

SUPERVISORS' GUIDE: QMS IMPLEMENTATION FOR SCHOOL-BASED EDUCATORS

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basic education

Department:
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1. INTRODUCTION



As a supervisor, you must know and convey the following to participants:

1.1 What is a Quality Management System (QMS)?

Collective Agreement Number 2 of 2020

The Quality Management System is a performance management system for school-based educators, designed to evaluate the performance levels of individuals in order to achieve high levels of school performance. It is critical in assessing the extent to which educators are performing in line with their job descriptions in order to improve levels of accountability in our schools.

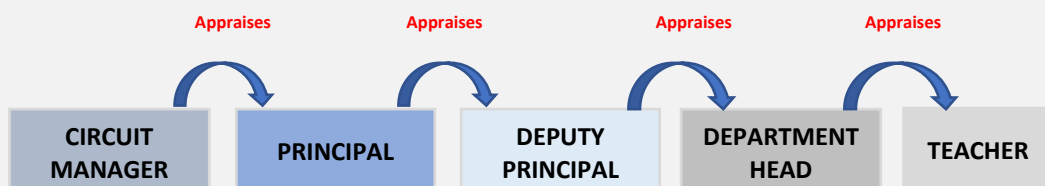
1.2 What is the difference between the DBE QMS and other conventional QMS?

The **school-based QMS** is a performance management system that provides a framework to measure performance of PL1 to PL4 educators.

A **conventional QMS** is a formalised system that documents processes, procedures, and responsibilities for achieving quality policies and objectives such as ISO 9001.

1.3 Who is a supervisor in terms of Collective Agreement 2 of 2020?

A **supervisor** is a person that oversees, advises, assesses and reports on the performance of a direct sub-ordinate as per their job description and performance standards. The following individuals, except the teacher are supervisors.



1.4 What is NOT a QMS?



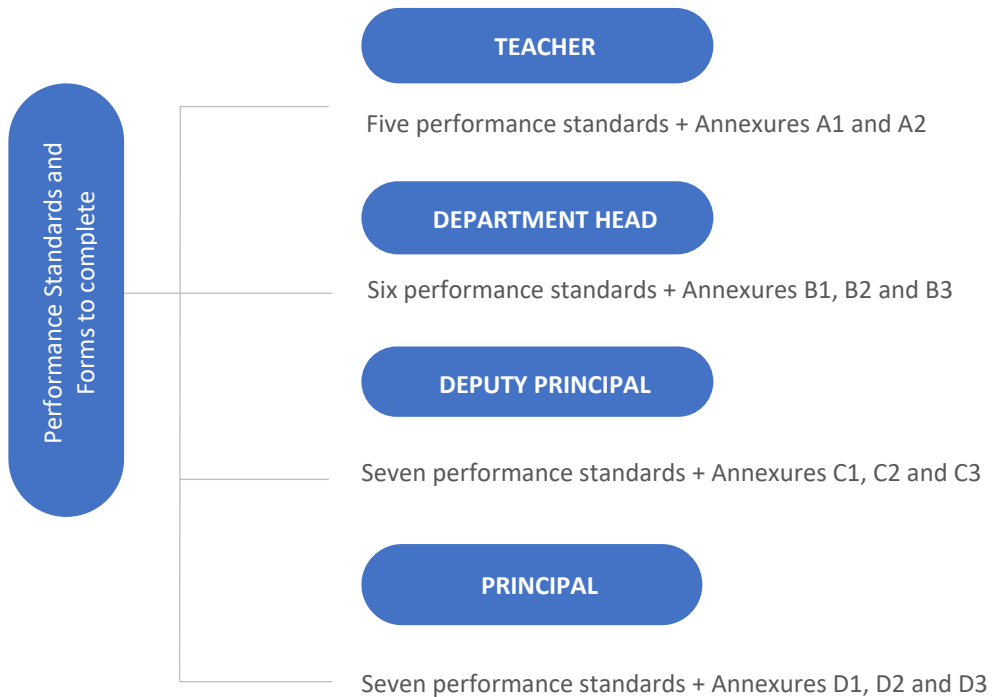
The following must be clearly conveyed to school-based educators:

The QMS is a performance appraisal system. It is not a form filling exercise or “tick the box “ exercise. The practice of the educator presenting a self-appraisal for the supervisor to counter sign is not permissible.

The supervisor is in charge of conducting the appraisal and driving the QMS process. The process should be transparent, unbiased and developmental-oriented.

The supervisor should be *au fait* with the performance standards, criteria and descriptors in the QMS and manage them pro-actively so a smoother mid and annual appraisal process unfolds.

QMS should not be an activity separate from the day-to-day duties of the supervisor.



