



DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION



SAOU WEBINAR 23 March 2021
QUALITY MANAGEMENT SYSTEM(QMS) FOR
SCHOOL BASED EDUCATORS
PRINCIPALS

WELCOME





ELRC – Collective Agreement Number 2 of 2020

Replaces Collective Agreement 8 of 2003 and 2 of 2014

The QMS is a performance management system for school based educators – specifically designed to evaluate the performance levels of individuals in the process also to **achieve high levels of school performance.**

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Background

- 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.
- The Department of Education conducted a formal review of structures and processes that hindered the successful implementation of the IQMS.
- A Teacher Development Summit was held on 29 June to 2 July 2009;
- The TD Summit agreed, amongst others, on:
 - That a clear, coherent policy and regulatory environment be designed for teacher appraisal and teacher development;
 - That teacher appraisal for development be delinked from appraisal for purposes of remuneration and salary progression; and
 - That the IQMS be streamlined and rebranded.





Differences between IQMS and QMS



IQMS - incentive	QMS – reward for good service
Appraisal once a year	Appraisal twice a year
PGP required	No PGP required – mid-year appraisal replaces PGP
Peer appraisal	Peer act only as a resource person. Appraisal only done by immediate supervisor
Staff development team is responsible to manage IQMS	The process is driven by the Principal and managed by the SMT.

What is the 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.



Purpose of the QMS



- To determine **levels of competence** of all educators;
- To enhance educator **efficiency, effectiveness** and good performance;
- To improve **accountability** levels within schools;
- To provide a basis for decisions on mechanisms to recognize good performance and **address 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; and
- To provide **mechanisms for assessing educators**, taking into account the context within which they operate.



Guiding Principles

- To recognize that schools are not the same and are operating at different levels of performance and context.
- To minimize subjectivity through transparent and open discussion throughout the appraisal process
- To provide feedback 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

The Principal and the Circuit Manager

- **The Principal:**

will continuously, with the support of the SMT, build the capacity of the educators through the Quality Management System.

- **The Circuit Manager: (in Gauteng – IDSO)**

- supports the principals in the building of the educators' capacity.
- monitors and reports on the capacity building that the principals undertake in schools.
- monitors and supports the QMS and QMS training in schools after the first phase of training has been concluded.





Roles and Responsibilities

1. Principal

- Ensures that every educator has access to the QMS instrument and any other relevant documents
- Ensures that the QMS is implemented uniformly and effectively.

2. School Management Team (SMT)

- Conducts Performance Appraisals of educators, including classroom / lesson observations, and keeps records thereof.

3. Educator

- Conducts a self-appraisal prior to being appraised by the immediate supervisor
- Should inform the supervisor during the pre-appraisal meeting or at least three days prior the scheduled appraisal date on the intention to involve a resource person.
- Allows the immediate supervisor to conduct lesson observations and keeps relevant evidence for the appraisal process

**4. Resource
Person
(optional)**

- An educator who may be requested by the appraisee to assist in the appraisal process through provision of subject or other relevant expertise.

**5. Circuit
Manager**

- Agrees on a work plan with the principal with clear annual targets and performance indicators
- Manage the performance of principals in a consultative, supportive and non-discriminatory manner to enhance school efficiency and accountability.



6. Grievance Committees and procedures on school level

Resolve any grievance or disagreement which may arise at school level.

Consists of:

- The Principal, who is the Chairperson – where necessary, the principal may request a principal from a neighbouring school to preside over the matter;
- One member of the SMT;
- One representative from each of the unions that are admitted to the ELRC that has members on the staff
- A grievance has to be referred to the principal within 3 working days.
- The Principal must establish a grievance committee within 5 working days, and a grievance must be resolved within 10 working days.



7. Grievance committee and procedures on circuit level

Resolve any grievance or disagreement which is referred to it by the school grievance committee.

Consists of:

- The Circuit manager, who is the Chairperson – where necessary, the circuit manager may request a circuit manager from a neighbouring circuit to preside over the matter;
- One other official from the district and
- One representative from each of the unions that are admitted to the ELRC.
- The circuit grievance committee must resolve the grievance within 10 working days.

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

ELRC Collective Agreement 2 of 2020 (pages16-17)



QMS en PAM – Job description



- Principal, Deputy Principal and Departmental Head
- To participate in the agrees school/educator evaluation to have regular oversight of their professional practices with the aim to improve education, learning and management.
- Personnel Administrative Measures (PAM) - 2016
- Circuit Manager
- Undertakes performance reviews and evaluation of principals .
- Monitors and support the implementation of quality management systems in schools.
- ELRC Collective Agreement 4 of 2017.



