

INTEGRATED QUALITY MANAGEMENT SYSTEM FOR PUBLIC FET COLLEGE BASED EDUCATORS

THIS DOCUMENT CONSISTS OF FOUR PARTS:

Section A:

This contains information on the Integrated Quality Management System for Public FET college based educators.

Section B:

This consists of the implementation plan.

Section C:

This consists of the instrument to be used for performance measurement *and* development appraisal.

Section D:

This consists of Forms

SECTION A

Information on IQMS

ACRONYMS

CampSDT	Campus staff development team
CampIP	Campus improvement plan
ColSDT	College staff development team
ColIP	College improvement plan
DA:	Developmental appraisal
DSG	Development support group
FET:	Further education and training
FDIP	FET District Improvement Plan
IQMS	Integrated quality management system
INSET	In-service education and training
NPDE	National Professional Diploma in Education
NTT	National training team
PGP	Personal growth plan
PM	Performance measurement
PS	Performance standard
PTT	Provincial training team
SDT	Staff Development Team
SMT	Senior Management team

INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) FOR PUBLIC FET COLLEGE BASED EDUCATORS

1. OVERVIEW

1.1 Background

An agreement was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. The existing programmes were the Developmental Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998) and the Performance Measurement System that was agreed to on 10 April 2003 (Resolution 1 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.

1.2 What is the IQMS?

The IQMS is an integrated quality management system that consists of two programmes, which are aimed at enhancing and monitoring performance of the education system. These are:

- Developmental Appraisal; and
- Performance Measurement;

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

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

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

1.3 Purposes of IQMS

- To determine competence;
- To assess strengths and areas for development;
- To identify specific needs of educators, colleges and the FET Directorate for support and development;
- To provide support for continued growth;
- To promote accountability;
- To monitor an institution's overall effectiveness; and
- To evaluate an educator's performance.

1.4 Guiding Principles

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

- The recognition of the crucial role of the delivery of quality public education.
- That all learners have equal access to quality education.
- The need for an integrated quality management system, which is understood, credible, valued and used professionally.
- That the system's focus is positive and constructive even where performance needs to improve.
- That the system includes a process of self-evaluation and discussion of individual expectations.
- The need to minimise subjectivity through transparency and open discussion, and quality controls to ensure validity, reliability and relevance, for example, there can be no sanctions against individual educators before meaningful development takes place.
- The need to ensure fairness by affirming the rights of educators.
- That the system promotes individual professional growth of educators, and ongoing support for educators and the college.
- That the system provides a clear protocol governing the interaction of the parties.
- The need for the IQMS to provide for and encourage diversity in teaching styles.
- The system meets professional standards for sound quality management, including propriety (ethical and legal), utility (useable and effective), feasibility (practical, efficient and cost effective), and accuracy.
- Development takes place within a national human resource development strategy and skills development.
- Need for all colleges to look for ways to continually improve.

1.5 Features of the integrated quality management system

The following are features of this model for the implementation of an integrated quality management system, which includes developmental appraisal and performance_measurement:

- Developmental appraisal and performance measurement inform and strengthen one another without duplication of structures and procedures.
- Performance measurement and development appraisal must be linked to an annual cycle, which must be completed within a calendar year (a period when the staff at a college is likely to be most stable).
- The separate purposes of DA and PM remain intact.
- The structures needed in the college are:
 - ✓ The Senior Management Team (SMT).
 - ✓ The college staff development team (CoISDT), which plans, oversees, co-ordinates and monitors all quality management processes in the college.

- ✓ The development support group (DSG), which, for each educator, consists of his/her immediate senior and one other educator. Their function is primarily mentoring and support. An educator may request additional DSG members to be appointed.
- ✓ Self-evaluation by educators for DA enables sustainability in the long term.
- ✓ Lines of accountability between educators and their DSGs, between the educators (and their DSGs) and the CoISDT between both SDTs and SMT, and between the SMT and departmental office are clear.
- ✗ Two developmental cycles are built into the annual programme: during (a) April to June and July to September.¹ The period January to March is therefore mainly used for planning and the first evaluation of educators (baseline evaluation) and the period September to November is reserved for summative evaluations. The above are only suggested timeframes. The College may adapt it to suit its needs.
- ✓ Whilst it is acknowledged that there could be significant pressure towards the end of the year when all educators in the college will need to be evaluated (summatively) for pay progression (PM), there is no way of avoiding the necessity for a summative evaluation at this stage - **after** development has taken place. Performance measurement **must** be based on the work (and progress) that an educator has done during a calendar year. After verification and moderation, individual performance scores must be submitted to Persal by the end of the college year in order to effect pay progression in the following year.

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

2.1 The College Head/Principal

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

2.2 The Educator

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

2.3 Senior Management Teams (SMT)

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

2.4 The College Staff Development Team (CoISDT)

Immediately after the advocacy and training, the principal must establish the **CoISDT in accordance with the guidelines as set out in paragraph 2.4.1**

The CoISDT, together with the SMT, will be responsible for liaising with educators, as well the department to co-ordinate the provision of developmental programmes for educators (for developmental appraisal).

The CoISDT must monitor the process of developmental appraisal of the educators employed at the central office (self-appraisal by the educator, mentoring and support by the educator's development support group (DSG)), must co-ordinate the evaluation discussions (educators with no actual contact time) and the appraisals for performance measurement and must keep the records of these processes.

The CoISDT and SMT must also develop the college's own "College improvement plan" (ColIP), incorporating strategic objectives of the strategic plan of the department and the personal growth plans (PGPs) of individual educators. The ColIP must set targets and timeframes for improvement. The ColIP should be revised periodically, setting new goals/priorities, which reflect the progress already made.

The ColIP must be submitted to the department. ColIP from different colleges must inform their planning so as to enable the department to co-ordinate provision of in-service training (INSET) and other programmes that are aligned to the needs that have been identified by colleges.

2.4.1 Composition

- Each college must elect a college staff development team (CoISDT) consisting of the principal and democratically elected staff members.
- The CoISDT must also include one democratically elected educator for each post level at the college representing the campuses.
- The college should decide on the size of the SDT. It is suggested that the number could be up to about 8 depending on the size of the college.
- It is proposed that the skills development facilitator for the college be part of the Col SDT.

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

- Has the overall responsibility for the training of all educators.
- Has the overall responsibility for the co-ordination of all activities at the college pertaining to staff development.
- Prepares the management plan for the implementation of the IQMS.
- Facilitates and gives guidance on how DSGs have to be established.
- Prepares a final schedule of DSG members.
- Links developmental appraisal to the college improvement plan (CollIP).
- Liaises with the department, through the SMT, in respect of high priority needs such as INSET, short courses, skills programmes or learnerships.
- Monitors effectiveness of the integrated QMS and reports to the relevant persons.
- Ensures that all records and documentation on IQMS are maintained.
- Oversees mentoring and support of educators by the DSGs.
- Together with the SMT, develops the college improvement plan (CollIP) based on information gathered during developmental appraisals of educators and CollIPs received from the CoISDTs.
- Co-ordinates ongoing support provided during the two developmental cycles each year of educators.
- Completes the necessary documentation for performance measurement (for pay or grade progression for educators, signs off on these to assure fairness and accuracy and submits the necessary documentation in good time to the principal.
- Receives the completed documentation for performance measurement (for pay progression) from the CoISDTs, verifies them and sign off on these to assure fairness and accuracy and submits the necessary documentation in good time to the principal.
- Deals with differences between evaluatees and their DSGs in order to resolve the differences.
- Provides all the necessary documentation (e.g. CollIPs) to the principal for submission to the departmental manager in good time.

2.4.3 Term Of Office of SDT

- It is up to the College to decide on the term of office of the SDT.

- For the sake of continuity and stability it is suggested that the term of office of a SDT be for a period of two/three years.
- When an individual needs to be replaced because of under-performance or leaving the institution, it must be done through democratic elections.

2.5 Development Support Group (DSG)

2.5.1 Composition And Selection

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

- For each educator the DSG should consist of the educator's immediate senior and one other educator (peer). An educator's peer must be selected by the educator on the basis of expertise that is related to the prioritised needs of the educator. It is important that the peer has the confidence and trust of the educator as he/she will have to offer constructive criticism as well as support and guidance. Only in exceptional cases and with the concurrence of the SDT, may a peer be selected from the staff of another college.
- If there is not an immediate senior in the specific field of work, the educator may select two peers. They will then form the DSG.
- In some instances it is permissible for an educator to select more than one peer based on his/her particular needs.
- Each educator may have a different DSG while some individuals (e.g. HoDs) will be involved in several DSGs (for different educators).
- Once educators have determined who their DSGs are, this information will have to be factored in to the broad planning of the SDT to ensure that there are no "clashes" with (HoDs) having to evaluate different teachers at the same time and to ensure a reasonable spread and pace of work for evaluators towards the end of the year.
- A member of the DSG may be changed in instances where development has already taken place and where new priorities have been identified.

2.5.2 Roles And Responsibilities (Refer to Page 13 – Section 3.5)

- The main purpose of the DSG is to provide mentoring and support. If the immediate senior is the Education Specialist (Head of Department) in the college, then mentoring and support fall within the job description
- The DSG is responsible for assisting the educator in the development and refinement of his/her Personal Growth Plan (PGP) and to work with the SDT to incorporate plans for development of an educator into the College Improvement Plan (ColIP).

- The DSG is responsible for the baseline evaluation of the educator (for development purposes) as well as the summative evaluation at the end of the year for Performance Measurement.
- The DSG must verify that the information provided for PM is accurate.

2.6 Provincial Office (or Office where the FET Directorate is located)

- The Provincial Office has the overall responsibility of advocacy, training and proper implementation of the IQMS.
- The Provincial office has a responsibility with regard to the development and arrangement of professional development programmes in accordance with identified needs of educators and its own improvement plan.
- The FET manager (or representative) has a responsibility to moderate evaluation results of Colleges in his/her jurisdiction in order to ensure consistency. In cases where the evaluation results of a college are not consistent with the College's general level of performance or where the FET manager has reason to believe that the evaluation at a particular college was either too strict or too lenient, he/she must refer the results back to the college for reconsideration.
- The Provincial office must ensure that the evaluation results of colleges are captured and processed in time to ensure successful implementation of salary and grade progression.
- The Provincial office should ensure that the implementation process in colleges is monitored on an ongoing basis.

2.7 A Grievance Committee

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

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

2.8 Training Structures

- **The National Training Team (NTT)** must clarify all the relevant issues and questions in the process of training. They must develop the necessary guidelines for training and must train the Provincial Training Teams (PTTs). The NTT will consist of officials from the National Department of Education, and officials from the national unions as represented in the Education Labour Relations Council.
- **Provincial Training Teams (PTTs)** should consist of all relevant Provincial officials **including officials from the four teacher unions as represented in the provincial ELRC**. The PTT will be responsible for training of nominated educators from each of the colleges/campuses or clusters of colleges/campuses. These educators after being trained by the PTTs will train their colleagues at the colleges and campuses.

- **Training in colleges/campuses** should be led by the nominated educators who were trained by the PTTs. Since advocacy and training must **precede** implementation in colleges, the Staff Development Teams (SDTs) will not yet have been identified. After they have been selected they will ensure that every educator understands the IQMS procedures and processes.

