

## ANNEXURE A

QUALITY MANAGEMENT  
SYSTEM  
(QMS)  
for  
SCHOOL BASED  
EDUCATORS

**Draft**

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**SECTION A**  
**Information Resource Pack**

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## **QUALITY MANAGEMENT SYSTEM (QMS)**

### **1. Background**

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

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

The summit agreed on, amongst others, the following;

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

### **Purpose of streamlining and re-branding**

The main purpose of the streamlining and rebranding process is:

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

### **2. What is Quality Management System (QMS) for educators?**

Quality Management System is a performance management system for school-based educators, designed to evaluate the performance levels of individuals in order to achieve high levels of school performance. It is critical in assessing the extent to which

educators are performing in line with their job descriptions in order to improve levels of accountability in our schools.

QMS incorporates the following:

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

### **3. Purpose of Quality Management System**

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

### **4. Guiding Principles**

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

- To recognize that schools are not the same, and are operating at different levels of performance;
- To recognize that schools are operating in different contexts, and are exposed to different challenges;
- To ensure fairness by taking into account relevant contextual factors that impact on educator performance. **These contextual factors include, but are not limited to:**
  - Departmental support
  - Infrastructure
  - Socio-economic environment
  - Unforeseen challenges
- To minimise subjectivity through transparent and open discussion throughout the appraisal process;
- To ensure that the instrument is valid, reliable and relevant

- To use the QMS instrument professionally, uniformly and consistently, and
- To provide feedback on the appraisal process by focusing on:
  - Performance and not personality;
  - Availability of evidence and not assumptions;
  - Objectivity and not subjectivity;
  - The specific and concrete and not the general and the abstract;

## **5. Roles and responsibilities of individuals and structures involved in implementing the educator appraisal system**

### **5.1 The Principal**

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

### **5.2 School Management Team (SMT)**

- The SMT, consisting of the Principal and, where applicable the Deputy-principal and Heads of Departments, has an overall responsibility of managing the planning and implementation of QMS processes;
- Ensures that all staff members are trained on the procedures and processes of the QMS;
- Prepares and monitors the management plan for the QMS in the school;
- Prepares a final schedule of the appraisal dates;

- Ensures that all records and documentation on QMS are properly kept and maintained;
- Ensures that evidence relied upon during the appraisal process is valid;
- Conducts Performance Appraisals for educators under his/her supervision, including classroom observations, and keeps records thereof.
- Assists the Principal in finalising the appraisal scores of educators;
- Ensures that QMS is applied consistently.
- Ensure that they provide support to the principal in executing his/her duties regarding this process.

### **5.3 The Educator**

- Must familiarise him/herself with the QMS processes;
- Conducts a self-appraisal prior to being appraised by the immediate supervisor, using the QMS instrument;
- Allows the immediate supervisor to conduct lesson observations;
- Participates in pre-appraisal and post-appraisal discussions with the immediate supervisor, and
- Keeps relevant evidence for the appraisal process.

### **5.4 The Circuit Manager**

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

### **5.5 Grievance committee at school level**

- The school grievance committee consists of the following members:
  - The principal – Chairperson;

- Where necessary, the principal may request a principal from a neighboring school to preside over the matter;
  - Two other members of the SMT, and
  - One representative from each of the unions that are admitted to the ELRC and have members in the school.
- The structure is responsible for resolving any grievances or disagreements at school level.

## 5.6 Grievance committee at circuit level

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

## 6. Guidelines on implementation of QMS

### 6.1 Completion of a Work-plan

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

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



## 6.2 Advocacy, Training and Planning

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

## 6.3 Appraisal Time-lines

- 6.3.1 Appraisals must be conducted twice per annum as follows:
- **Mid-year appraisal:** Towards the end of the second term, taking into account all forms of assessment administered during the first and second term, and
  - **Annual appraisal:** be completed by the end of the school calendar year, taking into account all forms of assessments prior to this appraisal, including Grade 12 results of the previous year;
- 6.3.2 The principal is responsible for signing all appraisal forms after satisfying him/herself that all the processes, together with accompanying evidence, have been complied with.

## 6.4 Self- appraisal by the educator

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

## 6.5 Lesson Observation

- 6.5.1 Lesson observations will be undertaken by the immediate supervisor as part of the mid-year and annual appraisal process;
- 6.5.2 More lesson observations are encouraged, depending on the need;
- 6.5.3 The purpose of the lesson observation is:
  - To appraise the performance of the educator
  - To confirm (or otherwise) the educator's perception of his/her own performance in the classroom;
  - To provide a basis for the assessment of the educator's pedagogical skills.
- 6.5.4 Lesson Observation Instrument (LOI):
  - Consists of Performance Standards one (1) to three (3) of the QMS-instrument;
  - Must be completed by the immediate supervisor during each lesson observation;
  - Must be signed by both parties and kept as evidence, and
  - Must be taken into account during the appraisal processes.

## 6.6 Pre-appraisal and post-appraisal discussion:

- 6.6.1 A pre-appraisal discussion between the supervisor and educator must be held before any lesson observation for the following purpose:
  - To have a common understanding of Performance Standards and rating;
  - To discuss expectations of the classroom observation process, and
  - To have an understanding on necessary evidence for the appraisal.
- 6.6.2 A post-appraisal discussion between the supervisor and educator must be held after the lesson observation for the following purpose:
  - To consolidate Performance Standards which could not be rated during classroom observation;
  - To share information pertaining to the performance and scores of the appraise, and
  - To sign documents.

## 6.7 Completion of the QMS instrument

- 6.7.1 The immediate supervisor is required to record all information clearly and accurately in the appropriate columns of the QMS-instrument;
- 6.7.2 During the appraisal, the immediate supervisor will rate each educator on his/her performance and record his/her comments based on each performance standard
- 6.7.3 The educator will also record his/her comments on the appraisal instrument;
- 6.7.4 A completed instrument will be signed by the educator and the supervisor after the appraisal process;
- 6.7.5 The supervisor must forward the completed instrument to the principal's office at the scheduled time, and