Schedules teaching times for each post level

Guidelines:

Primary School	
Post Level 1	Between 85% and 92%
Post Level 2	Between 85% and 90%
Deputy Principal	60%
Principal	Between 10% and 92%, depending on his/her post level
<i>NB: Principals of one-man schools should teach 100% of the time.</i>	
High School	
Post Level 1	Between 85% and 90%
Post Level 2	85%
Deputy Principal	60%
Principal	Between 5% and 60%, depending on his/her post level
<i>PAM A – 9: Government Gazette No 39684 (12 February 2016)</i>	



Quality Management System - processes



Self appraisal – by educator before appraisal by supervisor

SECTION B: APPRAISAL
Educator to do (with a score of 100 for each educator)

QUALITY MANAGEMENT SYSTEM (QMS)
COMPOSITE SCORE SHEET: PL 1 EDUCATOR
(Use the instrument for Educator to do and for Supervisor to do)

PERFORMANCE STANDARD	EDUCATOR SCORE	EDUCATOR RATING
1. Creation of a positive learning and teaching environment	25	
2. Curriculum knowledge, lesson planning and preparation	45	
3. Learner assessment and achievement	25	
4. Professional conduct	35	
5. Extracurricular and co-curricular participation	10	
TOTAL SCORE	140	

Comments:

Signature: _____ Date: _____

SCHOOL STAMP



Pre-appraisal discussion between educator and supervisor before lesson observation

Appraisal instrument
Supervisor complete and send to principal for verification



Lesson observation/class visit –
Mid-year and annually by supervisor



Post-appraisal discussion – between educator and supervisor



Work plans for the SMT

must be SMART—Specific; Measurable; Appropriate; Relevant

- It is expected of the Principal, Deputy Principal and the Departmental Heads to complete and sign a work plan at the beginning of each appraisal cycle with his/her immediate supervisor/senior.



A work plan contains the following and must be signed at the beginning of an appraisal period

THE WORK PLAN HAS THE FOLLOWING COMPONENTS:

Performance standards	These are applicable performance standards as reflected in the QMS instrument.
Key activities	Activities to be agreed to in terms of applicable job descriptions.
Targets	Targets (Goals) to be set for improvement within an appraisal cycle.
Time-frame	Period within which the targets and outputs are to be achieved.
Performance indicators	Measures of success to be observed for achieving specific targets and outputs.
Contextual factors	Unique/specific circumstances to be taken into account that have the potential to impact on the employee's ability to achieve outputs and targets.

Timeframe for Mid-Year & Annual Appraisal

Formal Appraisals are conducted twice per annum as follows:

Mid-year appraisal:

Undertaken towards the end of the second term, taking into account all forms of assessment administered during the first and second term.

Annual appraisal:

Completed by the end of the school calendar year, taking into account all forms of assessment prior to this appraisal.



Self appraisal



- The educator uses the appraisal instrument to:
- *Complete SECTION A* - Educator and school information
- **Grade himself/herself for each descriptor.**
- **Complete the COMMENTS COLUMN by writing down strong points and areas that needs development for each Performance Standards.**
- Complete the GENERAL COMMENTS COLUMN by writing down strong points and areas for development for each Performance Standard.
- **The educator then forwards the completed self appraisal form to his/her supervisor/direct senior.**

**ASK YOURSELF IF WHAT
YOU'RE DOING TODAY IS
GETTING YOU CLOSER TO
WHERE YOU WANT TO BE
TOMORROW.**

What a PL 1 educator identifies as developmental needs can be linked to the Staff development for SACE (CPTD) as per clause 7.1 of the CA 2 of 2020. Developmental needs of educators must also form part of the school development plan and the district development plan.

Pre-appraisal discussion

- Between educator and supervisor
- Takes place BEFORE lesson observation
- Identify contextual factors
- Talk about expectations for the lesson observation
- Discusses which document will serve as evidence for ratings
- Logistical arrangements

*ELRC Collective Agreement
2 of 2020 – page 13*



Lesson Observation

- Is conducted by immediate supervisor/senior
- Keep to CA 2 of 2020 to prevent disputes.
- Lesson observations provide a basis for the assessment of the educator's **pedagogical skills**.
- Supervisor completes the Lesson observation instrument.
- Is signed by both parties.

*ELRC Collective Agreement
2 of 2020 – pages 12 and 13*

Post-appraisal discussion

- Grades each educator during lesson observation
- Take self appraisal into account
- Supervisor gives feedback to the educator
- Records comments by both educator and resource person
- Appraisal instrument is signed off during the discussion
- During this session the developmental needs of the educator are identified and then the staff development route (CPTD) is followed in line with the ISPFTED (Integrated Strategic Planning Framework for Teacher Education en Development)

Complete the QMS instrument and sends to Principal for verification

*ELRC Collective Agreement
2 of 2020 – pages 13 and 14*

Grading scales

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

Mid-year vs Annual appraisal

Mid-year appraisal	Is meant to assess if the performance of the educator collaborates with the required Performance Standards. The mid-year appraisal identifies the areas where development has to take place to improve the educator's preformance.
Annual appraisal	Is meant to assess if the performance of the educator collaborates with the required Performance Standards. The required performance is clearly identified before the final annual appraisal to facilitates the findings.