SECTION B

The Implementation Process

3. THE IMPLEMENTATION PROCESS

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

3.1 Advocacy, Training and Planning

- Educators, principals and management of colleges will receive training immediately after advocacy.
- **Advocacy** must address the issues relating to the **purposes** of the IQMS, the **objectives** and **outcomes** for developmental appraisal and performance measurement. The focus should be on quality education for all, transformation and the advantages for educators, colleges and the system as a whole.
- **Training** should focus on **implementation** in the college i.e. on self-evaluation, **planning** for the whole year and the **roles and responsibilities** of the **structure(s)** that will be involved in **planning, co-ordinating, monitoring, reporting** and keeping the appropriate **records**. Training needs to ensure that everyone (evaluatees/appraisees and appraisors/evaluators) is familiar with and understand the single **instrument** that will be used.
- At a full staff meeting the principal/SMT will explain to staff –
 - What the IQMS is; What the benefits will be for educators, learners, the college and the system; and Why this approach was adopted.
- Training must specifically address issues relating to how the IQMS should be implemented in the college.
- All officials and educators must have a thorough understanding of the purposes, principles, processes and procedures of the IQMS.
- Training must enable officials and educators to plan and administer the IQMS in a uniform and consistent manner.
- IQMS planning by the SDT must incorporate all the processes together with the time frame in which they must be completed, as well as all individuals involved together with each one's responsibilities.
- It must take the college's year plan into account (drawn up by the SMT).
- College's must factor in to their broad planning the cycles of evaluation and development.
 - **Baseline evaluation** : January to March
 - **Summative evaluation** : September to November
 - **First Developmental Cycle** and reflection: April to end of June
 - **Second Developmental Cycle** and reflection: July to end of September.

YOU MAY ADJUST THE TIME FRAMES TO SUIT YOUR NEEDS

- College's must ensure that educators who teach certain classes are evaluated before the external assessments/examinations commence.
- By end of February educators must be provided with a timetable indicating when they can expect to be evaluated.
- The principal calls a general staff meeting at the beginning of the year at which educators are apprised of the IQMS procedures and processes.

3.2 Colleges: Planning for implementation (broad planning)

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

3.3 Self-Evaluation By The Educator

- Immediately after the initial advocacy and training, each educator should evaluate her/himself using the same instrument that will be used for both Developmental Appraisal (DA) and Performance Measurement (PM). This enables the educator to become familiar with the instrument.
- Educators also familiarise themselves with the Performance Standards, the criteria (what they are expected to do) as well as the levels of performance (how well they are expected to perform) in order to meet at least the minimum requirements for pay progression. This self evaluation forms part of both Developmental Appraisal (DA) and Performance Measurement (PM).
- Since Performance Measurement (PM) will be used for determining pay and/or grade progression (notch increases) it must be used to evaluate the performance of educators within the period of a calendar/college year even though the award will only be made in the following year.
- Note: The award will therefore always be based on the previous year's work.
- The emphasis on self-evaluation (w.r.t. the IQMS) serves the following purposes:
 - ✓ The educator becomes familiar with the instrument that will be used for Developmental Appraisal and Performance Measurement.
 - ✓ The educator is compelled to reflect critically on his/her own performance and to set own targets and timeframes for improvement... in short, the

educator takes control of improvement and is able to identify priorities and monitor own progress.

- ✓ Evaluation, through self-evaluation, becomes an ongoing process.
- ✓ The educator is able to make inputs when the observation (for evaluation purposes) takes place and this process becomes more participatory.
- ✓ The educator is able to measure progress and successes and build on these without becoming dependent on cyclical evaluations.

3.4 Educators: Identification of the personal support group-Development Support Group (DSG)

- After having completed a first self-evaluation and having reflected on strengths as well as areas in need of development, each educator needs to identify his/her **own** support group **within the** college.
- This **must** include the educator's immediate senior and **one** other educator (peer) – selected by the educator - and who has the phase/learning area/subject/ field of work experience/expertise and is able to provide the necessary guidance and support.
- Each educator will therefore have a different DSG although some individuals (e.g. post level 2 (Education Specialists)) will be involved in several DSGs (for different educators).
- Once educators have determined who their DSGs are, this information will have to be factored in to the **broad** planning of the CoISDT to ensure that there are no “clashes” with, e.g. Education Specialists (post level 2 educators) having to evaluate different educators at the same time and to ensure a reasonable spread and pace of work for evaluators.

3.5 Pre-evaluation Discussion (Refer to Section 2.5)

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

- Whether the educator understands what is expected of him/her in terms of the various performance standards and criteria and how he/she will be rated.
- The educator is given the opportunity to clarify areas of concern that he/she may have.
- The DSG informs the educator about procedures and processes that will be followed throughout the IQMS cycles.
- The DSG explains to the educator that lesson observation involves performance standards 1 to 4 whilst other aspects outside the classroom involves the remaining Performance Standards.
- The DSG explains to the educator that the evaluation in respect of the remaining performance standards will be based on general ongoing

observation by the DSG and on documentary evidence and other information that the educator may provide to the DSG.

- Guidance is provided to the educator on the development of his/her PGP. After the baseline evaluation further discussions on the development of the PGP need to take place.
- The educator is also given an opportunity to raise issues that are hampering his/her performance. This is important in the light of the contextual factors, which may be recorded in the report and considered for possible adjustment of the mark awarded in respect of a particular criterion.

3.6 Observation of educators in practice (Lesson Observation)

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

- The purpose of this evaluation by the DSG is:
 - ✓ to confirm (or otherwise) the educator’s perception of his/her own performance as arrived at through the process of self-evaluation.
 - ✓ to enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Standards and to resolve any differences of opinion that may exist.
 - ✓ to provide the opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the college in terms of mentoring and support (especially by the DSG) and what INSET and other programmes need to be provided by, for example, the Department.
 - ✓ to enable the DSG and the educator (together) to develop a Personal Growth Plan (PGP) which includes targets and time frames for improvement. The PGP must primarily be developed by the educator with refinements being done by the DSG.
 - ✓ to provide a basis for comparison with the evaluation for PM purposes and, since it includes data gathered during the pre-evaluation discussion and will result in the development of a PGP, this information can be used, in instances where there is little or no improvement, to adjust the ratings upwards (for the purposes of awarding pay or grade progression) where the DSG, college and/or department has **not** provided the necessary support or appropriate opportunities for development.

Note: It is only in the first year of implementation (2005) that this evaluation/observation of an educator in practice will be carried out for all educators.

In subsequent years (2006, etc) the summative evaluation (for PM) becomes the baseline evaluation for the following year (2007, etc.). This means that after 2006 all educators (except new teachers entering the system for the first time) **will only be evaluated once per annum.**

3.7 Evaluation In Respect Of The Other Performance Standards (Outside the classroom)

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

3.8 Feedback and discussion

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

Feedback on observation should focus on:

- performance and not personality;
- observations and not assumptions;
- objectivity and not subjectivity;
- the specific and concrete and not the general and the abstract;
- sharing information and not giving instructions;
- alternatives and not "what you should do is....";
- the individual's needs;
- requests from the individual.

3.9 Resolution of differences and/or grievances

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

3.10 Monitoring

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

3.11 Moderation

External moderation is conducted by the departmental officials to ensure consistency among colleges. Internal moderation is conducted at college level by the principal and the SMT.

3.12 Second and Subsequent Years of Implementation

- The second and subsequent implementations of the IQMS on a particular educator differs from the first implementation in the following way.
- Educators will need to be evaluated by their DSGs only once per annum. The “summative evaluation” at the end of the previous year becomes the “baseline evaluation” for the next year. It is therefore necessary to do only the summative evaluation at the end of each year (for performance measurement purposes) and to compare this with the summative evaluation of the previous year in order to determine progress.
- Only new educators, entering the system for the first time will need to be evaluated at the beginning of the year.

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

4.1 Completed Instrument

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

4.2 Personal Growth Plan (PGP)

- It is developed by the educator in consultation with members of the DSG.
- It must be used to inform the College/Campus Improvement Plan – which, in turn, will be submitted to the FET Directorate (Department) to inform their planning and deployment of support staff.
- Along with self-evaluation, the baseline evaluation and the performance measurement (at the end of each calendar year) the PGP forms an important record of needs and progress of individual educators.
- It is anticipated that this will take place soon after the observation of the educator in practice and the evaluation on which consensus was reached.
- The educator’s PGP (along with copies of the completed instruments) need to be sent to the Staff Development Team (SDT) of the college. This process needs to be completed by the end of March each year.

- The PGP should address growth at four “levels” where these are applicable:
 - Those areas in need of improvement about which the educator him/herself is in full control (e.g. punctuality).
 - Those areas for which the DSG (immediate senior and/or mentor) or someone else in the college is able to provide guidance (e.g. record-keeping).
 - Those areas for which the Departmental should provide INSET or other programmes.
 - Where the educator is un- or under-qualified or needs re-skilling in order to teach a new subject/Learning Area (e.g. Technology), this information needs to feature in the Work Place Skills Plan (WSP) of the Department. Funding needs to be accessed from the ETDPSETA in order to provide the educator with the opportunity to embark on an NPDE or appropriate “short courses” or “skills programmes”.

4.3 College Improvement Plan

- Definition of College Improvement Plan: A blueprint of the actions and processes needed to produce improvement at the institution.
- The College Improvement Plan is an important document, which enables the college to measure its own progress through a process of ongoing self-evaluation.
- This must happen continuously.
- The College Improvement Plan is developed by the SDT (and is submitted to the Department).
- The College Improvement Plan enables the SDT to monitor progress and improvement.
- The Improvement Plan is informed by amongst others the PGPs of individual educators
- College improvement is a systematic, sustained effort aimed at change in learning conditions and other related internal conditions, with the ultimate aim of accomplishing educational goals more effectively. College improvement is therefore about developing strategies for educational change that strengthens the institution’s organisation, as well as implementing curriculum reforms.
- The approach to College improvement rests on a number of assumptions:
 - The institution as the centre of change: This means that external reforms need to be sensitive to the situation in individual institutions, rather than assuming that all institutions are the same.
 - A systematic approach to change: College improvement is a carefully planned and managed process that takes place over a period of several years.
 - A key focus for change: is the “internal conditions” of the institution. These include not only the teaching – learning activities used in the college, but all

the institution's procedures, role allocation and resource utilisation that support the teaching – learning process (management arrangements)

- Accomplishing educational goals more effectively: Generally speaking, educational goals are what an institution is supposed to be doing for its learners and community. Institution's also serve the more general developmental needs of learners, the professional development of educators and the needs of its community.
 - A multi-level perspective: Although the institution is the centre of change it does not act alone. The institution is embedded in an educational system that has to work collaboratively if quality is to be achieved. This means that the roles of educators, SMT, parents, college council, support personnel (departmental officials, etc.) should be defined, harnessed and committed to the process of college/campus improvement.
 - Integrative implementation strategies. This implies a linkage between “top-down” and “bottom-up” – remembering of course that both approaches can apply at a number of different levels in the system. Ideally “top-down” provides policy aims, an overall strategy and operational plans; this is complemented by a “bottom-up” response involving diagnosis, priority goal setting and implementation. The former provides the framework, resources and a menu of alternatives; the latter, energy and college based implementation.
 - The drive towards institutionalisation. Change is only successful when it has become part of the natural behaviour of all those in the institution. Implementation by itself is not enough.
- College self-evaluation involves:
- A broad view of performance across what have become known as Key Areas, namely the curriculum; attainment; learning and teaching; support for learners; ethos; resources; management and leadership and quality assurance.
 - A closer look at specific areas viewed as successful or causing concern.
 - By reviewing all Key Areas over a number of years institutions are able to see what needs to be improved or maintained, using clearly defined measures of success. A good way into college self-evaluation is through development planning.

4.4 Records and Reports of the Institutions

- The SDT must keep all these records and, from them, compile a report on progress that has been made in the institution during the year.
- The SDT and principal should complete the necessary documentation for submission to the Provincial Department (those educators that meet the

requirements for pay progression). This data must be submitted before institutions close in December.

- Reports, reflecting the progress made in the institutions, must be submitted to the Department before the institutions close. These reports should include recommendations in respect of how the Department can improve on the delivery of developmental INSET and other programmes.
- FET Directorate in the Department should evaluate their own performance against the “FET Directorate Improvement Plan in order to improve on this performance in the following year.

