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SAOOU

DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

**SAOU WEBINAAR 31 Maart 2021
KWALITEITSBESTUURSTELSEL (QMS) VIR
SKOOLGEBASEERDE OPVOEDERS**

WELKOM





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.**

Agtergrond

- IQMS is sedert 2003 in plek, maar is eers in 2005 in skole geïmplimenteer. Ten spyte van al die maatreëls wat in plek geplaas is om die implimentering daarvan te versterk, het skole steeds uitdagings ervaar.
- 'n Formele beoordeling van IQMS se strukture en prosesse is deur die Departement van Basiese Onderwys is gedoen, om uit te vind wat die suksesvolle implimentering daarvan verhinder het.
- 'n “Teacher Development Summit” is gehou in 2009.
- Dáár is ooreengekom dat:
 - 'n duidelike, samehangende en regulerende omgewing geskep moet word vir onderwys-evaluering en –ontwikkeling
 - om die evaluering van ontwikkeling van onderwysers te ontkoppel van die evaluering vir salarisprogressie; en om die
 - IQMS vaartbelyn te maak en herposisioneer





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.

Key differences

The number of Performance Standards (PS) and Criteria for educators in each post level has been reduced and is shown as follows:

Post Level	QMS		IQMS	
	PS	Criteria	PS	Criteria
1	5	12	7	27
2	6	16	10	42
3	7	13	12	52
4	7	13	12	52



Wat behels die Kwaliteitsbestuurstelsel(QMS) vir opvoeders?

- Die Kwaliteitsbestuurstelsel is 'n **prestasiestelsel vir skoolgebaseerde opvoeders**, ontwerp om die prestasievlakke van individue te **evalueer** om sodoende hoër vlakke van **skoolprestasie** te bereik.
- Dit is 'n kritiese assessering, wat tot gevolg het dat **opvoeders moet presteer in lyn met hulle posbeskrywing** (in die PAM) om die vlakke van verantwoordbaarheid in skole te verbeter.



Purpose of the QMS

- To **determine levels of competency** of all educators;
- To **enhance** educator **efficiency, effectiveness and good performance**;
- To **improve accountability** levels within schools;
- To provide a basis for decisions 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.



Belangrike oogmerke

- Erken dat skole nie almal dieselfde is nie, dat hulle bedryf word op verskillende vlakke van prestasie en die kontekste waarbinne hulle funksioneer, verskil.
- Subjektiviteit word geminimaliseer deur altyd deursigtig te wees in openhartige gesprekke dwarsdeur die evalueringsproses.
- Tydens terugvoer word altyd gefokus op:
 - prestasie en nie persoonlikheid nie
 - om bewyse beskikbaar te stel en nie aannames te maak nie
 - om spesifiek en konkreet te wees – nie te veralgemeen nie



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 process and QMS training in schools after the first phase of training has been concluded.



ROLLE EN VERANTWOORDELIKHEDE VAN DIE VERSKILLENDE STRUKTURE EN INDIVIDUE IN SKOLE

1. Skoolhoof

- Verseker dat elke opvoeder toegang het tot die instrument vir evaluering, asook alle ander relevante dokumente;
- Verseker dat die Kwaliteitsbestuurstelsel (QMS) eenvormig en effektief geïmplimenteer word

2. Skoolbestuurspan (SMT)

- Doen prestasie-evaluering van die opvoeders, insluitende klasbesoeke, en hou rekord daarvan.

3. Die Opvoeder

- Doen selfevaluering voordat die evaluering deur sy/haar onmiddellike toesighouer(senior) plaasvind.
- Stel die toesighouer in kennis dat daar 'n hulpbronspersoon betrokke sal wees tydens die evaluering – gee 3 dae kennis
- Laat sy/haar onmiddellike toesighouer(senior) toe om lesobservasies te doen en hou alle relevante bewyse vir die evalueringsproses.



4. **Resource Person (optional)**

- An educator who may be requested by the appraisee to assist in the appraisal process through the 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. Griewekomitee en -prosedures op skoolvlak

Los enige grief of meningsverskil op wat op skoolvlak mag ontstaan.