1.5 ROLE OF THE SUPERVISOR IN DEVELOPING A WORK-PLAN



As a supervisor, you must know your role in developing work-place plans:

Work-plan

A work plan outlines what activities will be undertaken by the principal, deputy principal and departmental heads (SMT) in the year, as well as setting specific targets and outputs that need to be achieved. They should complete and sign a work-plan at the start of the process. The Circuit Manager (CM) will sign-off the work-plan.

Components

- **Performance Standards (PS):** 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 (PI):** Measures of success to be observed for achieving specific targets and outputs.
- **Contextual factors:** Unique circumstances to be taken into account that have the potential to impact on the employee's ability to achieve targets.

Steps to develop work-plan

- Step 1:** STATE the *Performance Standard*
- Step 2:** STATE the *Criterion*
- Step 3:** IDENTIFY the *Descriptor*
- Step 4:** DEVELOP a *Target* that is quantifiable and time-bound
- Step 5:** INDICATE *Timelines*
- Step 6:** DEVELOP a *Performance Indicator*
- Step 7:** STATE any *Contextual Factors* relevant to this activity

1.6 ROLE OF THE SUPERVISOR IN THE APPRAISAL PROCESS



As a supervisor, you must know your role in the appraisal process

PRE-APPRAISAL

- Ensure the sub-ordinate is familiar with the appraisal process.
- Outline the following: purpose, self-appraisal, lesson observation process, performance standards, rating, contextual factors and evidence.
- Collect all evidence, documents/templates and sign-off.

APPRAISAL

- Rate each sub-ordinate and record comments.
- Ensure that the completed Lesson Observation Instrument (LOI) is signed off by the parties.
- Forward instrument to principal for signature.

POST-APPRAISAL

- Convene post-appraisal discussion between educator and supervisor (resource person included if part of process) and discuss performance standards which could not be rated, contextual factors, share information on the scores and sign-off documents.
- Ensure that the completed LOI is signed off by the parties.
- Forward instrument to principal for signature.

1.7 FREQUENTLY ASKED QUESTIONS

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

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

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

The immediate supervisor of a post level 1 educator is the departmental head. In the absence of the latter, the deputy principal or principal can conduct the appraisal. The deputy principal or principal appraises a departmental head while a deputy principal is appraised by the principal. The circuit manager, as the immediate supervisor of the principal is responsible for his/her appraisal.

3. Which appraisals are compulsory?

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

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

Yes.

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

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

6. Which documents are submitted to the District Office?

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

7. Should the appraisal documents be filed?

Yes. The school should file the documents for a period of five (5) years.

8. Is it necessary for the appraiser or immediate supervisor to write a report after the mid-year and annual evaluations?

No. The completed instrument serves as a report.

9. Which Performance Standards are used during the lesson observations of Post Level 1 and Post Level 2 educators?

QMS Performance Standards 1, 2 and 3 of the appraisal instruments for Post Level 1 and 2 educators.

10. Which Performance Standard/s are used for the lesson observation of a deputy principal and principal?

Performance Standard 1 (Criterion 1) of the appraisal instruments for Post Level 3 and 4 educators

11. Do all educators complete a work plan with their immediate supervisor?

No. Only members of the School Management Team (SMT) are required to agree on and sign a work plan with their immediate supervisors.

12. What are the requirements for a performance indicator in a work plan?

A good Performance Indicator (PI) must have a measure, a target, a data source/evidence and reporting frequency: e.g. *"Percentage of learners who arrive to school on time."* (The data source/evidence will be the attendance register; the measurable target may be set at 97% while the reporting frequency could be monthly).

13. What is the difference between 'P 1A' and 'P 1B' during the appraisal of principals?

These terms are strictly used during the appraisal process to differentiate between Principals (P) who teach for more or less than 30 % of the scheduled teaching time in their schools. The two terms should not be confused with the grading of a principal's post.

14. If only three Performance Standards are used for the classroom evaluation of Post Level 1 and Post Level 2 educators – what happens to the other performance standards and when are these 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. It involves observation, monitoring and feedback by the educator's immediate supervisor. It also entails the provision of evidence by the educator (e.g. Documents, Educator Files and other information).

15. Does the QMS require an educator to complete a template for his/her development needs?

No. The development needs of educators as agreed to and recorded on the lesson observation instrument as well as the appraisal instrument during the mid-year and annual appraisals are addressed by the School Management Team. Development needs that still

need to be addressed are recorded on the Summative Score Sheet for the School (i.e, Annexure E 1).

16. Who does the supervisor/Immediate supervisor refer to?

The supervisor/Immediate supervisor refers to a member of the School Management Team (SMT).