4.5 FET Directorate Improvement Plan (FDIP)

- Once the **FET Directorate** receives, from each institution, a College Improvement Plan (in which each institution highlights its specific developmental needs) by the end of March each year, the FET Directorate must develop its own improvement plan for the Directorate.
- In this plan, institutions that have identified similar needs and/or similar aspects in need of development can be “clustered” together for the purposes of providing INSET and other programmes.
- The FET Directorate Improvement Plan enables the Directorate officials to plan co-ordinate and monitor the delivery of support and development opportunities in the institutions under their care.
- The effectiveness of the FET Directorate can be measured against its ability to deliver in terms of its own FDIP.
- The FDIP is informed by and developed from the College/campus improvement plans submitted to the directorate by the institutions.
- Co-ordination of different programmes, which can run concurrently in different areas and the optimal deployment of officials should be included in these improvement plans.

4.6 The relationship between IQMS and provincial planning

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

5. GUIDELINES ON EVALUATION AND ADJUSTMENT OF SCORES

- An educator must be evaluated on every performance standard that is applicable to his or her post level.
- Although some colleges lack certain resources or facilities, it cannot be used as a reason for not evaluating an educator on a particular Performance Standard or a particular criterion. If there are certain factors that are beyond the control of the educator, which impacts negatively on his/her performance, then these may be regarded as “exceptional circumstances” and may justify an adjustment to his/her score. These factors must be recorded in the instrument under contextual factors, which may serve as compelling evidence when an adjustment is considered during evaluation.

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

6. LEAVE TAKEN DURING THE IQMS CYCLE

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

7. STAFF MOVEMENTS

- Where an educator is promoted or transferred to another institution, an evaluation should preferably be conducted within the current IQMS cycle prior to the educator leaving the institution. In the case of immediate seniors leaving an institution, regardless of the reason for their departure, they will be required to evaluate their educator/s prior to departure.
- New educators joining the institution will enter the IQMS cycle at an appropriate time agreed with the immediate senior. This period of time will usually be no longer than four weeks.

- In the case of an educator entering an institution after the beginning of a cycle, the programme according to which the IQMS will be applied to him/her must be adjusted in order to ensure that the evaluation is fair and effective.
- New educators, who have no previous training or experience with the operation of the system, must be trained prior to any evaluation.
- Whether internal or external movement, these guidelines cannot cover every conceivable possibility and it is therefore important to use common sense and to ensure fairness to all parties.

8. DEPARTMENT: ADVOCACY AND TRAINING

Refer to paragraph 2.8 (Training Structures)

9. DEPARTMENTAL OFFICE: BROAD PLANNING

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

10. DEPARTMENTAL OFFICE: DEVELOPMENT OF AN IMPROVEMENT PLAN

Once the departmental office receives, from each college a college improvement plan (in which each college highlights its specific developmental needs) by the end of March each year, the relevant office must incorporate it in its own improvement plan for the department. In this plan, colleges that have identified similar needs and/or similar aspects in need of development can be “clustered” together for the purposes of providing INSET and other programmes. **Co-ordination** of different programmes, which can run concurrently in different areas, and the **optimal deployment of officials** should be included in these plans.

11. DEPARTMENTAL OFFICE: INSET AND OTHER PROGRAMMES

Once they have developed co-ordinated improvement plans, the officials need to make the necessary arrangements and inform colleges of the venues, dates and times at which INSET and other programmes will be offered.

12. COLLEGES: PREPARATION FOR DEVELOPMENT

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

13. EDUCATORS: DEVELOPMENT, SUPPORT AND MENTORING

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

support should also be ongoing but are likely to be less formal and less structured interactions.

14 DEPARTMENTAL OFFICE: FIRST DEVELOPMENTAL CYCLE AND SELF-EVALUATION (APRIL TO JUNE)

By the end of June the departmental office(s) must have organised and managed the **first “Developmental Cycle”**. Colleges will have participated and educators will have undergone appropriate training, which was aligned to their specific developmental needs. Departmental office(s), colleges (ColSDTs), and educators (with their DSGs) must now evaluate **their own** progress against the improvement plans that **they** developed. Plans should be reviewed in the light of progress made and, if necessary, plans can be revised and new priorities identified. This should not be a formal, structured process.

15 DEPARTMENTAL OFFICE: SECOND DEVELOPMENTAL CYCLE AND SELF-EVALUATION (JULY TO SEPTEMBER)

Between July and September, departmental office(s) plan, organise and manage a second round of developmental opportunities for educators and colleges. This “cycle” again culminates with self-evaluation by departmental office(s), colleges and educators in order to monitor progress.

16 EDUCATOR AND COLLEGE DEVELOPMENT

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

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

17 EDUCATOR: FEEDBACK AND DISCUSSION

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

18 COLLEGE: RECORDS AND REPORTS

The CoISDT must keep all these records.

The CoISDT and principal should complete the necessary documentation for submission to the provincial department (those educators who meet the requirements for pay progression).

19 DEPARTMENTAL OFFICE(S): RECEIVE REPORTS FROM COLLEGES

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

Departmental office(s) should evaluate their own performance against their improvement plan in order to improve on this performance in the following year.

All reports received from colleges (including the composite form:) are retained at the departmental office.

20 SECOND AND SUBSEQUENT YEARS OF IMPLEMENTATION

In **all** subsequent years (after 2005) the process that will be followed is **exactly** the same with only **one** exception (Refer to par 21 for the exception).

21 EDUCATOR: OBSERVATION OF EDUCATOR IN PRACTICE / EVALUATION DISCUSSION

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

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

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

Note: The broad and specific planning by colleges will involve revising and improving existing plans that were followed in the previous year. It is anticipated that from the second year onwards the planning and monitoring will be less time consuming and that it could be completed before the end of March, which would enable colleges to complete the final summative evaluations of educators a little earlier in the year.

SECTION C

The Instrument

THE INSTRUMENT

1. THE INSTRUMENT

The instrument is in two parts. One part (made up of 4 Performance Standards) is for lesson **observation** and the other part (made up of 13 Performance Standards) is related to aspects for evaluation that fall **outside the classroom**.

N.B. An educator will NOT be evaluated on ALL Performance Standards. The number of Performance Standards an educator selects will depend upon his/her Post Level.

LEVEL 1 educators:	will select	7 Performance Standards
LEVEL 2 educators:	will select	10 Performance Standards
LEVEL 3,4 &5 educators:	will select	12 Performance Standards

AN EDUCATOR WILL NOT BE ALLOWED TO SELECT PERFORMANCE STANDARDS THAT FALL OUTSIDE HIS/HER JOB DESCRIPTION. BOTH THE DSG AND THE EDUCATOR MUST AGREE ON THE PERFORMANCE STANDARDS THAT AN EDUCATOR WILL BE EVALUATED ON BEFORE THE ACTUAL EVALUATION PROCESS.

1.1 Lesson Observation

This part of the instrument is designed for observation of educators in practice for Developmental Appraisal and Performance Measurement .

1.1.1 The Lesson Observation instrument consists of four Performance Standards:

- (1) CREATION OF A POSITIVE LEARNING ENVIRONMENT
- (2) KNOWLEDGE OF LEARNING PROGRAMMES AND BROAD CURRICULUM
- (3) LEARNING ACTIVITY: PLANNING, PREPARATION AND PRESENTATION
- (4) ASSESSMENT OF LEARNER IN TERMS OF ACHIEVEMENT OF OUTCOMES

1.1.2 Each of the 4 Performance Standards asks a question:

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

Evaluation of aspects that fall outside the classroom

This part of the instrument is designed for evaluation of educators outside the classroom

1.2.1 This part of the instrument consists of 13 Performance Standards:

- (5) PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL ACTIVITIES
- (6) COMMUNICATION AND HUMAN RELATIONS
- (7) ADMINISTRATION OF RESOURCES AND RECORDS
- (8) OPERATIONAL AND VISIONARY LEADERSHIP
- (9) STRATEGIC PLANNING AND FINANCIAL MANAGEMENT
- (10) HUMAN RESOURCE MANAGEMENT AND EMPOWERMENT
- (11) CONTRIBUTION TO THE COLLEGE
- (12) INTERACTION WITH INTERNAL AND EXTERNAL STAKEHOLDERS
- (13) SERVICE DELIVERY AND INNOVATION
- (14) COMMITMENT TO THE WELL BEING AND DEVELOPMENT OF THE LEARNERS
- (15) PROGRAMME AND PROJECT MANAGEMENT
- (16) DECISION MAKING AND ACCOUNTABILITY
- (17) PROBLEM SOLVING AND ANALYSIS

1.2.2 Each of the 13 Performance Standards asks a question:

- ⇒ Does the educator participate in activities, which foster personal growth?
- ⇒ Does the educator demonstrate respect, interest and consideration for those with whom he/she interacts?
- ⇒ Does the educator use resources effectively and efficiently?
- ⇒ Does the educator demonstrate leadership qualities?
- ⇒ Is the educator proficient in planning and financial management?
- ⇒ Does the educator demonstrate commitment to capacity building and Human Resource Management?
- ⇒ Does the educator contribute to the effective functioning of the college?
- ⇒ Does the educator display commitment to the Batho Pele principles when interacting with stakeholders?
- ⇒ Is the educator committed to effective service delivery?
- ⇒ Is the educator committed to the well being and development of learners?
- ⇒ Are projects managed effectively and efficiently: does the educator monitor and evaluate the projects consistently and uniformly?
- ⇒ Does the educator display sound decision making skills and does he/she take responsibility for the decisions made?
- ⇒ Does the educator identify, analyse and resolve problems in order to reach optimum solutions in a timely manner?

1.2.3 Criteria

Each Performance Standard includes 4 Criteria. For each of these criteria there are four descriptors which are derived from the four point rating scale.

1.3 Rating Scale

- **Rating 1:** Unacceptable. This level of performance does not meet minimum expectations and requires urgent interventions and support.
- **Rating 2:** Satisfies minimum expectations. This level of performance is acceptable and is in line with minimum expectations, but development and support are still required.

- **Rating 3:** Good. Performance is good and meets expectations, but some areas are still in need of development and support.
- **Rating 4:** Outstanding. Performance is outstanding and exceeds expectations. Although performance is excellent, continuous self-development and improvement are advised.

1.4 Application of Performance Standards

- Standards 1 to 7 apply to all Level 1 educators.
- Standards 1 to 10 are applicable to post Level 2 educators.
- Standards 1 to 12 are applicable to post Level 3, 4 and 5 educators.

1.5 A guide on how to use the instrument

- The Performance Standard appears at the top of the instrument,
- Each performance Standard consists of a number of criteria each of which is described by 4 performance level descriptors or performance indicators. Please note that educators can be **scored differently** for each of the criteria under a Performance Standard, for example, for PS1 an educator might be scored **2** for (a), **4** for (b), **3** for (c) and **1** for (d).
- For each of the **criteria**, record the performance rating in the space allocated for this purpose.
- Adjustments for ratings: REFER TO PARAGRAPH 5 UNDER EVALUATION & ADJUSTMENT OF SCORES.
- The appraiser is required to record observations as clearly as possible in the appropriate columns:
 - In the row “**Strengths**”, record the strengths that have been taken into account in the assessment rating: high ratings are indicative of strengths.
 - Make recommendations in the row “**Recommendations for Development**”. These are based on the ratings obtained for **each** of the criteria under each Performance Standard. Low ratings are indicative of areas in need of development.