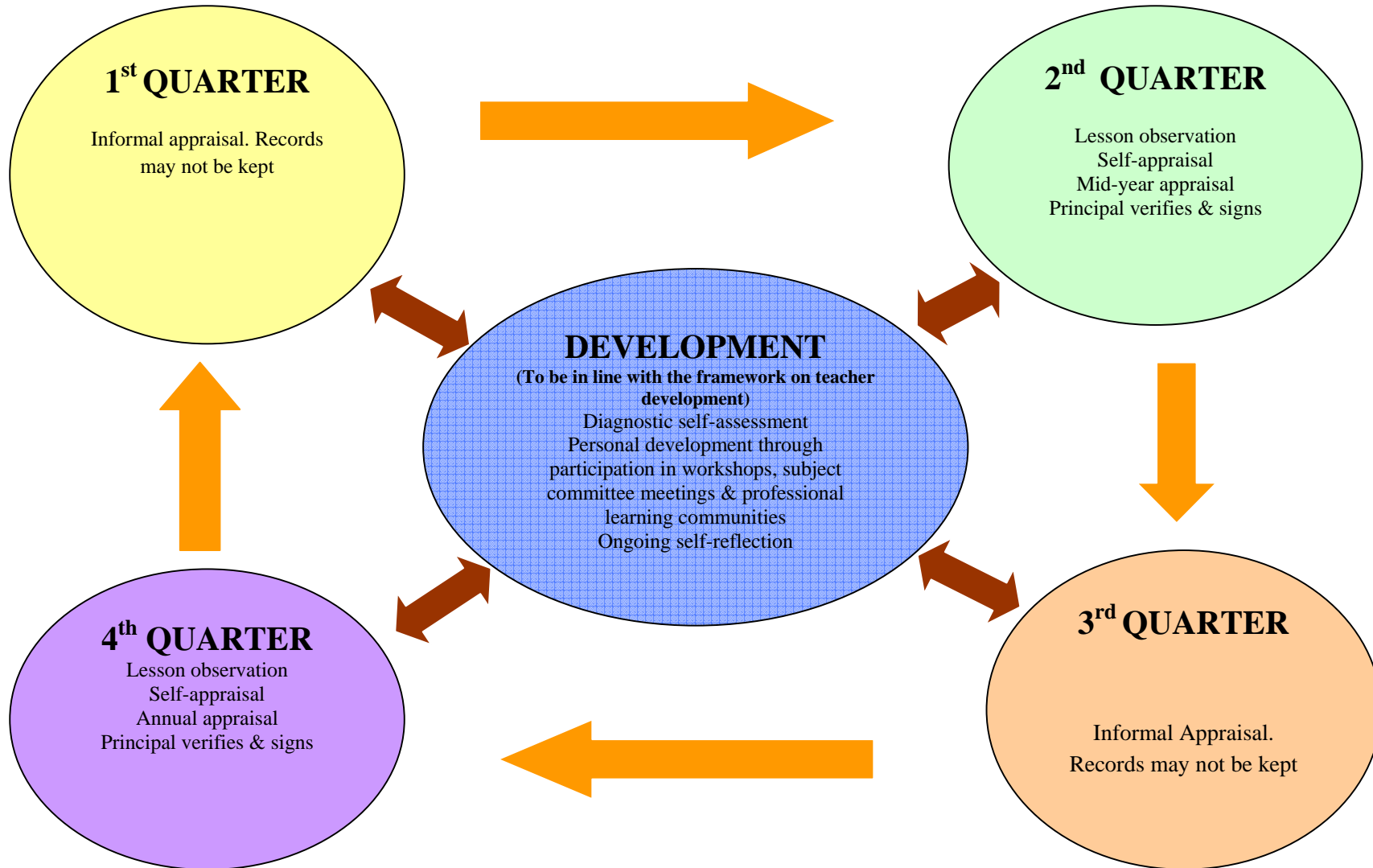
- 6.7.6 The principal will sign the completed instrument after both the educator and the supervisor have signed, and after satisfying him/herself that all processes have been complied with.
- 6.7.7 Should the principal be aware of any discrepancy, this should be brought to the attention of the relevant supervisor, who will be required to correct it.
- 6.7.8 The principal reserves the right to designate any member of the SMT, **(who is conversant with the subject or phase)** to conduct an appraisal process should it be evident that the relevant supervisor is unable to do so.

## **6.8 Rating and scoring**

- 6.8.1 A rating of one (1) to four (4) will be allocated to each criterion in the appraisal instrument.
- 6.8.2 A score will be allocated for **each** Performance Standard and will consist of the sum of the ratings allocated to each criterion in that Performance Standard.
- 6.8.3 A rating guide, which is presented as guideline on levels of educator performance, should be used during the rating process.

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**7. SCHEMATIC REPRESENTATION OF THE RELATIONSHIP BETWEEN APPRAISAL AND DEVELOPMENT**



## **8. DISAGREEMENTS AND GRIEVANCES**

### **8.1 School Level**

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

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

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

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

### **8.2 Circuit Level**

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

- The Circuit Manager - Chairperson
- Where necessary, the circuit manager may request a circuit manager from a neighboring circuit to preside over the matter.
- Two other officials from the district.
- One representative from each of the unions that are admitted to the ELRC.

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

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

## DRAFT MANAGEMENT PLAN

MONTH	ACTION	RESPONSIBILITY
January – March	<ol style="list-style-type: none"> <li>1. Advocacy &amp; training</li> <li>2. Provide educators with training manual</li> <li>3. Roles and responsibilities discussed</li> <li>4. Develop implementation plan/schedule</li> <li>5. Lesson Observation (optional)</li> </ol>	Principal, SMT & educators as well as Circuit Manager
April - June	<ol style="list-style-type: none"> <li>1. Self-appraisal by educators</li> <li>2. Pre-appraisal discussion</li> <li>3. Lesson observation</li> <li>4. Mid-year appraisal</li> <li>5. Post-appraisal discussion</li> <li>6. Principal verifies &amp; sign</li> </ol>	Principal, SMT & educators as well as Circuit Manager
July - September	<ol style="list-style-type: none"> <li>1. Lesson Observation (optional)</li> </ol>	Principal, SMT & educators as well as Circuit Manager
October - December	<ol style="list-style-type: none"> <li>1 Self-appraisal by educators</li> <li>2. Pre-appraisal discussion</li> <li>3. Lesson Observation</li> <li>4. Annual appraisal</li> <li>4. Post-appraisal discussion</li> <li>5. Principal verifies &amp; signs</li> <li>6. Verification and signing of annual appraisals</li> <li>7. Submission of completed composite score sheet to District</li> </ol>	<p>Principal, SMT &amp; educators as well as Circuit Manager</p> <p>Principal</p>

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

*Circuit manager is responsible for the appraisal processes of all principals in his/her circuit.*

## GLOSSARY

### **Annual Appraisal**

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

### **Criteria**

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

### **Descriptors**

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

### **Goals**

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

### **Informal Appraisal**

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

### **Mid-year Appraisal**

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

### **Objectives**

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

They serve as a basis for:

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

## **Outcome**

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

## **Output**

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

## **Performance Criteria**

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

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

## **Performance Measurement (PM)**

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

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

## **Performance Standards (PS)**

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

## **Pre-appraisal discussion**

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

## **Post- appraisal discussion**

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



## **Rating Scale**

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

## **School Improvement Plan (SIP)**

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.

