent;
- The desired activity is frequent but of poorer quality than desired;
- The desired activity is infrequent and of poor quality, and
- The desired activity may be frequent and of reasonable quality but is impacted by a negative attitude

3. APPRAISAL OF DEPUTY PRINCIPALS

3.1 During the signing of a work plan, the Deputy Principal must also select and agree with the supervisor (principal) on the descriptors in the QMS instrument (Annexure C 2) that will be applicable for his/her self-appraisal, mid-year appraisal and annual appraisal.

3.2 The following descriptors are compulsory:

- All 35 descriptors in Performance Standards 1, 3 and 4.

3.3 In addition, a total of 24 descriptors from Performance Standards 2, 5, 6 and 7 should be selected as follows:

Performance Standard	**Number of descriptors to be agreed upon for appraisal**
1	*All descriptors are compulsory*
2	***10 descriptors***
3	*All descriptors are compulsory*
4	*All descriptors are compulsory*
5	***10 descriptors***
6	***2 descriptors***
7	***2 descriptors***

3.4 The Deputy Principal should be appraised on a total of **59** descriptors (35 compulsory descriptors and 24 selected descriptors) in the 7 Performance Standards.

4. PERFORMANCE STANDARDS

Table 3 below shows the 7 Performance Standards, the criteria and the desired outcomes for PL 3 educators.

TABLE 3: PERFORMANCE STANDARDS AND CRITERIA FOR PL 3 EDUCATORS (Deputy Principals)

Performance Standard	Criteria	The desired outcome
1.Leading the learning school	1) Classroom teaching	Effective use is made of all resources to ensure that learners are motivated to perform optimally.
	2) Support for the learning school	The support of all stakeholders has been secured and there is evidence that a quality teaching and learning environment is established/being improved
2. Shaping the direction and development of the school	1) Planning	Effective use is made of all planning resources and techniques (data, budgets, consultations, policies etc).
	2) School governing body and the broader school community	SGB is established and functioning. SGB is supported in the performance of its functions in terms of SASA. Partnerships are set up to support the development of the school
3. Managing quality and securing accountability	**1) Securing accountability**	The use of LTSM is monitored. A textbook retrieval system is in place and implemented effectively. The work of the SMT is monitored regularly. Systems are in place to a) monitor educator and learner attendance, and b) address improper conduct and dress code of educators and learners
	2) Managing the quality of teaching and learning	Departmental policies with regard to assessment administration are followed. Marking and moderation of learner assessments are monitored regularly. Learner assessment outcomes are analysed, intervention strategies developed and implemented
4. Developing and empowering self and others	**1) Staff**	Staff development initiatives are functioning. Regular classroom visits provide constructive feedback, guidance and support. Teacher appraisal systems comply with policy and the results are valid, reliable and fair.
	2) Self	Regular participation in activities aimed at enhancing personal and professional growth. Conduct is exemplary.
5. Managing the school as an organisation	1) Financial management	School's finances are managed by applying the necessary controls to optimise the use of the fund. Protocols are followed in developing the school budget, including approvals by the SGB and parent community. All prescription is SASA and departmental directives are adhered to.
	2) General institutional management and administration	The logbook contains a record of important events in the school. The school has effective and efficient systems in place to manage correspondence and other forms of communication, the systems are properly maintained and provide easy access for authorised persons. School provides accurate statistics to the district office.

Performance Standard	Criteria	The desired outcome
	3) Management of infrastructure	The school has a safe and secure environment with clear access controls. Existing resources and physical infrastructure are used effectively. Use and safekeeping of all movable and immovable assets are monitored regularly. School buildings, ablution facilities and grounds are well maintained.
6. Managing human resources (staff) in the school	1) Managing human resources (educators and support staff) in the school	Departmental HR policies are understood, explained to staff and implemented correctly. Delays in addressing staff queries, grievances, disciplinary issues are avoided.
7. Management and advocacy of extra-mural activities	1) Management and advocacy of extra-mural activities	Networks with relevant stakeholders and encourages the development of extra-mural or co-curricular activities.

4. Rating Scale, Descriptor, scores and percentages:

4.1 Post Level 3 Educators

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

RATING	DESCRIPTOR	DEPUTY PRINCIPAL SCORE	*PERCENTAGE*
	Maximum score	**236**	**%**
1	**Unacceptable:** The level of performance does not meet minimum expectations and requires urgent intervention and support	**0 - 117**	***0% - 49%***
2	**Acceptable:** Satisfies minimum expectations. The level of performance is acceptable and is in line with the minimum expectations, but development and support are still required	**118 – 164**	***50% - 69%***
3	**Good:** Performance meets expectations, but some areas are still in need of development and support	**165 – 199**	***70% - 84%***
4	**Outstanding:** Performance exceeds expectations. Although performance is outstanding, continuous self-development and improvement are advised.	**200 - 236**	***85% - 100%***

- *Calculating the annual score of a PL 3 educator (Example):*

NO.	PERFORMANCE STANDARD	MAXIMUM SCORE	DEPUTY PRINCIPAL'S SCORE
1.	Leading the learning school	60	39
2.	Shaping the direction and development of the school	40	31
3.	Managing quality and securing accountability	44	38
4.	Developing and empowering self and others	36	30
5.	Managing the school as an organisation	40	31
6.	Managing human resources (staff) in the school	8	6
7.	Managing and advocacy of extra-mural activities	8	5
	ANNUAL SCORE: Deputy Principal	**236**	**180**
	Percentage: (180 ÷ 236 x 100 =)		76 %

The documents that follow in the section below are:

- Annexure C 1: QMS Work plan (Deputy Principal))
- Annexure C 2: QMS Appraisal Instrument (Deputy Principal)
- Annexure C 3: Composite Score Sheet (Deputy Principal)