- In the row “**Notes on contextual factors**”, record the contextual factors that have influenced the assessment rating. These can consist of personal, social, economic and political factors. The assessment of contextual factors is intended to assess not only their effect on performance, but also the manner in which the educator addresses these issues. The comments should, therefore, reflect the following:
 - ** To what extent do contextual factors influence performance?
 - ** To what extent does the educator attempt to overcome negative influences in their teaching?
- If observations and comments are recorded clearly in each of the columns then it will **not** be necessary to write a separate report. **The completed instrument will serve as the report.**

1.6 Using the scale for an Integrated Quality Management System

1.6.1 For Developmental Appraisal

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

1.6.2 For Performance Measurement

For purposes of pay or grade progression **total scores** must be **calculated**. The **final score** (total) is used to arrive at an overall rating. The rating can be adjusted upwards taking contextual factors into account such as the lack of opportunities for development, lack of INSET provided by the Department or lack of support and mentoring within the college. A scoring sheet is attached at the end of the instrument (annexure A) to be used for this purpose. The completed score sheet should be submitted to Persal for data-capturing after the summative evaluation at the end of the year. In order to qualify for salary progression and grade progression respectively the following minimum scores must be obtained.

1.7 SCORES REQUIREMENTS FOR SALARY AND GRADE PROGRESSION

	<u>Salary progression</u>	<u>Grade progression</u>
Post level 1 educators:	56	78
Post level 2 educators:	80	112
Post level 3, 4 & 5 educators:	96	134

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

2. PRE-EVALUATION PROFILE CHECKLIST

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

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

Wherever appropriate additional documentary evidence should be provided.

2.1 The following questions should be used for level 1 educators only:

- Have you been appraised for Developmental purposes?
- Do you have a projected Personal Growth Plan (PGP) and to what extent have you achieved its objectives?
- Have you received any assistance from your Development Support Group (DSG)?

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

N.B. INSTITUTIONS/EVALUATORS ARE AT LIBERTY TO DESIGN THEIR OWN QUESTIONS TO SUIT PARTICULAR NEEDS

2.2 The following should be used for level two, three, four & five educators:

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

PERFORMANCE STANDARDS IN RESPECT OF TECHNICAL COLLEGE EDUCATORS

PERFORMANCE STANDARDS	EDUCATORS WITH FULL CONTACT TIME	EDUCATORS WITH LIMITED CONTACT TIME	EDUCATORS WITH NO CONTACT TIME
1 CREATION OF A POSITIVE LEARNING ENVIRONMENT			
2 KNOWLEDGE OF LEARNING PROGRAMMES AND BROAD CURRICULUM			
3 LEARNING ACTIVITY: PLANNING, PREPARATION AND PRESENTATION			
4 ASSESSMENT OF LEARNER IN TERMS OF ACHIEVEMENT OF OUTCOMES			
5 PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL ACTIVITIES			
6 COMMUNICATION AND HUMAN RELATIONS			
7 ADMINISTRATION OF RESOURCES AND RECORDS			
8 OPERATIONAL AND VISIONARY LEADERSHIP			
9 STRATEGIC PLANNING AND FINANCIAL MANAGEMENT			
10 HUMAN RESOURCE MANAGEMENT AND EMPOWERMENT			
11 CONTRIBUTION TO THE COLLEGE			
12 INTERACTION WITH INTERNAL AND EXTERNAL STAKEHOLDERS			
13 SERVICE DELIVERY AND INNOVATION			
14 COMMITMENT TO THE WELL BEING AND DEVELOPMENT OF THE LEARNERS			

PERFORMANCE STANDARDS	EDUCATORS WITH FULL CONTACT TIME	EDUCATORS WITH LIMITED CONTACT TIME	EDUCATORS WITH NO CONTACT TIME
15 PROGRAMME AND PROJECT MANAGEMENT			
16 DECISION MAKING AND ACCOUNTABILITY			
17 PROBLEM SOLVING AND ANALYSIS			

N.B.

- ALL EVALUEES NEED TO SELECT AND AGREE ON THEIR PERFORMANCE STANDARDS BEFORE THE COMMENCEMENT OF THE EVALUATION CYCLE
- ALL POST LEVEL 1 EDUCATORS NEED TO SELECT ANY 7 PERFORMANCE STANDARDS
- ALL POST LEVEL 2 EDUCATORS NEED TO SELECT ANY 10 PERFORMANCE STANDARDS
- ALL POST LEVEL 3, 4 & 5 EDUCATORS NEED TO SELECT ANY 12 PERFORMANCE STANDARDS

ALL EDUCATORS WHO HAVE CONTACT TIME (EITHER FULL OR LIMITED) MUST INCLUDE PERFORMANCE STANDARDS 1 TO 4 IN THEIR SELECTION.

CAUTION

- EDUCATORS MAY ONLY SELECT THOSE PERFORMANCE STANDARDS THAT ARE APPLICABLE TO THEM IN TERMS OF THEIR JOB DESCRIPTIONS

PERFORMANCE STANDARD 1: CLASSROOM PERFORMANCE AND APPLICATION

CRITERIA:

- a) Learning Atmosphere
- b) Learner Involvement
- c) Discipline
- d) Diversity

PS1	RATING 1	RATING 2	RATING 3	RATING 4
a) Learning Atmosphere	Little or no evidence of creating a learning atmosphere that is conducive to teaching and learning; organisation of learning atmosphere hampers teaching and learning. <input type="checkbox"/>	There is evidence of an attempt at creating and organising a suitable learning atmosphere, which enables individual and/or group learning. <input type="checkbox"/>	Organisation of learning atmosphere enables the effective use of teaching resources and encourages and supports individual and group activities. <input type="checkbox"/>	Organisation of learning atmosphere shows creativity and enables all learners to be productively engaged in individual and cooperative learning. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS1	RATING 1	RATING 2	RATING 3	RATING 4
b) Learner involvement	Educator does not engage learners in the learning process. <div style="text-align: right;"><input type="checkbox"/></div>	Learners are engaged in appropriate activities for most of the learning process. <div style="text-align: right;"><input type="checkbox"/></div>	Organisation of learning atmosphere enables the effective use of teaching resources and encourages and supports individual and group activities. <div style="text-align: right;"><input type="checkbox"/></div>	Learners participate actively and are encouraged to exchange ideas with confidence and to be creative. <div style="text-align: right;"><input type="checkbox"/></div>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS1	RATING 1	RATING 2	RATING 3	RATING 4
c) Discipline	Little or no evidence of learner discipline and much time is wasted. Learners do not accept discipline or discipline is experienced by learners as humiliating.	Some evidence of learner discipline and learning is not interrupted unnecessarily.	Learners are encouraged; there is positive reinforcement. Learners accept discipline without feeling threatened.	Learners are motivated and self-disciplined.
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS1	RATING 1	RATING 2	RATING 3	RATING 4
d) Diversity	Educator is insensitive to racial, cultural and/or gender diversity; does not respect dignity of individual learners or groups of learners.	Learning environment is free of obvious discrimination	Educator acknowledges and respects individuality and diversity.	Educator uses inclusive strategies and promotes respect for individuality and diversity.
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNING PROGRAMMES AND BROAD CURRICULUM

CRITERIA:

- a) Knowledge of specific learning fields
- b) Skills
- c) Goal setting
- d) Involvement curriculum issues

PS2	RATING 1	RATING 2	RATING 3	RATING 4
a) Knowledge of specific learning fields	Educator conveys inaccurate and limited knowledge of specific learning field. <input type="checkbox"/>	Educator's knowledge is adequate but not comprehensive. <input type="checkbox"/>	Educator is able to use knowledge and information to extend the knowledge of learners. <input type="checkbox"/>	Educator uses knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS2	RATING 1	RATING 2	RATING 3	RATING 4
<p>b) Skills</p>	<p>No skill in creating enjoyable learning experiences for learners.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Has some skill in engaging learners and relating the learning programme to learners' needs.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Educator skilfully involves learners in learning area.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Educator uses learner-centred techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>STRENGTHS</p>				
<p>RECOMMENDATIONS FOR DEVELOPMENT</p>				
<p>CONTEXTUAL FACTORS</p>				

PS2	RATING 1	RATING 2	RATING 3	RATING 4
c) Goal setting	Little or no evidence of goal-setting to achieve curriculum outcomes.	Evidence of some goal setting to achieve curriculum outcomes.	Makes every endeavour to set realistic goals to achieve curriculum outcomes.	Curriculum outcomes are always achieved by being creative and innovative in the setting of goals.
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS2	RATING 1	RATING 2	RATING 3	RATING 4
d) Involvement in curriculum issues	Makes no attempt to get involved in curriculum issues. <div style="text-align: right;"><input type="checkbox"/></div>	Makes some attempt to get involved in curriculum issues. <div style="text-align: right;"><input type="checkbox"/></div>	Displays great enthusiasm in curriculum issues <div style="text-align: right;"><input type="checkbox"/></div>	Excellent balance between clarity of goals of the curriculum and expression of learner needs, interests and background. <div style="text-align: right;"><input type="checkbox"/></div>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PERFORMANCE STANDARD 3: LEARNING ACTIVITY: PLANNING, PREPARATION AND PRESENTATION

CRITERIA:

- a) Planning
- b) Presentation
- c) Recording
- d) Management of Learning Programmes

PS 3	RATING 1	RATING 2	RATING 3	RATING 4
a) Planning	Little or no evidence of lesson planning.	Learning activity planning not fully on a professional standard.	Learning activity planning is generally clear, logical and sequential.	Learning activity planning is abundantly clear, logical, sequential and developmental.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 3	RATING 1	RATING 2	RATING 3	RATING 4
b) Presentation	Learning activities are not presented clearly. <div style="text-align: right;"><input type="checkbox"/></div>	Learning activities are structured and relatively clearly presented. <div style="text-align: right;"><input type="checkbox"/></div>	Learning activities are well structured and fit into the broader learning programme building on previous lessons and anticipating future learning activities. <div style="text-align: right;"><input type="checkbox"/></div>	Outstanding planning of learning activities that are exceptionally well structured and clearly fits into the broader learning programme with evidence that it builds on previous lessons as well as fully anticipating future learning activities. <div style="text-align: right;"><input type="checkbox"/></div>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 3	RATING 1	RATING 2	RATING 3	RATING 4
c) Recording	No records are kept. <input type="checkbox"/>	Evidence of essential records of planning and learner progress is available. <input type="checkbox"/>	Essential records of planning and learning progress are maintained at a high level of proficiency. <input type="checkbox"/>	Outstanding record keeping of planning and learner progress. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 3	RATING 1	RATING 2	RATING 3	RATING 4
d) Management of learning programmes	Learners not involved in learning activities in a way that supports their learning needs and the development of their skills and knowledge. <input type="checkbox"/>	Evidence of some learner involvement in lessons in a way that it supports their needs and the development of their skills and knowledge. <input type="checkbox"/>	Good involvement of learners in lessons in such a way that it supports their needs and the development of their skills and knowledge. <input type="checkbox"/>	Excellent involvement of learners in lessons in such a way that it fully support their needs and the development of their skills and knowledge. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PERFORMANCE STANDARD 4: LEARNER ASSESSMENT/ACHIEVEMENT IN TERMS OF OUTCOMES

CRITERIA:

- a) Knowledge of assessment techniques
- b) Application of techniques
- c) Feedback to learners
- d) Record keeping

PS 4	RATING 1	RATING 2	RATING 3	RATING 4
a) Knowledge of assessment techniques	Does not demonstrate an understanding of different types of assessment, e.g. only uses tests.	Has a basic understanding of different types of assessment.	A variety of assessment techniques are used, allowing learners to demonstrate their talents.	Different assessment techniques used to cater for learners from diverse backgrounds, with multiple intelligences and learning styles.
STRENGTHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 4	RATING 1	RATING 2	RATING 3	RATING 4
b) Application of techniques	Assessment results do not influence teaching strategies. <input type="checkbox"/>	Some evidence of corrective measures and remedial activity based on assessment results. <input type="checkbox"/>	Lessons are appropriately tailored to address learners' strengths and areas of weakness. <input type="checkbox"/>	Assessment informs multiple intervention strategies to address specific needs of all learners, and motivates them. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 4	RATING 1	RATING 2	RATING 3	RATING 4
<p>c) Feedback to learners</p>	<p>No evidence of meaningful feedback to learners, or feedback irregular and inconsistent.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Some evidence of feedback.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Feedback is regular, consistent and timeously provided.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Feedback is insightful, regular, consistent, timeous, and built in to lesson design.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>STRENGTHS</p>				
<p>RECOMMENDATIONS FOR DEVELOPMENT</p>				
<p>CONTEXTUAL FACTORS</p>				