Appraisal instruments

Performance standards, criteria and descriptors

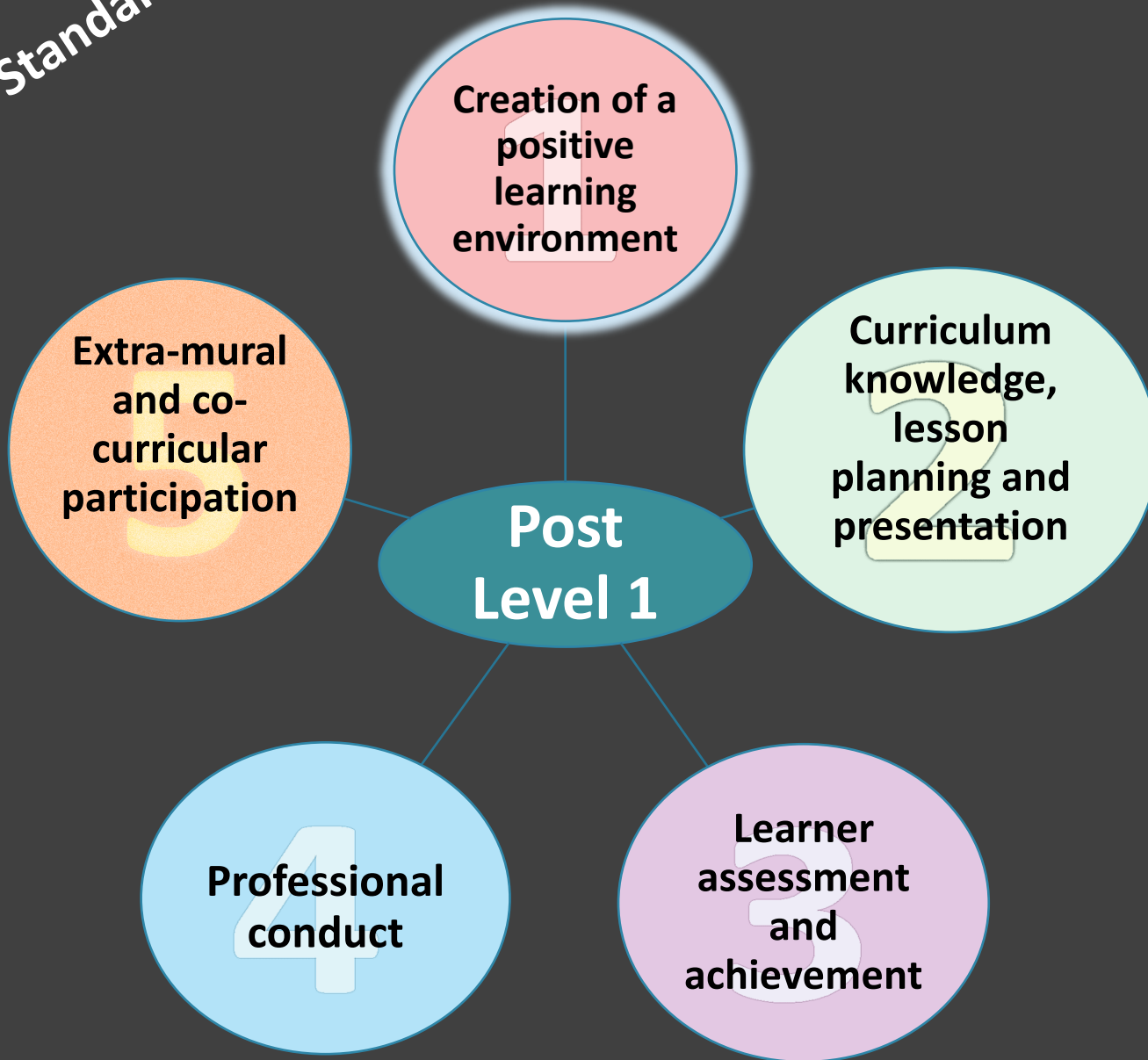
Performance Standard	Criteria	Descriptors
The performance standards forms the core elements of a job description of educators	The criteria forms the key outputs for each performance standard	Descriptors are phrases aimed to help to define and achieve the expected products for each criteria

Co-curricular activities – eg. drama classes, training for Eisteddfods
Extra-curricular activities – eg. sport training