## **School Management Plan**

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

## **Score**

The total points allocated to each performance standard.

## **School Management Team (SMT)**

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

## **Teacher**

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

## **Work-plan**

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

## **ABBREVIATIONS**

ANA	: Annual National Assessments
CAPS	: Curriculum Assessment Policy Statements
CASS	: Continuous Assessment
CEM	: Council of Education Ministers
DBE	: Department of Basic Education
DMC	: District Moderation Committee
ELRC	: Education Labour Relations Council
HEDCOM	: Head of Education Department Committee
IQMS	: Integrated Quality Management System
LOI	: Lesson Observation Instrument
NCS	: National Curriculum Statements
NSC	: National Senior Certificate
PDP	: Professional Development Portfolio
PM	: Performance Measurement
SIP	: School Improvement Plan
SMT	: School Management Team
SBA	: School Based Assessment
QMS	: Quality Management System for educators
WSE	: Whole School Evaluation

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**SECTION B**  
**APPRAISAL INSTRUMENT**  
**(Post Level 1)**  
**Educators**

## 1. Introduction

- 1.1 Quality Management System (QMS) for educators must be conducted twice during the year, using the approved instrument provided in this section;
- 1.2 The QMS instrument (**Annexure A 1**) must be completed for each educator on post level 1, and
- 1.3 The QMS instrument should also be used for purposes of self-appraisal, the mid-year appraisal and final appraisal.

## 2. The Instrument

- 2.1 The instrument is made of 5 Performance Standards for PL 1 educators;
- 2.2 The Performance Standards in the instrument form the core elements of the job description for educators;
- 2.3 The criteria form the key deliverables for each Performance Standard;
- 2.4 The desired outcome/key objective of each criteria has been pegged with a maximum rating of 4;
- 2.5 When completing the instrument, the appraiser/supervisor must use the rating guide which provides key descriptors for ratings that range from 1 – 4, and
- 2.6 A rating that is less than the desired outcome will be influenced by the following factors:
  - There is no or insufficient evidence of a particular desired activity;
  - The desired activity is infrequent;
  - The desired activity is frequent but of poorer quality than desired;
  - The desired activity is infrequent and of poor quality, and
  - The desired activity may be frequent and of reasonable quality but is impacted by a negative attitude

## 3. PERFORMANCE STANDARDS

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

**TABLE 1: PERFORMANCE STANDARDS AND CRITERIA FOR PL 1 EDUCATORS**

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

**4. Rating Scale, Descriptor, scores and percentages:**

**4.1 Post Level 1 Educators**

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

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

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

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

- Calculating the annual score of an educator

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

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

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

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## QUALITY MANAGEMENT SYSTEM (QMS) EDUCATOR: POST LEVEL 1

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

### Section A: EDUCATOR AND SCHOOL INFORMATION

#### 1. APPRAISEE

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

#### 2. APPRAISER

Surname		First names	
Designation		Persal number	

#### 3. SCHOOL

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

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

Teaching and assessment responsibilities	Extra-mural activities	Administrative duties	Other: <i>(Please specify)</i>



**SECTION B: APPRAISAL**

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

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

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

**3. PERFORMANCE STANDARD 3 LEARNER ASSESSMENT AND ACHIEVEMENT**

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

Comments:

Mid-year	Annual

**4. PERFORMANCE STANDARD 4 PROFESSIONAL CONDUCT**

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

Comments:

Mid-year	Annual

<b>5.</b>	<b>PERFORMANCE STANDARD 5</b>	<b>EXTRA-MURAL AND CO-CURRICULAR PARTICIPATION</b>
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Criterion 1: Participation in extra-mural and co-curricular activities		Mid-Year				Annual			
a.	Keeps updated inventory/register of equipment under his/her care	1	2	3	4	1	2	3	4
b.	Manages and takes good care of equipment and facilities	1	2	3	4	1	2	3	4
c.	Is involved in extra-mural and co-curricular activities	1	2	3	4	1	2	3	4
<b>Total</b>									

**Comments:**

Mid-year	Annual

**5. Overall remarks:**

**5.1 Educator's comments on the appraisal**

Mid-Year	Annual

**5.2 Appraiser's comments**

Mid-Year	Annual

**5.3 Principal's comments**

Mid-Year	Annual

**5.4 Recommendations**

Mid-Year	Annual

6. Signatures

Mid-Year			
<b>Name</b>			
<b>Designation</b>	<b>Educator</b>	<b>Appraiser/ HOD</b>	<b>Principal</b>
<b>Signature</b>			
<b>Date</b>			

Annual			
<b>Name</b>			
<b>Designation</b>	<b>Educator</b>	<b>Appraiser/ HOD</b>	<b>Principal</b>
<b>Signature</b>			
<b>Date</b>			

SCHOOL STAMP

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**QUALITY MANAGEMENT SYSTEM (QMS)**  
**COMPOSITE SCORE SHEET: PL 1 EDUCATOR**  
 (To be submitted to the District Office by the end of the 4<sup>th</sup> quarter)

<b>Educator</b>		<b>Date</b>	
<b>Persal Number</b>		<b>School</b>	

PERFORMANCE STANDARD	MAXIMUM SCORE	EDUCATOR SCORE
1. Creation of a positive learning and teaching environment	28	
2. Curriculum knowledge, lesson planning and presentation	48	
3. Learner assessment and achievement	28	
4. Professional conduct	36	
5. Extra-mural and co-curricular participation	12	
<b>FINAL SCORE</b>	<b>152</b>	
<b>PERCENTAGE</b> ( $\text{Educator Score} \div 152$ ) $\times 100 =$		%

**Comments:**

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

**SIGNATURES:**

NAME	DESIGNATION	SIGNATURE	DATE
	Appraisee/Educator		
	Appraiser/Head of department		

**VALIDATED BY:**

	Principal		
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SCHOOL STAMP

**SECTION C**  
**WORK PLAN AND APPRAISAL INSTRUMENTS**  
**FOR EDUCATORS ON POST LEVEL 2**  
**HEADS OF DEPARTMENTS**

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## 1. Introduction

- 1.1 Quality Management System (QMS) for educators must be conducted twice during the year, using the approved instrument provided in this section;
- 1.2 The QMS work plan (**Annexure B 1**) and QMS instrument (**Annexure B 2**) must be completed for each educator on Post Level 2, and
- 1.3 The QMS work plan and instrument should also be used for purposes of self-appraisal, the mid-year appraisal and final appraisal.