QMS WORK-PLAN (PL 3: Deputy Principal): Year ..... Annexure C 1

NAME		SCHOOL	
PERIOD		DESIGNATION	Deputy Principal

Performance Standard	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
1. Leading the learning school					
2. Shaping the direction and development of the school					
3. Managing quality and securing accountability					
4. Developing and empowering self and others					
5. Managing the school as an organization					
6. Managing human resources (staff) in the school					
7. Management and advocacy of extra-mural activities					

AGREED (Signatures):

Appraisee (Deputy Principal)		**Date**		**Appraiser (Principal)**		**Date**	

SCHOOL STAMP

H.M, MJ

SA

Annexure C 2

QUALITY MANAGEMENT SYSTEM (QMS)
APPRAISAL INSTRUMENT
DEPUTY PRINCIPAL: POST LEVEL 3

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

Section A: EDUCATOR AND SCHOOL INFORMATION

1. APPRAISEE

Surname		First names	
Designation		Persal number	
Highest Qualification		Specialization in a subject domain	
Grade / Subjects taught during the current appraisal year			

2. APPRAISER

Surname		First names	
Designation		Persal number	

3. SCHOOL

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

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

Teaching and assessment responsibilities	**Extra-mural activities**	**Management and Administrative duties**	**Other:** *(Please specify)*

5. AREAS OF APPRAISAL

Performance Standard	Max Score	
	Deputy Principal	Principal (P 1A & P 1B)
1. Leading the learning school	60	**60**
2. Shaping the direction and development of the school	40	52
3. Managing quality and securing accountability	44	44
4. Developing and empowering self and others	36	36
5. Managing the school as an organization	40	56
6. Managing human resources (staff) in the school	8	20
7. Management and advocacy of extra-mural activities	8	16
TOTAL	**236**	**284**

SECTION B: APPRAISAL

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

1.	**PERFORMANCE STANDARD 1**	**LEADING THE LEARNING SCHOOL**

NB: *Appraisal to be conducted on* ***all descriptors*** *in Performance Standard 1*

Criterion 1: Classroom teaching		**Mid-Year**					**Annual**			
a.	Learning and teaching environment	1	2	3	4		1	2	3	4
b.	Classroom Management	1	2	3	4		1	2	3	4
c.	Knowledge of the subject	1	2	3	4		1	2	3	4
d.	Planning and presentation	1	2	3	4		1	2	3	4
e.	Management of work schedule	1	2	3	4		1	2	3	4
f.	Record keeping	1	2	3	4		1	2	3	4
g.	Feedback to learners	1	2	3	4		1	2	3	4
h.	Knowledge and application of forms of assessment	1	2	3	4		1	2	3	4
i.	Learner progress and achievement	1	2	3	4		1	2	3	4
Criterion 2 Support for the learning school										
a.	Enlists the support of parents and community members as partners in learning	1	2	3	4		1	2	3	4
b.	Communicates (provides feedback) with all stakeholders on the academic performance of the school	1	2	3	4		1	2	3	4
c.	Motivates learners to achieve academically	1	2	3	4		1	2	3	4
d.	Ensures that there are functional curriculum structures in the school.	1	2	3	4		1	2	3	4
e.	Promotes ICT learning	1	2	3	4		1	2	3	4
f.	Manages conflict in order to maintain a healthy teaching and learning environment	1	2	3	4		1	2	3	4
Total	**Maximum Score**					**60**				

Comments:

Mid-year	**Annual**

2.	PERFORMANCE STANDARD 2	SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

*NB: Appraisal to be conducted on **10** selected descriptors based on the allocated responsibilities in Performance Standard 2*

Criterion 1: Planning		**Mid-Year**					**Annual**			
a.	The school has developed vision and mission statements which are relevant (to the school community) and achievable.	1	2	3	4		1	2	3	4
b.	Implementation of school improvement plan (SIP)	1	2	3	4		1	2	3	4
c.	Ensures that school has a safe and secure environment	1	2	3	4		1	2	3	4
d.	Implements transparent decision making structures – accepts responsibility for decisions taken	1	2	3	4		1	2	3	4
e.	Ensures that planning is based on data collected on a range of school activities	1	2	3	4		1	2	3	4
f.	Planning is done on time	1	2	3	4		1	2	3	4
g.	School analyses the results of various forms of assessment and sets clear targets for improvement	1	2	3	4		1	2	3	4
Criterion 2: School Governing Body and the broader school community										
a.	Ensures that the school has a functioning SGB	1	2	3	4		1	2	3	4
b.	Renders assistance to the SGB in terms of the areas listed in SASA 16A, excluding finances *(Refer to PS 5 for Finances)*	1	2	3	4		1	2	3	4
c.	Informs the SGB about policy and legislation	1	2	3	4		1	2	3	4
d.	The school has developed the various policies as required by SASA, which are aligned with the requirements of various legislation and departmental policies	1	2	3	4		1	2	3	4
e.	Networks with the community and builds partnerships to support the development of the school	1	2	3	4		1	2	3	4
f.	Liaises with relevant government departments (e.g. Dept. of Health) as required	1	2	3	4		1	2	3	4
Total	**Maximum Score**					**40**				

Comments:

Mid-year	Annual

3.	PERFORMANCE STANDARD 3	MANAGING QUALITY AND SECURING ACCOUNTABILITY

NB: *Appraisal to be conducted on* ***all descriptors*** *in Performance Standard 3*