Performance Standards: PL 1

Performance Standard

Educator

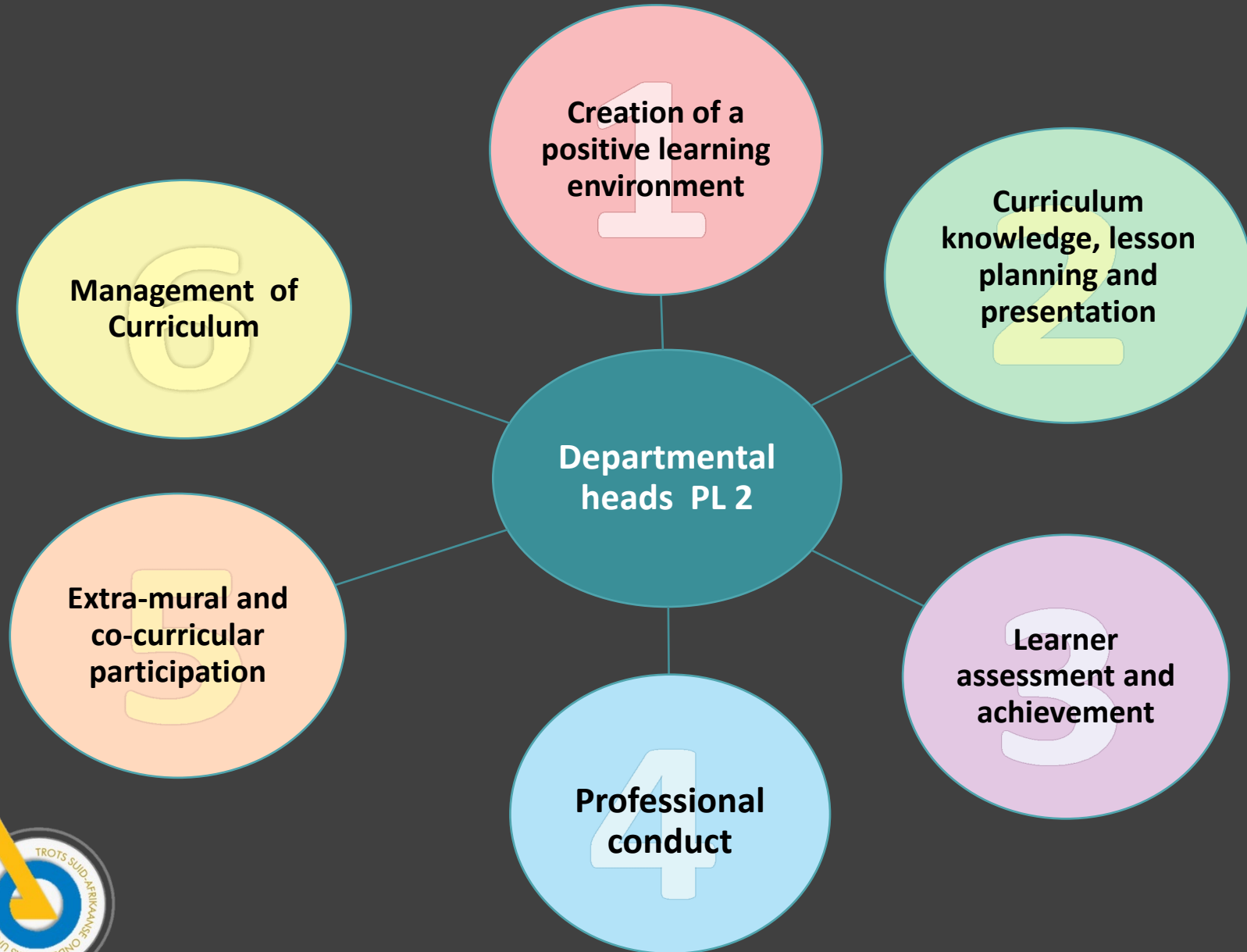


Performance Standards (Post level 1)

Performance Standard	No. of Criteria	No. of descriptors
1. Creation of a positive learning environment	2	7
2. Curriculum knowledge, lesson planning and presentation	4	12
3. Learner assessment and achievement	3	7
4. Professional conduct	2	9
5. Extra-mural and co-curricular participation	1	3
Total	12	38
Maximum Score = 152		
Classroom Observation: Performance Standards 1 - 3		