## 2. QMS Work plan and Instrument

- 2.1 All PL 2 educators are required to complete a work plan at the beginning of each evaluation cycle;
- 2.2 PL 2 educators are evaluated on 6 Performance Standards;
- 2.3 The Performance Standards in the instrument form the core elements of the job description for Heads of Departments (HODs);
- 2.4 The criteria form the key deliverables for each Performance Standard;
- 2.5 The desired outcome/key objective of each criteria has been pegged with a maximum rating of 4;
- 2.6 A rating that is less than the desired outcome will be influenced by the following factors:
  - There is no or insufficient evidence of a particular desired activity;
  - The desired activity is infrequent;
  - The desired activity is frequent but of poorer quality than desired;
  - The desired activity is infrequent and of poor quality, and
  - The desired activity may be frequent and of reasonable quality but is impacted by a negative attitude

## 2. PERFORMANCE STANDARDS

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

**TABLE 2: PERFORMANCE STANDARDS, CRITERIA AND DESIRED OUTCOMES FOR PL 2 EDUCATORS (HODs)**

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



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

#### 4. Rating Scale, Descriptor, scores and percentages:

##### 4.2 Post Level 2 Educators

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

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

- Calculating the annual score of a PL 2 educator

NO.	PERFORMANCE STANDARD	MAXIMUM SCORE	EDUCATOR'S SCORE
3	Creation of a positive learning and teaching environment	28	24
2.	Curriculum knowledge, lesson planning and presentation	48	32
3.	Learner assessment and achievement	28	18
4.	Professional conduct	36	25
5.	Extra-mural and co-curricular participation	12	6
6.	Management of curriculum	76	48
	<b>ANNUAL SCORE</b>	<b>228</b>	<b>153</b>
	<b>PERCENTAGE</b> ( $\text{Educator Score} \div 228$ ) $\times 100 =$		<b>67%</b>

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

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

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**QMS WORK-PLAN (HODs): Year .....**

**Annexure B 1**

<b>NAME</b>		<b>SCHOOL</b>	
<b>PERIOD</b>		<b>DESIGNATION</b>	Head of Department

<b>Performance Standard</b>	<b>KEY ACTIVITIES/OUTPUTS</b>	<b>TARGETS</b>	<b>TIME-FRAME</b>	<b>PERFORMANCE INDICATORS</b>	<b>CONTEXTUAL FACTORS</b>
1. Management of the curriculum					

**AGREED (Signatures):**

<b>Educator/Head of Department</b>		<b>Date</b>		<b>Supervisor (Principal/Deputy Principal)</b>		<b>Date</b>	
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**SCHOOL STAMP**

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## QUALITY MANAGEMENT SYSTEM (QMS) HEAD OF DEPARTMENT: POST LEVEL 2

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

### Section A: EDUCATOR AND SCHOOL INFORMATION

#### 1. APPRAISEE

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

#### 2. APPRAISER

Surname		First names	
Designation		Persal number	

#### 3. SCHOOL

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

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

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

**SECTION B: APPRAISAL**

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

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

**Comments:**

<b>Mid-year</b>	<b>Annual</b>

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

**Comments:**

<b>Mid-year</b>	<b>Annual</b>

**3. PERFORMANCE STANDARD 3 LEARNER ASSESSMENT AND ACHIEVEMENT**

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

**Comments:**

Mid-year	Annual

**4. PERFORMANCE STANDARD 4 PROFESSIONAL CONDUCT**

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

**Comments:**

Mid-year	Annual

<b>5.</b>	<b>PERFORMANCE STANDARD 5</b>	<b>EXTRA-MURAL AND CO-CURRICULAR PARTICIPATION</b>
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Criterion 1: Participation in extra-mural and co-curricular activities		Mid-Year				Annual			
a.	Keeps updated inventory/register of equipment under his/her care	1	2	3	4	1	2	3	4
b.	Manages and takes good care of equipment and facilities	1	2	3	4	1	2	3	4
c.	Is involved in extra-mural and co-curricular activities	1	2	3	4	1	2	3	4
<b>Total</b>									

**Comments:**

Mid-year	Annual

<b>6.</b>	<b>PERFORMANCE STANDARD 6</b>	<b>MANAGEMENT OF THE CURRICULUM</b>
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Criterion 1: Providing leadership, mentoring, support and development		Mid-Year				Annual			
a.	Conducts regular classroom visits to provide support and development to educators	1	2	3	4	1	2	3	4
b.	Monitors class attendance by educators and learners	1	2	3	4	1	2	3	4
c.	Controls educators' work (checks preparations, quality of tests, marking of tasks, etc)	1	2	3	4	1	2	3	4
d.	Moderates learners' tasks by checking books regularly	1	2	3	4	1	2	3	4
e.	Assesses performance of educators regularly and provides feedback, mentoring and support	1	2	3	4	1	2	3	4
f.	Manages underperformance	1	2	3	4	1	2	3	4
g.	Organizes workshops and training sessions for educators	1	2	3	4	1	2	3	4
<b>Criterion 2: Administration of resources and records</b>									
a.	Equipment and furniture are kept in good condition and is working ( eg. computers, photocopiers, projectors, tables, chairs, etc)	1	2	3	4	1	2	3	4
b.	Infrastructure is well maintained (clean wall, doors, door handles, window panes, playing grounds, etc)	1	2	3	4	1	2	3	4
c.	Budgets and records of expenditure are kept	1	2	3	4	1	2	3	4
d.	Keeps updated inventory/register of equipment in his/her care	1	2	3	4	1	2	3	4
e.	A filing system of all essential records is kept and updated regularly	1	2	3	4	1	2	3	4
<b>Criterion 3: Decision-making and accountability</b>									
a.	Displays good planning, monitoring and evaluation skills	1	2	3	4	1	2	3	4
b.	Takes full responsibility for decisions taken, is honest and decisive	1	2	3	4	1	2	3	4
c.	Consults stakeholders and communicates effectively with them.	1	2	3	4	1	2	3	4
d.	Manages conflict	1	2	3	4	1	2	3	4
e.	Takes firm action against abuse and other forms of irresponsible and unprofessional conduct	1	2	3	4	1	2	3	4



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

**Comments :**

Mid-year	Annual

**5. Overall Remarks:**

**5.1. Educator's comments on the appraisal**

Mid-Year	Annual

**5.2 Appraiser's comments**

Mid-Year	Annual

**5.3 Principal's comments**

Mid-Year	Annual

**6. RECOMMENDATIONS**

Mid-Year	Annual

**7. SIGNATURES**

Mid-Year			
<b>Name</b>			
<b>Designation</b>	<b>Educator/Head of Department</b>	<b>Supervisor/Principal/Deputy Principal</b>	<b>Principal</b>
<b>Signature</b>			
<b>Date</b>			

