

# DEPARTMENTAL HEAD'S WORK PLAN (Guide)

*(Examples of Targets, Time-frames and Performance Indicators)*

A work plan outlines what activities will be undertaken by an employee within a particular year, as well as setting specific targets and outlining outputs that need to be achieved. *(ELRC Collective Agreement Number 2 of 2020 – page 21)*

## Components of a work plan

- **Performance standards:** these are applicable performance standards as reflected in the QMS instrument.
- **Key activities:** Activities to be agreed to in terms of applicable job descriptions.
- **Targets:** Targets (Goals) to be set for improvement within the appraisal cycle. The TARGET should be SMART
- **Time-frame:** period within which the targets are to be achieved.
- **Performance indicators:**
  - Measures of success to be observed for achieving specific targets. May be presented either quantitatively or qualitatively.
  - The Performance indicator should be neutral.
  - Serve as observable tangible behaviour that indicate the degree to which educators are meeting each Descriptor - Target
- **Contextual factors:** Unique/specific circumstances to be taken into account that have the potential to impact on the employee's ability

## Performance Appraisals

- Performance appraisal ratings will be made at the Performance Standard and Criterion-Descriptor level in the appraisal Instrument
- A Departmental Head's performance is appraised on each Performance Standard – Criterion – Descriptor with evidence generated from the work plan – performance indicators as well as other records within the school.

## On developing a work plan ...

- The Departmental Head develops the work plan on Performance Standard 6 ONLY.
- Departmental Heads should select a minimum of one (1) descriptor for each of the 4 Criteria in Performance Standard 6.

## Developing a SMART TARGET:

- Specific:** The TARGET is focused
- Measurable:** An appropriate measure (quantitative/qualitative) is selected to assess the TARGET
- Appropriate:** The TARGET is within the Departmental Head's control to effect change
- Realistic:** The TARGET is for the Departmental Head and/or school
- Time-bound:** The TARGET is measured within a single school year

*The examples of Targets and Performance Indicators below are not exhaustive and are not intended to be prescriptive.*

# QMS WORK-PLAN (PL 2: Departmental Head): Year .....

## Annexure B 1

PERFORMANCE STANDARD	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS	
<b>6: MANAGEMENT OF THE CURRICULUM</b>	<i>Criterion 1: Providing leadership, mentoring, support and development</i>	a) Conducts regular classroom visits to provide support and development to educators	Two workshops per quarter undertaken for Mathematics educators in grades 7 - 9	Terms 1 -3	Number of workshops conducted in Mathematics in Grades 7-9	
		b) Monitors class attendance by educators and learners	Conducts monthly visits to assigned classes to monitor attendance records	Terms 1 - 4	Number of monthly attendance and intervention reports.	
		c) Controls educators' work (checks preparations, quality of tests, marking of tasks, etc)	Two monitoring reports per educator on educators' responsible for Mathematics and Science in Grades 7-9	Terms 1 - 3	Number of reports with intervention strategies for Mathematics and Science educators in Grades 7-9.	
		d) Moderates learners tasks by checking books regularly	10% of learners' tasks/books moderated in GET phase.	Terms 1 - 3	Percentage of learners' tasks/books moderated.	
		e) Assesses performance of educators regularly and provides feedback, mentoring and support	Two mentoring sessions per quarter conducted with Maths and Science educators on their identified development needs.	Terms 1 -2	Number of mentoring sessions conducted per quarter with Maths and Science educators in GET phase.	
		f) Manages underperformance	Undertake monthly analysis and interventions of all assessments in Maths and Science.	Terms 1 - 3	Number of reports with interventions taken after analysis of Maths and Science assessments .	
		g) Organizes workshops and training sessions for educators	Workshops organised on Learner Attendance and Use of Digital resources in the GET Phase	Terms 1 - 3	Reports with recommendations on workshops organised.	

PERFORMANCE STANDARD	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
	<i>Criterion 2: Administration of resources and records</i>	a) Equipment and furniture are kept in good condition and is working ( e.g. computers, photocopiers, projectors, tables, chairs, etc)	Establish a reporting mechanism to ensure equipment and furniture are cared for.	Terms 1 - 4	Register of reports on the abuse of physical resources.
		b) Infrastructure is well maintained (clean walls, doors, door handles, window panes, playing grounds etc.)	Broken window panes and door handles repaired within 14 days.	Terms 1-4	Register of repairs undertaken to broken window panes and doors.
		c) Budgets and records of expenditure are kept	Maintain an expenditure register for the GET phase.	Terms 1-4	Updated expenditure register for the GET Phase
		d) Keeps updated inventory/register of equipment in his/her care.	Stock-control of science laboratory undertaken twice per annum.	Terms 1 and 3	Asset registers updated and measures taken to address damaged or stolen equipment.
		e) A filing system of all essential records is kept and updated regularly	Quarterly updating of an indexed filing system for Maths and Science in e-format	Terms 1-4	Maths and Science learner performance records accessible in e-format and as hard copies.
	<i>Criterion 3: Decision-making and accountability</i>	a) Displays good planning, monitoring and evaluation skills	Monthly updates of progress on Maths and Science improvement plans.	Terms 1- 3	Number of progress reports and interventions on Maths / Science improvement plan.
		b) Takes full responsibility for decision taken, is honest and decisive	Implement decisions of quarterly subject committee meetings.	Terms 1-4	Decisions of subject committee meetings implemented.
		c) Consults stakeholders and communicates effectively with them.	Quarterly consultation with subject advisors for Maths and Science	Terms 1-4	Number of consultations with subject advisors
		d) Manages conflict	Win over resistant staff members in a consultative manner.	Terms 1-4	Zero reports of conflict escalated to the principal.
		e) Takes firm action against abuse and other forms of irresponsible and unprofessional conduct	Counsel or initiate disciplinary action against irresponsible subject teachers	Terms 1-4	SGB/SMT minutes show that complaints against irresponsible Maths/Science educators are managed effectively.

PERFORMANCE STANDARD	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS	
	Criterion 4: Policy Development and implementation	a) Key policies are in place and implemented effectively	Quarterly Progress Reports on implementation of Maths and Science policy and learner assessment presented at SMT meetings.	Terms 1-4	Number of progress reports tabled at SMT meetings.	
		b) New policies are developed, implemented and reviewed	Review and update school policy for Maths and Science	Terms 2-3	Revised Maths and Science school policy approved by principal and subject advisor.	

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