

Die opstelling van die SIP en SDP vereis dat daar inligting ingewin word. Hoe gaan die hoof te werk?

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SAOU

DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION



Whole School Improvement for Public Schools

Circular 01/2020



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Evaluation Process

Swot analysis

9 focus areas

SSE/IWSE

Interviews

1.APIP/ 2. AAPR

1. Under/ 2. Performing

Sip Ed Dev

QMS

Building Blocks

SGB

School Profile

Completed SSE will provide a profile

Basic Functionality

Leadership, management, communication

Governance and relationship

Quality teaching, educator development

Curriculum provision/ resources

Learner achievement

School Safety, security, discipline

School infrastructure

Parents and community

Planning Process

SIP

SDP

YP/ Day-to-day functioning of school

Strategic planning
3 year SGB Term

Modes of gathering information

1. Swot analysis

9 Focus areas

General

3. Quarterly school readiness and/or
SSE: Green/Amber/Red
Marks 1 to 5

2. Interviews

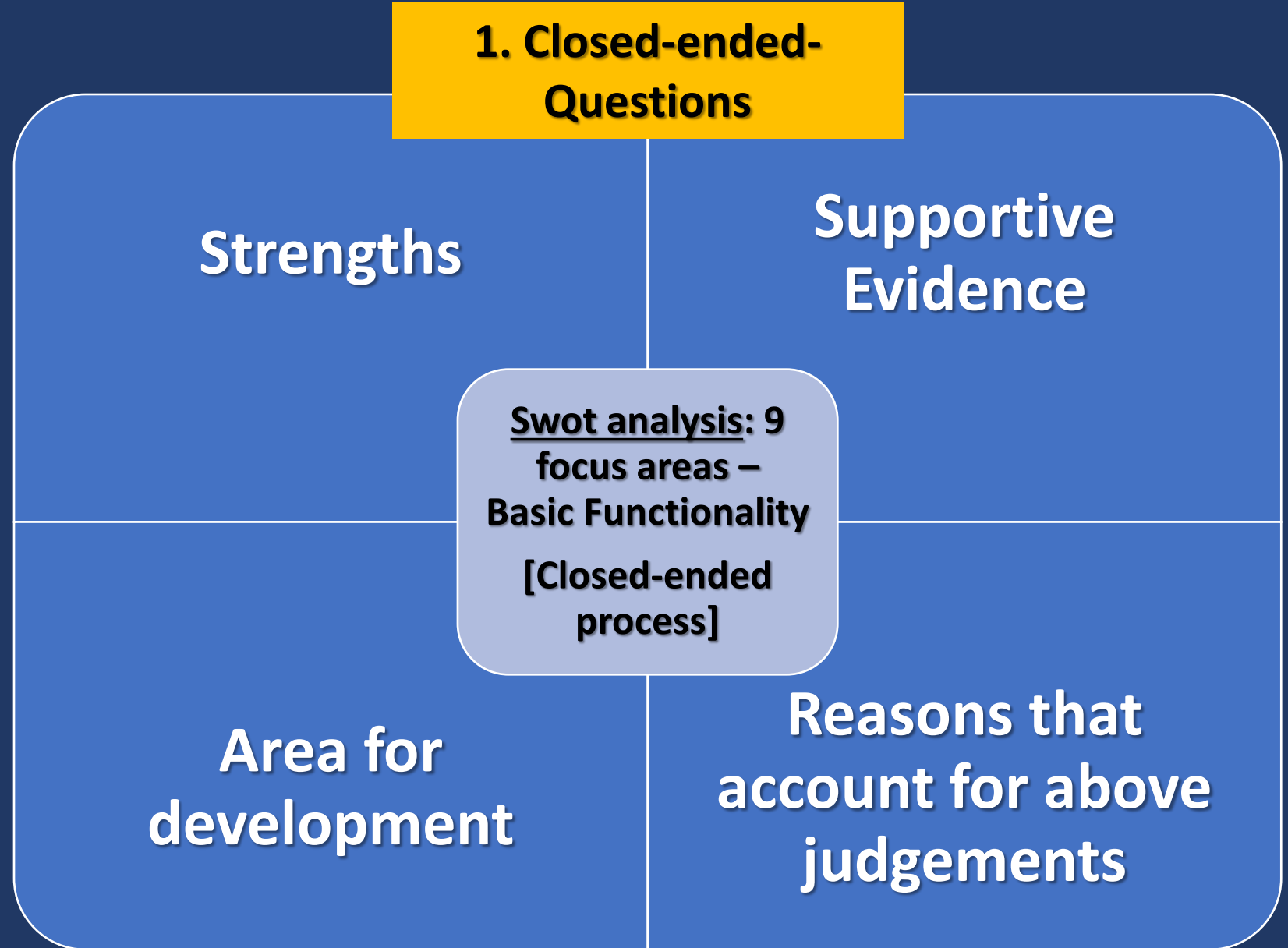
1 .Educators PI 1
Educators PI
2,3,4
2. HOD per
subject.
3. SMT
4. SAT

