INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) FOR SCHOOL-BASED EDUCATORS

1. OVERVIEW

1.1 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 Whole-School Evaluation (WSE). 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.

1.2 What is the IQMS?

The IQMS is an integrated quality management system that consists of three programmes, which are aimed at enhancing and monitoring performance of the education system. These are:
- Developmental Appraisal;
- Performance Measurement; and
- Whole School Evaluation.

The purpose of **Developmental Appraisal** (DA) is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development.

The purpose of **Performance Measurement** (PM) is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives.

The purpose of **Whole School Evaluation** (WSE) is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning.

These three programmes are implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of the various programmes.

1.3 Purpose of IQMS

- To identify specific needs of educators, schools and district offices for support and development;
- To provide support for continued growth;
- To promote accountability;
- To monitor an institution's overall effectiveness; and
- To evaluate an educator's performance.

1.4 Guiding Principles

The implementation of the IQMS is guided by the following principles:

- The need to ensure fairness, for example, there can be no sanction against an educator in respect of his/her performance before providing meaningful opportunities for development.
- The need to minimise subjectivity through transparency and open discussion.
- The need to use the instrument professionally, uniformly and consistently.

2. ROLES AND RESPONSIBILITIES OF INDIVIDUALS AND STRUCTURES INVOLVED IN IMPLEMENTING THE IQMS

2.1 The Principal

- Has the overall responsibility to ensure that the IQMS is implemented uniformly and effectively at the school.
- Must ensure that every educator is provided with a copy of this document and other relevant IQMS documentation.
- Together with SMT/SDT members responsible for advocacy and training at school level.
- Must organise a workshop on the IQMS where individuals will have the opportunity to clarify areas of concern.
- After advocacy and training the principal will facilitate the establishment of the (Staff Development Team) SDT in a democratic manner.
- Ensures that all documentation sent to the District/local office is correct and delivered in time.
- Responsible for internal moderation of evaluation results in order to ensure fairness and consistency.

2.2 The Educator

- Must undertake self-evaluation of his/her performance.
- Identifies his/her personal support group – Development Support Group (DSG).
- Develops a Personal Growth Plan (PGP) and finalizes it together with the DSG.
- Must co-operate with the DSG.
- Must co-operate with the External WSE Team in line with the protocol when the school is being evaluated.
- Attends INSET and other programmes in terms of areas identified for development.
- Engages in feedback and discussion.

2.3 School Management Teams (SMT)

- SMTs inform educators of the INSET and other programmes that will be offered and make the necessary arrangements for educators to attend.
- Assist with the broad planning and implementation of IQMS.
- Ensures that school self-evaluation is done in terms of the WSE policy and in collaboration with the SDT.

2.4 The Staff Development Team (SDT)

2.4.1 Composition

- ➢ The SDT is made up of the principal, the WSE co-ordinator, democratically elected members of the school management and democratically elected post level 1 educators.

- ➢ The school should decide on the size of the SDT. It is suggested that the number could be up to about 6 depending on the size of the school.

- ➢ In schools with only one or two educators such educators make up the SDT but the District / Circuit provides the support.

2.4.2 Roles And Responsibilities (The SMT and SDT work together on all matters relating to the IQMS and mutually support one another)

- ➢ Ensures that all staff members are trained on the procedures and processes of the IQMS.

- ➢ Coordinates all activities pertaining to staff development.

- ➢ Prepares and monitors the management plan for the IQMS.

- ➢ Facilitates and gives guidance on how DSGs have to be established.

- ➢ Prepares a final schedule of DSG members.

- ➢ Links Developmental Appraisal to the School Improvement Plan (SIP).

- ➢ Liaises with the department in respect of high priority needs such as INSET, short courses, skills programmes or learnerships.

- ➢ Monitors effectiveness of the IQMS and reports to the relevant persons.

- ➢ Ensures that all records and documentation on IQMS are maintained.

- ➢ Oversees mentoring and support by the DSGs.

- ➢ Develops the School Improvement Plan (SIP) based on information gathered

- ➢ during Developmental Appraisals.

- ➢ Coordinates ongoing support provided during the two developmental cycles each year.

- Completes the necessary documentation for Performance Measurement (for pay or grade progression), signs off on these to assure fairness and accuracy.

- Submits all the necessary documentation (e.g. SIPs) to the District/Local Departmental office in good time for data capturing.

- Deals with differences between appraisees and their DSGs in order to resolve the differences.

- Coordinates the internal WSE processes.

- Ensures that the IQMS is applied consistently

- Liaises with the external WSE Team to coordinate and manage the cyclical external WSE process.

2.4.3 Term Of Office

- It is up to the school to decide on the term of office of the SDT.
- For the sake of continuity and stability it is suggested that the term of office of a SDT be for a period of three years.
- When an individual needs to be replaced because of non-functionality or leaving the institution, it must be done through democratic elections.

2.5 Development Support Group (DSG)

2.5.1 Composition And Selection

NOTE: After developing the PGP, the educator will be able to prioritise areas of development. The members of the DSG need to be selective in order to assist the educator to meet his/her needs.

- For each educator the DSG should consist of the educator's immediate senior and one other educator (peer). An educator's peer must be selected by the educator on the basis of expertise that is related to the prioritised needs of the educator. It is important that the peer has the confidence and trust of the educator as he/she will have to offer constructive criticism as well as support and guidance. Only in exceptional cases, e.g. in the case of a principal, may a peer be selected from the staff of another school.

- In some instances it is permissible for an educator to select more than one peer based on his/her particular needs.

- In respect of one teacher schools the District / Circuit provides the support and mentoring.

- Each educator may have a different DSG while some individuals (e.g. HoDs (Education Specialists)) will be involved in several DSGs (for different educators).

- Once educators have determined who their DSGs are, this information will have to be factored in to the broad planning of the SDT to ensure that there are no "clashes" with Education Specialists (HoDs) having to evaluate different teachers at the same time and to ensure a reasonable spread and pace of work for evaluators towards the end of the year.

- A member of the DSG may be changed in instances where development has already taken place and where new priorities have been identified.

2.5.2 Roles And Responsibilities

- The main purpose of the DSG is to provide mentoring and support.
- The DSG is responsible for assisting the educator in the development and refinement of his/her Personal Growth Plan (PGP) and to work with the SDT to incorporate plans for development of an educator into the School Improvement Plan (SIP).
- The DSG is responsible for the baseline evaluation of the educator (for development purposes) as well as the summative evaluation at the end of the year for Performance Measurement.
- The DSG must verify that the information provided for PM is accurate.

2.6 District/Local Office

- The district/local office has the overall responsibility of advocacy, training and proper implementation of the IQMS.

- The District/local office has a responsibility with regard to the development and arrangement of professional development programmes in accordance with identified needs of educators and its own improvement plan.
- The district manager has a responsibility to moderate evaluation results of schools in his/her district/circuit in order to ensure consistency. In cases where the evaluation results of a school are not consistent with the school's general level of performance or where the district/circuit manager has reason to believe that the evaluation at a particular school was either too strict or too lenient, he/she must refer the results back to the school for reconsideration.
- The district/local office must ensure that the evaluation results of schools are captured and processed in time to ensure successful implementation of salary and grade progression.
- The district/local office should ensure that the implementation process in schools is monitored on an ongoing basis.

2.7 WSE UNIT

- The external WSE will be carried out by a WSE team, which consists of external supervisors appointed by the Provincial Education Departments for this purpose.
- During external WSE the only aspect of the IQMS that pertains to WSE is the lesson observation.

2.8 A Grievance Committee

In the case of an educator being aggrieved with regard to his/her evaluation a grievance committee must be established. Such a committee shall consist of:

- a peer selected by an educator for this purpose;
- a neutral person appointed by the Department;
- a union representative.

3. IMPLEMENTATION PROCESS

NOTE: DURING THE FIRST YEAR OF IMPLEMENTATION TIMELINES MAY BE ADJUSTED OR ADAPTED TO SATISFY DIFFERENT CIRCUMSTANCES

3.1 Advocacy, Training and Planning

- ➢ At a full staff meeting the principal/SMT will explain to staff –
  - What the IQMS is;
  - What the benefits will be for educators, learners, the school and the system; and
  - Why this approach was adopted.
- ➢ Training must specifically address issues relating to how the IQMS should be implemented in the school.
- ➢ All officials and educators must have a thorough understanding of the purposes, principles, processes and procedures of the IQMS.
- ➢ Training must enable officials and educators to plan and administer the IQMS in a uniform and consistent manner.
- ➢ IQMS planning by the SDT must incorporate all the processes together with the time frame in which they must be completed, as well as all individuals involved together with each one's responsibilities.
- ➢ It must take the schools' year plan into account (drawn up by the SMT).
- ➢ Schools must factor in to their broad planning the cycles of evaluation and development.
  - Baseline evaluation – in the first term.
  - Summative evaluation - in the last term.
  - First Developmental Cycle and reflection – end of March to end of June.
  - Second Developmental Cycle and reflection – end of June to end of September.]
- ➢ Secondary schools must ensure that educators who teach Grade 9 or 12 classes are evaluated before the external assessments/examinations commence.
- ➢ By end of February educators must be provided with a timetable indicating when they can expect to be evaluated.
- ➢ The principal calls a general staff meeting at the beginning of the year at which educators are apprised of the IQMS procedures and processes.

3.2 Self-Evaluation By The Educator

- ➢ Immediately after the initial advocacy and training, each educator should evaluate her/himself using the same instrument that will be used for both Developmental Appraisal (DA) and Performance Measurement (PM). This enables the educator to become familiar with the instrument.
- ➢ Educators also familiarise themselves with the Performance Standards, the criteria (what they are expected to do) as well as the levels of performance (how well they are expected to perform) in order to meet at least the minimum requirements for pay progression. This self evaluation forms part of both Developmental Appraisal (DA) and Performance Measurement (PM).

- Since Performance Measurement (PM) will be used for determining pay and/or grade progression (notch increases) it must be used to evaluate the performance of educators within the period of a calendar/school year even though the award will only be made in the following year.