Bestaan uit:

- Die Skoolhoof, wat as voorsitter sal optree – die skoolhoof kan ook versoek dat 'n skoolhoof van 'n naburige skool as voorsitter optree
- Een lid van die skoolbestuurspan (SMT)
- Een verteenwoordiger van elke unie wat by RAVO toegelaat word en lede op die personeel het
- 'n Grief moet binne 3 werksdae op skrif aan die Skoolhoof gegee word.
- 'n Skoolhoof het 5 werksdae om 'n griewekomitee saam te stel
- Grief moet opgelos word binne 10 werksdae vanaf die saamroep van die griewekomitee



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



QMS en PAM – Posbeskrywings

Opvoeder

- Die pligte en verantwoordelikhede van die pos is: onderrig, ko-kurrikulêre en buite-kurrikulêre aktiwiteite, administratiewe take, interaksie met alle belanghebbendes en kommunikasie met ander personeel, ouers en leerders ens.

Skoolhoof, Adjunkhoof en Departementshoof

- Algemene en administratiewe take, onderrig, ko-kurrikulêre en buite-kurrikulêre aktiwiteite, om oor die werkverrigting van personeel toesig te hou, en **deel te neem aan evalueringsprosesse om personeel se onderrig, leer en administrasie te verbeter**, interaksie met belanghebbendes, kommunikasie met personeel, ouers en leerders ens. en die akademiese prestasie van die skool

Personnel Administrative Measures (PAM) - 2016

Kringbestuurder

- Onderneem prestasieoorsig en evaluering van skoolhoofde.
- Moniteer en ondersteun die implimentering van prestasiebestuurstelsels in skole.

RAVO Kollektiewe Ooreenkoms 4 van 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

PAM A – 9: Government Gazette No 39684 (12 February 2016)



Kwaliteitsbestuurstelsel - prosesse



Selfevaluering – deur opvoeder vóór evaluering deur toesighouer



Gesprek voor evaluering tussen opvoeder en toesighouer voor lesobservasie



Lesobservasie/Klasbesoek – halfjaarliks en jaarliks deur toesighouer



Gesprek na evaluering – tussen opvoeder en toesighouer

SECTION 6: APPRAISAL
 Educator ID: 1984 076 & 0261 321 67 4881 0000000

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

CRITERIA	YES	PROBABLY	NO
1.1. Planning to create a positive learning and teaching environment	4	3	2
1.2. Provision of a safe and secure environment	4	3	2
1.3. Planning and teaching to support individual learning	4	3	2
1.4. Provision of a positive learning and teaching environment	4	3	2

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

CRITERIA	YES	PROBABLY	NO
2.1. Have sufficient subject knowledge and skills to plan and present lessons	4	3	2
2.2. Have sufficient knowledge of the content of the subject	4	3	2
2.3. Have a variety of resources to plan and present lessons	4	3	2
2.4. Plan and present lessons in a variety of ways	4	3	2
2.5. Plan and present lessons in a variety of ways	4	3	2
2.6. Plan and present lessons in a variety of ways	4	3	2
2.7. Plan and present lessons in a variety of ways	4	3	2
2.8. Plan and present lessons in a variety of ways	4	3	2
2.9. Plan and present lessons in a variety of ways	4	3	2
2.10. Plan and present lessons in a variety of ways	4	3	2

Appendix A 2
 QUALITY MANAGEMENT SYSTEM (QMS)
 COMPOSITE SCORE SHEET: PL 1 EDUCATOR
 (To be completed by the Quality Officer in the school)

PERFORMANCE STANDARD	YES/NO	EDUCATOR SCORE
1. Creation of a positive learning and teaching environment	25	
2. Curriculum knowledge, lesson planning and presentation	65	
3. Subject knowledge and presentation	25	
4. Professional conduct	30	
5. Extra-curricular and co-curricular participation	15	
FINAL SCORE	160	

PERCENTAGE Educator Score = 160 / 200 x 100 = 80%

Comments:

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

SIGNATURE	DATE
Appraiser/Educator	
Supervisor/Head of Department	
TRAINED BY	

SCHOOL STAMP



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.

The work plans for the individual educators must include

- DH - Performance Standard 6(Management of the curriculum)
- Deputy principal – All 7 performance standards
- Principal – All 7 performance standards

Work plans in more detail later



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.