Annual			
<b>Name</b>			
<b>Designation</b>	<b>Educator/Head of Department</b>	<b>Supervisor/Principal/Deputy Principal</b>	<b>Principal</b>
<b>Signature</b>			
<b>Date</b>			

SCHOOL STAMP

**QUALITY MANAGEMENT SYSTEM (QMS)**

**COMPOSITE SCORE SHEET: HEADS OF DEPARTMENTS**

(To be submitted to the District Office by the end of the 4<sup>th</sup> quarter)

<b>Educator</b>		<b>Date</b>	
<b>Persal Number</b>		<b>School</b>	

PERFORMANCE STANDARD	MAXIMUM SCORE	EDUCATOR SCORE
1. Creation of a positive learning and teaching environment	28	
2. Curriculum knowledge, lesson planning and presentation	48	
3. Learner assessment and achievement	28	
4. Professional conduct	36	
5. Extra-mural and co-curricular participation	12	
6. Management of the curriculum	76	
<b>FINAL SCORE</b>	<b>228</b>	
<b>PERCENTAGE</b> ( $\text{Educator Score} \div 228$ ) $\times 100 =$		%

**Comments:**

--

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

**SIGNATURES:**

NAME	DESIGNATION	SIGNATURE	DATE
	Educator/Head of Department		
	Supervisor/Principal/Deputy Principal		
<b>VALIDATED BY:</b>			
	Principal		

SCHOOL STAMP

**SECTION D**

**WORK PLAN AND APPRAISAL INSTRUMENTS  
FOR EDUCATORS ON POST LEVELS 3 AND 4**

**DEPUTY PRINCIPALS / PRINCIPALS**

## 1. Introduction

- 1.1 Quality Management System (QMS) for educators must be conducted twice during the year, using the approved instrument provided in this section;
- 1.2 The QMS work plan (**Annexure C 1**) and QMS instrument (**Annexure C 2**) must be completed for all deputy principals and principals
- 1.3 The QMS work plan and instrument should also be used for purposes of self-appraisal, the mid-year appraisal and final appraisal.

## 2. QMS Work plan and Instrument

- 2.1 All PL 3 and 4 educators are required to complete a work plan at the beginning of each evaluation cycle;
- 2.2 PL 3 and 4 educators are evaluated on 7 Performance Standards;
- 2.3 The Performance Standards in the instrument form the core elements of the job description for deputy principals and principals;
- 2.4 The criteria form the key deliverables for each Performance Standard;
- 2.5 The desired outcome/key objective of each criteria has been pegged with a maximum rating of 4;
- 2.6 A rating that is less than the desired outcome will be influenced by the following factors:
  - There is no or insufficient evidence of a particular desired activity;
  - The desired activity is infrequent;
  - The desired activity is frequent but of poorer quality than desired;
  - The desired activity is infrequent and of poor quality, and
  - The desired activity may be frequent and of reasonable quality but is impacted by a negative attitude

## 3. PERFORMANCE STANDARDS

**Table 3** below shows the 7 Performance Standards, the criteria and the desired outcomes for PL 3 and PL 4 educators.

**TABLE 3: PERFORMANCE STANDARDS AND CRITERIA FOR PL 3 AND PL4 EDUCATORS  
Deputy Principals and Principals**

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

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

#### 4. Rating Scale, Descriptor, scores and percentages:

##### 4.1 Post Level 3 – 4 Educators

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

RATING	DESCRIPTOR	PL 3 / PL 4 SCORE			PERCENTAGE
		Deputy	P 1A	P 1B	
	<b>Maximum score</b>	<b>148</b>	<b>284</b>	<b>284</b>	<b>%</b>
<b>1</b>	<b>Unacceptable:</b> The level of performance does not meet minimum expectations and requires urgent intervention and support	<b>0 - 73</b>	<b>0 - 141</b>	<b>0 - 141</b>	<b>0% - 49%</b>
<b>2</b>	<b>Acceptable:</b> Satisfies minimum expectations. The level of performance is acceptable and is in line with the minimum expectations, but development and support are still required	<b>74 – 103</b>	<b>142 - 198</b>	<b>142 - 198</b>	<b>50% - 69%</b>
<b>3</b>	<b>Good:</b> Performance meets expectations, but some areas are still in need of development and support	<b>104 – 125</b>	<b>199 - 240</b>	<b>199 - 240</b>	<b>70% - 84%</b>
<b>4</b>	<b>Outstanding:</b> Performance exceeds expectations. Although performance is outstanding, continuous self-development and improvement are advised.	<b>126 - 148</b>	<b>241 - 284</b>	<b>241 - 284</b>	<b>85% - 100%</b>

## Quality Management System (QMS) for Educators

- Calculating the annual score of a PL 3 educator

NO.	PERFORMANCE STANDARD	MAXIMUM SCORE	DEPUTY PRINCIPAL'S SCORE
1.	Leading the learning school	52	39
2.	Shaping the direction and development of the school	24	17
3.	Managing quality and securing accountability	20	14
4.	Developing and empowering self and others	16	13
5.	Managing the school as an organisation	20	14
6.	Managing human resources (staff) in the school	8	6
7.	Managing and advocacy of extra-mural activities	8	5
	<b>ANNUAL SCORE: Deputy Principal</b>	<b>148</b>	<b>108</b>
	<b>Percentage: (Deputy Score(108) ÷ 148 x 100 = )</b>		<b>73 %</b>

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

NO.	PERFORMANCE STANDARD	MAXIMUM SCORE	PRINCIPAL'S SCORE	PRINCIPAL'S SCORE as a percentage (P 1A)	PRINCIPAL'S SCORE as a percentage (P 1B)
		P 1A or P 1B			
1.	Leading the learning school (Weighting: P 1A – 40% P 1B – 20%)	60	40	(A) %	(A) %
2.	Shaping the direction and development of the school	52	36		
3.	Managing quality and securing accountability	44	23		
4.	Developing and empowering self and others	36	20		
5.	Managing the school as an organisation	56	38		
6.	Managing human resources (staff) in the school	20	15		
7.	Managing and advocacy of extra-mural activities	16	10		
	<b>Sub-Total (PS 2 – 7) (Weighting: P 1A – 60% (B) P 1B – 80%)</b>	<b>224</b>	<b>142</b>	<b>(B) %</b>	<b>(B) %</b>
	<b>TOTAL: ANNUAL SCORE</b>	<b>284</b>	<b>182</b>		
	<b>Percentage (A + B) =</b>			<b>%</b>	<b>%</b>



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

a) Principal teaching more than 30% of scheduled teaching time (*P 1A*):