Criterion 1: Securing accountability		**Mid-Year**					**Annual**			
a.	Ensures safekeeping of all movable and immovable assets	1	2	3	4		1	2	3	4
b.	Ensures completion of all attendance registers and takes appropriate action where necessary (Staff and learners)	1	2	3	4		1	2	3	4
c.	Ensures that LTSMs are used effectively	1	2	3	4		1	2	3	4
d.	A textbook retrieval system is in place and is properly implemented	1	2	3	4		1	2	3	4
e.	Leads and monitors the work of the School Management Team	1	2	3	4		1	2	3	4
f.	Addresses unprofessional and improper conduct of educators and learners	1	2	3	4		1	2	3	4
Criterion 2: Managing the quality of teaching and learning										
a.	Follows departmental policies with regard to assessment administration (e.g. NSC, SBA)	1	2	3	4		1	2	3	4
b.	Monitors marking and moderation of learner assessments	1	2	3	4		1	2	3	4
c.	Ensures that efficient systems are in place for examinations/assessments	1	2	3	4		1	2	3	4
d.	Consolidates and analyses learners' assessment outcomes and develops appropriate intervention strategies	1	2	3	4		1	2	3	4
e.	Promotes (provides leadership) and monitors school learner intervention strategies	1	2	3	4		1	2	3	4
Total	**Maximum Score**					**44**				

Comments:

Mid-year	Annual

4.	PERFORMANCE STANDARD 4	DEVELOPING AND EMPOWERING SELF AND OTHERS

NB: *Appraisal to be conducted on **all descriptors** in Performance Standard 3*

Criterion 1: Staff		**Mid-Year**					**Annual**			
a.	Staff training programmes planned and implemented	1	2	3	4		1	2	3	4
b.	Provides leadership and oversees mentoring, coaching and general support to staff	1	2	3	4		1	2	3	4
c.	Manages underperformance	1	2	3	4		1	2	3	4
d.	Promotes teacher appraisal practices in terms of applicable policy/ collective agreement	1	2	3	4		1	2	3	4
e.	Monitors staff appraisal and verifies evidence	1	2	3	4		1	2	3	4
f.	Conducts classroom observations to provide support and development of educators	1	2	3	4		1	2	3	4
g.	Ensures that departmental circulars and other relevant information are brought to the attention of the staff	1	2	3	4		1	2	3	4
Criterion 2: Self										
a.	Attends and participates in departmental, union and other professional activities aimed at enhancing his/her professional skills	1	2	3	4		1	2	3	4
b.	Professional conduct with reference to punctuality, presentable appearance, the respect shown to others	1	2	3	4		1	2	3	4
Total	**Maximum Score**					**36**				

Comments:

Mid-year	Annual

H.M. MJ

5.	PERFORMANCE STANDARD 5	MANAGING THE SCHOOL AS AN ORGANISATION

NB: Appraisal to be conducted on 10 selected descriptors based on the allocated responsibilities in Performance Standard 5

Criterion 1: Financial Management		**Mid-Year**					**Annual**			
a.	Manages school's finances in terms of applicable legislation (SASA) and policy	1	2	3	4		1	2	3	4
b.	Provides the necessary guidance to the SGB i.t.o finances	1	2	3	4		1	2	3	4
c.	Follows protocols in developing the school budget	1	2	3	4		1	2	3	4
d.	Takes all reasonable steps to prevent financial mismanagement and corruption	1	2	3	4		1	2	3	4
e.	Supports the school's fundraising efforts	1	2	3	4		1	2	3	4
Criterion 2: General institutional management and administration										
a.	Maintains a logbook containing a record of important events at the schools	1	2	3	4		1	2	3	4
b.	Ensures that systems are in place for the management of all correspondence	1	2	3	4		1	2	3	4
c.	Ensures that sensitive information on learners and teachers are properly maintained	1	2	3	4		1	2	3	4
d.	Maintains a filing and storage system	1	2	3	4		1	2	3	4
e.	Submits reports to the department/districts in terms of national and provincial policies	1	2	3	4		1	2	3	4
Criterion 3: Management of infrastructure										
a.	Uses existing resources and physical infra-structure optimally	1	2	3	4		1	2	3	4
b.	Monitors use and safekeeping of all movable and immovable assets in the school	1	2	3	4		1	2	3	4
c.	Makes regular physical infrastructure inspections	1	2	3	4		1	2	3	4
d.	School buildings, ablutions facilities and grounds are properly maintained	1	2	3	4		1	2	3	4
Total	**Maximum Score**					**40**				

Comments:

Mid-year	Annual

6.	PERFORMANCE STANDARD 6	MANAGING HUMAN RESOURCES (STAFF) IN THE SCHOOL

NB: Appraisal to be conducted on 2 selected descriptors based on the allocated responsibilities

Criterion 1: Managing human resources (educators and support staff) in the school		Mid-Year					Annual			
a.	Makes every effort to fill vacant posts in terms of departmental policy	1	2	3	4		1	2	3	4
b.	Assists staff members with solving conditions of service problems	1	2	3	4		1	2	3	4
c.	Ensures that a positive labour environment exists at the school	1	2	3	4		1	2	3	4
d.	Deals with grievances of staff in terms of the relevant ELRC/PSCBC resolutions	1	2	3	4		1	2	3	4
e.	Ensures that prescribed procedures are followed with regard to any disciplinary action	1	2	3	4		1	2	3	4
Total	**Maximum Score**					**8**				

Comments :

Mid-year	Annual

7.	PERFORMANCE STANDARD 7	MANAGEMENT AND ADVOCACY OF EXTRA-MURAL ACTIVITIES

NB: Appraisal to be conducted on 2 selected descriptors based on the allocated responsibilities

Criterion 1: Management and advocacy of extra-mural activities		Mid-Year					Annual			
a.	Ensures that the school offers extra-mural activities to its learners	1	2	3	4		1	2	3	4
b.	Encourages and supports learners to take part in extra-mural activities	1	2	3	4		1	2	3	4
c.	Ensures educator participation in extra-mural activities	1	2	3	4		1	2	3	4
d.	Oversees organisation of extra-mural activities	1	2	3	4		1	2	3	4
e.	Involves community with extra-mural activities, where applicable	1	2	3	4		1	2	3	4
Total	**Maximum Score**					**8**				

Comments:

Mid-year	Annual

6. Overall Remarks

6.1 Deputy Principal's comments on the appraisal

Mid-Year	Annual

6.2 Resource person's comments on the appraisal (Optional)

Mid-Year	Annual

6.3 Principal's comments

Mid-Year	Annual

7. Recommendations (Principal)

Mid-Year	Annual

8. SIGNATURES

Mid-Year			
Name			
Designation	Deputy Principal	Resource person	Principal
Signature			
Date			

Annual			
Name			
Designation	Deputy Principal	Resource person	Principal
Signature			
Date			

SCHOOL STAMP

Annexure C 3

QUALITY MANAGEMENT SYSTEM (QMS)
COMPOSITE SCORE SHEET: PL 3
Deputy Principal

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

Educator		**Date**	
Persal Number		**School**	

NO.	*PERFORMANCE STANDARD*	*SCORES*	
		MAX SCORE	*FINAL SCORE*
1.	Leading the learning school	**60**	
2.	Shaping the direction and development of the school	40	
3.	Managing quality and securing accountability	44	
4.	Developing and empowering self and others	36	
5.	Managing the school as an organisation	40	
6.	Managing human resources (staff) in the school	8	
7.	Management and advocacy of extra-mural activities	8	
	TOTAL	**236**	
	ANNUAL SCORE (Final Score: Total ÷ 236 x 100)		**%**

Comments:

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

SIGNATURES:

NAME	DESIGNATION	SIGNATURE	DATE
	Deputy Principal		
	Resource Person (if applicable)		
	Principal		
VALIDATED BY:			
	District Director		

SCHOOL/DISTRICT STAMP

SECTION E

WORK PLAN AND APPRAISAL INSTRUMENTS FOR EDUCATORS ON POST LEVEL 4

PRINCIPALS

1. INTRODUCTION

1.1 The performance appraisal of a principal must be conducted twice during the year, using the approved instrument provided in this section.

1.2 Different weighting scales are applicable to the final appraisal scores of Principals who teach 30% or more of the scheduled teaching time and those who teach less than 30% of the scheduled teaching time.

2. QMS WORK PLAN AND INSTRUMENT

2.1 Principals (PL 4) are required to complete a work plan **(Annexure D1)** at the beginning of each evaluation cycle.

2.2 The QMS instrument **(Annexure D2)** should be used for the appraisal of principals.

2.3 The work plan and instrument should also be used for purposes of self-appraisal, the mid-year appraisal and final appraisal.

2.4 The Performance Standards in the instrument form the core elements of the job description for deputy principals and principals.

2.5 The criteria form the key deliverables for each of the 7 Performance Standards.

2.6 The desired outcome/key objective of each criterion has been pegged with a maximum rating of 4.

2.7 A rating that is less than the desired outcome will be influenced by the following factors:

- There is no or insufficient evidence of a particular desired activity;
- The desired activity is infrequent;
- The desired activity is frequent but of poorer quality than desired;
- The desired activity is infrequent and of poor quality, and
- The desired activity may be frequent and of reasonable quality but is impacted by a negative attitude

3. APPRAISAL OF PRINCIPALS

3.1 During the signing of a work plan, the Principal and his/her supervisor (Circuit Manager) must also discuss the appraisal instrument (Annexure D 2) that will be applicable for his/her self-appraisal, mid-year appraisal and annual appraisal.

3.2 Principals have a choice in selecting 4 out of 5 descriptors in Performance Standard 7.

3.3 All other descriptors in Performance Standards 1 – 6 are compulsory.

3.4 Two different weighting scales are applicable to the final appraisal scores of Principals who teach 30% or more of the scheduled teaching time and those who teach less than 30% of the scheduled teaching time.

The scale is applied as follows:

Principal (P 1A)	Principals who teach 30% or more of the scheduled teaching time.
Principal (P 1B)	Principals who teach less than 30% of the scheduled teaching time.

The weighting of the scores allocated for the above 2 categories of principals are as follows:

	Classroom Teaching (Performance Standard 1)	**Management and Leadership (Performance Standards 2 – 7)**
Principal (P 1A)	40%	60%
Principal (P 1B)	20%	80%

3.5 An example of establishing 30% of scheduled teaching time is shown in the table below:

Weekly teaching (instructional) time allocation as per school time-table	**30% of teaching time**
27,5 hours	8.25 hours
25 hours	7,5 hours

4. PERFORMANCE STANDARDS

Table 4 below shows the 7 Performance Standards, the criteria and the desired outcomes for PL 4 educators (Principals):

TABLE 4: PERFORMANCE STANDARDS AND CRITERIA FOR PL4 EDUCATORS (Principals)

Performance Standard	Criteria	The desired outcome
1.Leading the learning school	1) Classroom teaching	Effective use is made of all resources to ensure that learners are motivated to perform optimally.
	2) Support for the learning school	The support of all stakeholders has been secured and there is evidence that a quality teaching and learning environment is established/being improved
2. Shaping the direction and development of the school	1) Planning	Effective use is made of all planning resources and techniques (data, budgets, consultations, policies etc).
	2) School governing body and the broader school community	SGB is established and functioning. SGB is supported in the performance of its functions in terms of SASA. Partnerships are set up to support the development of the school
3. Managing quality and securing accountability	1) Securing accountability	The use of LTSM is monitored. A textbook retrieval system is in place and implemented effectively. The work of the SMT is monitored regularly. Systems are in place to a) monitor educator and learner attendance, and b) address improper conduct and dress code of educators and learners
	2) Managing the quality of teaching and learning	Departmental policies with regard to assessment administration are followed. Marking and moderation of learner assessments are monitored regularly. Learner assessment outcomes are analysed, intervention strategies developed and implemented
4. Developing and empowering self and others	1) Staff	Staff development initiatives are functioning. Regular classroom visits provide constructive feedback, guidance and support. Teacher appraisal systems comply with policy and the results are valid, reliable and fair.
	2) Self	Regular participation in activities aimed at enhancing personal and professional growth. Conduct is exemplary.
5. Managing the school as an organisation	1) Financial management	School's finances are managed by applying the necessary controls to optimise the use of the fund. Protocols are followed in developing the school budget, including approvals by the SGB and parent community. All prescription is SASA and departmental directives are adhered to.
	2) General institutional management and administration	The logbook contains a record of important events in the school. The school has effective and efficient systems in place to manage correspondence and other forms of communication, the systems are properly maintained and provide easy access for authorised persons. School provides accurate statistics to the district office.
	3) Management of infrastructure	The school has a safe and secure environment with clear access controls. Existing resources and physical infrastructure are used effectively. Use and safekeeping of all movable and immovable assets are monitored regularly. School buildings, ablution facilities and grounds are well maintained.