Selfevaluering

- Die opvoeder gebruik die evalueringsinstrument om:
- *AFDELING A in te vul* - Opvoeder en skool se inligting.
- **Gradeer homself/haarself vir elke beskrywer.**
- **Voltooi die OPMERKINGSKOLOM deur sterkpunte en areas vir ontwikkeling vir elke Prestasiestandaard te skryf.**
- Voltooi die ALGEHELE OPMERKINGSKOLOM deur sterkpunte en areas vir ontwikkeling vir elke Prestasiestandaard neer te skryf.
- **Die opvoeder stuur dan die voltooide selfevalueringvorm na sy onmiddellike senior/toesighouer.**



Wat 'n PV 1 opvoeder identifiseer as ontwikkelingsbehoefte, kan gekoppel word aan die Personeelontwikkeling van SACE soos vervat in klousule 7.1 van die KO 2 van 2020. Ontwikkelingsbehoefte van opvoeders moet ook opgeneem word in die skoolontwikkelingsplan en die distriksontwikkelingsplan

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*



Graderingskale



GRADERING	BESKRYWER	PERSENTASIE (%)
1	Onaanvaarbaar: Die vlak van prestasie voldoen nie aan die minimum vereistes nie en verlang dringende intervensie en ondersteuning	0% - 49%
2	Aanvaarbaar: Voldoen aan die minimun vereistes . Die vlak van prestasie is aanvaarbaar en in lyn met die minimum verwagtinge, maar ontwikkeling en ondersteuning word steeds benodig.	50% - 69%
3	Goed: Prestasie voldoen aan verwagtinge , maar sekere areas het vereis steeds ontwikkeling en ondersteuning.	70% - 84%
4	Uitstaande: Prestasie oortref verwagtinge . Al is die prestasie uitstaande moet daar steeds voortdurend selfontwikkeling en –en verbetering plaasvind.	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 performance.

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.





Evalueringinstrument – inligting



Prestasiestandaarde, Kriteria en Beskrywers

PRESTASIESTANDAARD	KRITERIA	BESKRYWERS
<p>Die Prestasiestandaarde in die evaluering-instrument vorm die kernelemente van die posbeskrywing van die opvoeders.</p>	<p>Die kriteria vorm die sleuteluitsette vir elke Prestasiestandaard</p>	<p>Beskrywers is frases wat daarop gemik is om te help om die verwagte produkte vir elke kriteria aan te dui en te definieer.</p>

*Ko-kurrikulêre aktiwiteite – bv dramaklasse; afrigting vir Kunswedstryde ens
Buite-kurrikulêre aktiwiteit – bv. sportafrigting*



Informele evaluerings

- **Informele evaluerings kan plaasvind in die eerste en derde kwartale.**
- Dit is daarop gemik om te assesser of die opvoeder se prestasie voldoen aan die vereiste prestasiestandaarde. Bewyse van Skoolgebaseerde-assessering (SBA) en ander aktiwiteite word in aanmerking geneem en ondersteuning word verskaf waar benodig deur die Departementshoof.
- Dit is formatiewe evaluering en beklemtoon deurlopende verbetering.
- Geen rekords mag gehou word nie.

RAVO Kollektiewe Ooreenkoms 2 van 2020 (bladyse 15 en 19)



Prestasiestandaarde

Opvoeder PV 1

1
Skep van 'n
positiewe
leeromgewing

Ko-
kurrikulêre
en buite-
kurrikulêre
deelname

2
Kennis van
kurrikulum,
lesbeplanning
en -aanbieding

Opvoeder
(PV 1)