Performance Standard 1: Principal's score (PS 1)  $\div$  60 x 40 = \_\_\_\_ %

Performance Standards 2 -7: Sub-total of Principal's score (PS 2 -7)  $\div$  224 x 60 = \_\_\_\_%

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

Performance Standard 1: Principal's score (PS 1)  $\div$  60 x 20 = \_\_\_\_ %

Performance Standards 2 -7: Sub-total of Principal's score (PS 2 -7)  $\div$  224 x 80 = \_\_\_\_%

The documents that follow in the section below are:

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

**QMS WORK-PLAN (PL 3-4: Deputy Principal/Principal): Year .....**

**Annexure C 1**

<b>NAME</b>		<b>SCHOOL</b>	
<b>PERIOD</b>		<b>DESIGNATION</b>	Deputy Principal / Principal

<b>Performance Standard</b>	<b>KEY ACTIVITIES/OUTPUTS</b>	<b>TARGETS</b>	<b>TIME-FRAME</b>	<b>PERFORMANCE INDICATORS</b>	<b>CONTEXTUAL FACTORS</b>
1. Leading the learning school					
2. Shaping the direction and development of the school					
3. Managing quality and securing accountability					
4. Developing and empowering self and others					
5. Managing the school as an organisation					
6. Managing human resources (staff) in the school					

*Quality Management System (QMS) for Educators*

Performance Standard	KEY ACTIVITIES/OUTPUTS	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
7. Management and advocacy of extra-mural activities					

**AGREED (Signatures):**

Appraisee (Principal/Deputy Principal)		Date		Appraiser (Principal / Circuit Manager)		Date	
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SCHOOL/DISTRICT STAMP

**QUALITY MANAGEMENT SYSTEM (QMS)  
DEPUTY PRINCIPAL/PRINCIPAL: POST LEVEL 3/4**

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

**Section A: EDUCATOR AND SCHOOL INFORMATION**

**1. APPRAISEE**

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

**2. APPRAISER**

Surname		First names	
Designation		Persal number	

**3. SCHOOL**

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

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

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

## 5. AREAS OF APPRAISAL

Kindly tick (✓) the performance standards on which the principal/deputy principal will be appraised

Performance Standard	Max Score	
	Deputy Principal	Principal (P 1A & P 1B)
1. Leading the learning school	52	60
2. Shaping the direction and development of the school	24	52
3. Managing quality and securing accountability	20	44
4. Developing and empowering self and others	16	36
5. Managing the school as an organization	20	56
6. Managing human resources (staff) in the school	8	20
7. Management and advocacy of extra-mural activities	8	16
<b>TOTAL</b>	<b>148</b>	<b>284</b>

DRAFT

**SECTION B: APPRAISAL**

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

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

<b>Criterion 1: Classroom teaching</b>		<b>Mid-Year</b>				<b>Annual</b>			
a.	Learning and teaching environment	1	2	3	4	1	2	3	4
b.	Classroom Management	1	2	3	4	1	2	3	4
c.	Knowledge of subject	1	2	3	4	1	2	3	4
d.	Planning and presentation	1	2	3	4	1	2	3	4
e.	Management of work schedule	1	2	3	4	1	2	3	4
f.	Record keeping	1	2	3	4	1	2	3	4
g.	Feedback to learners	1	2	3	4	1	2	3	4
h.	Knowledge and application of forms of assessment	1	2	3	4	1	2	3	4
i.	Learner progress and achievement	1	2	3	4	1	2	3	4
<b>Criterion 2 Support for the learning school</b>									
a.	Enlists the support of parents and community members as partners in learning	1	2	3	4	1	2	3	4
b.	Communicates (provides feedback) with all stakeholders on the academic performance of the school	1	2	3	4	1	2	3	4
c.	Motivates learners to achieve academically	1	2	3	4	1	2	3	4
d.	Ensures that there are functional curriculum structures in the school.	1	2	3	4	1	2	3	4
e.	Promotes ICT learning	1	2	3	4	1	2	3	4
f.	Manages conflict in order to maintain a healthy teaching and learning environment	1	2	3	4	1	2	3	4
<b>Total</b>	<b>Deputy Principal:</b> Criterion 1 compulsory plus four items from Criterion 2 (Max. Score: 52)								
	<b>Principal:</b> Criterion 1 & 2 compulsory (Max. Score: 60)								
Performance Standard 1 constitutes 40% of the overall score for Principals (P 1A) who teach more than 30% of the scheduled teaching time. Performance Standard 1 constitutes 20% of the overall score for all Principals (P 1B) whose teaching time is equal to or less than 30% of the scheduled teaching time.									

**Comments:**

<b>Mid-year</b>	<b>Annual</b>

<b>2.</b>	<b>PERFORMANCE STANDARD 2</b>	<b>SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL</b>							
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<b>Criterion 1: Planning</b>		<b>Mid-Year</b>				<b>Annual</b>				
a.	School has developed vision and mission statements which are relevant (to the school community) and achievable.	1	2	3	4		1	2	3	4
b.	Implementation of school improvement plan (SIP)	1	2	3	4		1	2	3	4
c.	Ensures that school has a safe and secure environment	1	2	3	4		1	2	3	4
d.	Implements transparent decision making structures – accepts responsibility for decisions taken	1	2	3	4		1	2	3	4
e.	Ensures that planning is based on data collected on a range of school activities	1	2	3	4		1	2	3	4
f.	Planning is done on time	1	2	3	4		1	2	3	4
g.	School analyses results of various forms of assessment and sets clear targets for improvement	1	2	3	4		1	2	3	4
<b>Criterion 2: School Governing Body and the broader school community</b>										
a.	Ensures that the school has a functioning SGB	1	2	3	4		1	2	3	4
b.	Renders assistance to the SGB in terms of the areas listed in SASA 16A, excluding finances (Refer to PS 5 for Finances)	1	2	3	4		1	2	3	4
c.	Informs the SGB about policy and legislation	1	2	3	4		1	2	3	4
d.	The school has developed the various policies as required by SASA, which are aligned with the requirements of various legislation and departmental policies	1	2	3	4		1	2	3	4
e.	Networks with the community and builds partnerships to support the development of the school	1	2	3	4		1	2	3	4
f.	Liaises with relevant government departments (e.g. Dept of Health) as required	1	2	3	4		1	2	3	4
<b>Total: (Deputy to select any six items) Max. Score: 24</b>										
<b>Total: (Principal - all items are compulsory) Max. Score: 52</b>										