Performance Standard	Criteria	The desired outcome
6. Managing human resources (staff) in the school	1) Managing human resources (educators and support staff) in the school	Departmental HR policies are understood, explained to staff and implemented correctly. Delays in addressing staff queries, grievances, disciplinary issues are avoided.
7. Management and advocacy of extra-mural activities	1) Management and advocacy of extra-mural activities	Networks with relevant stakeholders and encourages the development of extra-mural or co-curricular activities.

4. Rating Scale, Descriptor, scores and percentages:

4.1 Post Level 4 Educators (Principals)

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

RATING	DESCRIPTOR	SCORE RANGE	*PERCENTAGE*
1	**Unacceptable:** The level of performance does not meet minimum expectations and requires urgent intervention and support	**0 - 141**	***0% - 49%***
2	**Acceptable:** Satisfies minimum expectations. The level of performance is acceptable and is in line with the minimum expectations, but development and support are still required	**142 - 198**	***50% - 69%***
3	**Good:** Performance meets expectations, but some areas are still in need of development and support	**199 - 240**	***70% - 84%***
4	**Outstanding:** Performance exceeds expectations. Although performance is outstanding, continuous self-development and improvement are advised.	**241 - 284**	***85% - 100%***
Maximum score: 284			

- *Calculating the annual score of a PL 4 educator (Principal P 1A and P 1B)*

NO.	PERFORMANCE STANDARD	MAXIMUM SCORE	Example of PRINCIPAL'S SCORE	PRINCIPAL'S SCORE as a percentage (P 1A)	PRINCIPAL'S SCORE as a percentage (P 1B)
		P 1A or P 1B			
1.	Leading the learning school **(Weighting: P 1A – 40% P 1B – 20%)**	**60**	(A) **38**	(A) 25%	(A) 13%
2.	Shaping the direction and development of the school	52	36		
3.	Managing quality and securing accountability	44	23		
4.	Developing and empowering self and others	36	20		
5.	Managing the school as an organization	56	38		
6.	Managing human resources (staff) in the school	20	15		
7.	Managing and advocacy of extra-mural activities	16	10		
	Sub-Total (PS 2 – 7) (Weighting: P 1A – 60% P 1B – 80%)	**224**	(B) **142**	(B) 38%	(B) 51%
	TOTAL: ANNUAL SCORE (A + B)	**284**	**180**		
	Total Percentage (A + B)			**63%**	**64%**

- **Manual calculation of principal's score:**

1. Principal teaching 30% or more of scheduled teaching time *(P 1A):*

   Performance Standard 1: Principal's score (PS 1) ÷ 60 x 40 = _____ %
   Performance Standards 2 -7: Sub-total of Principal's score (PS 2 -7) ÷ 224 x 60 = ____%

2. Principal teaching less than 30% of scheduled teaching time *(P 1B):*

   Performance Standard 1: Principal's score (PS 1) ÷ 60 x 20 = _____ %
   Performance Standards 2 -7: Sub-total of Principal's score (PS 2 -7) ÷ 224 x 80 = ____%

The documents that follow in the section below are:

- Annexure D 1: QMS Work plan (Post level 4)
- Annexure D 2: QMS Appraisal Instrument (Post level 4)
- Annexure D 3: Composite Score Sheet (Post Level 4)

QMS WORK-PLAN (PL 4: Principal): Year .....

Annexure D 1

NAME		**SCHOOL**	
PERIOD		**DESIGNATION**	**Principal**

Performance Standard	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
1. Leading the learning school					
2. Shaping the direction and development of the school					
3. Managing quality and securing accountability					
4. Developing and empowering self and others					
5. Managing the school as an organization					
6. Managing human resources (staff) in the school					
7. Management and advocacy of extra-mural activities					

H.M. MJ

SM

AGREED (Signatures):

Appraisee (Principal)		**Date**		**Appraiser (Circuit Manager)**		**Date**	

DISTRICT STAMP

SA
H.M. MJ

Annexure D 2

QUALITY MANAGEMENT SYSTEM (QMS)
APPRAISAL INSTRUMENT
PRINCIPAL: POST LEVEL 4

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

Section A: EDUCATOR AND SCHOOL INFORMATION

1. APPRAISEE

Surname		First names	
Designation		Persal number	
Highest Qualification		Specialization in a subject domain	
Grade / Subjects taught during the current appraisal year			

2. APPRAISER

Surname		First names	
Designation		Persal number	

3. SCHOOL

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

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

Teaching and assessment responsibilities	**Extra-mural activities**	**Management and Administrative duties**	**Other:** *(Please specify)*

5. AREAS OF APPRAISAL

Performance Standard	Max Score
	Principal (P 1A & P 1B)
1. Leading the learning school	60
2. Shaping the direction and development of the school	52
3. Managing quality and securing accountability	44
4. Developing and empowering self and others	36
5. Managing the school as an organization	56
6. Managing human resources (staff) in the school	20
7. Management and advocacy of extra-mural activities	16
TOTAL	**284**

SECTION B: APPRAISAL

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

1.	PERFORMANCE STANDARD 1	LEADING THE LEARNING SCHOOL

NB: Performance Standard 1 constitutes:

- 40% of the overall score for Principals (P 1A) who teach 30% or more of the scheduled teaching time, and
- 20% of the overall score for all Principals (P 1B) who teach less than 30% of the scheduled teaching time.
- Appraisal to be based on all descriptors.