PS 4	RATING 1	RATING 2	RATING 3	RATING 4
d) Record keeping	No evidence of records, or records are incomplete and irregular. <input data-bbox="806 516 852 558" type="checkbox"/>	Maintains essential records. <input data-bbox="1163 516 1209 558" type="checkbox"/>	Records are systematically, efficiently and regularly maintained. <input data-bbox="1520 516 1566 558" type="checkbox"/>	Records are easily accessed and provide insights into individual learners' progress. <input data-bbox="1877 516 1923 558" type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PERFORMANCE STANDARD 5: PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL ACTIVITIES

CRITERIA:

- a) Participation in professional development
- b) Participation in professional bodies
- c) Knowledge of education issues
- d) Attitude to professional development stakeholder involvement

PS 5	RATING 1	RATING 2	RATING 3	RATING 4
a) Participation in professional development	Little or no evidence of professional development.	There is evidence of some attempt to develop oneself professionally.	Participates eagerly in professional development programmes to improve job performance.	Takes a leading role in initiating and delivering professional development opportunities.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 5	RATING 1	RATING 2	RATING 3	RATING 4
b) Participation in professional bodies	Makes no attempt to participate in professional bodies. <input type="checkbox"/>	Evidence of some participation in professional bodies, e.g. trade union, learning area association, etc <input type="checkbox"/>	Plays a role in professional bodies and involves colleagues. <input type="checkbox"/>	Takes up leading positions in professional bodies and involves colleagues. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 5	RATING 1	RATING 2	RATING 3	RATING 4
c) Knowledge of education issues	Displays no, or superficial, knowledge on educational issues. <div style="text-align: right;"><input type="checkbox"/></div>	Shows some knowledge of educational issues. <div style="text-align: right;"><input type="checkbox"/></div>	Demonstrates clear awareness of current education issues. <div style="text-align: right;"><input type="checkbox"/></div>	Is informed and critically engages with current education issues. <div style="text-align: right;"><input type="checkbox"/></div>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 5	RATING 1	RATING 2	RATING 3	RATING 4
d) Attitude to professional development Stakeholder involvement	Exhibits negative attitude towards development, seminars, etc <input type="checkbox"/>	Seeks further professional development <input type="checkbox"/>	Stays informed in his/her field by reading or participating in conferences and training opportunities <input type="checkbox"/>	Participates in activities which foster professional growth and tries new teaching methods/approaches and evaluates their success. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PERFORMANCE STANDARD 6: COMMUNICATION AND HUMAN RELATIONS

CRITERIA:

- a) Expression of ideas
- b) Receptive
- c) Co-operation
- d) Human relations skills

PS 6	RATING 1	RATING 2	RATING 3	RATING 4
a) Expression of ideas	Ideas are usually expressed in a far-fetched manner.	Sometimes expresses ideas in a noteworthy manner.	Communicates controversial sensitive messages to individuals tactfully. Is usually straightforward and open in dealing with people. Continually expresses ideas in an appealing manner.	Expresses ideas to individuals and groups both in formal and informal settings in a very interesting and motivating way. Gives opinions and views openly and frankly without causing offence. Instinctively knows what to communicate, when, how and to whom. Expresses views and ideas to others in a very professional manner.
STRENGTHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 6	RATING 1	RATING 2	RATING 3	RATING 4
b) Receptive	<p>Generally reluctant to accept constructive criticism.</p> <p>Not amenable to new ideas.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Has a capacity for professional growth and occasionally accepts constructive criticism.</p> <p>Sometimes agreeable to new ideas.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Is open to new ideas and generally accepts criticism which enables professional growth.</p> <p>Usually receptive to alternative viewpoints.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Consistently welcomes new ideas and is open to constructive criticism as an aspect of professional growth.</p> <p>Listens well and is very receptive.</p> <p style="text-align: right;"><input type="checkbox"/></p>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 6	RATING 1	RATING 2	RATING 3	RATING 4
<p>c) Co-operation</p>	<p>Capable of unpleasant behaviour and can be rude and uncommunicative.</p> <p>Offers no support to colleagues and learners.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Is supportive of colleagues and learners.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Supports colleagues and learners in many different ways so that they strive to offer the best they can produce.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Is very supportive of colleagues and learners and has the confidence of all stakeholders.</p> <p>Encourages participation and mutual understanding.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>STRENGTHS</p>				
<p>RECOMMENDATIONS FOR DEVELOPMENT</p>				
<p>CONTEXTUAL FACTORS</p>				

PS 6	RATING 1	RATING 2	RATING 3	RATING 4
<p>d) Human relations skill</p>	<p>No evidence of human relations skills in communicating with learners, staff and stakeholders.</p> <p>Fails to inspire people to give of their best.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Some evidence of positive relationships with individuals.</p> <p>Has the ability to inspire learners and colleagues to give of their best.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Displays tact, consideration and sensitivity in dealing with people.</p> <p>Establishes trust and shows confidence in others and supports college regulations, programmes and policies.</p> <p>Rarely loses the capacity to deal with situations in a calm and relaxed manner.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Has excellent personal and professional relationships with all staff members and learners.</p> <p>Is regarded as open, honest and accessible and can offer advice and criticism without causing offence or discomfort.</p> <p>Maintains control in awkward and tense situations and has a calming influence on angry or quarrelsome people.</p> <p style="text-align: right;"><input type="checkbox"/></p>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PERFORMANCE STANDARD 7: ADMINISTRATION

CRITERIA:

- a) Utilisation of resources
- b) Policy
- c) Record keeping
- d) Maintenance of infrastructure

PS 7	RATING 1	RATING 2	RATING 3	RATING 4
a) Utilisation of resources	Does not utilise resources (human, physical or financial) optimally or abuses these resources.	Uses resources appropriately.	Uses resources effectively and efficiently.	Uses resources optimally and creatively – specifically aligned to the vision, mission and goals of the college.
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 7	RATING 1	RATING 2	RATING 3	RATING 4
b) Policy	Non conformance to policy.	Gives clear instructions and provides clear instructions and provides guidelines with regard to administrative duties to be performed. Staff is able to meet expectations.	Gives clear instructions and provides sound guidelines in respect of administrative duties. Staff knows what is expected of them and, through mentoring, supports staff in those duties.	Clear instructions and sound guidelines enable staff to do what is expected of them. Mentoring and support provides encouragement for staff to do more than is required and to do so with enthusiasm.
STRENGTHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 7	RATING 1	RATING 2	RATING 3	RATING 4
<p>c) Record keeping</p>	<p>Financial and other records are not kept or are incomplete and do not comply with departmental requirements.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Records (financial and otherwise) are kept in accordance with accepted practices and/or departmental requirements.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Full and complete records are kept not only in terms of departmental requirements but also of important events and other aspects that are of interest to the college.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Record keeping is comprehensive and up to date; meets requirements in terms of accepted practices and/or departmental requirements.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>STRENGTHS</p>				
<p>RECOMMENDATIONS FOR DEVELOPMENT</p>				
<p>CONTEXTUAL FACTORS</p>				

PS 7	RATING 1	RATING 2	RATING 3	RATING 4
<p>d) Maintenance of infrastructure</p>	<p>Improper utilisation of infrastructure and equipment.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Ensures that the premises, buildings, equipment and learning and teaching materials are properly used and maintained.</p> <p>Exercises proper control of their usage.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Premises, buildings, equipment are used – and well maintained .</p> <p>There is evidence of improvement in this regard.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Premises, buildings, equipment and learning and teaching support materials are used optimally.</p> <p>Repairs or replacements are effected promptly. Control/monitoring systems are in place.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>STRENGTHS</p>				
<p>RECOMMENDATIONS FOR DEVELOPMENT</p>				
<p>CONTEXTUAL FACTORS</p>				

PERFORMANCE STANDARD 8: OPERATIONAL AND VISIONARY LEADERSHIP ABILITIES

CRITERIA:

- a) Sets goals and expectations
- b) Delegation
- c) Team building
- d) Manages change

PS 8	RATING 1	RATING 2	RATING 3	RATING 4
a) Sets goals and expectations	<p>Unable to set realistic expectations.</p> <p>Has difficulty in guiding staff and learners.</p> <p>Goals set are usually unachievable.</p>	<p>Sometimes sets realistic goals and expectations.</p> <p>At times is generally able to guide staff and learners to perform according to the required standard.</p>	<p>Usually sets goals that are achievable.</p> <p>Sets realistic expectations and is able to motivate staff and learners well</p>	<p>Usually sets high but realistic expectations and manages staff and learners very well.</p> <p>Works collaboratively with staff to develop a vision and mission consistent with the strategic plan.</p> <p>Identifies strengths and weaknesses in programmes and practices to facilitate continuous improvement.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 8	RATING 1	RATING 2	RATING 3	RATING 4
b) Delegation	Very little delegation to staff members and it is also done inappropriately.	Sometimes delegates tasks appropriately to staff members.	Usually delegates tasks to others. Allows educators autonomy in completing tasks, while maintaining awareness of the results. Provides shared leadership and decision-making opportunities for staff that promote a climate of collaboration and collegiality.	Consistently delegates tasks for the purpose of building capacity. Always takes responsibility for the consequences, both positive and negative, of delegating the tasks. Recognizes, encourages and celebrates excellence among staff and learners.
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 8	RATING 1	RATING 2	RATING 3	RATING 4
c) Team building	Lacks the initiative to build teams.	Some evidence of team building exercises.	Takes the lead in encouraging teamwork and empowers colleagues. Develops a sense of unity and purpose in others.	Builds and supports a high performance team. Builds inter-team cooperation towards corporate objectives. Represents the team and its interests effectively.
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 8	RATING 1	RATING 2	RATING 3	RATING 4
<p>d) Manages change</p>	<p>Resents change and has difficulty in adapting to new situations.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Accepts and adapts to change.</p> <p>Supports staff through the stages of the change process.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Promotes an understanding of the college's vision.</p> <p>Manages and promotes change effectively.</p> <p>Evaluates the effect of changes on learner achievement and provides feedback on goal achievement and needs for improvement.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Initiates and manages change in pursuit of strategic objectives.</p> <p>Creates structures that ensure the active participation of all in the decision making process of the college.</p> <p>Regularly evaluates the effect of changes on learner and staff achievement and consistently provides feedback on goal achievement and needs for improvement.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>STRENGTHS</p>				
<p>RECOMMENDATIONS FOR DEVELOPMENT</p>				
<p>CONTEXTUAL FACTORS</p>				

PERFORMANCE STANDARD 9: STRATEGIC PLANNING AND FINANCIAL MANAGEMENT

CRITERIA:

- a) Strategic planning
- b) Communication and information
- c) Financial planning
- d) Monitoring of financial risk