- The emphasis on self-evaluation serves the following purposes:

  - The educator becomes familiar with the instrument
  - The educator is compelled to reflect critically on his/her own performance and to set own targets and timeframes for improvement… in short, the educator takes control of improvement and is able to identify priorities and monitor own progress.
  - Evaluation, through self-evaluation, becomes an ongoing process.
  - The educator is able to make inputs when the observation (for evaluation purposes) takes place and this process becomes more participatory.
  - The educator is able to measure progress and successes and build on these without becoming dependent on cyclical evaluations.

3.3   Pre-evaluation Discussion

Each DSG must have a pre-evaluation discussion with the educator concerned during which the following issues must be clarified:

- Whether the educator understands what is expected of him/her in terms of the various performance standards and criteria and how he/she will be rated.
- The educator is given the opportunity to clarify areas of concern that he/she may have.
- The DSG informs the educator about procedures and processes that will be followed throughout the IQMS cycles.
- The DSG explains to the educator that lesson observation involves performance standards 1 to 4 whilst other aspect involves the remaining Performance Standards.
- The DSG explains to the educator that the evaluation in respect of the remaining performance standards will be based on general ongoing observation by the DSG
  and on documentary evidence and other information that the educator may provide to the DSG.
- Guidance is provided to the educator on the development of his/her PGP. After the baseline evaluation further discussions on the development of the PGP   need to take place.
- The educator is also given an opportunity to raise issues that are hampering
  his/her performance. This is important in the light of the contextual factors,
  which may be recorded in the report and considered for possible adjustment of
  the mark awarded in respect of a particular criterion.

3.4   Lesson Observation

- After identifying the personal DSG the educator needs to be evaluated, for the purpose of determining a "baseline" evaluation with which subsequent evaluation(s) can be compared in order to determine progress.
- By this time the educator will have completed a self-evaluation and will have determined strengths as well as areas in need of development.
- This evaluation must be preceded by a pre-evaluation discussion.
- The evaluation should be done by both members of the DSG.
- Should an educator request for an additional member to serve on the DSG, the request may be granted by the SDT. A reasonable request may not be refused.

- The purpose of this evaluation by the DSG is:

  - to confirm (or otherwise) the educator's perception of his/her own performance as arrived at through the process of self-evaluation.
  - to enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Standards and to resolve any differences of opinion that may exist.
  - to provide the opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the school in terms of mentoring and support (especially by the DSG) and what INSET and other programmes need to be provided by, for example, the District/Local office.
  - to enable the DSG and the educator (together) to develop a Personal Growth Plan (PGP) which includes targets and time frames for improvement. The PGP must primarily be developed by the educator with refinements being done by the DSG.
  - to provide a basis for comparison with the evaluation for Performance Measurement purposes which is carried out at the end of the year.

Note: It is only in the first year of implementation (2004) that this evaluation/observation of an educator in practice will be carried out for all educators.

In subsequent years the summative evaluation (for PM) becomes the baseline evaluation for the following year. This means that after 2004 all educators (except new teachers entering the system for the first time) will only be evaluated once per annum.

3.5 Evaluation In Respect Of The Other Performance Standards

An educator's evaluation in respect of these performance standards is based on general ongoing observation, discussion and feedback by the DSG, submission of documentary evidence, proof of participation and other information provided by the educator.

3.6 Feedback and discussion

The DSG must discuss their evaluation with the educator and must provide feedback. Differences (if any) need to be resolved.

Feedback on observation should focus on:

- performance and not personality;
- observations and not assumptions;
- objectivity and not subjectivity;
- the specific and concrete and not the general and the abstract;

- sharing information and not giving instructions;
- alternatives and not "what you should do is….;
- the individual's needs;
- requests from the individual.

3.7 Resolution of differences and/or grievances

Most differences of opinion between an educator and the DSG should be resolved at that level. Where agreement cannot be reached the matter must be referred to the SDT within a week. If there is still no resolution within 5 working days, either party may request a formal review by the grievance committee. The grievance committee will make a recommendation to the head of the provincial department. The Head of department will evaluate the recommendation and motivation submitted by the Grievance Committee before taking a decision which shall be made within 5 working days.

3.8 Monitoring

The monitoring process is an ongoing activity, which is conducted by departmental officials, SMTs, SDTs and DSGs.

3.9 Moderation

External moderation is conducted by the district officials to ensure consistency among schools. Internal moderation is conducted at school level by the principal and the SMT.

3.10 Second and Subsequent Years of Implementation

- The second and subsequent implementations of the IQMS on a particular educator differ from the first implementation in the following way.

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

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

3.11 In The Year Of The External Whole School Evaluation (WSE)

NB Please note that the WSE will be implemented as per the national policy document on WSE. Provided below are some key points.

- WSE will take place in a 3 or 5-year cycle. For some schools WSE may take place in the first or second year when the IQMS is implemented.

- Clearly, cyclical external evaluation should also serve to validate findings from the internal WSE and will serve to measure progress over the period of the cycle (3 or 5 years).

- The self-evaluations done by schools in the ongoing process of internal WSE and the measuring of progress against the targets for improvement that the
- school sets itself (in the School Improvement Plans) are evidence of progress that must be taken into account for the external evaluation.

- The same instrument will be used by schools for the internal Whole School Evaluations (linked to and informed by the process Developmental Appraisal and Performance Measurement) and the external WSE which includes the evaluation of a sample of educators.

- The external WSE will be carried out by a WSE Team, including supervisors appointed by the provincial departments for this purpose.

- The external WSE can take place at any time in the year, as the WSE team will be evaluating different schools almost every week.

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

- The principal and SDT must inform educators, parents, and learners about the external WSE that will be taking place. The school must make all the documents that have been requested available to the WSE team.
- These must be collected from the school by the relevant District/Local departmental officials.

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

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

Note: The internal self-evaluation of the school, using the WSE instruments needs to be ongoing until such time as the cyclical external WSE takes place.

4. RECORDS AND DOCUMENTATION THAT NEED TO BE DEVELOPED AND MAINTAINED

4.1 Completed Instrument

The appraiser is required to record observations as clearly as possible in the appropriate columns of the instrument, namely, strengths, recommendations for development and contextual factors. The completed instrument will serve as a report and will be used for all official purposes.

4.2 Personal Growth Plan (PGP)

➢ It is developed by the educator in consultation with members of the DSG.

➢ It must be used to inform the School Improvement Plan (SIP) – which, in turn, will be submitted to the local departmental office to inform their planning and deployment of support staff.

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

➢ It is anticipated that this will take place soon after the observation of the educator in practice and the evaluation on which consensus was reached.

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

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

- Those areas in need of improvement about which the educator him/herself is in full control (e.g. punctuality).

- Those areas for which the DSG (immediate senior and/or mentor) or someone else in the school is able to provide guidance (e.g. record-keeping).

- Those areas for which the District/Local Departmental office should provide INSET or other programmes (e.g. Outcomes Based Assessment).

- Where the educator is un- or under-qualified or needs re-skilling in order to teach a new subject/Learning Area (e.g. Technology), this information needs to be fed through to the District/Local office and needs to feature in the Work Place Skills Plan (WSP) of the Region or Province. Funding needs to be accessed from the ETDPSETA in order to provide the educator with the opportunity to embark on an NPDE or appropriate "short courses" or "skills programmes".

4.3 School Improvement Plan (SIP)

- Definition of School Improvement Plan: A blueprint of the actions and processes needed to produce school improvement.
- The School Improvement Plan is an important document, which enables the school to measure its own progress through a process of ongoing self-evaluation.
- This must happen continuously, especially in the years in between the cyclical external WSE.
- The SIP is developed by the SDT (and is submitted to the District/Local Departmental office)
- The SIP enables the SDT to monitor progress and improvement.
- The SIP is informed by the PGPs of individual educators as well as the other seven Focus Areas included in the WSE policy.
- School improvement is a systematic, sustained effort aimed at change in learning conditions and other related internal conditions, with the ultimate aim of accomplishing educational goals more effectively. School improvement is therefore about developing strategies for educational change that strengthens the school's organisation, as well as implementing curriculum reforms.

- The approach to school improvement rests on a number of assumptions:

- The school as the centre of change: This means that external reforms need to be sensitive to the situation in individual schools, rather than assuming that all schools are the same.

- A systematic approach to change: School improvement is a carefully planned and managed process that takes place over a period of several years.

- A key focus for change: is the "internal conditions" of schools. These include not only the teaching – learning activities used in the school, but all the school's procedures, role allocation and resource use that support the teaching – learning process (management arrangements)

- Accomplishing educational goals more effectively: Generally speaking, educational goals are what a school is supposed to be doing for its learners and community. Schools also serve the more general developmental needs of learners, the professional development of educators and the needs of its community.

- A multi-level perspective: Although the school is the centre of change it does not act alone. The school is embedded in an educational system that has to work collaboratively if quality is to be achieved. This means that the roles of educators, SMT, parents, SGBs, support personnel (District / circuit office personnel, subject advisors, etc.) should be defined, harnessed and committed to the process of school improvement.

- Integrative implementation strategies. This implies a linkage between "top-down" and "bottom-up" – remembering of course that both approaches can apply at a number of different levels in the system. Ideally "top-down" provides policy aims, an overall strategy and operational plans; this is complemented by a "bottom-up" response involving diagnosis, priority goal setting and implementation. The former provides the framework, resources and a menu of alternatives; the latter, energy and school based implementation.

- The drive towards institutionalisation. Change is only successful when it has become part of the natural behaviour of all those in the school. Implementation by itself is not enough.

- School self-evaluation involves:
  - A broad view of performance across what have become known as Key Areas, namely the curriculum; attainment; learning and teaching; support for pupils; ethos; resources; management and leadership; quality assurance as determined by the national policy on WSE.

  - A closer look at specific areas viewed as successful or causing concern.

  - By reviewing all Key Areas over a number of years schools are able to see what needs to be improved or maintained, using clearly defined measures of success. A good way into school self-evaluation is through development planning.