Criterion 1: Classroom teaching		**Mid-Year**					**Annual**			
a.	Learning and teaching environment	1	2	3	4		1	2	3	4
b.	Classroom Management	1	2	3	4		1	2	3	4
c.	Knowledge of the subject	1	2	3	4		1	2	3	4
d.	Planning and presentation	1	2	3	4		1	2	3	4
e.	Management of work schedule	1	2	3	4		1	2	3	4
f.	Record keeping	1	2	3	4		1	2	3	4
g.	Feedback to learners	1	2	3	4		1	2	3	4
h.	Knowledge and application of forms of assessment	1	2	3	4		1	2	3	4
i.	Learner progress and achievement	1	2	3	4		1	2	3	4
Criterion 2 Support for the learning school										
a.	Enlists the support of parents and community members as partners in learning	1	2	3	4		1	2	3	4
b.	Communicates (provides feedback) with all stakeholders on the academic performance of the school	1	2	3	4		1	2	3	4
c.	Motivates learners to achieve academically	1	2	3	4		1	2	3	4
d.	Ensures that there are functional curriculum structures in the school.	1	2	3	4		1	2	3	4
e.	Promotes ICT learning	1	2	3	4		1	2	3	4
f.	Manages conflict in order to maintain a healthy teaching and learning environment	1	2	3	4		1	2	3	4
Total	**Maximum Score**					**60**				

Comments:

Mid-year	Annual

SA
H.M. MJ

NB: Performance Standards 2 - 7 constitute:
- 60% of the overall score for Principals (P 1A) who teach 30% or more of the scheduled teaching time, and
- 80% of the overall score for all Principals (P 1B) who teach less than 30% of the scheduled teaching time.

2.	PERFORMANCE STANDARD 2	SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

NB: Appraisal to be based on all descriptors.

Criterion 1: Planning		**Mid-Year**					**Annual**			
a.	The school has developed vision and mission statements which are relevant (to the school community) and achievable.	1	2	3	4		1	2	3	4
b.	Implementation of school improvement plan (SIP)	1	2	3	4		1	2	3	4
c.	Ensures that school has a safe and secure environment	1	2	3	4		1	2	3	4
d.	Implements transparent decision making structures – accepts responsibility for decisions taken	1	2	3	4		1	2	3	4
e.	Ensures that planning is based on data collected on a range of school activities	1	2	3	4		1	2	3	4
f.	Planning is done on time	1	2	3	4		1	2	3	4
g.	School analyses the results of various forms of assessment and sets clear targets for improvement	1	2	3	4		1	2	3	4
Criterion 2: School Governing Body and the broader school community										
a.	Ensures that the school has a functioning SGB	1	2	3	4		1	2	3	4
b.	Renders assistance to the SGB in terms of the areas listed in SASA 16A, excluding finances *(Refer to PS 5 for Finances)*	1	2	3	4		1	2	3	4
c.	Informs the SGB about policy and legislation	1	2	3	4		1	2	3	4
d.	The school has developed the various policies as required by SASA, which are aligned with the requirements of various legislation and departmental policies	1	2	3	4		1	2	3	4
e.	Networks with the community and builds partnerships to support the development of the school	1	2	3	4		1	2	3	4
f.	Liaises with relevant government departments (e.g. Dept of Health) as required	1	2	3	4		1	2	3	4
Total	**Maximum Score**					**52**				

Comments:

Mid-year	Annual

3.	PERFORMANCE STANDARD 3	MANAGING QUALITY AND SECURING ACCOUNTABILITY

NB: Appraisal to be based on all descriptors.

Criterion 1: Securing accountability		**Mid-Year**					**Annual**			
a.	Ensures safekeeping of all movable and immovable assets	1	2	3	4		1	2	3	4
b.	Ensures completion of all attendance registers and takes appropriate action where necessary (Staff and learners)	1	2	3	4		1	2	3	4
c.	Ensures that LTSMs are used effectively	1	2	3	4		1	2	3	4
d.	A textbook retrieval system is in place and is properly implemented	1	2	3	4		1	2	3	4
e.	Leads and monitors the work of the School Management Team	1	2	3	4		1	2	3	4
f.	Addresses unprofessional and improper conduct of educators and learners	1	2	3	4		1	2	3	4
Criterion 2: Managing the quality of teaching and learning										
a.	Follows departmental policies with regard to assessment administration (e.g. NSC, SBA)	1	2	3	4		1	2	3	4
b.	Monitors marking and moderation of learner assessments	1	2	3	4		1	2	3	4
c.	Ensures that efficient systems are in place for examinations/assessments	1	2	3	4		1	2	3	4
d.	Consolidates and analyses learners' assessment outcomes and develops appropriate intervention strategies	1	2	3	4		1	2	3	4
e.	Promotes (provides leadership) and monitors school learner intervention strategies	1	2	3	4		1	2	3	4
Total	**Maximum Score**					**44**				

Comments:

Mid-year	Annual

4.	PERFORMANCE STANDARD 4	DEVELOPING AND EMPOWERING SELF AND OTHERS

NB: Appraisal to be based on all descriptors.