4
Professionele
ontwikkeling

3
Leerderasses-
sering en
-prestasië



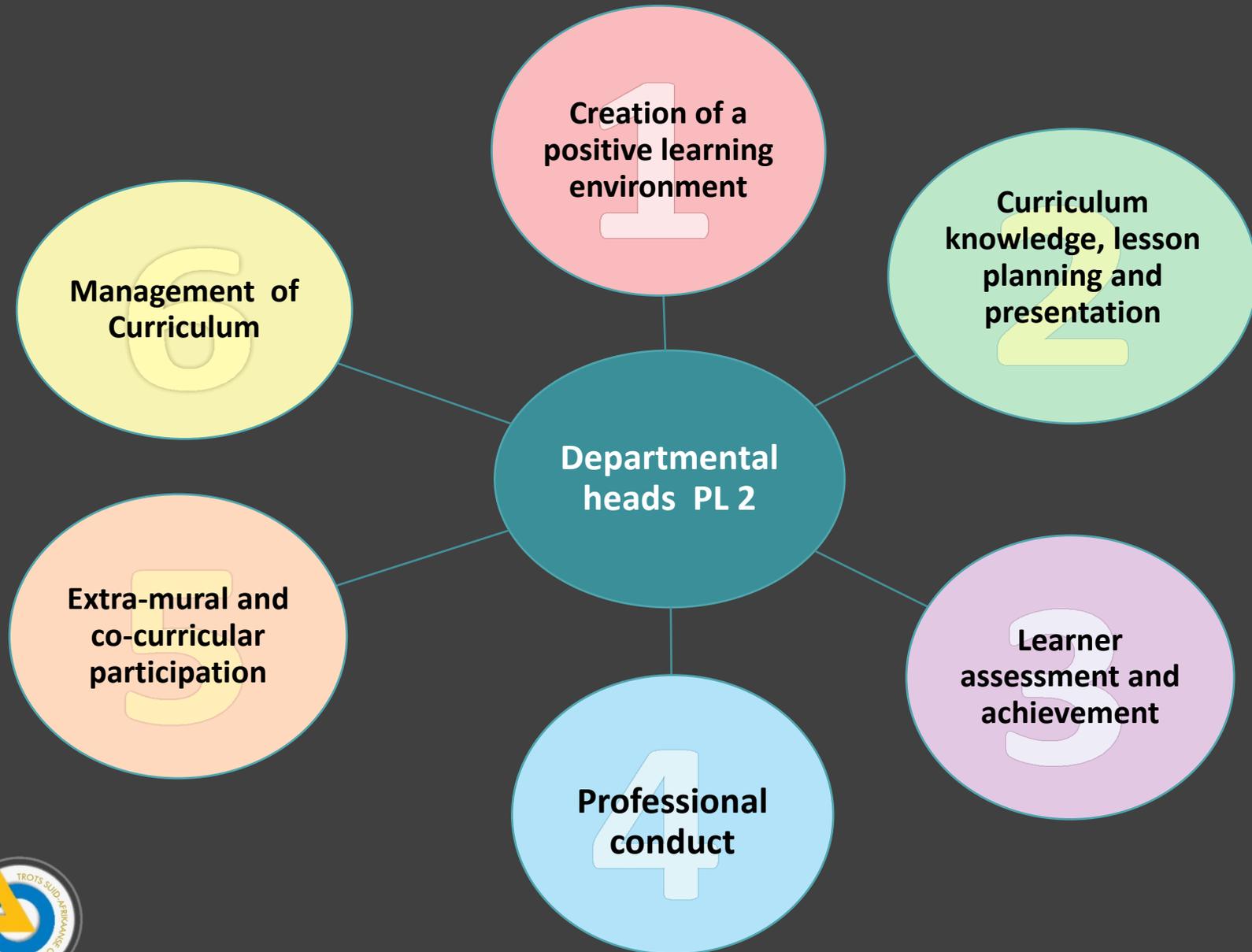
Performance Standards (Post level 1)

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		

ELRC Collective Agreement Number 2 of 2014 (pages 29-33)



Performance Standards: Departmental Head – PL 2



Departementshoofde (Posvlak 2)