4.4 Records and Reports of Schools and District/local Offices

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

- The SDT and principal should complete the necessary documentation for submission to the Provincial Department (those teachers that meet the requirements for pay progression). This data must be submitted before schools close in December.

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

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

- All reports received from schools including the Composite Form: are retained at the District/Local office and must be made available to the external Whole School Evaluation teams.

4.5 District Improvement Plan (DIP)

- Once the District/Local Departmental office receives, from each school, a School Improvement Plan (in which each school highlights its specific developmental needs) by the end of March each year, the Local Office must develop its own improvement plan for the District/Circuit.
- In this plan, schools that have identified similar needs and/or similar aspects in need of development can be "clustered" together for the purposes of providing INSET and other programmes.
- The District Improvement Plan enables the District/Local officials to plan co-ordinate and monitor the delivery of support and development opportunities in the schools in their areas.
- The effectiveness of the District/Local office can be measured against its ability to deliver in terms of its own DIP.
- The DIP is informed by and developed from the SIPs submitted to the office by schools in its area.
- Co-ordination of different programmes, which can run concurrently in different areas and the optimal deployment of officials (Education Support Services and/or management officials) should be included in these "District" plans.

4.6 The relationship between IQMS and provincial planning

The needs of districts as captured in the DIPs need to inform the development of provincial workplace skills plan and HRD strategies in a province.

5. GUIDELINES ON EVALUATION AND ADJUSTMENT OF SCORES

- An educator must be evaluated on every performance standard that is applicable to his or her post level.
- Although some schools lack certain resources or facilities, it cannot be used as a reason for not evaluating an educator on a particular Performance Standard or a particular criterion. If there are certain factors that are beyond the control of the educator, which impacts negatively on his/her performance, then these may be regarded as "exceptional circumstances" and may justify an adjustment to his/her score. These factors must be recorded in the instrument under contextual factors, which may serve as compelling evidence when an adjustment is considered during evaluation.
- In cases where an educator claims that contextual factors prevented him/her from performing at a satisfactory level, the DSG, during the pre-evaluation discussion, must assess the validity of the educator's claim and whether an adjustment to a satisfactory level of 2 is justified.
- All information recorded under "contextual factors" must be addressed in the school improvement plan as a matter of priority

- The score for each Performance Standard may be adjusted upwards ONLY if there is compelling evidence of exceptional circumstances that prevented the educator from performing at a certain level. This evidence must be recorded in the "contextual factors" column of the instrument and could serve as motivation for adjusting the score upwards.
- In the case of exceptional circumstances where there is compelling evidence a score can be adjusted upwards by one point per criterion of the relevant Performance Standard to a maximum rating of 2.
- Adjustments may be made by the DSG but with the concurrence of the principal.
- It is advisable for the DSG / SDT preferably on a quarterly basis to inquire whether the educator is being provided with support / mentoring. This would enable the DSG and SDT to rectify some of the shortcomings before the summative evaluation. It may be necessary for an educator to change his/her DSG if sufficient support is not provided. Such a change must be formalized by notifying the SDT.
- If such a problem cannot be resolved in this way then the educator should report it to the principal. Information regarding this meeting must be recorded by the principal so that if adjustments are to be made the principal is aware of the problems experienced by the educator.
- It may also not be necessary to adjust every criterion, as the educator may not have been affected in every one.
- In arriving at a final assessment the DSG must also consider the responses of the pre-evaluation profile checklist

6. LEAVE TAKEN DURING THE IQMS CYCLE

Normal periods of leave should not interfere with the operation of the IQMS cycle. However, where an educator has been absent for a prolonged period and this cycle could not be completed for him/her, the DSG and the educator should make a judgement as to the ability to achieve a meaningful evaluation, which will be useful to the educator. Educators must not be disadvantaged in any way.

7. STAFF MOVEMENTS

- Where an educator is promoted or transferred to another school, an evaluation should preferably be conducted within the current IQMS cycle prior to the educator leaving the school. In the case of immediate seniors leaving a school, regardless of the reason for their departure, they will be required to evaluate their educator/s prior to departure.

- New educators joining the school will enter the IQMS cycle at an appropriate time agreed with the immediate senior. This period of time will usually be no longer than four weeks.

- In the case of an educator entering a school after the beginning of a cycle, the programme according to which the IQMS will be applied to him/her must be adjusted in order to ensure that the evaluation is fair and effective.

- New educators, who have no previous training or experience with the operation of the system, must be trained prior to any evaluation.

- Whether internal or external movement, these guidelines cannot cover every conceivable possibility and it is therefore important to use common sense and to ensure fairness to all parties.

THE INSTRUMENT

12. THE INSTRUMENT

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

12.1 The Lesson Observation

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

12.1.2. This part of the instrument consists of four Performance Standards:

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

12.1.3   **Each of the Performance Standards asks a question**:

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

12.1.4.   Criteria

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

12.2   The instrument for aspects outside of the classroom

This part of the instrument consists of eight Performance Standards:

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

12.2.1. Each of the Performance Standards asks a question:

⇨   Does the educator participate in activities, which foster professional growth?
⇨   Does the educator demonstrate respect, interest and consideration for those with whom he/she interacts?
⇨   Is the educator involved in extra and co-curricular activities?
⇨   Does the educator use resources effectively and efficiently?

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

▪ Does the educator manage and develop personnel in a way that the vision and mission of the institution are accomplished?
▪ Does the educator display sound decision making skills and does he/she take responsibility for the decisions made?
▪ Is he/she a visionary leader who builds commitment and confidence in staff members?
▪ Is the educator proficient in planning and education management development?

12.2.1   Criteria

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

12.3   Rating Scale

▪ **Rating 1**: Unacceptable. This level of performance does not meet minimum expectations and requires urgent interventions and support.

▪ **Rating 2**: Satisfies minimum expectations. This level of performance is acceptable and is in line with minimum expectations, but development and support are still required.

▪ **Rating 3**: Good. Performance is good and meets expectations, but some areas are still in need of development and support.

▪ **Rating 4**: Outstanding. Performance is outstanding and exceeds expectations. Although performance is excellent, continuous self-development and improvement are advised.

12.4 Application of Performance Standards

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

12.5 A guide on how to use the instrument

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

- Adjustments for ratings: see annexure A.

- The appraiser is required to record observations as clearly as possible in the appropriate columns:

  o In the column "**Strengths**", record the strengths that have been taken into account in the assessment rating: high ratings are indicative of strengths.

  o Make recommendations in the column "**Recommendations for Development**". These are based on the ratings obtained for **each** of the criteria under each Performance Standard. Low ratings are indicative of areas in need of development.

  o In the column "**Notes on contextual factors**", record the contextual factors that have influenced the assessment rating. These can consist of personal, social, economic and political factors. The assessment of contextual factors is intended to assess not only their effect on performance, but also the manner in which the educator addresses these issues. The comments should, therefore, reflect the following:
  o ** To what extent do contextual factors influence performance?
  o ** To what extent does the educator attempt to overcome negative influences in their teaching?

- If observations and comments are recorded clearly in each of the columns then it will **not** be necessary to write a separate report. **The completed instrument will serve as the report.**

12.6 Using the scale for an Integrated Quality Management System

12.6.1 For Developmental Appraisal

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

12.6.2 For Performance Measurement

For purposes of pay or grade progression **total scores** must be **calculated.** The **final score** (total) is used to arrive at an overall rating. The rating can be adjusted upwards taking contextual factors into account such as the lack of opportunities for development, lack of INSET provided by the District/Local Departmental office or lack of support and mentoring within the school. A scoring sheet is attached at the end of the instrument (annexure A)

to be used for this purpose. The completed score sheet should be submitted to Persal for data-capturing after the summative evaluation at the end of the year. In order to qualify for salary progression and grade progression respectively the following minimum scores must be obtained.

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

N.B. EDUCATORS WILL ONLY QUALIFY IF ALL REQUIREMENTS ARE COMPLIED WITH

12.6.3   For Whole School Evaluation

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

OBSERVATION OF LESSON IN PRACTICE: DATA SHEET

EDUCATOR		GRADE	

PERSAL NO.	

SCHOOL NAME	
ADDRESS	
	CODE	

EMIS NO.	

PERSAL NO.	

	YEAR	MONTH	DAY
DATE OF OBSERVATION			

NAME OF EVALUATOR/S

1.		2.	
SIGN		SIGN	

SIGNATURE OF EVALUEE	

SIGNATURE OF EVALUATOR	

14.   PRE-EVALUATION PROFILE CHECKLIST

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

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

Wherever appropriate additional documentary evidence should be provided.

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

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

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

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

Performance Standard: 1. CREATION OF A POSITIVE LEARNING ENVIRONMENT

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

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

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

LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding

CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Learning Space **1 2 3 4**	No effort to create a learning space that is conducive to teaching and learning; organisation of learning space hampers teaching and learning.	There is evidence of an attempt at creating and organising a suitable learning environment which enables individual and/or group learning.	Organisation of learning space enables the effective use of teaching resources and encourages and supports individual and group activities.	Organisation of learning space shows creativity and enables all learners to be productively engaged in individual and co-operative learning.
COMMENT				
(b) Learner Involvement **1 2 3 4**	Educator and learners appear uninterested.	Learners are engaged in appropriate activities for most of the lesson.	The environment is stimulating and the learners participate actively.	Learners participate actively and are encouraged to exchange ideas with confidence and to be creative.
COMMENT				
(c) Discipline **1 2 3 4**	No discipline and much time is wasted. Learners do not accept discipline, or discipline is experienced by learners as humiliating.	Learners are disciplined and learning is not interrupted unnecessarily.	Learners are encouraged; there is positive reinforcement. Learners accept discipline without feeling threatened.	Learners are motivated and self-disciplined.
COMMENT				
(d) Diversity **1 2 3 4**	Educator is insensitive to racial, cultural and/or gender diversity; does not respect dignity of individual learners or groups of learners.	Learning environment is free of obvious discrimination.	Educator acknowledges and respects individuality and diversity.	Educator uses inclusive strategies and promotes respect for individuality and diversity.
COMMENT				