PS 9	RATING 1	RATING 2	RATING 3	RATING 4
a) Strategic planning	No evidence of strategic planning.	Has some evidence of strategic planning.	Usually prepares strategic plans with the intention of achieving the mission and goals of the college.	Goals and strategic plans are developed and updated with the participation of stakeholders. Adheres to established evaluation schedules, timelines and procedures.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 9	RATING 1	RATING 2	RATING 3	RATING 4
b) Communication and information	There is little or no evidence of information being provided to stakeholders. <div style="text-align: right;"><input type="checkbox"/></div>	There is some evidence of information being provided to stakeholders. <div style="text-align: right;"><input type="checkbox"/></div>	Usually provides information to stakeholders. Usually communicates college and division goals, objectives, and expectations to stakeholders. Usually facilitates constructive and timely communication. <div style="text-align: right;"><input type="checkbox"/></div>	Initiates communication and facilitates co-operation among staff regarding initiatives. Regularly reports to the staff members on policy issues. Establishes, maintains and evaluates a planned, two-way system of communication with relevant stakeholders. <div style="text-align: right;"><input type="checkbox"/></div>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 9	RATING 1	RATING 2	RATING 3	RATING 4
c) Financial planning	<p>There is little or no evidence of financial planning and budgeting.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Financial records on a basic level and some evidence of budgeting is provided.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually maintains accurate and detailed financial records for financial planning and accountability.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Consults widely to plan and prepare a fiscally responsible budget to support the college's vision and mission.</p> <p>Financial planning and budget are in line with the goals of the college. Monitors income and expenditure effectively and ensures resources are used optimally.</p> <p style="text-align: right;"><input type="checkbox"/></p>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 9	RATING 1	RATING 2	RATING 3	RATING 4
<p>d) Monitoring of financial risk</p>	<p>There is little or no evidence of financial risk management.</p> <p>No systems are in place to avert financial risks.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is some evidence of financial risk management.</p> <p>Follow official procedures for receiving and disbursing funds.</p> <p>Elementary systems are in place to prevent financial risks.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually maintains proper financial records to prevent mismanagement of funds.</p> <p>Adequate mechanisms are in place to avoid financial risks.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Consistently maintains meticulous records to disseminate information for financial accountability and to avert mismanagement of funds.</p> <p>Ensures regular auditing of financial records as a mechanism to prevent irregularities.</p> <p>Creative and practical mechanisms are established to prevent financial threats.</p> <p style="text-align: right;"><input type="checkbox"/></p>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PERFORMANCE STANDARD 10: HUMAN RESOURCE MANAGEMENT AND EMPOWERMENT

CRITERIA:

- a) Recognition of individuals and teams with regard to the achievement of college objectives
- b) Supports and respects individuality with regard to the achievement of college objectives
- c) Delegates and empowers individuals and teams with regard to the achievement of college objectives
- d) Management of conflict

PS 10	RATING 1	RATING 2	RATING 3	RATING 4
a) Recognition of individuals and teams with regard to the achievement of college objectives	There is little or no evidence of the recognition of individuals and teams with regard to the achievement of college objectives.	There is some evidence of the recognition of individuals and teams with regard to the achievement of college objectives.	Usually helps staff develop shared values and expectations that create a climate of openness, mutual respect, support and inquiry. Works to empower the college personnel as they manage the continuous improvement process.	Consistently recognises individuals and teams and provides developmental feedback in accordance with performance management principles. Successfully motivates, encourages and supports individual and group participation. Acknowledges and celebrates the efforts and success of others.
STRENGTHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 10	RATING 1	RATING 2	RATING 3	RATING 4
b) Supports and respects individuality with regard to the achievement of college objectives	There is little or no evidence of any respect or support for staff members.	Some attempt is made to support and respect staff members.	Usually seeks opportunities to increase personal contribution and level of responsibility in terms of supporting individuals.	Supports and respects the individuality of others and shows appreciation for diversity of ideas and approaches of each individual.
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 10	RATING 1	RATING 2	RATING 3	RATING 4
<p>c) Delegates and empowers individuals and teams with regard to the achievement of college objectives</p>	<p>Little or no evidence of delegation to and empowerment of staff members.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Some evidence of delegation to and empowerment of staff members.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually delegates and empowers others to increase contribution and level of responsibility.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve college goals.</p> <p>Disseminates and ensures the application of good practices in all areas of work.</p> <p>Displays personal interest in the well being of colleagues.</p> <p>Plans activities that promote high standards through a climate, which enhances and expects continuous improvement.</p> <p style="text-align: right;"><input type="checkbox"/></p>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 10	RATING 1	RATING 2	RATING 3	RATING 4
<p>d) Management of conflict</p>	<p>Little or no evidence of resolving conflicts.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Some evidence of resolving conflicts.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually resolves conflict in a positive, constructive manner.</p> <p>Usually utilises the relevant legislations and regulations in the resolution of conflicts.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Applies labour and employment legislation and regulations consistently.</p> <p>Manages conflict in an effective, efficient and timely manner through a participatory transparent approach.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>STRENGTHS</p>				
<p>RECOMMENDATIONS FOR DEVELOPMENT</p>				
<p>CONTEXTUAL FACTORS</p>				

PERFORMANCE STANDARD 11: CONTRIBUTION TO THE COLLEGE

CRITERIA:

- a) Contribution to college development
- b) Contribution to college organisation
- c) Development of others
- d) Team leadership

PS 11	RATING 1	RATING 2	RATING 3	RATING 4
<p>a) Contribution to college development</p>	<p>Makes little or no effort to contribute to the development of the college.</p>	<p>Makes some effort to contribute to the development of the college.</p>	<p>Usually contributes to the development of the college by demonstrating an understanding of new policies and resolutions.</p> <p>Participates in college committees to decide how to accommodate the process of change and how to promote whole college development.</p> <p>Draws on a number of sources for information and ideas, which will be useful to the college.</p>	<p>Is thoroughly familiar with current policies, collective agreements and the process of college change and development.</p> <p>Is able to apply this understanding for the benefit of the entire college community so that plans can be drawn up to manage the change and development processes.</p> <p>Is very active in interpreting new policies for implementation, and contributes to the college development committees.</p>

PS 11	RATING 1	RATING 2	RATING 3	RATING 4
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 11	RATING 1	RATING 2	RATING 3	RATING 4
b) Contribution to college organisation	<p>There is little or no evidence of contribution to the overall organisation of the college.</p> <p>Avoids responsibility and plays no role in solving college problems.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is some evidence of contributing towards the overall organisation of the college.</p> <p>Accepts limited delegated responsibilities.</p> <p>Will offer some solutions to problems but plays no role in implementing them.</p> <p>Will sometimes volunteer in a support role to help with a small issue.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually makes a positive contribution to the overall organisation of the college in a number of ways.</p> <p>Usually assists with solving college problems and helps colleagues in executing college policies.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Assists management whenever possible with the overall organisation of the college.</p> <p>Is active in seeking solutions to college problems and leads in carrying out college policy.</p> <p>Takes great pride in contributing to the efficient functioning of the college.</p> <p style="text-align: right;"><input type="checkbox"/></p>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 11	RATING 1	RATING 2	RATING 3	RATING 4
c) Development of others	<p>There is little or no evidence with regard to the development of others.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is some evidence of developing others.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Works cooperatively to develop and implement a professional growth plan.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Creates an environment, which promotes development of colleagues.</p> <p>Acknowledges and celebrates the efforts and success of others.</p> <p>Provides feedback to colleagues regarding the quality of performance.</p> <p style="text-align: right;"><input type="checkbox"/></p>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 11	RATING 1	RATING 2	RATING 3	RATING 4
d) Team participation	There is little or no evidence of participating in a team. <div style="text-align: right;"><input type="checkbox"/></div>	There is some evidence of participating in a team. <div style="text-align: right;"><input type="checkbox"/></div>	Usually makes a positive contribution to teamwork. Accepts responsibility willingly and executes it reliably. <div style="text-align: right;"><input type="checkbox"/></div>	Accepts responsibilities for team initiatives. Takes pride in contributing to the efficient functioning of the college. <div style="text-align: right;"><input type="checkbox"/></div>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PERFORMANCE STANDARD 12: INTERACTION WITH INTERNAL AND EXTERNAL STAKEHOLDERS

CRITERIA:

- a) Batho Pele (People First)
- b) Ethical and professional standards
- c) Relationship
- d) Personal approach and style

PS 12	RATING 1	RATING 2	RATING 3	RATING 4
<p>a) Batho Pele (People First)</p> <p>1.Consultation 2.Service Standards 3.Access 4.Courtesy 5.Information 6.Openness & transparency 7.Redress 8.Value for money</p>	<p>There is little or no evidence of the application of Batho Pele principles. *</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is some evidence of the application of Batho Pele principles.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually illustrates the effective application of the Batho Pele principles.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Consistently applies and promotes the application of Batho Pele principles amongst both internal and external stakeholders.</p> <p>The commitment to the application of the Batho Pele principles inspires and motivates staff members to act in a way that contributes to positive stakeholder cooperation.</p> <p>Stakeholder behaviour reflects positive influence from evaluatee regarding Batho Pele principles. *****</p> <p style="text-align: right;"><input type="checkbox"/></p>

PS 12	RATING 1	RATING 2	RATING 3	RATING 4
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 12	RATING 1	RATING 2	RATING 3	RATING 4
b) Ethical and Professional standards	Little or no evidence demonstrated of adherence to ethical and professional standards. <input type="checkbox"/>	Some evidence of adherence to ethical and professional standards. <input type="checkbox"/>	Usually demonstrates adherence to ethical and professional standards. <input type="checkbox"/>	Consistently demonstrates exemplary ethical and professional standards. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 12	RATING 1	RATING 2	RATING 3	RATING 4
c) Relationship	Little or no evidence of establishing constructive relationships.	Some evidence of establishing satisfactory personal and professional relationships.	Usually establishes good personal and professional relationships which are productive and reassuring.	Consistently has excellent personal and professional relationships with all stakeholders. Deals with situations in a calm and relaxed manner. At all times encourages the development and preservation of mutually beneficial relationships. Maintains very successful working relationships with all stakeholders.
STRENGTHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 12	RATING 1	RATING 2	RATING 3	RATING 4
<p>d) Personal approach and style</p>	<p>Mostly rigid in personal views and demanding of conformity from others.</p> <p>Shows very little tact and consideration.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Displays some flexibility of attitude towards others.</p> <p>Evidence of some tact and consideration.</p> <p>Can be persuaded to accept new ideas.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually display a mature sense of personal values but is flexible in responding to the views of others.</p> <p>Is open to new ideas and accepts criticism which enables growth.</p> <p>Displays tact, consideration and sensitivity in dealing with stakeholders.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Consistently shows tact, consideration and understanding in dealing with the personal attitudes and beliefs of others.</p> <p>Is regarded as open, honest and accessible and can offer advice and criticism without causing conflict.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>STRENGTHS</p>				
<p>RECOMMENDATIONS FOR DEVELOPMENT</p>				
<p>CONTEXTUAL FACTORS</p>				

PERFORMANCE STANDARD 13: SERVICE DELIVERY AND INNOVATION

CRITERIA:

- a) Consultation
- b) Creation of mechanisms
- c) Creativity and innovation
- d) Identification of opportunities

PS 13	RATING 1	RATING 2	RATING 3	RATING 4
a) Consultation	There is little or no evidence of consultation.	There is some evidence of consultation although not on a regular basis.	Usually consults stakeholders on ways to improve the delivery of services.	Consistently consults clients and stakeholders on ways to improve the delivery of services. Utilises proposals and inputs from individuals to improve the delivery of services.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				