**Comments:**

Mid-year	Annual

<b>3.</b>	<b>PERFORMANCE STANDARD 3</b>	<b>MANAGING QUALITY AND SECURING ACCOUNTABILITY</b>
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<b>Criterion 1: Securing accountability</b>		<b>Mid-Year</b>				<b>Annual</b>			
a.	Ensures safekeeping of all movable and immovable assets	1	2	3	4	1	2	3	4
b.	Ensures completion of all attendance registers and takes appropriate action where necessary (Staff and learners)	1	2	3	4	1	2	3	4
c.	Ensures that LTSMs are used effectively	1	2	3	4	1	2	3	4
d.	A textbook retrieval system is in place and is properly implemented	1	2	3	4	1	2	3	4
e.	Leads and monitors the work of the School Management Team	1	2	3	4	1	2	3	4
f.	Addresses unprofessional and improper conduct of educators and learners	1	2	3	4	1	2	3	4
<b>Criterion 2: Managing the quality of teaching and learning</b>									
a.	Follows departmental policies with regard to assessment administration (e.g. NSC, ANA, SBA)	1	2	3	4	1	2	3	4
b.	Monitors marking and moderation of learner assessments	1	2	3	4	1	2	3	4
c.	Ensures that efficient systems are in place for examinations / assessments	1	2	3	4	1	2	3	4
d.	Consolidates and analyses learners assessment outcomes and develops appropriate intervention strategies	1	2	3	4	1	2	3	4
e.	Promotes (provides leadership) and monitors school learner intervention strategies	1	2	3	4	1	2	3	4
<b>Total: (Deputy to select any five items) Max. Score: 20</b>									
<b>Total: (Principal - all items are compulsory) Max. Score: 44</b>									

**Comments:**

<b>Mid-year</b>	<b>Annual</b>



<b>4.</b>	<b>PERFORMANCE STANDARD 4</b>	<b>DEVELOPING AND EMPOWERING SELF AND OTHERS</b>
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<b>Criterion 1: Staff</b>		<b>Mid-Year</b>				<b>Annual</b>			
a.	Staff training programmes planned and implemented	1	2	3	4	1	2	3	4
b.	Provides leadership and oversees mentoring, coaching and general support to staff	1	2	3	4	1	2	3	4
c.	Manages under performance	1	2	3	4	1	2	3	4
d.	Promotes teacher appraisal practices in terms of applicable policy/ collective agreement	1	2	3	4	1	2	3	4
e.	Monitors staff appraisal and verifies evidence	1	2	3	4	1	2	3	4
f.	Conducts classroom observations to provide support and development of educators	1	2	3	4	1	2	3	4
g.	Ensures that departmental circulars and other relevant information are brought to the attention of staff	1	2	3	4	1	2	3	4
<b>Criterion 2: Self</b>									
a.	Attends and participates in departmental, union and other professional activities aimed at enhancing his/her professional skills	1	2	3	4	1	2	3	4
b.	Professional conduct with reference to punctuality, presentable appearance, respect shown to others	1	2	3	4	1	2	3	4
<b>Total: (Deputy to select any two items from criterion 1. All items in criterion 2 are compulsory.)</b>									
<b>Total: (Principal - all items are compulsory)</b>									

**Comments:**

Mid-year	Annual

**5. PERFORMANCE STANDARD 5 | MANAGING THE SCHOOL AS AN ORGANISATION**

ELEMENTS		Mid-Year				Annual			
<b>Criterion 1: Financial Management</b>									
a.	Manages school's finances in terms of applicable legislation (SASA) and policy	1	2	3	4	1	2	3	4
b.	Provides the necessary guidance to the SGB i.t.o finances	1	2	3	4	1	2	3	4
c.	Follows protocols in developing the school budget	1	2	3	4	1	2	3	4
d.	Takes all reasonable steps to prevent financial mismanagement and corruption	1	2	3	4	1	2	3	4
e.	Supports school's fundraising efforts	1	2	3	4	1	2	3	4
<b>Criterion 2: General institutional management and administration</b>									
a.	Maintains a log book containing a record of important events at the schools	1	2	3	4	1	2	3	4
b.	Ensures that systems are in place for the management of all correspondence	1	2	3	4	1	2	3	4
c.	Ensures that sensitive information on learners and teachers are properly maintained	1	2	3	4	1	2	3	4
d.	Maintains a filing and storage system	1	2	3	4	1	2	3	4
e.	Submits reports to the department / districts in terms of national and provincial policies	1	2	3	4	1	2	3	4
<b>Criterion 3: Management of infrastructure</b>									
a.	Uses existing resources and physical infrastructure optimally	1	2	3	4	1	2	3	4
b.	Monitors use and safekeeping of all movable and immovable assets in the school	1	2	3	4	1	2	3	4
c.	Makes regular physical infrastructure inspections	1	2	3	4	1	2	3	4
d.	School buildings, ablutions facilities and grounds are properly maintained	1	2	3	4	1	2	3	4
<b>Total: (Deputy to select any five items) Max. Score: 20</b>									
<b>Total: (Principal - all items are compulsory) Max. Score: 56</b>									

**Comments:**

Mid-year	Annual

<b>6.</b>	<b>PERFORMANCE STANDARD 6</b>	<b>MANAGING HUMAN RESOURCES (STAFF) IN THE SCHOOL</b>
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<b>Criterion 1: Managing human resources (educators and admin staff) in the school</b>									
		<b>Mid-Year</b>				<b>Annual</b>			
a.	Makes every effort to fill vacant posts in terms of departmental policy	1	2	3	4	1	2	3	4
b.	Assists staff members with solving conditions of service problems	1	2	3	4	1	2	3	4
c.	Ensures that a positive labour environment exists at the school	1	2	3	4	1	2	3	4
d.	Deals with grievances of staff in terms of the relevant ELRC/PSCBC resolutions	1	2	3	4	1	2	3	4
e.	Ensures that prescribed procedures are followed with regard to any disciplinary action	1	2	3	4	1	2	3	4
<b>Total: (Deputy to select any two items) Max. Score: 8</b>									
<b>Total: (Principal - all items are compulsory) Max. Score: 20</b>									

**Comments :**

<b>Mid-year</b>	<b>Annual</b>

<b>7.</b>	<b>PERFORMANCE STANDARD 7</b>	<b>MANAGEMENT AND ADVOCACY OF EXTRA-MURAL ACTIVITIES</b>
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<b>Criterion 1: Management and advocacy of extra-mural activities</b>									
		<b>Mid-Year</b>				<b>Annual</b>			
a.	Ensures that the school offers extra-mural activities to its learners	1	2	3	4	1	2	3	4
b.	Encourages and supports learners to take part in extra-mural activities	1	2	3	4	1	2	3	4
c.	Ensures educator participation in extra-mural activities	1	2	3	4	1	2	3	4
d.	Oversees organisation of extra-mural activities	1	2	3	4	1	2	3	4
e.	Involves community with extra-mural activities, where applicable	1	2	3	4	1	2	3	4
<b>Total: (Deputy to select any two items) Max. Score: 8</b>									
<b>Total: (Principal to select any four items) Max. Score: 16</b>									