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Performance Standard: 2. KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES				
Expectation: The educator possesses appropriate content knowledge, which is demonstrated in the creation of meaningful learning experiences.				
Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?				
CRITERIA: (a) Knowledge of learning area; (b) Skills; (c) Goal setting; (d) Involvement in learning programmes.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Knowledge of learning area. 1 2 3 4	Educator conveys inaccurate and limited knowledge of learning area.	Educator's knowledge is adequate but not comprehensive.	Educator is able to use knowledge and information to extend the knowledge of learners.	Educator uses knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies.
COMMENT				
(b) Skills. 1 2 3 4	No skill in creating enjoyable learning experiences for learners.	Has some skill in engaging learners and relating the learning programme to learners' needs.	Educator skillfully involves learners in the learning area.	Educator uses learner centred techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving.
COMMENT				
(c) Goal setting. 1 2 3 4	Little or no evidence of goal- setting to achieve curriculum outcomes.	Evidence of some goal setting to achieve curriculum outcomes.	Makes every endeavour to set realistic goals to achieve curriculum outcomes.	Curriculum outcomes are always achieved by being creative and innovative in the setting of goals.
COMMENT				
(d) Involvement in learning programmes. 1 2 3 4	Makes no attempt to interpret the learning progammes for the benefit of learners.	Makes some attempt to interpret the learning programmes for the benefit of learners.	Displays great enthusiasm in interpreting learning programmes in the interests of the learners	Excellent balance between clarity of goals of learning programme and expression of learner needs, interests and background.
COMMENT				

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Performance Standard: 3. LESSON PLANNING PREPARATION AND PRESENTATION				
Expectation: The educator demonstrates competence in planning preparation, presentation and management of learning programmes.				
Question: Is planning clear, logical and sequential and is there evidence that individual lessons fit into a broader learning programme?				
CRITERIA: (a) Planning; (b) Presentation; (c) Recording; (d) Learning programmes.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	**Unacceptable**	Satisfies minimum expectations	**Good**	**Outstanding**
(a) Planning. **1 2 3 4**	Little or no evidence of lesson planning.	Lesson planning not fully on a professional standard.	Lesson planning is generally clear, logical and sequential.	Lesson planning is abundantly clear,logical, sequential and developmental.
COMMENT				
(b) Presentation. **1 2 3 4**	Lessons not presented clearly.	Lessons are structured and relatively clearly presented.	Lessons are well structured and fit into the broader learning programme building on previous lessons and anticipating future learning activities.	Outstanding planning of lessons that are exceptionally well structured and clearly fits into the broader learning programme with evidence that it builds on previous lessons as well as fully anticipating future learning activities.
COMMENT				
(c) Recording. **1 2 3 4**	No records are kept.	Evidence of essential records of planning and learner progress is available.	Essential records of planning and learning progress are maintained at a high level of proficiency.	Outstanding record keeping of planning and learner progress.
COMMENT				
(d) Management of Learning Programmes. **1 2 3 4**	Learners not involved in lessons in a way that supports their needs and the development of their skills and knowledge.	Evidence of some learner involvement in lessons in a way that it supports their needs and the development of their skills and knowledge.	Good involvement of learners in lessons in such a way that it supports their needs and the development of their skills and knowledge.	Excellent involvement of learners in lessons in such a way that it fully supports their needs and the development of their skills and knowledge.
COMMENT				

Performance Standard: 4. LEARNER ASSESSMENT/ACHIEVEMENT				
Expectation: The educator demonstrates competence in monitoring and assessing learner progress and achievement.				
Question: Is assessment used in order to promote teaching and learning?				
CRITERIA: (a) Feedback to learners; (b) Knowledge of assessment techniques; (c) Application of techniques; (d) Record Keeping.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	Unacceptable	Satisfies minimum requirements	Good	Outstanding
(a) Feedback to learners. **1 2 3 4**	No evidence of meaningful feedback to learners, or feedback irregular and inconsistent.	Some evidence of feedback.	Feedback is regular, consistent and timeously provided.	Feedback is insightful, regular, consistent, timeous and built into lesson design.
COMMENT				
(b) Knowledge of assessment techniques. **1 2 3 4**	Does not demonstrate an understanding of different types of assessment, e.g. only uses tests.	Has a basic understanding of different types of assessment.	A variety of assessment techniques are used, allowing learners to demonstrate their talents.	Different assessment techniques used to cater for learners from diverse backgrounds, with multiple intelligences and learning styles.
COMMENT				
(c) Application of techniques. **1 2 3 4**	Assessment results do not influence teaching strategies.	Some evidence of corrective measures and remedial activity based on assessment.	Lessons are appropriately tailored to address learners' strengths and areas of weakness.	Assessment informs multiple intervention strategies to address specific needs of all learners, and motivates them.
COMMENT				
(d) Record keeping. **1 2 3 4**	No evidence of records, or records are incomplete and irregular.	Maintains essential records.	Records are systemically, efficiently and regularly maintained.	Records are easily accessed and provide insights into individual learners' progress.
COMMENT				

Performance Standard: 5. PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREERAND PARTICIPATION IN PROFESSIONAL BODIES.				
Expectation: The educator engages in professional development activities which is demonstrated in his/her willingness to acquire new knowledge and additional skills.				
Question: Does the educator participate in professional growth activities?				
CRITERIA: (a) Participation in professional development; (b) Participation in professional bodies; (c) Knowledge of education issues; (d) Attitude to professional development.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Participation in professional development. **1 2 3 4**	Little or no evidence of professional development.	There is evidence of some attempt to develop oneself professionally.	Participates eagerly in professional development programmes to improve job performance.	Taking a leading role in initiating and delivering professional development opportunities.
COMMENT				
(b) Participation in professional bodies. **1 2 3 4**	Makes no attempt to participate in professional bodies.	Evidence of some participation in professional bodies, eg. trade union, learning association, etc.	Plays a role in professional bodies and involves colleagues.	Takes up leading positions in professional bodies and involves colleagues.
COMMENT				
(c) Knowledge of education issues. **1 2 3 4**	Displays no, or superficial knowledge of educational issues.	Show some knowledge of educational issues.	Demonstrates clear awareness of current education issues.	Is informed and critically engages with current education issues.
COMMENT				
(d) Attitude to professional development. **1 2 3 4**	Exhibits negative attitude towards development, seminars, etc.	Seeks further professional development.	Stays informed in his/her field by reading or participating in conference and training opportunities.	Participates in activities which foster professional growth and tries new teaching methods/ approaches and evaluates their success.
COMMENT				

Performance Standard: 6. HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT

Expectation: The educator engages in appropriate interpersonal relationships with learners, parents and staff and contributes to the development of the school.

Question: Does the educator create and maintain sound human relations with colleagues and learners?

CRITERIA: (a) Learner needs; (b) Human Relations Skills; (c) Interaction; (d) Co-operation.

LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding

CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Learner needs. **1 2 3 4**	The educator is insensitive to learner needs.	Some evidence of the educator being sensitive to learner.	Designs internal work processes to cater for learner needs.	Adds value to the institution by providing exemplary service in terms of learner needs.
COMMENT				
(b) Human relations skills. **1 2 3 4**	No evidence of human relation skills in communicating with learners, staff and parents.	Some evidence of positive relationships with individuals.	Establishes trust and shows confidence in others and supports school regulations, programmes and policies.	Demonstrates respect, interest and consideration for those with whom he/she interacts.
COMMENT				
(c) Interaction. **1 2 3 4**	Interacts inappropriately with learners, staff and parents.	Interacts appropriately with individuals.	Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups.	Conducts self in accordance with organisational code of conduct and handles contacts with parents/guardians in a professional and ethical manner.
COMMENT				
(d) Co-operation. **1 2 3 4**	Lacks tact and courtesy and is not co-operative.	Co-operates with learners staff and parents.	Shares information openly, whilst respecting the principle of confidentiality.	Supports stakeholders in achieving their goals.
COMMENT				

Performance Standard: 7. EXTRA-CURRICULAR AND CO-CURRICULAR PARTICIPATION				
Expectation: The educator participates in extra-mural and co-curricular activities in such a way that it supplements the learning process and leads to the holistic development of the learners.				
Question: Does the educator participate in extra-curricular and co-curricular activities and is she/he involved with the administration of these activities?				
CRITERIA: (a) Involvement (b) Holistic Development; (c) Leadership and Coaching; (d) Organisation and Administration.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	Unacceptable	Satisfies minimum expectations	**Good**	Outstanding
(e) Involvement. **1 2 3 4**	The educator is not involved in extra-curricular or co-curricular activities.	Not fully involved in extra-curricular and co-curricular activities.	Educator fully involved in extra-curricular and co-curricular activities.	Educator plays a leading role and encourages learners and staff to arrange and participate in activities.
COMMENT				
(f) Holistic Development. **1 2 3 4**	Makes no attempt to use these activities for the holistic development of learners.	Makes some effort to use these activities for the holistic development of the learners.	Educator skillfully involves learners in all activities.	Educator is most successful in using these activities for the holistic development of learners.
COMMENT				
(g) Leadership and coaching. **1 2 3 4**	Leadership and coaching is inadequate.	Leadership and coaching is at an acceptable level.	Evidence of good leadership and coaching at a pleasing standard.	Leadership and coaching is at an exceptional standard.
COMMENT				
(h) Organisation and Administration. **1 2 3 4**	Organisation and administration is poor.	Organisation and administration is at an acceptable level.	Administration and organization is conducted professionally.	Administration and organization is outstanding.
COMMENT				