PS 13	RATING 1	RATING 2	RATING 3	RATING 4
b) Creation of mechanisms	<p>There is little or no evidence of creating mechanisms to improve service delivery.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is some evidence of creating mechanisms promote improvement with regard to service delivery.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually establishes mechanisms to promote resourcefulness with regard to service delivery.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Consistently creates mechanisms to encourage innovation and creativity with regard to service delivery.</p> <p>Monitors and evaluates the effectiveness of the mechanisms created.</p> <p style="text-align: right;"><input type="checkbox"/></p>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 13	RATING 1	RATING 2	RATING 3	RATING 4
c) Creativity and innovation	There is little or no evidence of any creativity and innovation on the part of the educator. <div style="text-align: right;"><input type="checkbox"/></div>	There is some evidence of creativity and innovation on the part of the educator. <div style="text-align: right;"><input type="checkbox"/></div>	Usually utilises creative and innovative strategies to improve service delivery. <div style="text-align: right;"><input type="checkbox"/></div>	Consistently endeavours to be creative and innovative with regard to formulating strategies to improve service delivery. <div style="text-align: right;"><input type="checkbox"/></div>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 13	RATING 1	RATING 2	RATING 3	RATING 4
d) Identification of opportunities	There is little or no evidence of attempting to identify opportunities that would lead to improved service delivery. <input type="checkbox"/>	There is some evidence of identifying opportunities that contribute to improved service delivery. <input type="checkbox"/>	Usually initiates activities and projects in the college that leads to improved service delivery. <input type="checkbox"/>	Consistently identifies and analyses opportunities and actions where innovative ideas can lead to the delivery of quality services. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PERFORMANCE STANDARD 14: COMMITMENT TO THE WELL-BEING AND DEVELOPMENT OF LEARNERS

CRITERIA:

- a) Commitment
- b) Positive attitude
- c) Accessibility
- d) Recognition of cultural diversity

PS 14	RATING 1	RATING 2	RATING 3	RATING 4
a) Commitment	<p>There is little or no evidence of commitment to the well-being and development of learners.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is some evidence of commitment to the well-being and development of learners.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually demonstrates commitment to the well-being and development of all learners.</p> <p>Usually establishes and maintains rapport with learners.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Consistently demonstrates commitment to the well-being and development of all learners.</p> <p>The lecturer creates a supportive climate for all learners that encourages social interaction, active engagement in learning and self-motivation.</p> <p style="text-align: right;"><input type="checkbox"/></p>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 14	RATING 1	RATING 2	RATING 3	RATING 4
b) Attitude	<p>Is insensitive to learners needs and displays a cold and indifferent attitude, that is, unsympathetic and uncaring.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Is sometimes sensitive to the physical, social and emotional needs of learners. At times demonstrates co-operation and respect.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually offers advice and constructive criticism without causing conflict.</p> <p>Encourages learners to take pride in good work. Models and promotes a positive attitude.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Consistently has a very positive and enthusiastic attitude.</p> <p>Exhibits an understanding and respect for learners as individuals.</p> <p>Develops a warm and friendly atmosphere. Fosters mutual respect through appropriate rapport with learners.</p> <p style="text-align: right;"><input type="checkbox"/></p>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 14	RATING 1	RATING 2	RATING 3	RATING 4
c) Rapport	There is little or no evidence of establishing rapport with learners.	There is some evidence of establishing rapport with learners.	Usually generates positive rapport with learners. Promotes a climate of trust.	Consistently establishes and maintains effective positive rapport with learners. Resolves concerns and problems in a constructive manner. Relates to learners in an ethical and professional manner.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 14	RATING 1	RATING 2	RATING 3	RATING 4
<p>d) Recognition of cultural diversity</p>	<p>There is little or no evidence of sensitivity to cultural diversity.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is some evidence of sensitivity to cultural diversity.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually sensitive and responsive to the diversity of learners.</p> <p>Accepts and values learners from diverse cultures and backgrounds and treats all learners equitably.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Consistently sensitive to the social and cultural background of learners.</p> <p>Provides equitable opportunities for learner development.</p> <p>Creates an environment in which all learners are treated equitably.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>STRENGTHS</p>				
<p>RECOMMENDATIONS FOR DEVELOPMENT</p>				
<p>CONTEXTUAL FACTORS</p>				

PERFORMANCE STANDARD 15: PROGRAMME AND PROJECT MANAGEMENT

CRITERIA:

- a) Planning
- b) Stakeholder participation
- c) Management of risks
- d) Management of projects

PS 15	RATING 1	RATING 2	RATING 3	RATING 4
a) Planning	There is little or no evidence of planning.	There is some evidence of acceptable planning.	Usually planning is thoughtful and soundly organised in relation to the needs of the college.	Thorough and innovative planning.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 15	RATING 1	RATING 2	RATING 3	RATING 4
b) Stakeholder participation	There is little or no evidence of stakeholders participation.	There is some evidence of stakeholders participation.	Usually involves and encourages stakeholder participation.	Consistently involves all relevant stakeholders and devises a tactic which leads to constructive involvement. Consistently seek inputs from stakeholders and effectively applies it to enhance the quality of the projects and programmes for the benefit of the college.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 15	RATING 1	RATING 2	RATING 3	RATING 4
c) Identification and management of risks	There is little or no evidence of identification and management of risks. <input type="checkbox"/>	There is some evidence of identification and management of risks. <input type="checkbox"/>	Usually identifies and manages risks to the project. <input type="checkbox"/>	Consistently identifies the areas of risk and uncertainty regarding the implementation of the project. Identifies preventative and contingent actions to manage risks. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 15	RATING 1	RATING 2	RATING 3	RATING 4
<p>d) Management of projects</p> <ul style="list-style-type: none"> • Use of resources • Time management • Strategy • Research methodology • Monitoring and evaluation 	<p>There is little or no evidence of management of projects.</p> <p>No evidence of monitoring and evaluating programmes and projects.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is some evidence of management of projects.</p> <p>Some evidence of monitoring and evaluating the project.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually manages projects effectively.</p> <p>Usually monitors, evaluates and takes corrective action where necessary.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Consistently manages projects effectively and efficiently.</p> <p>Directions and procedures are clear and accurate.</p> <p>Uses time in a focussed, purposeful way.</p> <p>Consistently monitors and evaluates the project and takes corrective action.</p> <p style="text-align: right;"><input type="checkbox"/></p>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PERFORMANCE STANDARD 16: DECISION MAKING AND ACCOUNTABILITY

CRITERIA:

- a) Stakeholder involvement
- b) Fairness and objectivity
- c) Accountability
- d) Decision making

PS 16	RATING 1	RATING 2	RATING 3	RATING 4
a) Stakeholder involvement	Makes little or no attempt to involve relevant stakeholders in decision- making processes. There is little or no evidence of consensual decision making and accountability.	Sometimes establishes structures and procedures that enable the involvement of relevant stakeholders.	Usually ensures that relevant stakeholders are actively involved in decision- making and that the necessary procedures are followed.	Whenever possible ensures that appropriate decisions are arrived at by consensus. Is able to influence relevant stakeholders with decisive recommendations and has a clear sense of how decisions can be implemented.
STRENGTHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 16	RATING 1	RATING 2	RATING 3	RATING 4
b) Fairness and objectivity	<p>Decisions are rarely taken and when they are it is evident that objectivity and fairness were not considered important.</p> <input data-bbox="808 755 856 803" type="checkbox"/>	<p>Decisions taken reflect that fairness and objectivity were considerations.</p> <input data-bbox="1165 755 1213 803" type="checkbox"/>	<p>Decisions take contextual factors into account in order to arrive at agreements that are principled.</p> <input data-bbox="1522 755 1570 803" type="checkbox"/>	<p>Decisions taken are mostly fair and objective and were possible achieved by consensus.</p> <p>The decision making process is as far as possible transparent and involves full participation of all stakeholders.</p> <input data-bbox="1879 755 1927 803" type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 16	RATING 1	RATING 2	RATING 3	RATING 4
<p>c) Accountability</p>	<p>There is little or no evidence of accepting accountability for decisions taken.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is some evidence of accepting accountability for decisions taken.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Usually prepared to be held accountable for the decisions made.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Consistently prepared to be held personally accountable for the decision making process.</p> <p>Maintains focus on college vision and mission.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>STRENGTHS</p>				
<p>RECOMMENDATIONS FOR DEVELOPMENT</p>				
<p>CONTEXTUAL FACTORS</p>				

PS 16	RATING 1	RATING 2	RATING 3	RATING 4
d) Decision-making	There is little or no evidence of decision-making skills.	There is some evidence of decision-making skills.	Usually demonstrates effective decision-making skills. Usually takes different points of view into account. Is decisive without being authoritarian.	Decisions, based on wide consultation with all relevant stakeholders and based on sound logic, are made in good time. Creative and innovative decisions are made when necessary. Decisions are frequently based on consensus.
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				

PERFORMANCE STANDARD 17: PROBLEM SOLVING AND ANALYSIS

CRITERIA:

- a) Objectivity
- b) Insightfulness
- c) Determination of causes
- d) Logical approach

PS 17	RATING 1	RATING 2	RATING 3	RATING 4
a) Objectivity	There is little or no evidence of any objectivity when solving problems. <input type="checkbox"/>	Some evidence of objectivity when solving problems. <input type="checkbox"/>	Usually objective when solving problems. <input type="checkbox"/>	Consistently demonstrates objectivity and thoroughness when seeking solutions to problems. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 17	RATING 1	RATING 2	RATING 3	RATING 4
b) Insightfulness	There is little or no evidence of insight when addressing problems. <input type="checkbox"/>	Some evidence of demonstrating insight to problem solving. <input type="checkbox"/>	Usually shows good insight when solving problems. <input type="checkbox"/>	Consistently shows excellent insight when solving problems. <input type="checkbox"/>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

PS 17	RATING 1	RATING 2	RATING 3	RATING 4
d) Logical approach	Approach to problem solving is flawed. <div style="text-align: right;"><input type="checkbox"/></div>	Occasionally exhibits logical problem solving approach. <div style="text-align: right;"><input type="checkbox"/></div>	Able to develop sound, clear and rational approach to problem solving. <div style="text-align: right;"><input type="checkbox"/></div>	Systematically identifies, analyses and resolves problems in order to reach optimum solutions in a timely manner. Frequently displays logical problem solving approach and provides rationale for proposed solutions. <div style="text-align: right;"><input type="checkbox"/></div>
STRENGTHS				
RECOMMENDATIONS FOR DEVELOPMENT				
CONTEXTUAL FACTORS				

SECTION D

Forms

EXEMPLAR A

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

EDUCATOR: _____

DATE: _____

PERSAL NUMBER: _____

COLLEGE: _____

PERFORMANCE STANDARDS	MAX	SCORE
	16	
	16	
	16	
	16	
	16	
	16	
	16	
TOTAL SCORE	112	

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

COMMENTS/REASONS FOR ADJUSTMENT

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

EDUCATOR: _____

DATE: _____

DSG: _____

DATE: _____

DSG : _____

DATE: _____

PRINCIPAL: _____

DATE: _____

EXEMPLAR B

COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE MEASUREMENT FOR
PAY PROGRESSION AND GRADE PROGRESSION FOR Level 2 Educators (40
CRITERIA)

EDUCATOR: _____

DATE: _____

PERSAL NUMBER: _____

COLLEGE: _____

PERFORMANCE STANDARDS	MAX	SCORE
	16	
	16	
	16	
	16	
	16	
	16	
	16	
	16	
	16	
	16	
	16	
TOTAL SCORE	160	

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: _____

DATE: _____

DSG: _____

DATE: _____

DSG : _____

DATE: _____

PRINCIPAL: _____

DATE: _____

EXEMPLAR C

COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE MEASUREMENT FOR PAY PROGRESSION AND GRADE PROGRESSION FOR Level 3, 4 & 5 Educators (48 CRITERIA)

EDUCATOR: _____

DATE: _____

PERSAL NUMBER: _____

COLLEGE: _____

PERFORMANCE STANDARDS	MAX	SCORE
	16	
	16	
	16	
	16	
	16	
	16	
	16	
	16	
	16	
	16	
	16	
	16	
	16	
	16	
TOTAL SCORE	192	

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: _____

DATE: _____

DSG: _____

DATE: _____

DSG : _____

DATE: _____

PRINCIPAL: _____

DATE: _____

PERSONAL GROWTH PLAN : SUGGESTED POSSIBLE TEMPLATE

NAME OF EDUCATOR: _____ NAME OF COLLEGE: _____

PRIORITIZED AREAS IN NEED FOR DEVELOPMENT

The following areas urgently need to improve.