Criterion 1: Staff		**Mid-Year**					**Annual**			
a.	Staff training programmes planned and implemented	1	2	3	4		1	2	3	4
b.	Provides leadership and oversees mentoring, coaching and general support to staff	1	2	3	4		1	2	3	4
c.	Manages underperformance	1	2	3	4		1	2	3	4
d.	Promotes teacher appraisal practices in terms of applicable policy/ collective agreement	1	2	3	4		1	2	3	4
e.	Monitors staff appraisal and verifies evidence	1	2	3	4		1	2	3	4
f.	Conducts classroom observations to provide support and development of educators	1	2	3	4		1	2	3	4
g.	Ensures that departmental circulars and other relevant information are brought to the attention of the staff	1	2	3	4		1	2	3	4
Criterion 2: Self										
a.	Attends and participates in departmental, union and other professional activities aimed at enhancing his/her professional skills	1	2	3	4		1	2	3	4
b.	Professional conduct with reference to punctuality, presentable appearance, the respect shown to others	1	2	3	4		1	2	3	4
Total		**Maximum Score**				**36**				

Comments:

Mid-year	Annual

5.	PERFORMANCE STANDARD 5	MANAGING THE SCHOOL AS AN ORGANISATION

NB: Appraisal to be based on all descriptors.

ELEMENTS Criterion 1: Financial Management		Mid-Year					Annual			
a.	Manages school's finances in terms of applicable legislation (SASA) and policy	1	2	3	4		1	2	3	4
b.	Provides the necessary guidance to the SGB i.t.o finances	1	2	3	4		1	2	3	4
c.	Follows protocols in developing the school budget	1	2	3	4		1	2	3	4
d.	Takes all reasonable steps to prevent financial mismanagement and corruption	1	2	3	4		1	2	3	4
e.	Supports the school's fundraising efforts	1	2	3	4		1	2	3	4
Criterion 2: General institutional management and administration										
a.	Maintains a logbook containing a record of important events at the schools	1	2	3	4		1	2	3	4
b.	Ensures that systems are in place for the management of all correspondence	1	2	3	4		1	2	3	4
c.	Ensures that sensitive information on learners and teachers are properly maintained	1	2	3	4		1	2	3	4
d.	Maintains a filing and storage system	1	2	3	4		1	2	3	4
e.	Submits reports to the department/districts in terms of national and provincial policies	1	2	3	4		1	2	3	4
Criterion 3: Management of infrastructure										
a.	Uses existing resources and physical infra-structure optimally	1	2	3	4		1	2	3	4
b.	Monitors use and safekeeping of all movable and immovable assets in the school	1	2	3	4		1	2	3	4
c.	Makes regular physical infrastructure inspections	1	2	3	4		1	2	3	4
d.	School buildings, ablutions facilities and grounds are properly maintained	1	2	3	4		1	2	3	4
Total		**Maximum Score**				**56**				

Comments:

Mid-year	Annual

HA
H.M. MJ

6.	PERFORMANCE STANDARD 6	MANAGING HUMAN RESOURCES (STAFF) IN THE SCHOOL

NB: Appraisal to be based on all descriptors.

	Criterion 1: Managing human resources (educators and support staff) in the school	**Mid-Year**					**Annual**			
a.	Makes every effort to fill vacant posts in terms of departmental policy	1	2	3	4		1	2	3	4
b.	Assists staff members with solving conditions of service problems	1	2	3	4		1	2	3	4
c.	Ensures that a positive labour environment exists at the school	1	2	3	4		1	2	3	4
d.	Deals with grievances of staff in terms of the relevant ELRC/PSCBC resolutions	1	2	3	4		1	2	3	4
e.	Ensures that prescribed procedures are followed with regard to any disciplinary action	1	2	3	4		1	2	3	4
Total		**Maximum Score**				**20**				

Comments :

Mid-year	**Annual**

7.	PERFORMANCE STANDARD 7	MANAGEMENT AND ADVOCACY OF EXTRA-MURAL ACTIVITIES

NB: 4 out of 5 descriptors to be selected for appraisal

	Criterion 1: Management and advocacy of extra-mural activities	**Mid-Year**					**Annual**			
a.	Ensures that the school offers extra-mural activities to its learners	1	2	3	4		1	2	3	4
b.	Encourages and supports learners to take part in extra-mural activities	1	2	3	4		1	2	3	4
c.	Ensures educator participation in extra-mural activities	1	2	3	4		1	2	3	4
d.	Oversees organisation of extra-mural activities	1	2	3	4		1	2	3	4
e.	Involves community with extra-mural activities, where applicable	1	2	3	4		1	2	3	4
Total		**Maximum Score**				**16**				

Comments:

Mid-year	Annual

6. Overall Remarks

6.1 Appraisee's (Principal) comments on the appraisal

Mid-Year	Annual

6.2 Resource persons' comments on the appraisal (Optional)

Mid-Year	Annual

6.3 Appraiser's (Circuit Manager) comments

Mid-Year	Annual

7. Recommendations (Circuit Manager)

Mid-Year	Annual

GA
H.M. MJ

8. SIGNATURES

	Mid-Year		
Name			
Designation	Appraisee (Principal)	Resource person	Appraiser (Circuit Manager)
Signature			
Date			

	Annual		
Name			
Designation	Appraisee (Principal)	Resource person	Appraiser (Circuit Manager)
Signature			
Date			

CIRCUIT / DISTRICT STAMP

Annexure D 3

QUALITY MANAGEMENT SYSTEM (QMS)
COMPOSITE SCORE SHEET: PL 4
Principal

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

Educator		**Date**	
Persal Number		**School**	

NO.	*PERFORMANCE STANDARD*	*MAXIMUM SCORE*	PRINCIPAL'S SCORE	*PRINCIPAL'S SCORE as a percentage (P 1A)*	*PRINCIPAL'S SCORE as a percentage (P 1B)*
		P 1A or P 1B			
1.	Leading the learning school **(Weighting: P 1A – 40% P 1B – 20%)**	**60**	**(A)**	**(A)** %	**A)** %
2.	Shaping the direction and development of the school	52			
3.	Managing quality and securing accountability	44			
4.	Developing and empowering self and others	36			
5.	Managing the school as an organisation	56			
6.	Managing human resources (staff) in the school	20			
7.	Management and advocacy of extra-mural activities	16			
	Sub-Total (PS 2 – 7) (Weighting: P 1A – 60% P 1B – 80%)	**224**	**(B)**	**(B)** %	**(B)** %
	TOTAL: ANNUAL SCORE (A + B)	**284**			
	Percentage (A + B) =			**%**	**%**