Performance Standards: Departmental Head – PL 2



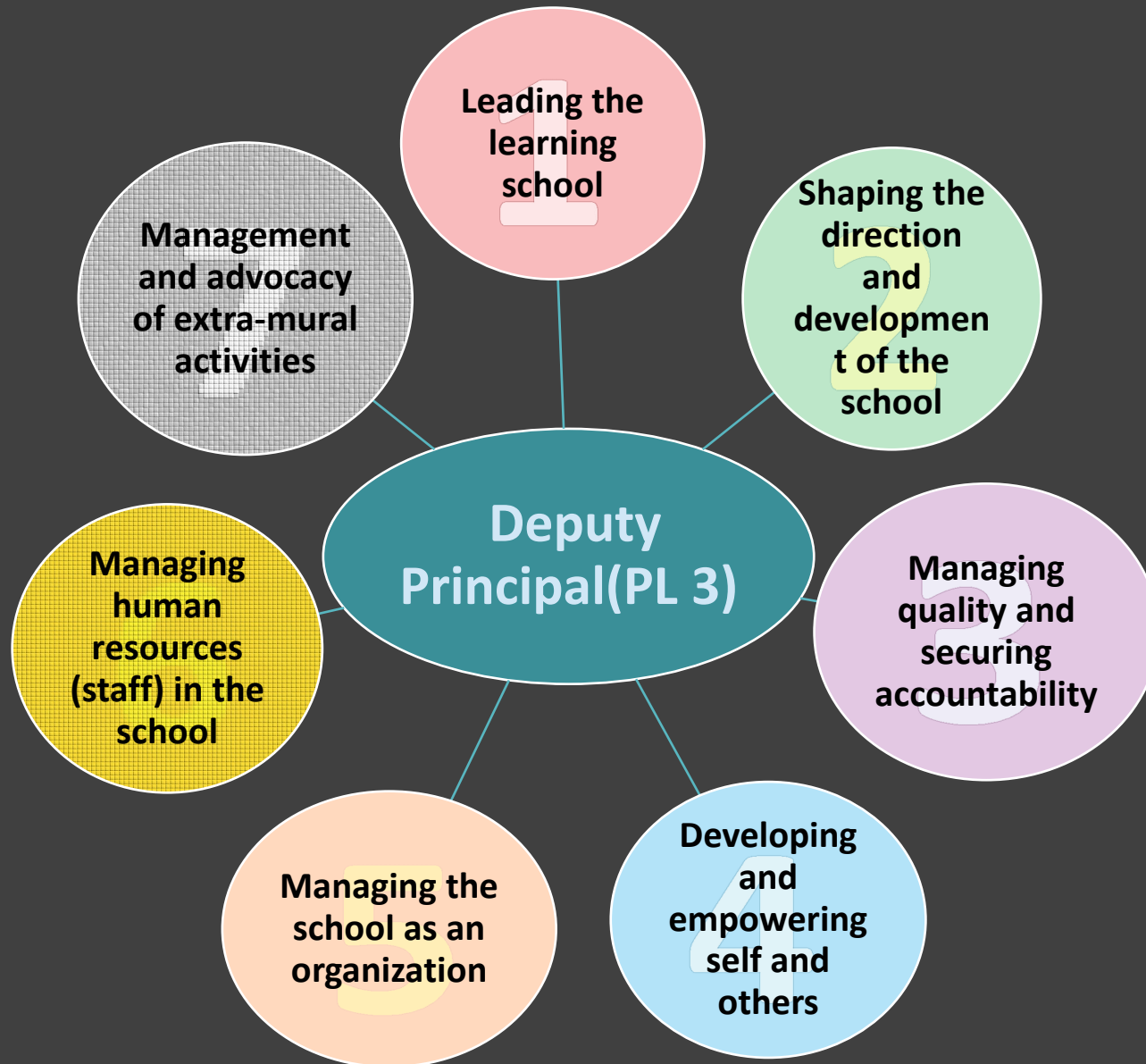
Performance Standards (PL 2)

Performance Standard	No. of Criteria	No. of descriptors
1. Creation of a positive learning environment	2	7
2. Curriculum knowledge, lesson planning and presentation	4	12
3. Learner assessment and achievement	3	7
4. Professional conduct	2	9
5. Extra-mural and co-curricular participation	1	3
6. Management of the curriculum	4	19
Total	16	57
Maximum Score = 228		
<i>Classroom Observation: Performance Standards 1 - 3</i>		



ELRC Collective Agreement Number 2 of 2014 (pages 41-46)