PERFORMANCE STANDARD : _____

The following criterion/criteria need/s urgent attention

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

I need to improve in the following areas

I need assistance from the following individuals/structures

I need the following resources to bring about improvement.

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

The following contextual factors are hampering progress

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

The following contextual factors are being / not addressed by the DSG/SDT/Principal/FET Directorate?

Improvement has been effected in the following areas

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

New areas for development

My progress has been monitored : regularly / rarely

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

YOU MAY AMEND THE TEMPLATE TO SUIT YOUR NEEDS

COLLEGE IMPROVEMENT PLAN : SUGGESTED POSSIBLE TEMPLATE

COLLEGE NAME: _____

YEAR: _____

COLLEGE IMPROVEMENT PLAN FOR IDENTIFIED PRIORITY OR NEED:

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

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

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

PRINCIPAL: _____

DATE: _____

PRE-EVALUATION PROFILE CHECKLIST FORM

COLLEGE : _____

DSG : _____

EDUCATOR : _____

.....DSG : _____

LEVEL 1 EDUCATORS ONLY

(Y=Yes and N=No)

	Y	N
1. Have you been appraised for Developmental purposes?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you have a projected Personal Growth Plan (PGP) and to what extent have you achieved its objectives?	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you received any assistance from your Development Support Group (DSG)?	<input type="checkbox"/>	<input type="checkbox"/>
4. To what extent have you managed to acquire new knowledge and additional skills to address your professional needs?		
5. Do you stay informed regarding policies and regulations applicable to your position?	<input type="checkbox"/>	<input type="checkbox"/>

6. Do you receive support from your colleagues, college managers, college council, the Staff Development Team (SDT) and departmental officials?
Comment:
7. Do you share information with colleagues?
8. Is there anything you need that could help you develop and become more effective?
.....
.....
.....
9. How do you contribute to extra-curricular activities at the college?
.....
.....
.....
10. Do you participate in professional activities, e.g. conduct workshops, attend INSET courses, seminars, union programmes, etc.?
.....
11. What type of community activities are you involved in?
.....
.....

12. What role do you play in formulating and implementing the college policies?

.....
.....

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

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

PROFILE CHECKLIST FORM

COLLEGE : _____

DSG : _____

EDUCATOR : _____

.....DSG : _____

LEVEL 2, 3, 4 & 5 EDUCATORS:

Y

N

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

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

2. Have you received any assistance from your immediate senior or DSG?

3. What kind of support have you received with regard to leadership, management and administration?

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

4. Do you make an active contribution to the policies and aspirations of the college?

5. Do you inspire trust and confidence in learners and colleagues?

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

.....
.....

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

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

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

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

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

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

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

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

— —

12. Do you create mechanisms and structures for sharing of knowledge within the institution?
-
-
13. Do you consult with clients and stakeholders on ways to improve the delivery of services?
14. Do you demonstrate objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems?
15. Do you delegate and empower others to increase their contributions and level of responsibility?
16. Do you display personal interest in the well-being of colleagues?
17. Do you manage conflict through a participatory transparent approach?
- Example:
-
18. Are you receptive to alternate viewpoints?

INTEGRATED QUALITY MANAGEMENT SYSTEM : FET EDUCATOR'S PERFORMANCE IN RESPECT OF EACH PERFORMANCE STANDARD FOR PERSONAL RECORDS

NAME OF EDUCATOR: _____
 PERSAL NUMBER: _____
 POST LEVEL: _____

TOTAL TEACHING EXPERIENCE: _____
 EXPERIENCE IN CURRENT SUBJECT: _____
 YEAR OF EVALUATION: _____

PERFORMANCE STANDARDS	BL	CRITERIA						MAX	SCORE
	SUM	a	b	c	d				
1.	BL							16	
	SUM								
2.	BL							16	
	SUM								
3.	BL							16	
	SUM								
4.	BL							16	
	SUM								
5.	BL							16	
	SUM								
6.	BL							16	
	SUM								
7.	BL							16	
	SUM								
TOTAL : POST LEVEL 1	BL							112	
	SUM								
8.	BL							16	
	SUM								
9.	BL							16	
	SUM								
10.	BL							16	
	SUM								
TOTAL : POST LEVEL 2	BL							160	
	SUM								
11.	BL							16	
	SUM								
12.	BL							16	
	SUM								
TOTAL: POST LEVEL 3 , 4 & 5	BL							192	
	SUM								

To what extent have you managed to improve your skills as an educator?

Are you satisfied with your performance? Elaborate briefly!

TEACHER'S SIGNATURE:

DATE:

SUGGESTED MANAGEMENT PLAN FOR INSTITUTIONS : DRAFT

MONTH	ACTION	RESPONSIBILITY
January	<ol style="list-style-type: none"> 1. Advocacy, providing educators with training manual, training, discussion, & clarification of issues 2. Facilitate establishment of SDT 3. Roles and responsibilities of structures – discussed 	<ol style="list-style-type: none"> 1. Principal / SDT 2. Principal 3. Principal
February	<ol style="list-style-type: none"> 1. Planning for implementation 2. Inclusion of IQMS implementation plan in broad management plan 3. Self-Evaluation 4. Educators choose their DSGs 5. Preparation of final schedule of DGS members 6. Provide educators with time-table wrt classroom observation. 	<ol style="list-style-type: none"> 1. Principal / SDT 2. Principal / SDT 3. Appraisee 4. Appraisee /SDT 5. SDT 6. SMT
March	<ol style="list-style-type: none"> 1. Pre-evaluation discussion 2. Baseline evaluation 3. Feedback and discussion. 4. Resolution of differences 5. Development of PGP 6. Development of SIP and provide SIP to District / local office. 7. First developmental cycle commences 	<ol style="list-style-type: none"> 1. DSG & appraisee 2. DSG 3. DSG 4. DSG/SDT 5. Appraisee/DSG 6. SDT 7. Appraisee/college
April	<ol style="list-style-type: none"> 1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP 4. Self evaluation against SIP 	<ol style="list-style-type: none"> 1. SMT / SDT/ DSG 2. SDT 3. Appraisee 4. College – SMT / SDT
May	<ol style="list-style-type: none"> 1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP 4. Self evaluation against SIP 	<ol style="list-style-type: none"> 1. SMT / SDT/ DSG 2. SDT 3. Appraisee 4. College – SMT/SDT
June	<ol style="list-style-type: none"> 1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP 4. Self evaluation against SIP 	<ol style="list-style-type: none"> 1. SMT / SDT/ DSG 2. SDT 3. Appraisee 4. College – SMT/SDT
July	<ol style="list-style-type: none"> 1. Second developmental cycle commences 2. Development, support, mentoring 3. Monitoring 4. Self evaluation against PGP 5. Self evaluation against SIP 	<ol style="list-style-type: none"> 1. Appraisee/ college 2. SMT / SDT / DSG 3. SDT 4. Appraisee 5. College – SMT/SDT

MONTH	ACTION	RESPONSIBILITY
August	<ol style="list-style-type: none"> 1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP – revise 4. Self evaluation against SIP - revise 	<ol style="list-style-type: none"> 1.SMT / SDT / DSG 2. SDT 3. Appraisee 4. College – SMT/SDT
September	<ol style="list-style-type: none"> 1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP – revise PGP 4. Self evaluation against SIP – revise SIP 5. Second developmental cycle ends 	<ol style="list-style-type: none"> 1.SMT / SDT / DSG 2. SDT 3. Appraisee 4. Schl/SMT/SDT 5.Appraisee/ college
October	<ol style="list-style-type: none"> 1. Pre-evaluation discussion – for summative evaluation 2. Observation of educators (Gr 9 & 12 educators) 3. Feedback and discussion 4. Resolution of differences 	<ol style="list-style-type: none"> 1. Appraisee& DSG 2. DSG 3. DSG 4. DSG / SDT/GC
November	<ol style="list-style-type: none"> 1. Pre-evaluation discussion – for summative evaluation 2. Observation of educators 3. Feedback and discussion 4. Resolution of differences 	<ol style="list-style-type: none"> 1. Appraisee& DSG 2. DSG 3. DSG 4. DSG / SDT
December	<ol style="list-style-type: none"> 1. Complete documentation for PM 2. Ensure fairness & accuracy 3. Submit documentation to FET Directorate 4. Planning for following year 	<ol style="list-style-type: none"> 1. SDT 2. SDT / principal 3. SDT 4. SDT / SMT

THE COLLEGE MAY ADJUST THE MANAGEMENT PLAN TO SUIT ITS OWN NEEDS IN LINE WITH THE TIME FRAMES

GLOSSARY

Contextual factors

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

Criteria

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

Descriptors

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

Formative Evaluation

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

Indicators

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

Mentor

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

Peer coach

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

Performance Criteria

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

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

Performance Measurement

Performance Measurement is the annual process of assessing performance. It is:

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

Performance Management and Development

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

Performance Standards

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

Personal Growth Plan

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

Pre-evaluation Conference/Discussion

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

Post-evaluation Conference/Discussion

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

College Improvement Plan

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

Summative Evaluation

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

Goals

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

Key Performance areas

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

Objectives

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

They serve as a basis for:

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

Output

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

Outcome

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

Rating Scale

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

College Management Team

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

CLARIFICATION OF ISSUES: INTEGRATED QUALITY MANAGEMENT SYSTEM

1. Is it necessary for the educator to record scores each time he/she engages in self-evaluation?

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

2. At the end of the base-line evaluation is it necessary to record scores on the composite score sheets?

No. However, it may be useful for benchmarking purposes.

3. Are only the forms of those educators who qualify for salary progression sent to the Department ?

No. Every educator's form must be sent to the Department. Why? It serves to monitor the performance of educators in each college and also to see whether educators are receiving the kind of support and mentoring that is expected. It also serves as an indicator to the district office where the strengths and weaknesses are so that appropriate developmental programmes could be arranged.

4. Which Performance Standards are used for classroom observation during the IQMS cycle?

IQMS Performance Standards 1, 2, 3 and 4

5. Must each member of the DSG score independently during the baseline and summative evaluation?

Yes. Independent scoring promotes a fair and unbiased evaluation. This also enables the DSG members to compare and come to a consensus after debating and deliberating issues together with the educator at the end of the evaluation exercise.

6. If only four Performance Standards are used for the classroom evaluation – what happens to the others and when are the other Performance Standards evaluated?

The other Performance Standards are used for aspects outside classroom observation. These Performance Standards need not necessarily be evaluated on one day. These standards may be evaluated on a continuous basis over a period of time and it involves observation by the DSG members and provision of documentation and other information by the educator. However, the DSGs should have evaluated all educators on all Performance Standards that are applicable to

them in terms of their post levels before the end of March (Baseline evaluation) so that educators would be in a position to finalize their Personal Growth Plans (PGPs) with their DSGs.

7. Do the DSGs complete the instrument only during summative evaluation?

No. It is filled completely both during baseline and summative evaluation.

8. Which aspects of the instrument are filled during baseline and summative evaluations?

Strengths, Recommendations for development, contextual factors and the scores in terms of the four point rating scale.

9. Why is it important for the scores to be filled during baseline evaluation although it is not used for salary and grade progression?

It serves as a benchmark - to compare the progress made after the two developmental cycles. After the summative evaluation, which takes place in the 4th term one can establish whether there is any difference between the results of the baseline and summative evaluation

10. Can any educator refuse to be evaluated?

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

11. Is it necessary for the DSG to write a report after the baseline and summative evaluations?

No. The completed instrument serves as a report.