Comments:

H.M, MJ

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

SIGNATURES:

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

CIRCUIT / DISTRICT STAMP

SECTION F

Annexure E 1: Summative Scores for School

Annexure E 2: Lesson observation instrument

ANNEXURE E 1

QUALITY MANAGEMENT SYSTEM FOR EDUCATORS
SUMMATIVE SCORES FOR SCHOOL

School Name		EMIS Number	
Circuit		District	

Surname & initials												
Principal * (NB: * Principal's % to be recorded as per calculator.)	Post Level	Persal No.	PS 1 (60)	PS 2 (52)	PS 3 (44)	PS 4 (36)	PS 5 (56)	PS 6 (20)	PS 7 (16)	Total (284)	%	Identified development need
Deputy Principal	Post Level	Persal No.	PS 1 (60)	PS 2 (40)	PS 3 (44)	PS 4 (36)	PS 5 (40)	PS 6 (8)	PS 7 (8)	Total (236)	%	Identified development need
Departmental Heads	Post Level	Persal No.	PS 1 (28)	PS 2 (48)	PS 3 (28)	PS 4 (36)	PS 5 (12)	PS 6 (76)		Total (228)	%	Identified development need
Teachers	Post Level	Persal No.	PS 1 (28)	PS 2 (48)	PS 3 (28)	PS 4 (36)	PS 5 (12)			Total (152)	%	Identified development need

SIGNATURES:

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

School Stamp	*Circuit / District Stamp*

H.M. MJ

Annexure E 2

LESSON OBSERVATION INSTRUMENT
(Post Levels 1 and 2)

Educator's Name		**Subject**	
Date:		**Topic**	
Lesson observed by:			

1.	**PERFORMANCE STANDARD 1**	**CREATION OF A POSITIVE LEARNING AND TEACHING ENVIRONMENT**

Criterion 1: Learning and teaching environment		**Rating**				**Remarks**
a	Seating arrangement promotes effective teaching and learning	1	2	3	4	
b	Classroom is tidy and clean	1	2	3	4	
c	Teaching and learning support material (e.g. charts) are displayed and used in the classroom.	1	2	3	4	
	Criterion 2: Classroom Management					
a	Is punctual and organized in class	1	2	3	4	
b	Ensures that learners are punctual and settle down quickly	1	2	3	4	
c	Communication between educator and learners reflects the mutual respect, cooperation and understanding	1	2	3	4	
d	Manages discipline effectively	1	2	3	4	
Total						

2.	**PERFORMANCE STANDARD 2**	**CURRICULUM KNOWLEDGE, LESSON PLANNING AND PRESENTATION**

Criterion 1: Knowledge of the subject		**Rating**				**Remarks**
a	Has adequate subject knowledge and uses it effectively	1	2	3	4	
b	Sets appropriate tasks for learners at the level of the Grade	1	2	3	4	
c	Uses a variety of examples, LTSM and other teaching resources to facilitate learning	1	2	3	4	
Criterion 2: Planning and presentation						
a	The lesson is logical, coherent and meaningful to learners	1	2	3	4	
b	The lesson is built on past knowledge and experience of learners	1	2	3	4	
c	Time is well-managed during lesson presentation	1	2	3	4	
d	Encourages interactive learning including class discussions, learner questions and demonstrations	1	2	3	4	
e	Responds appropriately to learner questions and inputs	1	2	3	4	
Criterion 3: Management of work schedule						
a	The pace of the work is in line with time frames stipulated in the work schedule	1	2	3	4	
b	Number of tasks and activities are in line with NCS/CAPS	1	2	3	4	
Criterion 4: Recordkeeping						
a	File/files neatly kept, organized and updated regularly	1	2	3	4	
b	Records of learner assessments are neatly kept, organized and updated regularly	1	2	3	4	
Total						

SA
H.M. MJ

3.	PERFORMANCE STANDARD 3	LEARNER ASSESSMENT AND ACHIEVEMENT

Criterion 1: Feedback to learners		Rating				Remarks
a	Assessment tasks are marked and returned to learners timeously	1	2	3	4	
b	Feedback is meaningful and regular	1	2	3	4	
c	Feedback is incorporated in future lesson planning	1	2	3	4	
Criterion 2: Knowledge and application of forms of assessment						
a	Uses different forms of assessment to test learner performance	1	2	3	4	
b	Intervention strategies accommodate learners with various learning abilities	1	2	3	4	
Criterion 3: Learner progress and achievement						
a	Learner results of various forms of the assessment show that they are attaining the set outcomes	1	2	3	4	
b	Remedial / Enrichment work supports learner progress	1	2	3	4	
Total						

Overall Remarks:

Supervisor	Educator	Resource person (Optional)
Signature:	**Signature:**	**Signature:**
Date:	**Date:**	**Date:**

Annexure E 3

LESSON OBSERVATION INSTRUMENT
(Post levels 3 and 4)

Educator's Name		**Subject**	
Grade:		**Topic**	
Date:			
Lesson observed by:			

	Criterion 1: Classroom Teaching	**Rating**				**Remarks**
a.	Learning and teaching environment	1	2	3	4	
b.	Classroom Management	1	2	3	4	
c.	Knowledge of the subject	1	2	3	4	
d.	Planning and presentation	1	2	3	4	
e.	Management of work schedule	1	2	3	4	
f.	Record keeping	1	2	3	4	
g.	Feedback to learners	1	2	3	4	
h.	Knowledge and application of forms of assessment	1	2	3	4	
i.	Learner progress and achievement	1	2	3	4	
	Total (Max Score: 36)					

Overall Remarks (Strengths/ Areas for development):

Supervisor	**Educator (Deputy Principal / Principal)**	**Resource person (Optional)**
Signature:	**Signature:**	**Signature:**
Date:	**Date:**	**Date:**