Deputy Principal PL 3



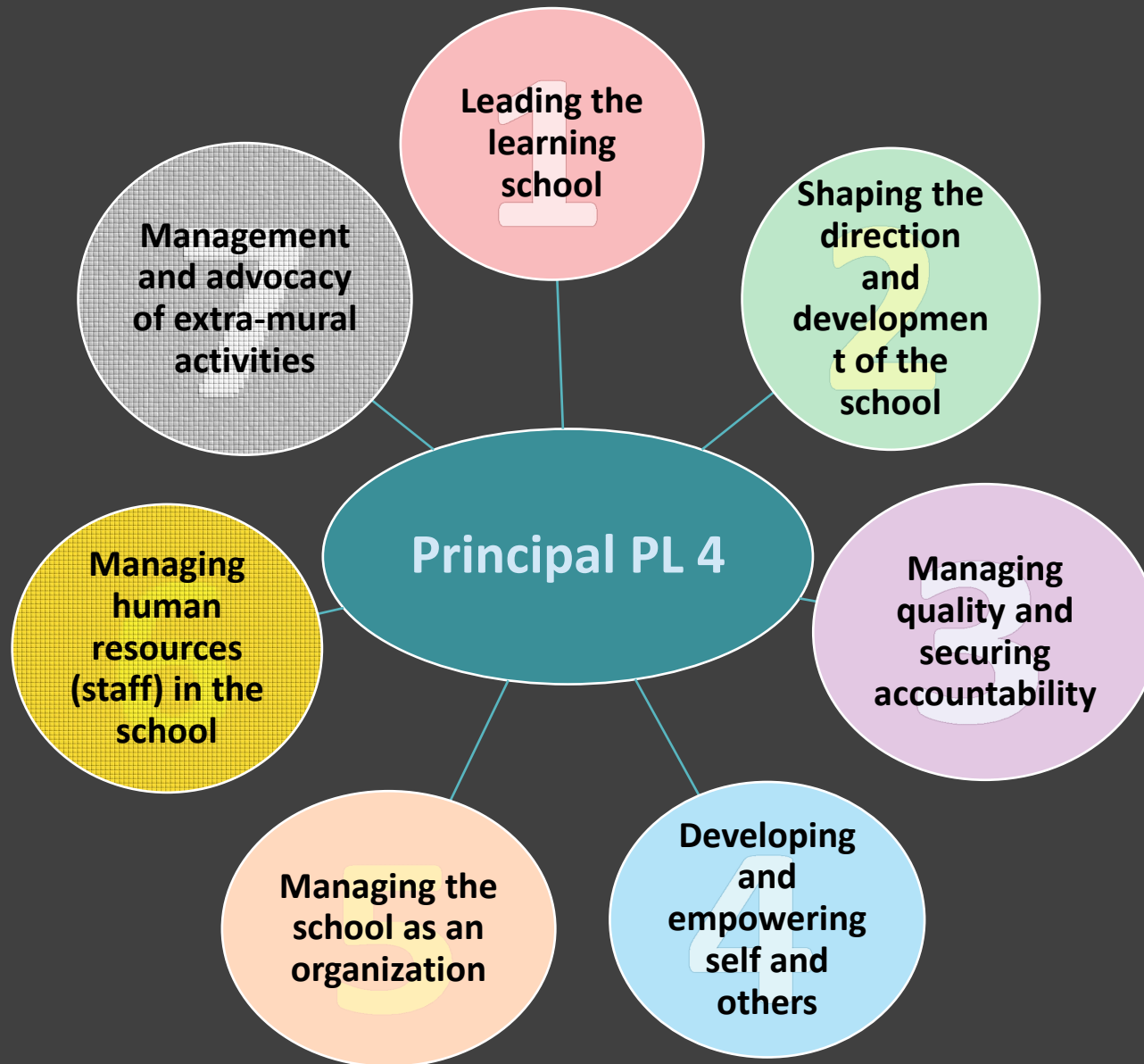
Performance Standards (Deputy Principal)

Performance Standard	No. of Criteria	No. of descriptors
1. Leading the learning school	2	15
2. Shaping the direction and development of the school	2	10
3. Managing quality and securing accountability	2	11
4. Developing and empowering self and others	2	9
5. Managing the school as an organization	3	10
6. Managing human resources (staff) in the school	1	2
7. Management and advocacy of extra-mural activities	1	2
Total	13	59
Maximum Score = 236		
Classroom Observation: Performance Standard 1 (Criterion 1)		



ELRC Collective Agreement Number 2 of 2014 (pages 56-65)

Principal



IQMS as until 2020

EXEMPLAR C

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: _____

Performance Standards (Principal)

Performance Standard	No. of Criteria	No. of descriptors
1. Leading the learning school	2	15
2. Shaping the direction and development of the school	2	13
3. Managing quality and securing accountability	2	11
4. Developing and empowering self and others	2	9
5. Managing the school as an organization	3	14
6. Managing human resources (staff) in the school	1	5
7. Management and advocacy of extra-mural activities	1	4
Total	13	71
Maximum Score = 284		
Classroom Observation: Performance Standard 1 (Criterion 1)		



WORK PLANS

- A work plan outlines what activities will be undertaken by an employee within a particular year, as well as setting specific targets and outlining outputs that need to be achieved.
- The value of a work plan is defined by the QMS. It is a quality management system for school-based educators which was specifically designed to evaluate the performance of individuals in order **to achieve higher school performance.**



Work plans (2)

- The collective outputs of the SMT as per their individual work plans which also help to achieve higher levels of school performance
- The content of the **WORK PLAN** is enlightened in the job descriptions found in the PAM and the priorities of the school, province and national departments (ex. Reading abilities, Mathematics ect.



Guidelines on developing a Work Plan

STEP	ACTION
1	<i>State the PERFORMANCE STANDARD</i>
2	<i>State the CRITERIA</i>
3	<i>Identify a DESCRIPTOR</i>
4	<i>Develop the TARGET that is quantifiable and time-bound</i>
5	<i>Indicate TIMELINES</i>
6	<i>Develop a PERFORMANCE INDICATOR</i>
7	<i>State any CONTEXTUAL FACTOR/S relevant to this particular activity during the development of workplan in January.</i>