Performance	**Performance Standard: 8.** ADMINISTRATION OF RESOURCES AND RECORDS.			
Expectation: The educator administers resources and records in an effective and efficient manner to enable the smooth functioning of the institution				
Question: Does the quality of administration contribute to building an effective institution?				
CRITERIA: (a) Utilisation of resources; (b) Instructions; (c) Record keeping; (d) Maintenance of infrastructure: (e) Circulars.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	Unacceptable	**Satisfies minimum expectations**	Good	Outstanding
(a) Utilisation of resources. **1 2 3 4**	Does not utilise resources (human, physical or financial) optimally or abuses these resources.	Uses resources appropriately.	Uses resources effectively and efficiently.	Uses resources optimally and Creatively – specifically aligned to vision, mission and goals of institution.
COMMENT				
(b) Instructions. **1 2 3 4**	No clear instructions or guidelines are provided. Staff members are unsure of what is expected of them. There is no mentoring or support of staff.	Gives clear instructions and provides guidelines with regard to administrative duties to be performed. Staff are able to meet expectations.	Gives clear instructions and provides sound guidelines in respect of administrative duties. Staff know what is expected of them, through mentoring and support staff in those duties.	Clear instructions and sound guidelines enable staff to do what is expected of them. Mentoring and support provides encouragement for staff to do more than is required and to do so with enthusiasm..
COMMENT				
(c) Record keeping. **1 2 3 4**	Financial and other records are not kept or are incomplete and do not comply with departmental requirements.	Records (financial and otherwise) are kept in accordance with accepted practices and/or departmental requirements.	Full and complete records are kept not only in terms of departmental requirements but also of important events and other aspects that are of interest to the institution.	Record-keeping is comprehensive and up to date; meets requirements in terms of accepted practices and/or departmental requirements.
COMMENT				
(d) Maintenance of infrastructure. **1 2 3 4**	Premises, buildings and equipment are not properly maintained or are abused. There are no proper control measures or systems in place.	Ensures that the premises, buildings, equipment and learning and teaching materials are properly used and maintained. Exercises proper control of their usage.	Premises, buildings, equipment are used – and maintained well. There is evidence of improvement in this regard.	Premises, buildings, equipment are used optimally. Repairs or replacements are effected promptly. Controlling/monitoring systems are in place.
COMMENT				
(e) Circulars **1 2 3 4**	Departmental circulars are not brought to the attention of staff members. No proper record is maintained and circulars are often lost.	All departmental circulars (and other information received) in respect of things that effect them, are brought to the attention of staff members.	All circulars and other relevant information are always brought to the attention of staff in good time.	Departmental circulars and other relevant information are consistently brought to the attention of staff members in good time. Where necessary, discussions are initiated to ensure that context is understood. Responses are developed when necessary. Follow-up is managed when necessary.
COMMENT				

Performance Standard: 9. PERSONNEL				
Expectation: Manages and develops personnel in such a way that the vision and mission of the institution are accomplished.				
Question: Does s/he manage staff by applying the principles of democracy?				
CRITERIA: (a) Pastoral Care; (b) Staff Development; (c) Provision of leadership; (d) Building commitment and confidence.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3)Good (4) Outstanding				
CRITERIA	**Unacceptable**	**Satisfies minimum expectations**	**Good**	**Outstanding**
(a) Pastoral Care **1 2 3 4**	No evidence of any pastoral care for personnel.	Provides pastoral care to staff members, but infrequently.	Displays personal interest in the well being of others.	Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches.
COMMENT				
(b) Staff Development **1 2 3 4**	Does not contribute to or participate in staff development programmes.	Some evidence of staff development.	Guides and supervises the work of all staff development programmes on a regular basis.	Ensures that staff training and mentoring programmes are developed, implemented and evaluated.
COMMENT				
(c) Provision of leadership **1 2 3 4**	Does not provide any professional leadership within the institution.	Offers professional advice to staff where necessary.	Manages staff professionally by applying democratic principles and acknowledges labour and other rights of individuals.	Gives direction to staff in realising the institution's strategic objectives.
COMMENT				
(d) Building commitment and confidence **1 2 3 4**	No evidence of building commitment and confidence in staff.	Motivates staff members when necessary but not regularly.	Initiates, supports and encourages new ideas.	Inspires and builds commitment and motivates educators through the use of intrinsic rewards or encouragement.
COMMENT				

Performance Standard: 10. DECISION MAKING AND ACCOUNTABILITY

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

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

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

LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3)Good (4) Outstanding

CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Stakeholder Involvement **1 2 3 4**	Makes little or no attempt to involve all stakeholders in decision making process.	Establishes structures and procedures that enable the involvement of all stakeholders.	Displays personal interest in the well being of others.	Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches.
COMMENT				
(b) Decision making **1 2 3 4**	Lacks decision-making skills, makes autocratic decisions without consultation or is reluctant to make any decisions or decisions are frequently illogical and not the best option.	Has decision-making skills: takes different views into account when making decisions.	Has good decision–making skills: Is able to take different points of view into account and to base decisions on sound logic.	Decisions based on wide consultation with all relevant parties and based on sound logic, are made in good time. Creative solutions are found when necessary. Is decisive without being authoritarian.
COMMENT				
(c) Accountability/ Responsibility **1 2 3 4**	Does not take responsibility for any decisions that are made; often tries to put the blame on someone else if decisions are proved to be wrong.	Takes responsibility for decisions made in most instances; sometimes tries to justify decisions that have been proved wrong.	Is prepared to be held responsible for decisions made.	Is prepared to be held accountable for the decision making process as well as taking responsibility for the decisions. Ensures accountability from staff members as well as being accountable to them. Decisions are frequently proactive rather than reactive.
COMMENT				
(d) Motivation **1 2 3 4**	Is not decisive; is unable to earn the respect of staff members with regard to the quality of decisions made and is not motivated to take a leaders role.	Is decisive, earns the respect staff members and is able to motivate staff to participate in decision making.	Staff members are willing to participate in decision making processes and respect the decisions taken.	Staff recognise that their opinions are valued and taken into account; they are motivated to participate in decision making.
COMMENT				
(e)Objectivity/Fairness **1 2 3 4**	Decisions are seldom taken and where they are it is apparent that objectivity and fairness were not considered important.	Decisions taken reflect that objectivity and fairness were considerations.	Objective and sound decisions take contextual factors into account in order to arrive at decisions that are fair.	Staff members trust the decisions made by the educator as the process has been transparent and participatory. Decisions are always objective and fair.
COMMENT				

Performance Standard: **11.** LEADERSHIP, COMMUNICATION AND SERVICE TO THE GOVERNING BODY.

Expectation: The educator demonstrates/has well-developed leadership qualities.

Question: Is the educator able to take the lead and act decisively in terms of priorities and opportunities?

CRITERIA: (a) Leadership; (b) Support; (c) Communication; (d) Systems; (e) Commitment and confidence; (f) Initiative, Creativity.

LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3)Good (4) Outstanding

CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Leadership. **1 2 3 4**	Demonstrates poor (or no) leadership qualities.	Takes the lead in encouraging teamwork and empowers colleagues.	Provides strong leadership and direction to enable colleagues to realise strategic objectives.	Translates strategic objectives into action plans and inspires colleagues; engenders trust; colleagues are motivated.
COMMENT				
(b) Support. **1 2 3 4**	Is unable to provide support; does not mentor or provide guidance; may often undermine colleagues; is not approachable.	Provides guidance and support to enable colleagues to improve.	**Values colleagues as individuals, acknowledges their ideas; provides ongoing support and is available to guide and to advise them.**	Works with colleagues to effect improvement on an ongoing basis; is approachable and shares information and provides support while encouraging independent thinking and innovation.
COMMENT				
(c) Communication. **1 2 3 4**	Does not communicate with colleagues, parents or School Governing Body; does not share information or ideas. Is not prepared to listen to alternative points of view.	Consults with colleagues parents and SGB; shares ideas and information and provides reports back, is transparent and listens to alternative points of view.	Consults with colleagues parents and SGB; shares ideas and information; takes alternative points of view into account.	Consults with all stakeholders and listens to alternative points of view; is transparent; shares information and provides regular feedback. Responds positively to constructive criticism.
COMMENT				
(d) Systems. **1 2 3 4**	Does not work to any particular system; is disorganised and is unable to manage or control specific projects or initiatives. Productivity is low.	Works to basic systems; is organised and productivity is acceptable.	Has improved systems that are appropriate for appropriate circumstances; is organised and is able to track progress. Productivity is above average.	Time management is very good; is able to multitask without losing focus. Takes on additional tasks or assists colleagues.
COMMENT				
(e) Commitment and confidence. **1 2 3 4**	Lacks commitment and confidence. Is easily swayed when challenged. Does not follow through on tasks and is easily distracted. Time management is weak/poor.	Is confident and is committed to serving the learners, parents and SGB. Is focused and persistent. Will follow through on tasks until completed.	Has built up experience which is the basis for confidence; is not easily distracted; supports colleagues in order to achieve goals; Time management is good; tasks are completed with deadlines.	Is innovative and creative; thinks critically and is prepared to test new ways of doing things in order to increase efficiency.
COMMENT				
(f) Initiative, Creativity. **1 2 3 4**	Lacks initiative and is not creative. Will not attempt tasks without clear directives.	Implements systems and structures in a familiar environment, is prepared to attempt to improve existing systems.	Is innovative and is prepared to try out new ways of doing things; refines and improves existing systems and processes.	Is innovative and creative; thinks critically and is prepared to test new ways of doing things in order to increase efficiency.
COMMENT				

Performance Standard: 12. STRATEGIC PLANNING, FINANCIAL PLANNING AND EDUCATION MANAGEMENT DEVELOPMENT (EMD)				
Expectation: The educator displays competence in planning and education management development.				
Question: Does the manager administer the different management processes efficiently and effectively?				
CRITERIA: (a) Strategic Planning; (b) Financial Planning; (c) Project Management (d) Communication.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	**Unacceptable**	**Satisfies minimum expectations**	**Good**	**Outstanding**
(e) Strategic Planning. **1 2 3 4**	No evidence of strategic planning and EMD	Has some evidence of EMD and strategic planning.	Prepares strategic plans with the intention of achieving the school goals.	Goals and strategic plans are developed and updated with the participation of stakeholders.
COMMENT				
(f) Financial Planning **1 2 3 4**	No/little evidence of financial planning and budgeting.	Basic financial records are in order and some evidence of budgeting.	Maintains accurate and detailed financial records for financial planning and accountability in terms of budget.	Financial planning and budget are in line with the goals of the school, spending is carefully monitored and resources are used optimally.
COMMENT				
(g) Project Management **1 2 3 4**	No pre-planning/management of specific projects/interventions.	Some evidence of attempt to plan and monitor specific projects.	Projects are planned, monitored and effectively managed.	Introduces innovative ideas and projects that are prioritsed in terms of goals, costs and educational needs, and closely manages all projects and interventions.
COMMENT				
(h) Communication **1 2 3 4**	Does not consult with stakeholders on decisions that affect them.	Some communication with stakeholders takes place.	All stakeholders are fully consulted.	Systematic stakeholder consultation through functioning structures and provides opportunities for meaningful participation.
COMMENT				