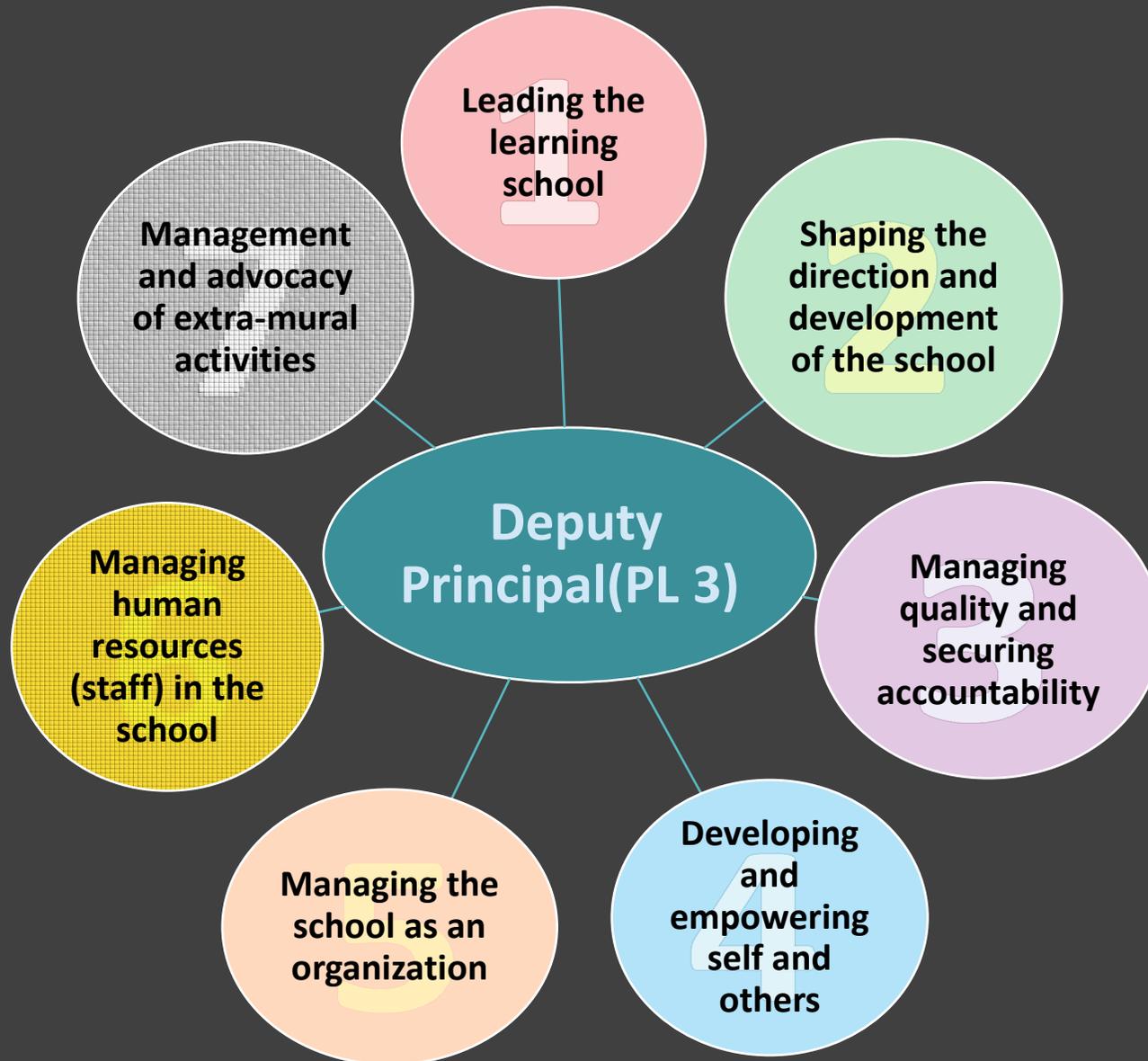
Prestasiestandaard	Aantal kriteria	Aantal beskrywers
1. Skep 'n positiewe leer- en onderrigomgewing	2	7
2. Kennis van kurrikulum, lesbeplanning en -aanbieding	4	12
3. Leerderassessering en -prestasie	3	7
4. Professionele ontwikkeling	2	9
5. Ko-kurrikulêre en buite-kurrikulêre deelname	1	3
6. Bestuur van kurrikulum	4	19
Totaal	16	57

Maksimum puntetelling = 228

Lesobservasie: Prestasiestandaarde 1 - 3



Deputy Principal: PL 3



Adjunkhoof (Posvlak 3)