Work Plan Example

	ACTION	EXAMPLE for a DEPARTMENTAL HEAD
1	State the PERFORMANCE STANDARD	<i>Management of the curriculum (PS 6)</i>
2	State the CRITERIA	<i>Providing leadership, mentoring, support and development (Criterion 1)</i>
3	Identify a DESCRIPTOR	<i>g) Organises workshops and training session for educators</i>
4	Develop the TARGET that is quantifiable and time-bound	<i>Two workshops per quarter undertaken for Mathematics educators in the FET phase</i>
5	Indicate TIMELINES	<i>Term 1 to Term 3</i>
6	Develop a PERFORMANCE INDICATOR	<i>Number of workshops conducted in Mathematics in the FET Phase</i>
7	State any CONTEXTUAL FACTOR/S relevant to this particular activity.	<i>If any</i>





Work Plan Example: Principal

PERFORMANCE STANDARD	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
1. Leading the learning school					
2. Shaping the direction and development of the school	<p><u>Criterion 1:</u></p> <p><u>Criterion 2: School Governing Body and the broader school community</u></p> <p><i>b) Ensures that the school has a functioning SGB</i></p>	<p><i>Organise a capacity building workshop for SGB sub-committees on Finance and Maintenance</i></p>	<p><i>Terms 1 and 2</i></p>	<p><i>Number of workshops organised to enhance capacity of the SGB sub-committees</i></p>	
3. Managing quality and securing accountability					

Principal's Work Plan

- The **Principal** develops the work plan on **all seven Performance Standards**.
- The Principal should have a minimum of one (1) descriptor for each of the 12 Criteria (**except PS 1 – Criterion 1 is for Lesson Observation**)

Work Plan Example (Principal)



Prin_WP_V1_Example

Work Plan Template (Principal)



Prin_WP_Template_V1



Principal – Work Plan Template

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

Annexure D 1

NAME		SCHOOL	
PERIOD		DESIGNATION	Principal

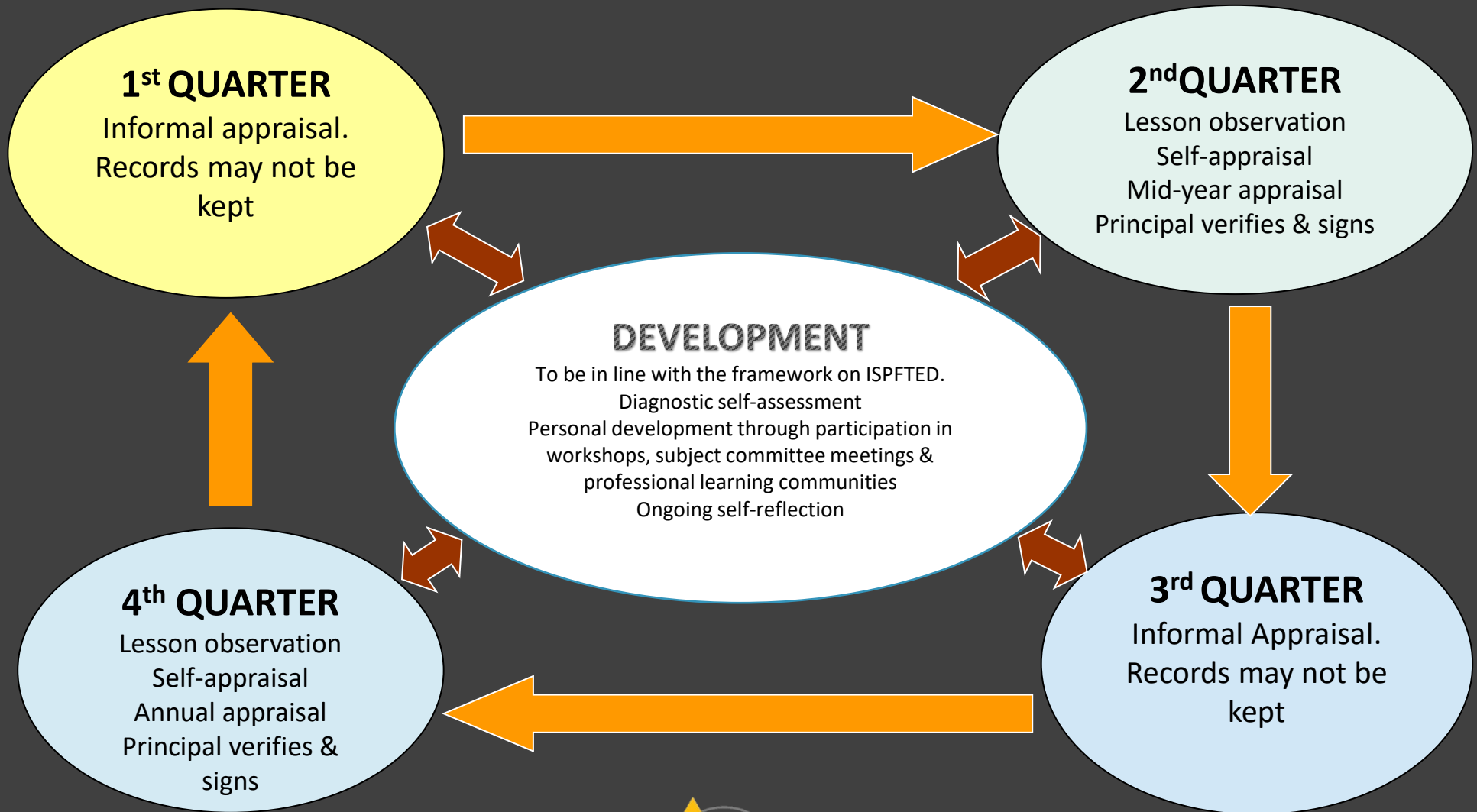
Performance Standard	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
1. Leading the learning school					
2. Shaping the direction and development of the school					
3. Managing quality and securing accountability					
4. Developing and empowering self and others					
5. Managing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