NOTES:

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

EDUCATOR: _____   DATE: _____

PERSAL NUMBER: _____   SCHOOL: _____

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

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

COMMENTS/REASONS FOR ADJUSTMENT

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

EDUCATOR: _____   DSG: _____

DATE: _____   DATE: _____

PRINCIPAL: _____   DATE: _____

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

EDUCATOR: _____ **DATE:** _____

PERSAL NUMBER: _____ **SCHOOL:** _____

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

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

COMMENTS/REASONS FOR ADJUSTMENT

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

EDUCATOR: _____ **DSG:** _____

DATE: _____ **DATE:** _____

PRINCIPAL: _____ **DATE:** _____

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

EDUCATOR: _____ DATE: _____

PERSAL NUMBER: _____ SCHOOL: _____

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

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

COMMENTS/REASONS FOR ADJUSTMENT

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

EDUCATOR: _____ DSG: _____

DATE: _____ DATE: _____

PRINCIPAL: _____ DATE: _____

PERSONAL GROWTH PLAN : SUGGESTED POSSIBLE TEMPLATE

NAME OF EDUCATOR:_____   NAME OF SCHOOL: _____

PRIORITIZED AREAS IN NEED FOR DEVELOPMENT

[The following areas urgently need to improve]

PERFORMANCE STANDARD :_____

The following criterion/criteria need/s urgent attention
1._____2_____.
3._____4_____
5._____6_____

I need to improve in the following areas
_____
_____
_____

I need assistance from the following individuals/structures
_____
_____

I need the following resources to bring about improvement.
_____
_____
_____

The following actions/tasks need to be undertaken in order to bring about improvement:
_____
_____
_____

The following contextual factors are hampering progress
_____
_____

If support and assistance is provided improvement will be effected by: _____

The following contextual factors are being / not addressed by the DSG/SDT/Principal/District Office?
_____
_____
_____

Improvement has been effected in the following areas
_____
_____
_____

Further improvement/s is/are required in the following areas
_____
_____
_____

New areas for development
_____
_____
_____

My progress has been monitored : regularly / rarely

Date/s: 1_____   2._____ 3._____   4._____

YOU MAY AMEND THE TEMPLATE TO SUIT YOUR NEEDS!

SCHOOL IMPROVEMENT PLAN : SUGGESTED POSSIBLE TEMPLATE

SCHOOL NAME: _____   YEAR: _____

SIP FOR IDENTIFIED PRIORITY OR NEED   _____

COMPONENT	
Needs Assessment A systematic review of information collected from a variety of sources, analysed to determine strengths and needs, and prioritised for action. FOCUS ON : Infrastructure; teaching & learning material; human resources and other resources; funding, etc.	
Goal What is the overall end result we wish to achieve to address this need?	
Objective What will be accomplished? When will it be accomplished?	
Strategies How are we going to accomplish the objective?	
Implementation Person(s) Responsible; Timeline; Resources	
Milestones Checkpoints that measure progress toward the stated objective What are the checkpoints along the way? How are we doing? Do we have to adjust the action plan in order to accomplish the objective?	
Evaluation Evidence of the achievement of the objective Did we accomplish what we set out to achieve in the objective? How will we know?	
Budget What will this cost? How will it be funded?	

Management System How will the principal ensure the plan gets completed? What structures or processes are in place in the school to provide the principal with a timely update on the plan's implementation. What are the targeted completion dates and who is responsible? Who will make changes when necessary?	

N.B. The template is just an example. You may use it as is or modify it to suit your needs

PRINCIPAL: _____   DATE: _____

PRE-EVALUATION PROFILE CHECKLIST FORM

SCHOOL : .... SUPERVISOR : ....

....

EDUCATOR : ....

LEVEL 1 EDUCATORS ONLY

		Y	N

1. Have you been appraised for Developmental purposes?

2. Do you have a projected Personal Growth Plan (PGP) and to what extent have you achieved its objectives?

....

....

....

3. Have you received any assistance from your Development Support Group (DSG)?

4. To what extent have you managed to acquire new knowledge and additional skills to address your professional needs?

....
....
....
....
....
....

5. Do you stay informed regarding policies and regulations applicable to your position?

6. Do you receive support from your colleagues, school managers, governing body, the Staff Development Team(SDT) and departmental officials?

Comment: ....

7. Do you share information with colleagues?

8. Is there anything you need that could help you develop and become more effective?

....

....

....

9. How do you contribute to extra-curricular activities at the school?

....

....

....

10. Do you participate in professional activities, e.g. conduct workshops, attend INSET courses, seminars, union programmes, etc.?

....

11.   What type of community activities are you involved in?

       ....

       ....

12.   What role do you play in formulating and implementing the school's policies?

       ....

       ....

13.   Are there any other matters you would like to bring to the attention of the supervisor before you are observed in practice?

       ....

       ....

       ....

PROFILE CHECKLIST FORM

SCHOOL   : ....   **SUPERVISOR**   : ....
....

EDUCATOR   : ....

LEVEL 2, 3, AND 4 EDUCATORS:

		Y	**N**
1.	Do you have a projected Personal Growth Plan (PGP) and to what extent have you achieved its objectives?	☐	☐

       ....

       ....

       ....

| 2. | Have you received any assistance from your immediate senior or DSG? | ☐ | ☐ |
| 3. | What kind of support have you received with regard to leadership, management and administration? | | |

       ....

       ....

       ....

| 4. | Do you make an active contribution to the policies and aspirations of the school? | ☐ | ☐ |
| 5. | Do you inspire trust and confidence in learners and colleagues? | ☐ | ☐ |

6. How do you go about communicating the school's vision, goals and priorities to appropriate constituencies?

    ----

7. Do you give direction to your team in realising the institution's objectives?

8. Are you able to secure the co-operation from colleagues and team members?

9. How do you ensure effective utilization of financial resources?

    ----

10. How do you go about allocating resources to established goal and objectives?

    ----

11. What is your role with regard to financial planning, budgeting and forecasting?

    ----

12. Do you create mechanisms and structures for sharing of knowledge within the institution?

    ----

13. Do you consult with clients and stakeholders on ways to improve the delivery of services?

14. Do you demonstrate objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems?

15. Do you delegate and empower others to increase their contributions and level of responsibility?

16. Do you display personal interest in the well-being of colleagues?

17. Do you manage conflict through a participatory transparent approach?

    Example: --

    ----

18. Are you receptive to alternate viewpoints?

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

A External (Cydical) WSE	B District/Local Office	C Pro-gramme	D School	E Educator	F Pro-gramme	G Time Line
CAN TAKE PLACE AT ANY PART OF THE YEAR	1. Advocacy, Training, Discussion & Clarification	Int WSE	1. Advocacy, Training, Discussion & Clarification		DA + PM	**FIRST YEAR** Jan
				2. Self evaluation	DA + PM	
		Int WSE	2. Establish structure (Staff Development Team/SDT	3. Identification of personal support group (DSG)		
	2. Broad Planning by area managers, circuit managers. Preparation & allocation of responsibilities. Await receipt of "SIP's"	Int WSE	3. Planning for Implemen-tation in schools	4. Pre-evaluation discussion. Observa-tion of Educators in practice by both members of DSB (baseline evaluation)	DA + PM	Feb – March
					DA	
				5. Feedback & Discus-sion. Resolve Differences		
	3. Information from schools (SIPs) to Local offices. Coordinate planning and deployment of support staff: "District" Improvement Plan (DIP)	Int WSE	4. Development of School Improvement Plan (SIP)	6. Personal Growth Plan (PGP)	DA	End March
			5. Development and monitoring	7. Development: support/mentoring DSG	DA	
	4. INSET and other programmes				DA	
	5. Monitoring, Evaluation and Self Evaluation against "DIP"	Int WSE	6. Self evaluation against SIP (revise)	8. Self evaluation against PGP (revise)	DA	First Develop-ment cycle end June
			7. Development and monitoring	9. Development: support/mentoring DSG	DA	
	6. INSET and other programmes		8. Self evaluation against SIP (revise)	10. Self evaluation against PGP (revise)	DA	Second Development cycle end Sept.
	7. Monitoring, Evaluation and Self Evaluation against "DIP"	Int WSE			PM	
			9. Record & Report (SDT)	11. Pre-evaluation discussion: Obser-vation of Educators (Summative Evalua-		October November
	8. Receive reports, Compile composite Report (to be fed	Int WSE			PM	

A	B	C	D	E	F	G
(ext WSE)	Data to Departments for Pay (or grade) Progression (Annexure A) 9. Self evaluation against "DIP"			tion by DSG) 12. Feedback, Discussion Resolve Differences	PM	December

SUBSEQUENT YEARS

A	B	C	D	E	F	G
(ext WSE)	Data to Depts for pay or grade progression (annexure A) Repeat year 1 process for years 2 to 3/5 or until external WSE takes place process. Revise if needed. Feedback and Discussion with schools.	WSE	10. Review planning and process (by SDT)	13. Summative evaluation for year 1 becomes baseline evaluation for year 2. Therefore no observation needed. (ONLY NEW TEACHERS FOLLOW PROCESS AS FOR YEAR ONE)	DA (DA+PM) DA	**SUBSE-QUENT YEARS** Jan October/ November December
	11. Receive reports, compile composite report (to be available for ext. WSE) 12. Self-evaluation against "DIP"	Int WSE	11. Record and Report (SDT)	14. Observation of Educators. Summative Evaluation by DSG. Feedback & Discussion. Resolve Differences.	PM	