**Comments :**

<b>Mid-year</b>	<b>Annual</b>

**6. Overall Remarks**

**6.1 Educator's comments on the appraisal**

<b>Mid-Year</b>	<b>Annual</b>

**6.2 Appraiser's (Principal/Circuit Manager) comments**

<b>Mid-Year</b>	<b>Annual</b>

**7. Recommendations (Principal/Circuit Manager)**

Mid-Year	Annual

**8. SIGNATURES**

Mid-Year		
<b>Name</b>		
<b>Designation</b>	<b>Appraisee (Deputy Principal/ Principal)</b>	<b>Appraiser (Principal / Circuit Manager)</b>
<b>Signature</b>		
<b>Date</b>		

Annual		
<b>Name</b>		
<b>Designation</b>	<b>Appraisee (Deputy Principal/ Principal)</b>	<b>Appraiser (Principal / Circuit Manager)</b>
<b>Signature</b>		
<b>Date</b>		

**SCHOOL / DISTRICT STAMP**

## QUALITY MANAGEMENT SYSTEM (QMS)

### COMPOSITE SCORE SHEET: PL 3

#### Deputy Principal

(To be submitted to the District Office by the end of the 4<sup>th</sup> quarter)

<b>Educator</b>		<b>Date</b>	
<b>Persal Number</b>		<b>School</b>	

NO.	PERFORMANCE STANDARD	SCORES	
		MAX SCORE	FINAL SCORE
1.	Leading the learning school	52	
2.	Shaping the direction and development of the school	24	
3.	Managing quality and securing accountability	20	
4.	Developing and empowering self and others	16	
5.	Managing the school as an organisation	20	
6.	Managing human resources (staff) in the school	8	
7.	Managing and advocacy of extra-mural activities	8	
	<b>TOTAL</b>	<b>148</b>	
	<b>ANNUAL SCORE (Final Score Total ÷ 148 x 100)</b>		<b>%</b>

**Comments:**

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

**SIGNATURES:**

NAME	DESIGNATION	SIGNATURE	DATE
	Appraisee (Deputy Principal)		
	Appraiser (Principal)		
<b>VALIDATED BY:</b>			
	District Director		

SCHOOL/DISTRICT STAMP

Annexure C 4

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

(To be submitted to the District Office by the end of the 4<sup>th</sup> quarter)

<b>Educator</b>		<b>Date</b>	
<b>Persal Number</b>		<b>School</b>	

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

**Comments:**

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

**SIGNATURES:**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>	<b>DATE</b>
	<b>Appraisee (Principal)</b>		
	<b>Appraiser (Circuit Manager)</b>		
<b>VALIDATED BY:</b>			
	<b>District Director</b>		

SCHOOL/DISTRICT STAMP



## **SECTION E**

**Annexure D 1: Summative Scores for School**

**Annexure D 2: Lesson observation instrument**

**QUALITY MANAGEMENT SYSTEM FOR EDUCATORS  
SUMMATIVE SCORES FOR SCHOOL**

<b>School Name</b>		<b>Emis Number</b>	
<b>Circuit</b>		<b>District</b>	

<b>Surname &amp; initials</b>												
<b>Principal *</b> (NB: * Principal's % to be recorded as per calculator.)	<b>Post Level</b>	<b>Persal No.</b>	<b>PS 1 (60)</b>	<b>PS 2 (52)</b>	<b>PS 3 (44)</b>	<b>PS 4 (36)</b>	<b>PS 5 (56)</b>	<b>PS 6 (20)</b>	<b>PS 7 (16)</b>	<b>Total (284)</b>	<b>%</b>	<b>Remarks</b>
<b>Deputy Principal</b>	<b>Post Level</b>	<b>Persal No.</b>	<b>PS 1 (52)</b>	<b>PS 2 (24)</b>	<b>PS 3 (20)</b>	<b>PS 4 (16)</b>	<b>PS 5 (20)</b>	<b>PS 6 (8)</b>	<b>PS 7 (8)</b>	<b>Total (148)</b>	<b>%</b>	<b>Remarks</b>
<b>HoDs</b>	<b>Post Level</b>	<b>Persal No.</b>	<b>PS 1 (28)</b>	<b>PS 2 (48)</b>	<b>PS 3 (28)</b>	<b>PS 4 (36)</b>	<b>PS 5 (12)</b>	<b>PS 6 (76)</b>		<b>Total (228)</b>	<b>%</b>	<b>Remarks</b>
<b>Teachers</b>	<b>Post Level</b>	<b>Persal No.</b>	<b>PS 1 (28)</b>	<b>PS 2 (48)</b>	<b>PS 3 (28)</b>	<b>PS 4 (36)</b>	<b>PS 5 (12)</b>			<b>Total (152)</b>	<b>%</b>	<b>Remarks</b>


**SIGNATURES:**

NAME	DESIGNATION	SIGNATURE	DATE
	Principal		
	Circuit Manager		
<b>VALIDATED BY:</b>			
	District Director		

<b>SchoolStamp</b>	<b>District Stamp</b>
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## LESSON OBSERVATION INSTRUMENT

<b>Educator's Name</b>		<b>Subject</b>	
<b>Date:</b>		<b>Topic</b>	
<b>Lesson observed by:</b>			

<b>1.</b>	<b>PERFORMANCE STANDARD 1</b>	<b>CREATION OF A POSITIVE LEARNING AND TEACHING ENVIRONMENT</b>
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<b>Criterion 1: Learning and teaching environment</b>		<b>Rating</b>				<b>Remarks</b>
a	Seating arrangement promotes effective teaching and learning	1	2	3	4	
b	Classroom is tidy and clean	1	2	3	4	
c.	Teaching and learning support material (eg. charts) are displayed and used in the classroom.	1	2	3	4	
<b>Criterion 2: Classroom Management</b>						
a	Is punctual and organized in class	1	2	3	4	
b	Ensures that learners are punctual and settle down quickly	1	2	3	4	
c.	Communication between educator and learners reflects mutual respect, cooperation and understanding	1	2	3	4	
d	Manages discipline effectively	1	2	3	4	

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

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

**Overall Remarks:**

<b>Supervisor</b>	<b>Educator</b>
<b>Signature:</b>	<b>Signature:</b>
<b>Date:</b>	<b>Date:</b>