AGREED (Signatures):

Appraisee (Principal)		Date		Appraiser (Circuit Manager)		Date	
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Schematic Representation of the Relationship between Appraisal and Development



WORK PLANS FOR SMT MEMBERS

THE WORK PLAN HAS THE FOLLOWING COMPONENTS:

Performance standards	These are applicable performance standards as reflected in the QMS instrument.
Key activities/ outputs	Activities to be agreed to in terms of applicable job descriptions.
Targets	Targets (Goals) to be set for improvement within an appraisal cycle.
Time-frame	Period within which the targets and outputs are to be achieved.
Performance indicators	Measures of success to be observed for achieving specific targets and outputs.
Contextual factors	Unique/specific circumstances to be taken into account that have the potential to impact on the employee's ability to achieve outputs and targets.



Completion of QMS instrument

- Supervisor forwards completed appraisal instruments to Principal for verification and signing
- The supervisor ensures that all information is clearly and accurately recorded in the appropriate columns of the QMS instruments.
- Principal will sign the completed instrument after both the educators and the supervisor have signed, and after satisfying him/herself that all processes have been complied with.
- **Should there be any discrepancy, this should be brought to the attention of the relevant supervisor as well as the resource person (if applicable) who will be required to correct it.**
- The principal reserves herself/himself the right to appoint any member of the SMT(who has knowledge of a specific subject or phase) to do the appraisal of an educator when it becomes clear that the relevant supervisor cannot perform the function.



January - June

MONTH	ACTION	RESPONSIBILITY
January – March	<ol style="list-style-type: none"> 1. Advocacy & training 2. Signing of work plans (By end of January) 3. Ensure that educators have access to 4. collective agreement and training manual 5. Roles and responsibilities discussed 6. Develop implementation plan/schedule 7. Circuit Manager verifies 	Principal, SMT & educators as well as Circuit Manager
April - June	<ol style="list-style-type: none"> 1. Self-appraisal by educators 2. Pre-appraisal discussion 3. Lesson observation 4. Mid-year appraisal 5. Post-appraisal discussion 6. Principal verifies & signs 	Principal, SMT, educators, <u>resource person (if applicable)</u> as well as Circuit Manager



July - December

MONTH	ACTION	RESPONSIBILITY
July - September	1. Performance Review	Principal, SMT, educators, <u>resource person (if applicable)</u> as well as Circuit Manager
October - December	1. Self-appraisal by educators 2. Pre-appraisal discussion 3. Lesson Observation 4. Annual appraisal 5. Post-appraisal discussion 6. Principal verifies & signs 7. Verification and signing of annual appraisals 8. Submission of completed composite score sheet to District 9. Circuit Manager verifies	Principal, SMT, educators, <u>resource person (if applicable)</u> as well as Circuit Manager Principal



QUESTIONS & COMMENTS

FREQUENTLY ASKED QUESTIONS

QUESTIONS/COMMENTS

FREQUENTLY ASKED QUESTIONS (FAQs): QUALITY MANAGEMENT SYSTEM

1. Can any educator refuse to be evaluated in terms of the QMS?

No. The employer has every right to evaluate the performance of its employees provided there is an agreed process and instrument.

2. Who is responsible to conduct the appraisal of an educator?

The immediate supervisor of a post level 1 educator (i.e. his/her departmental head). In the absence of the latter, the deputy principal or principal can conduct the appraisal.

Similarly, the deputy principal or principal appraises a departmental head while a deputy principal is appraised by the principal. The circuit manager, as the immediate supervisor of the principal is responsible for his/her appraisal.

3. Which appraisals are compulsory?

Mid-year and annual appraisals are compulsory for all educators in a school.

4. Is it necessary to engage in self-appraisal prior to mid-year and annual appraisal?

Yes.

5. Where are mid-year and annual scores recorded?

Both the scores are recorded on the same appraisal instrument for the current appraisal cycle.

6. Which documents are submitted to the District Office?

The composite score sheet is completed and signed by each educator and his/her supervisor after the annual appraisal. These individual score sheets are attached to Annexure E 1 (i.e. the summative score sheet for the school) and submitted to the district office.





THANK YOU!

#BECAUSEWE CARE

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