	EXTERNAL WSE YEAR					
A	B	C	D	E	F	G
1. External WSE; Supervisor; Team Leader and Team Contact Local Office to make arrange-ments.	13. Review planning and process. Feedback and Discussion with schools. (ongoing) 14. Local office plans and coordinates external WSE in schools. Informs schools.	Int WSE	10. Review planning and process (SDT) (ongoing)	15. Summative, evalua-tion for previous year becomes baseline evaluation for the following year. Therefore no observation needed. (ONLY NEW TEACHERS FOLLOW PROCESS FOR YEAR 1) (ongoing)	DA	**EST. WSE YEAR** January Normal time line as for year 1
2. WSE Team reviews docu-ments & reports from District offices, & schools for years 1-3 (or 5)	15. Reports and records from local offices and schools	Ext WSE	13. Schools (SDT) inform educators, learners, parents, make documents/records available to WSE Team. 14. External Evaluation	16. SAMPLE of educa-tors observed in practice by WSE Team + immediate supervisor or peer (verification of PM and DA) (protocol)	Ext WSE	Timing will vary
3. Report used by WSE team to compile report for DoE.	16. Report to local office 17. (Normal cycle continues)	Ext WSE Int WSE	15. Discussion and Feedback. Resolve Differences. 16. Report to school (normal cycle continues) 17. (Normal cycle continues)	17. Discussion and Feedback. Resolve Differences. 18. (Normal cycle continues)	DA	December

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

12.4.1 Preamble

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

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

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

12.4.2 Interpreting the flow-diagram

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

For example:

- **An educator** will read **down** the **"Educator"** column (E) to see what needs to be done, which programmes (F) (Developmental Appraisal (DA) and Performance Measurement (PM)) apply at various stages along the time line (G) and how what the educator is doing links up to/informs the development planning of the school (D).

- **The school** will read down the **"School" column** (D) to see what needs to be done, which programme will apply at different stages (C), to see how the school's planning needs to inform planning at District/Local office level (B) as well as how the school's planning is linked to the development programme of educators (E). The time line in column (G) also applies.

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

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

12.4.3 First year of implementation

D.1   Schools/Educators: Advocacy and Training

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

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

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

D.2   Schools: Establish the Staff Development Team

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

The Staff Development Team

The SDT, together with the SMT, will be responsible for **liaising** with **educators** as well as regional/**district/area offices** to **coordinate** the provision of developmental programmes for educators (for Developmental Appraisal). The SDT must **monitor** the process of **Developmental Appraisal** (self-appraisal by the educator, mentoring and support by the educator's personal Development Support Group (DSG), must **coordinate** the **observation of educators in practice** and the appraisals for **Performance Measurement** and must **keep** the **records** of these processes. The SDT and SMT **must** also develop the school's own "School Improvement Plan" (SIP), incorporating strategic objectives of the Strategic Plan of the department and the Personal Growth Plans (PGPs) of individual educators (D4). The SIP must set targets and timeframes for **school improvement** using the Whole School Evaluation instruments and must **monitor** and **measure progress** against these targets. The SIP should be revised periodically, setting new goals/priorities, which reflect the progress already made.   Records of WSE processes should also be kept by the SDT.

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

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

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

E.2   Educators: Self-Evaluation

Immediately after the initial advocacy and training, each educator should **evaluate her/himself** using the **same instrument** that will be used for both Developmental Appraisal (DA) and Performance Measurement (PM). This enables the educator to become familiar with the instrument.   Educators also familiarise themselves with the Performance Standards, the criteria (**what** they are expected to do) as well as the levels of performance (**how** well they are expected to perform) in order to meet at least the minimum requirements for pay progression. This self evaluation forms part of both Developmental Appraisal (DA) and Performance Measurement (PM).

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

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

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

- The educator is compelled to **reflect critically** on his/her **own** performance and to set own targets and timeframes for improvement. The educator takes control of improvement and is able to identify priorities and monitor own progress.

- Evaluation, through self-evaluation, becomes an ongoing process which is more sustainable in the long term because fewer "outside" evaluations (involving other people) are required thereby reducing the investment of time and of human resources.

- The educator is able to make inputs when the observation (for evaluation purposes) takes place and this process becomes more participatory.

- The educator is able to measure progress and successes and build on these without becoming dependent on cyclical evaluations (recommendations for development and interventions that are also only cyclical).

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

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

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

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

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

- To enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Standards and to resolve any differences of opinion that may exist.

- To provide the opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the school in terms of mentoring and support (especially by the DSG) and what INSET and other programmes need to be provided by, for example, the department.

- To enable the DSG and the educator (together) to develop a **Personal Growth Plan** (PGP) which includes targets and time-frames for improvement. The educator must primarily develop the PGP with refinements being done by the DSG.

- To provide a basis for comparison with the evaluation for PM purposes and, since it includes data gathered during the pre-evaluation discussion and will result in the development of a PGP, **this** information **can** be used, in instances where there is little or no improvement, to adjust the ratings upwards (for the purposes of awarding pay or grade progression) where the DSG, school and/or department has **not** provided the necessary support or appropriate opportunities for development.

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

E.6   Educators: Personal Growth Plan (PGP)

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

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

1.   Those areas in need of improvement about which the educator him/herself is in full control (e.g. punctuality).

2.   Those areas for which the DSG (immediate senior and/or mentor) or someone else in the school is able to provide guidance (e.g. record-keeping).

3.   Those areas for which the Department should provide INSET or other programmes (e.g. Outcomes Based Assessment).

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

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

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

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

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

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

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

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

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

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

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

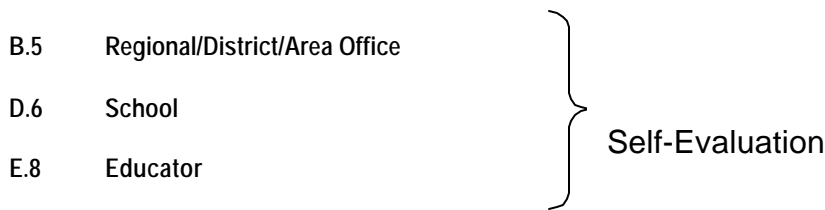### B.4   Regional/District/Area Office: INSET and other programmes

Once they have developed coordinated improvement plans, the officials need to make the necessary arrangements and inform schools of the venues, dates and times at which INSET and other programmes will be offered.
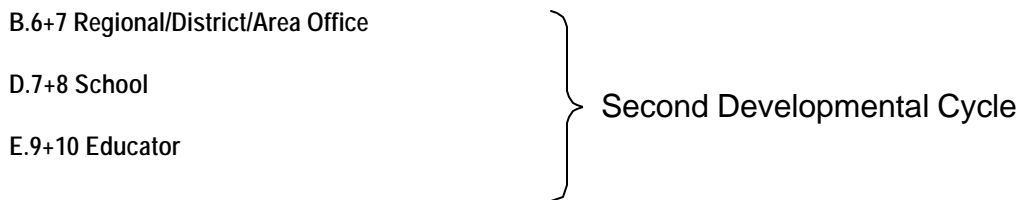
D.5   Schools: Development

Schools inform educators of the INSET and other programmes that will be offered and make the necessary arrangements for educators to attend.

E.7   Educators: Development, Support and Mentoring

Educators attend INSET and other programmes and, at the same time receive the necessary support from the member(s) of the DSG. Mentoring needs to take place to assist educators to improve. The mentoring must be ongoing (in terms of the responsibilities of the immediate senior). Peer mentoring and support should also be ongoing but are likely to be less formal and less structured interactions.

B.5   **Regional/District/Area Office**

D.6   **School**

E.8   **Educator**

Self-Evaluation

By the end of June/end of the second term the Regional/District/Area offices must have organised and managed the **first "Developmental Cycle"**. Schools will have participated and educators will have undergone appropriate training which was aligned to their specific developmental needs. Regional/District/Area Offices, Schools (SDTs) and Educators (with their DSGs) must now evaluate **their own** progress against the Improvement Plans that **they** developed. Plans should be reviewed in the light of progress made and, if necessary, plans can be revised and new priorities identified. This should not be a formal, structured process.

B.6+7 Regional/District/Area Office

D.7+8 School

E.9+10 Educator

Second Developmental Cycle

Between the end of the second term and the end of the third term, Regional/District/Area offices plan, organize and manage a second round of developmental opportunities for educators and schools (see B4 + 5; D5 + 6 and E7 + 8). This "cycle" again culminates with self-evaluation by Regional/District/Area offices, schools and Educators in order to monitor progress.

E.11   **Educator: Observation of educator in practice for Performance Measurement**

By the end of the third term, Regional/**District/Area Offices** should have managed at least **two** developmental cycles in which various needs of different schools have been addressed. Through their schools, educators would have participated in these opportunities. Areas in need of development which were identified in the first term will have been addressed: perhaps not fully, but enough to enable educators to make sufficient progress in order to be able to qualify for pay-progression.

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

E.12   **Educator: Feedback and Discussion**

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

D.9   **School: Record and Report**

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

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

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

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

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

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

12.4.4 SECOND AND SUBSEQUENT YEARS OF IMPLEMENTATION

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

E.13 Educator: Observation of Educator in Practice

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

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

D.10 + B.10

B.11 + D.11

B.12

E.14

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

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

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

Notes

- For some schools this may take place in the first or second year. However, for the majority of schools this will take place in a 3 or 5 year cycle. The intention is that secondary schools will be evaluated more or less every three years and primary schools every 5 years (because of the greater number of schools).

- Clearly, cyclical external evaluation should also serve to validate findings from the internal WSE and will serve to measure progress over the period of the cycle (3 or 5 years). The process of internal evaluation in the years in between provides important documented evidence of progress.

- External WSE enables the Provincial Education Departments and the National Department to measure and evaluate the performance of schools in order to make judgements about the level of functioning of individual schools as well as schools as part of the **public education system**. In addition to measuring performance, the approach for WSE (external) is developmental and the evaluation should include highlighting strengths as well as specific areas in need of further development for each school that is evaluated.