5. SBST
6. SGB
7. Parents
8. Learners
9. Extra
curricular
coordinators

Rating Guide:
**1 – Needs
urgent support**
**2. Needs
improvement**
3. Acceptable
4. Good
5. Outstanding

SSE: Green/Amber/Red

**Must be completed
for all 9 focus areas**



2. Open-ended-Questions

Strengths

Weaknesses

**Swot Analysis:
General
[Open-ended
process]**

Opportunities

Threats

Example questions for interviews: **Open-ended-questions**

2. List of interview Schedules [CS & PS staff]

- ✓ Questions for educators post level 1 to 4.
- ✓ Questions for HOD's or educators in charge of learning area.
- ✓ Questions for SMT.
- ✓ Questions for SAT.
- ✓ Questions for SBST.
- ✓ Interview with SGB.
- ✓ Questions for Parents.
- ✓ Questions for Learners.
- ✓ Questions for Co & extra curricular coordinators.

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1. Interview with PL1 Educator:

- Have you been appraised for development purposes?
- Do you have a projected Personal Growth Plan and to what extent have you achieved its objectives?
- To what extent have you managed to acquire new knowledge and additional skills to address your professional needs?
- Do you share information with colleagues?
- Is there anything you need that could help you develop?
- What role do you play in formulating and implementing the school's policies?



2. Interview with PI 2,3 and 4 educators:

- What kind of support have you received with regard to leadership, management and administration?
- Do you inspire trust and confidence in learners and colleagues?
- Do you give direction to your team in realizing the institution's objectives?
- Are you able to secure co-operation from colleagues and team members?
- What is your role with regard to financial planning, budgeting and forecasting?
- Do you consult with clients and stakeholders on ways to improve the delivery of services?



3. Interview with HOD's/ educators in charge of learning areas:

- Questions related to: Responsibilities, Planning, Assessment, Standards, Special needs, Resources and accommodation and Management role.
- What do you regard as your main responsibilities?
- Have you develop a subject/Learning area framework?
- Are different forms of assessment carried out?
- Do you have any difficulties with learners over standards of behavior?
- Do you cater for learners with learning difficulties?
- Are you consulted about whole-school plans and policies?

4. Interview with the SMT:

- Questions related to: Learner progress, Learners personal development, Teaching and learning, School curriculum, Extra curricular, welfare, Parents and community, Leadership.
- How good is learners' progress?, In which learning area or subjects do learners do well and why?
- How effective are teaching and learning? Which are the strongest features or teaching and learning and why?
- What opportunities exist for extracurricular activities?
- How well does the school work with parents and community?
- How effective is the leadership of the school?

5. Interview with the SAT:

- Has the SAT develop a School Assessment Policy?
- What was the stakeholder participation with the formulation of this policy?
- Has the SAT develop an annual assessment programme for the school?
- How often does the SAT meet? Do you keep minutes of the meeting?
- Are results analysed per term and per subject?
- How is the information disseminated to the rest of the staff?



6. Interview with the SBST:

- What is the structure of the SBST?
- Is the SBST fully operational and functional?
- Does the school have a SBST Policy?
- Does the SBST adhere to procedures for intervention?
- How does the district assist the SBST?
- How often are learners profiles monitored by SBST?



7. Interview with the SGB:

- Has the SGB a full complement of members and representatives from appropriate interests?
- Has the SGB received any training?
- How often does the SGB meet?
- Do meetings have a published agenda and are minutes taken?
- Does the SGB help formulate school policies?
- Is the SGB involved in the school budget? If so how?

8. Interview with the Parents:

- Is the school well organized and does it run smoothly?
- Are you made to feel welcome when you visit the school?
- Does the school respond to your concerns in a helpful way?
- Does the school seek your opinion on matters concerned with its performance?
- Are you satisfied with your child's level of attainment and progress in learning?
- Is your child safe at school?

9. Onderhoudsvrae aan leerders:

- Voel jy veilig en beskerm by die skool?
- Voel jy dat jy as persoon raakgesien en gerespekteer word?
- Kry jy genoeg geleenthede om jou by die skool uit te leef?
- Hoe evalueer jy die dissipline by die skool?
- Is die voorkomsreëls realisties?
- Is jy tevrede met die fisiese fasiliteite by die skool?



10. Interview with coordinators- Co & extra curricular activities :

- Does the school supply adequate resources for extra curricular activities?
- Does the school cater for all learner's activities/choices?
- Does the school appoint qualified coaches for activities?
- Is the school budget adequate for Co & Extra mural activities?
- Does the school compete in competitions relevant to the learners abilities?
- Are there formal training for coaches and educators?

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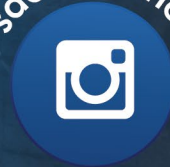
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