Prestasiestandaard	Aantal kriteria	Aantal beskrywers
1. Lei die skool wat leer	2	15
2. Vorm die rigting en ontwikkeling van die skool	2	10
3. Bestuur kwaliteit en verseker verantwoordbaarheid	2	11
4. Ontwikkeling en bemagtiging van self en ander	2	9
5. Bestuur die skool as organisasie	3	10
6. Bestuur menslike hulpbronne(personeel) in die skool	1	2
7. Bestuur en ondersteuning van ko-kurrikulêre en buite-kurrikulêre aktiwiteite	1	2
Totaal	13	59

Maksimum puntetotaal = 236

Lesobservasie: Prestasiestandaard 1 (Kriteria 1)



Prestasie-standaarde

SKOOLHOOF



IQMS soos tot 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)



- Skoolhoofde het 'n keuse om 4 uit die 5 beskrywers in Prestasiestandaard 7 te kies.
- Alle ander beskrywer in Prestasiestandaarde 1 – 6 is verpligtende.
- Twee verskillende gewigsskale is van toepassing in die finale evaluaeringstelling van skoolhoofde
 - Skoolhoofde wat >30% van die geskeduleerde tyd onderrig, en
 - Skoolhoofde wat <30% van die geskeduleerde tyd onderrig.
- Hierdie is 'n belangrike punt wat tussen u en u IDSO/Kringbestuurder uitgeklaar moet word.

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

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

Voltooiing van die instrumente

Moet op die verskafte ELRC-vorms wees of, verkieslik, op Excel-templaats wat met formules reeds op, in Engels, aan die Disktrikskantoor gestuur word

- Die toesighouer/meerdere moet die **voltooide instrument na die skoolhoof se kantoor stuur** op die geskeduleerde tyd.
- Die **skoolhoof moet die voltooide instrument teken** nadat beide die toesighouer en die opvoeder dit geteken het. Dit gebeur nadat hy homself daarvan vergewis het dat hy/sy aan al die prosesse voldoen het.
- Indien die skoolhoof bewus raak van enige verskille, moet dit onder aandag van die relevante toesighouer sowel as die hulpbronspersoon gebring word, van wie dit dan sal verwag word om dit te korregeer.
- Die skoolhoof behou homself/haarself die reg voor om enige lid van die Skoolbestuurspan(SMT) af te vaardig, (wat met die betrokke vak of fase vertrou is) om 'n evaluering te doen sou dit duidelik word dat die relevante toesighouer dit nie kan doen nie.



WERKPLANNE

- 'n Werkplan stippel uit watter aktiwiteite deur die opvoeder(s) in 'n spesifieke jaar onderneem gaan word. Daar word ook spesifieke doelwitte gestel en sit ook in breë trekke die uitsette uiteen wat bereik moet word.

(RAVO Kollektiewe ooreenkoms 2 van 2020 bls. 21)

- Die waarde van 'n werkplan is vasgelê in die definisie van QMS(kwaliteitsbestuur). Die Kwaliteitsbestuurstelsel vir skoolgebaseerde opvoeders is juis ontwerp om die prestasie van individue te evalueer **om sodoende hoër vlakke van skoolprestasie te bereik**

(RAVO Kollektiewe ooreenkoms 2 van 2020 bls. 7)



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.

ELRC Collective agreement 2 of 2020 (pages 15 and 19)



'n Werkplan bevat die volgende en word onderteken aan die begin van 'n evalueringsperiode:

Prestasiestandaarde	Hierdie is die toepaslike prestasiesstandaarde soos in die evalueringsinstrument vervat is
Sleutelaktiwiteite/ uitsette(slegs per spesifieke jaar)	Aktiwiteite waarop ooreengekom word in terme van die toepaslike posbeskrywings.
Doelwitte(mikpunte vir verbetering)	Doelwitte wat gestel word om verbetering tot gevolg te hê binne 'n evalueringssiklus
Tydsraamwerk	Die periode waarin die doelwitte en uitsette bereik moet word. Maak seker dat doelwitte betyds bereik word/kan word
Prestasiebeskrywers	Meet die sukses wat waargeneem moet word om 'n spesifieke doelwit en uitset te bereik
Konteksuele faktore	Unieke/spesifieke omstandighede wat in berekening gebring moet word, wat die potensiaal het om 'n impak te hê op die opvoeder se vermoë om uitsette en doelwitte te bereik. Voorbeelde: sosio-ekonomiese faktore; siekte(PILIR); bevorderig; oorplasing ens.