- The self-evaluations done by schools in the ongoing process of internal WSE and the measuring of progress against the targets for improvement that the school sets itself (in the School Improvement Plans) are evidence of progress that **must** be taken into account for the external evaluation.

- Schools will use the same instrument for the internal Whole School Evaluations (linked to and informed by the process Developmental Appraisal and Performance Measurement) and the external WSE, which includes the evaluation of a **sample** of educators.

- The external a WSE Team, including supervisors appointed by the provincial departments for this purpose, will carry out WSE.

- Up to the time when the WSE team arrives at a school, the school should continue with the normal DA, PM and internal WSE processes. The normal ongoing processes are "interrupted" by external WSE for a limited time only.

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

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

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

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

D.13   School: Coordination and Managing the external WSE

The principal and SDT must inform educators, parents, learners about the external WSE that will be taking place. The school must make all the documents that have been requested available to the WSE team. These must be collected from the school by the relevant Regional/District/Area officials.

B.15   Regional/District/Area office: Documentation

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

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

A.2   WSE Team: Review of Documentation

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

D.14   School: The External Evaluation

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

E.16   Educator: Observation

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

E.17   Educator: Discussion and Feedback

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

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

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

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

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

A.3   WSE Team: Final Report

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

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

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

SUGGESTED MANAGEMENT PLAN FOR INSTITUTIONS : DRAFT

MONTH	ACTION	RESPONSIBILITY
January	1. Advocacy, providing educators with training manual, training, discussion, & clarification of issues 2. Facilitate establishment of SDT 3. Roles and responsibilities of structures – discussed	1.Principal / SDT 2. Principal 3. Principal
February	1. Planning for implementation 2. Inclusion of IQMS implementation plan in broad management plan 3. Self-Evaluation 4. Educators choose their DSGs 5. Preparation of final schedule of DGS members 6. Provide educators with time-table wrt classroom observation.	1. Principal / SDT 2. Principal / SDT 3. Appraisee 4. Appraisee /SDT 5. SDT 6. SMT
March	1. Pre-evaluation discussion 2. Baseline evaluation 3. Feedback and discussion. 4. Resolution of differences 5. Development of PGP 6. Development of SIP and provide SIP to District / local office. 7. First developmental cycle commences	1. DSG & appraisee 2. DSG 3. DSG 4. DSG/SDT 5. Appraisee/DSG 6. SDT 7. Appraisee/school
April	1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP 4. Self evaluation against SIP	1. SMT / SDT/ DSG 2. SDT 3. Appraisee 4. School – SMT / SDT
May	1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP 4. Self evaluation against SIP	1. SMT / SDT/ DSG 2. SDT 3. Appraisee 4. School – SMT/SDT
June	1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP	1. SMT / SDT/ DSG 2. SDT 3. Appraisee

	4. Self evaluation against SIP	4. School – SMT/SDT
July	1. Second developmental cycle commences 2. Development, support, mentoring 3. Monitoring 4. Self evaluation against PGP 5. Self evaluation against SIP	1.Appraisee/ school 2.SMT / SDT / DSG 3. SDT 4. Appraisee 5. School – SMT/SDT
August	1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP – revise 4. Self evaluation against SIP - revise	1.SMT / SDT / DSG 2. SDT 3. Appraisee 4.School – SMT/SDT
September	1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP – revise PGP 4. Self evaluation against SIP – revise SIP 5. Second developmental cycle ends	1.SMT / SDT / DSG 2. SDT 3. Appraisee 4. Schl/SMT/SDT 5.Appraisee/ school
October	1. Pre-evaluation discussion – for summative evaluation 2. Observation of educators (Gr 9 & 12 educators) 3. Feedback and discussion 4. Resolution of differences	1. Appraisee& DSG 2. DSG 3. DSG 4. DSG / SDT/GC
November	1. Pre-evaluation discussion – for summative evaluation 2. Observation of educators 3. Feedback and discussion 4. Resolution of differences	1. Appraisee& DSG 2. DSG 3. DSG 4. DSG / SDT
December	1. Complete documentation for PM 2. Ensure fairness & accuracy 3. Submit documentation to District / local office 4. Planning for following year	1. SDT 2. SDT / principal 3. SDT 4. SDT / SMT

N.B.

INTERNAL WSE IS AN ONGOING ACTIVITY THROUGHOUT THE YEAR

EXTERNAL WSE CAN TAKE PLACE – IN ANY MONTH

GLOSSARY

Contextual factors

Contextual factors are those factors that influence an educator's performance. Some of these factors may be positive (e.g. In-service staff development activities that may have been helpful, the assistance and co-operation of colleagues and the availability of resources and facilities). Others can be negative (e.g. An overcrowded classroom, poor learner discipline, lack of support and mentoring, lack of resources) The DSG must consider these factors when finalizing scores during the summative evaluation.

Criteria

Each Performance Standard consists of 4 to 6 criteria. These criteria are used to evaluate the teacher's performance. The criteria describe the conduct of the learners and teacher or the skill of the teacher 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.

Formative Evaluation

Formative Evaluation emphasizes continuous improvement and treats the quality management system as a foundation for ongoing learning and development.

Indicators

Indicators are established signs of effective performance that can explain purpose and help in assessment of achievement.

Mentor

The experienced teacher who is assigned to guide and support an educator.

Peer coach

A teacher who collaborates with another teacher for mutual support and instructional improvement.

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

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

Performance Management and Development

Performance Management and Development are all those processes and systems designed to manage and develop performance at the level of the institution, teams and individuals.

Performance Standards

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

Personal Growth Plan

A plan formulated by an individual educator after self-evaluation and base-line evaluation setting out areas for development and strategies to achieve such development.

Pre-evaluation Conference/Discussion

The interaction between the DSG and the educator during which the lesson is previewed, and the purpose, time, length, contextual factors, performance standards, criteria, rating scale, procedures and processes are discussed.

Post-evaluation Conference/Discussion

A collaborative conference between the DSG and the educator during which the educator's performance is discussed.

School Improvement Plan

It is a programme of action that a school undertakes in order to effect improvement, especially in areas of particular need but also in the school as a whole.

Summative Evaluation

Summative Evaluation is aimed at assessing whether an 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.

Goals

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

Key Performance areas

Key performance areas are those areas of a job that are critical in terms of making an effective contribution to achievement of organizational goals.

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

Output

An output is a concrete achievement that contributes to the achievement of a long-term outcome or goal.

Outcome

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

Rating Scale

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

School Management Team

For purposes of IQMS needs it consists of the principal, the deputy principal and Heads of Departments (Education Specialists).

ABBREVIATIONS

DSG	:	Development Support Group
SIP	:	School Improvement Plan
PGP	:	Professional Growth Plan
DIP	:	District Improvement Plan
IQMS	:	Integrated Quality Management System
SDT	:	Staff Development Team
SMT	:	School Management Team
PM	:	Performance Measurement

CLARIFICATION OF ISSUES: INTEGRATED QUALITY MANAGEMENT SYSTEM

1. Is it necessary for the educator to record scores each time he/she engages in self-evaluation?
    No. However it is necessary for the educator to have at least one set of scores so that he/she can compare his/her scores with that of the DSGs during base-line and summative evaluation. It is important to have at least one set of scores by end of March so that when summative evaluation is done – one can compare whether the teacher has made any progress or has not progressed at all.

2. At the end of the base-line evaluation is it necessary to record scores on the composite score sheets?
    No. However, it may be useful for benchmarking purposes.

3. Are only the forms of those educators who qualify for salary progression sent to the District Office?
No. Every educator's form must be sent to the District office. Why? It serves to monitor the performance of educators in each school and also to see whether educators are receiving the kind of support and mentoring that is expected. It also serves as an indicator to the district office where the strengths and weaknesses are so that appropriate developmental programmes could be arranged.

4. Which Performance Standards are used for classroom observation during the IQMS cycle?
IQMS Performance Standards 1, 2, 3 and 4 as contained in Resolution 8 of 2003.

5. Which Performance Standards are used for classroom observation when the external WSE Team visits the school?
IQMS Performance Standards 1, 2, 3 and 4 as contained in Resolution 8 of 2003.

6. Must each member of the DSG score independently during the baseline and summative evaluation?
Yes. Independent scoring promotes a fair and unbiased evaluation. This also enables the DSG members to compare and come to a consensus after debating and deliberating issues together with the educator at the end of the evaluation exercise.

7. If only four Performance Standards are used for the classroom evaluation – what happens to the others and when are the other Performance Standards evaluated.
The other Performance Standards are used for aspects outside classroom observation. These Performance Standards need not necessarily be evaluated on one day. These standards may be evaluated on a continuous basis over a period of time and it involves observation by the DSG members and provision of documentation and other information by the educator. However, the DSGs should have evaluated all educators on all Performance Standards that are applicable to them in terms of their post levels before the end of March (Baseline evaluation) so that educators would be in a position to finalize their Personal Growth Plans (PGPs) with their DSGs.

8. Do the DSGs complete the instrument only during summative evaluation?
No. It is filled completely both during baseline and summative evaluation.

9. Which aspects of the instrument are filled during baseline and summative evaluations?
Strengths, Recommendations for development, contextual factors and the scores in terms of the four point rating scale.

10. Why is it important for the scores to be filled during baseline evaluation although it is not used for salary and grade progression?
It serves as a benchmark - to compare the progress made after the two developmental cycles. After the summative evaluation, which takes place in the 4th term one can establish whether there is any difference between the results of the baseline and summative evaluation.

11. Can any educator refuse to be evaluated?
No. The employer has every right to evaluate the performance of its employees provided there is an agreed process and instrument.

12. In a one teacher school the educator needs to be evaluated by the DSG? Who makes up the DSG?
There are two ways of resolving this issue. Firstly – the District Office could provide the support and mentoring. Officials from the advisory services or other relevant officials could be used to do the baseline evaluation and summative evaluation provided the educator is comfortable with the selection of the DSG members. Secondly the one teacher school could be clustered with other similar schools or with a neighbouring school for IQMS purposes and the District manager facilitates this process.

13. Is it necessary for the DSG to write a report after the baseline and summative evaluations?
No. The completed instrument serves as a report.