Guidelines on developing a Work Plan



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

In QMS instrument

Voorbeeld van 'n werkplan: Skoolhoofde



	AKSIE	VOORBEELD vir 'n SKOOLHOOF
1	Noem die PRESTASIASTANDAARD	2. Vorm/bepaal die rigting en ontwikkeling van die skool
2	Noem die KRITERIA	Kriteria 2: Skoolbeheerliggaam en die groter skoolgemeenskap
3	Identifiseer die BESKRYWER	(a) Sorg dat die skool 'n funksionele SBL het.
4	Ontwikkel die DOELWIT wat kwantifiseerbaar en tydsgebonde is (die skoolhoof doen dit self)	Organiseer 'n werkswinkel oor kapasiteitsbou vir die SBL se subkomitee vir Finansies in Kwartaal 1 en die subkomitee vir Onderhoud in Kwartaal 2
5	Dui die TYDLYNE aan	Kwartale 1 en 2
6	Ontwikkel 'n PRESTASIEAANWYSER	Die aantal werksinkels wat gedoen word om die kapasiteit van die SBL se subkomitees te verbeter
7	Noem enige KONTEKSTUELE FAKTOR(E) wat relevant is vir elke spesifieke aktiwiteit gedurende die ontwikkeling van die werkplan in Januarie	Indien enige

Work Plan Template: 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><u>Descriptor:</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 Practice

- 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**)
- Ongelukkig laat die “drop-down list” net 1 “descriptor” vir elke kriteria toe.

Work Plan Example (Principal)



Prin_WP_V1_Example

Work Plan Template (Principal)



Prin_WP_Template_V1



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	<i>Criterion 2: Support for the learning school</i>	Choose an item.	Choose an item.		
2. Shaping the direction and development of the school	<i>Criterion 1: Planning</i>	Choose an item.	Choose an item.		
	<i>Criterion 2: School Governing Body and the broader school community</i>	Choose an item.	Choose an item.		

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	Criterion 2: Support for the learning school	Choose an item.	Choose an item.		
		Choose an item. a) Enlists the support of parents and community members as partners in learning b) Communicates (provides feedback) with all stakeholders on the academic performance of the school c) Motivates learners to achieve academically d) Ensures that there are functional curriculum structures in the school. e) Promotes ICT learning f) Manages conflict in order to maintain a healthy teaching and learning environment			
2. Shaping the direction and development of the school	Criterion 1: Planning				
	Criterion 2: School Governing Body and the broader school community	Choose an item.	Choose an item.		

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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Skematiese voorstelling van die verhouding tussen evaluering en ontwikkeling



QMS bestuursplan Januarie - Junie



MAAND	AKSIE	VERANTWOORDELIKHEID
Januarie – Maart	<ol style="list-style-type: none"> 1. Ondersteuning en opleiding 2. Teken werkplanne (teen einde Januarie) 3. Verseker dat alle opvoeders toegang het tot die evalueringsinstrumente, KO 2 van 2020 4. Rolle en verantwoordelikhede word bespreek 5. Ontwikkel en implimenteer die plan/skedule 6. Kringbestuurder verifieer 	Skoolhoof, SMT opvoeders en Kringbestuurder
April - Junie	<ol style="list-style-type: none"> 1. Selfevaluering deur opvoeders 2. Gesprek voor evaluering 3. Lesobservasie 4. Halfjaarlikse evaluering 5. Gesprek na evaluering 6. Skoolhoof verifieer en teken 	Skoolhoof, SMT, opvoeders, <u>hulpbronpersoon</u> <u>(indien van toepassing)</u> en die Kringbestuurder

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	<ol style="list-style-type: none"> 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 	<p>Principal, SMT, educators, <u>resource person (if applicable)</u> as well as Circuit Manager</p> <p>Principal</p>



FREQUENTLY ASKED QUESTIONS

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.

QUESTIONS/COMMENTS



BAIE DANKIE!

#WANTONSGEEM

SΔOU

DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION