QUALITY MANAGEMENT SYSTEM (QMS)

RATING GUIDE FOR DEPARTMENTAL HEADS

(POST LEVEL 2 EDUCATORS)

JANUARY 2022



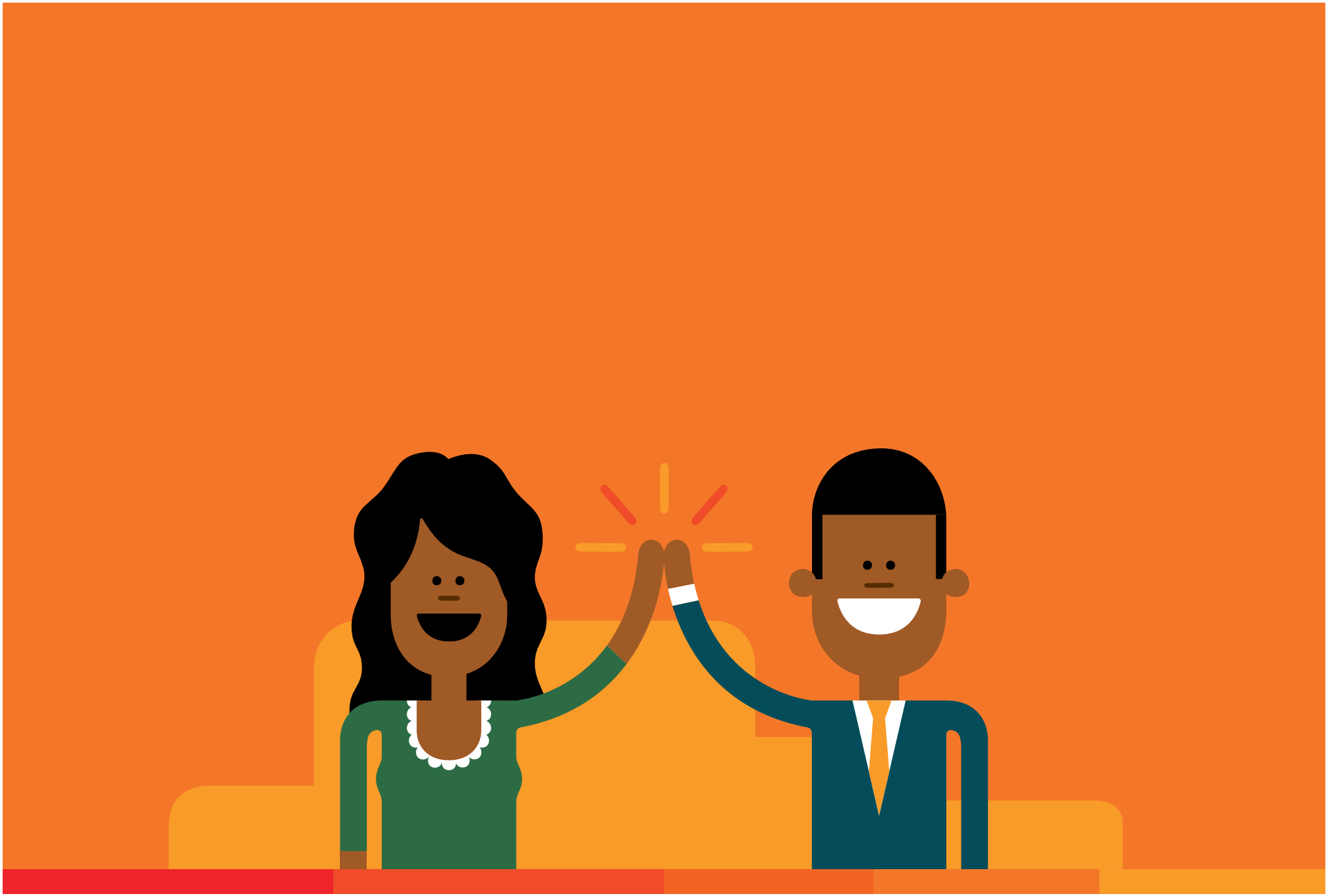
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CONTENTS

1. INTRODUCTION 2

2. SOURCES OF EVIDENCE 3

3. RATING SCALE AND DESCRIPTORS 5

PERFORMANCE STANDARD 1: CREATION OF A POSITIVE LEARNING AND TEACHING ENVIRONMENT 7

PERFORMANCE STANDARD 2: CURRICULUM KNOWLEDGE, LESSON PLANNING AND PRESENTATION 10

PERFORMANCE STANDARD 3: LEARNER ASSESSMENT AND ACHIEVEMENT 15

PERFORMANCE STANDARD 4: PROFESSIONAL DEVELOPMENT 18

PERFORMANCE STANDARD 5: EXTRA-MURAL AND CO-CURRICULAR PARTICIPATION 22

PERFORMANCE STANDARD 6: MANAGEMENT OF THE CURRICULUM 23

4. GUIDING PRINCIPLES 31

5. THE COLLECTIVE AGREEMENT 32

1. INTRODUCTION

THE APPRAISAL OF PERFORMANCE IS CENTRAL TO THE EFFECTIVE MANAGEMENT OF TEACHING AND LEARNING. ITS PURPOSE IS TO INFORM THE EDUCATOR OF CURRENT PERFORMANCE, TO PROVIDE FEEDBACK AND RECOGNITION AND TO STIMULATE IMPROVED PERFORMANCE, WHERE NECESSARY.

An agreement was reached in the Education Labour Relations Council (ELRC) to introduce a new streamlined appraisal system for school-based educators in South Africa. ELRC Collective Agreement number 2 of 2020 on the Quality Management System (QMS) provides the protocol and instruments to undertake performance appraisals of school-based educators, commencing with school principals in 2021 and followed by post levels 1 to 3 educators from 2022.

The collective agreement defines the QMS as 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.

The QMS instrument used to appraise Departmental Heads consists of six (6) Performance Standards. The Performance Standards in the instrument are aligned to the job expectations of educators. The **criteria** form the key deliverables for each Performance Standard. The desired outcomes or **descriptor of each criterion** has been pegged with a maximum rating of 4.

During an appraisal, the appraiser/supervisor should use this **rating guide** which identifies some key requirements for evidence and provides a guide to the key descriptors for ratings that range from 1 – 4. The key activities and performance indicators as agreed in the Departmental Head's work plan will also inform the rating for each descriptor.



2. SOURCES OF EVIDENCE

EVIDENCE COMES FROM TWO PRIMARY SOURCES:
LESSON OBSERVATION AND THE ANALYSIS OF DOCUMENTS/RECORDS.

Observation is appropriate for the visible aspects of teaching, such as, a teacher's interaction with learners in the classroom. But some essential aspects of teaching and management cannot be observed, for example, an educator's skill in planning or professional development.

This section focuses on the sources of evidence used to support the rating of each educator.

2.1 LESSON OBSERVATION

The observation of classroom practice is the cornerstone of the evidence of an educator's skill; engaging learners in important learning is rightly considered to be the key to professional teaching. What educators do in their interaction with learners is what matters most in influencing learning.

Other important aspects of an educator's work can be observed as well. For example, an educator's conduct during team meetings demonstrates the educator's engagement in a professional community; a parent conference demonstrates the educator's skill in communicating with families.

2.2 SUPPORTING DOCUMENTS/RECORDS

Supporting documents may be presented in electronic format or as hard copies. The documents presented at a meeting with one's supervisor preceding a lesson observation provides important evidence of an educator's skill in planning, at least for a single lesson.

In general, evidence is essential for educators to demonstrate their skill, amongst others, in planning, preparation, curriculum implementation as well as professional development.

The table below provides **some examples** across the two dimensions of evidence - lesson observation versus analysis of supporting documents, and classroom practice versus non-classroom responsibilities.

EVIDENCE	CLASSROOM PRACTICE	NON-CLASSROOM RESPONSIBILITIES
LESSON OBSERVATION	• Observation of teaching, with a pre-appraisal discussion and a post-appraisal discussion for reflection • Observing the use of ICT in learning	• Observation of practice - for example, a presentation at an SGB or staff meeting; refereeing a soccer/rugby/netball match
ANALYSIS OF SUPPORTING DOCUMENTS/RECORDS	• Analysis of learners' work/SBA/ NSC results • Diagnostic/ Subject Improvement • Plan/ Academic Improvement Plan • Intervention strategies on the above	• A work schedule or a lesson plan, learner register, filing system, asset register, subject / school policy • Minutes of meeting, circulars to parents, etc



3. RATING SCALE AND DESCRIPTORS

RATING	PERFORMANCE LEVEL	DESCRIPTION	WHAT IS THE DESIRED OUTCOME AFTER ANALYSIS OF AVAILABLE EVIDENCE?
1	UNACCEPTABLE	The level of performance does not meet minimum expectations and requires urgent interventions and support.	• Non-compliance with a significant number of minimum requirements. • There are some strengths but these are outweighed by areas for development. • Educator's teaching practice, conduct, does not add value to learning and is not effective. • The educator needs structured and planned support.
2	ACCEPTABLE	Satisfies minimum expectations. The level of performance is acceptable and is in line with minimum expectations, but development and support are still required.	• Adequate compliance with most minimum requirements. • Strengths just outweigh areas for development. • Curriculum policies, plans and procedures are implemented. • Quality of teaching is reasonably good and learners are progressing reasonably well.
3	GOOD	Performance meets expectations, but some areas are still in need of development and support.	• Educator's teaching practice, conduct, adds value to learning and is effective. • Educator complies with all curriculum and policy requirements. • Quality of teaching is characterised by major strengths that clearly outweigh any areas for development. • Learners' experiences and achievement are above average expectation. • The educators' lesson plans and procedures are fully effective.
4	OUTSTANDING	Performance exceeds expectations. Although performance is outstanding, continuous self-development and improvement are advised.	• Exceptional, very best practice that inspires other educators. • Exceptional effective implementation. • Exceptional quality of learning and teaching. • Learners' experiences and achievements are of very high quality as a result of innovative practices of the educator.

A RATING THAT IS LESS THAN THE DESIRED OUTCOME WILL BE INFLUENCED BY THE FOLLOWING FACTORS:

- THERE IS EITHER INSUFFICIENT OR NO EVIDENCE OF A PARTICULAR DESIRED ACTIVITY;
- THE DESIRED ACTIVITY IS INFREQUENT;
- THE DESIRED ACTIVITY IS FREQUENT BUT OF POORER QUALITY THAN DESIRED;
- THE DESIRED ACTIVITY IS INFREQUENT AND OF POOR QUALITY, AND
- THE DESIRED ACTIVITY MAY BE FREQUENT AND OF REASONABLE QUALITY BUT IS IMPACTED BY A NEGATIVE ATTITUDE

A guide to rating of Departmental Heads (Post level 2 educators) on each descriptor in the QMS instrument and the supporting evidence necessary for each descriptor is presented in the following tables.



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

CRITERION 1: LEARNING AND TEACHING ENVIRONMENT

***THE DESIRED OUTCOME:** THE USE OF LEARNING AND TEACHING ENVIRONMENT ENABLES ALL LEARNERS TO BE PRODUCTIVELY ENGAGED IN INDIVIDUAL AND COOPERATIVE LEARNING*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Seating arrangement promotes effective teaching and learning**	• Poor arrangement of furniture • Arrangement of desks prevents co-operative learning	• Satisfactory arrangement of furniture • Arrangement of desks supports certain modes of teaching and learning	• Classroom furniture is well organised • Arrangement of desks supports different modes of teaching and learning	• Classroom furniture is creatively organised • Arrangement of furniture supports various modes of learning
b	**Classroom is tidy and clean**	• Evidence of graffiti, littering, vandalism • Room is generally untidy	• Classroom is free of vandalism graffiti, littering to a limited degree • Classroom is generally neat	• No evidence of vandalism, graffiti, littering • Classroom is very neat and tidy	• No evidence of vandalism, graffiti, littering • Classroom is extremely neat and tidy
c	**Teaching and learning support material (e.g., charts) are displayed and used in the classroom**	• Notices, charts absent from notice board • No evidence of classroom rules • Irrelevant and outdated media is on display	• Some evidence of learning support material • Limited evidence of classroom rules • Media on display is relevant	• Notice board has charts and notices well displayed • Classroom rules clearly evident and followed by learners to a varying degree • Media on display is relevant • Evidence of the use learning and teaching support material • Evidence of the use of ICT...	• Notice board has charts and notices well displayed • Classroom rules clearly evident and observed by learners. • Media on display is relevant. • Clear evidence of the effective use of learning and teaching support material

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

CRITERION 2: CLASSROOM MANAGEMENT

***THE DESIRED OUTCOME:** TIME AND AVAILABLE RESOURCES ARE MANAGED TO PROMOTE OPTIMAL LEARNING AND TEACHING FOR ALL LEARNERS. ACTIVITIES ARE EFFICIENTLY SUPERVISED. LEARNERS WORK TOGETHER WITH THE EDUCATOR TOWARDS THE ACHIEVEMENT OF RELEVANT LEARNING OUTCOMES.*

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Is punctual and organized in class**	• The teacher is late for class • Learning and teaching occur in a disorganised haphazard manner	• The teacher arrives on time for class • Learning and teaching occur in an organised manner	• The teacher arrives before class starts • Learning and teaching occur in a very organised manner	• The teacher arrives before class starts and commences with the lesson on time • Learning and teaching occur in a very organised and structured manner
b	**Ensures that learners are punctual and settle down quickly**	• Lessons do not start on time as learners are not punctual • Learners take a long time to settle down	• Lessons start on time as some learners are punctual • Learners settle down timeously	• Lessons start on time as learners are punctual • Learners settle down timeously and orderly	• Lessons start on time as all learners are punctual and disciplined • Learners settle down orderly clearly following a routine without prompting by the teacher

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Communication between educator and learners reflects mutual respect, cooperation and understanding**	• Learners and educators appear not interested • Lecture type lesson with no learner involvement • Poor communication between educator and learner • Educator displays prejudice towards some learners	• Learners' attention is gained by the educator • Lesson is interspersed with questions that allows for learner participation • Learners are encouraged to communicate with educator and fellow learners • Learners are guided in respect of tasks • Educator promotes social cohesion	• Learners are lively and participate willingly • Lesson is structured to allow for meaningful engagement • Learners are encouraged to communicate freely • Educator uses activities to foster creativity and imaginative thinking • Educator fosters tolerance and a non-prejudicial atmosphere	• Learners are lively, participate and contribute to knowledge creation and acquisition • Lesson is carefully structured to allow for meaningful engagement • Learners communicate their ideas with confidence • Lesson is not resource bound and educator is able to improvise and be flexible • Educator fosters tolerance and a non-prejudicial atmosphere
d	**Manages discipline effectively**	• Learners are noisy and unruly • Learners show no respect for authority and fellow learners • Educator employs discipline strategies in an inconsistent manner • Learners often engage in disruptive behavior	• Learners are reasonably well behaved • Learners show a satisfactory degree of respect for authority and peers • Educator is able to ensure discipline in the classroom • Educator uses appropriate disciplinary measures that are implemented in a very consistent manner	• Learners are disciplined and task focused • Educator uses positive reinforcement to create an atmosphere conducive to teaching and learning • Educator is able to establish a good rapport with learners	• Learners are self-disciplined, task focused and motivated • Educator empowers learners to become self-disciplined • Educator employs effective strategies to resolve conflicts • Educator builds positive reinforcement to create an effective teaching and learning environment • Educator promotes tolerance and mutual respect amongst learners

PERFORMANCE STANDARD 2:
CURRICULUM KNOWLEDGE, LESSON PLANNING AND PRESENTATION

CRITERION 1: KNOWLEDGE OF SUBJECT

***THE DESIRED OUTCOME:** USES EXPERT KNOWLEDGE, IN ADDITION TO OUTCOMES AND ASSESSMENT STANDARDS, TO PROMOTE LEARNER INTEREST AND RESEARCH IN THE SPECIFIC SUBJECT.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**The teacher has adequate subject knowledge and uses it effectively**	• Educator lacks confidence in the subject matter • Educator presents incorrect or inadequate information	• Educator is confident in his/her approach to lesson • Presents a limited amount of information to learners • Educator relies on lecture approach with limited interaction	• Educator is confident and presents the lesson in a carefully thought-out manner • Educator consults a wide variety of sources and includes these in the lesson plans	• Educator is a master of his/her subject and presents lesson in an exceptional manner • Educator has an in-depth knowledge of his/her subject • Educator uses appropriate strategies to extend knowledge of the learners • Educator allows for meaningful interaction in the classroom • Educator provides alternate ideas and sources in lessons
b	**Sets appropriate tasks for learners at the level of the Grade**	• Learners are engaged in activities not related to the lesson • Lessons are planned on an ad hoc basis instead of long-term planning • No outcomes for lessons are determined	• Activities and tasks are varied to a limited level • There is some attempt to interpret learning programmes and generate lessons • Learning programmes are translated into satisfactory lesson units • Some attempt is made at determining outcomes for lessons	• Activities and tasks are varied to a great degree • Educator skillfully and enthusiastically interprets learning programmes • Translates learning programme into relevant meaningful lessons for the benefit of the learner • Outcomes for lessons are thoughtfully determined	• Varying and meaningful tasks are given and appropriate interventions are made • Educator is proficient in relating the goals of the programme to the needs and interests of the learners • Learning programmes are masterfully interpreted and translated into meaningful lessons • Lesson outcomes are creatively and purposefully crafted
c	**Uses a variety of examples, LTSM and other teaching resources to facilitate learning**	• Educator is over reliant on the textbook as a resource material	• Educator consults a limited number of resources	• Educator consults a wide variety of sources	• Educator consults a wide variety of sources and includes these in the lesson plans

PERFORMANCE STANDARD 2:
CURRICULUM KNOWLEDGE, LESSON PLANNING AND PRESENTATION

CRITERION 2: PLANNING AND PRESENTATION

***THE DESIRED OUTCOME:** EFFECTIVE USE OF PLANNING INSTRUMENTS LEADS TOWARDS A HIGHER FORM OF LEARNING/ UNDERSTANDING.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Lesson is logical, coherent and meaningful to learners**	• Lesson not logically presented • Lesson fails to achieve desired outcomes	• Lesson presentation was logical but had gaps • Lesson achieved some of the desired outcomes	• Lesson was coherent and meaningful • Lesson achieved most outcomes	• Logical, coherent and meaningful lesson • Lesson achieved all outcomes
b	**Lesson is built on past knowledge and experience of learners**	• Learners appear frustrated since they cannot build on previous knowledge, skills, attitudes and values • Educator does not use concrete examples from the learners' experience base	• Learners are able to build on previous knowledge, skills, attitudes and values • Educator attempts to use concrete examples from the experiential learning of the learner	• Learners are able to effectively build on previous knowledge, skills, attitudes and values • Educator skillfully uses various concrete examples from the experiential learning of the learners	• Learners are able to successfully and effectively build on the previous knowledge, skills, attitudes and values • Educator skillfully builds on the existing knowledge of the learner
c	**Time is well-managed during lesson presentation**	• Poor time management	• No wastage of time	• Time is productively used	• Time is seen as a resource and is used to ensure there is optimal learning

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
d	**Encourages interactive learning including class discussions, learner questions and demonstrations**	• Learners appear disinterested • Educator does not create opportunities for engagement of the learners	• Learners appear interested in the lesson • Educator uses different modes of teaching	• Learners are very interested in the lesson and participate actively • Educator uses questions skillfully and uses the responses to create new knowledge and understanding • Educator uses a variety of teaching modes	• Lesson is lively and learners are very interested in the lesson • Educator skillfully uses a learner centered approach to engage learners meaningfully • Educator uses a variety of appropriate modes of teaching
e	**Responds appropriately to learner questions and inputs**	• Educator is unable to answer questions posed by learners adequately	• Educator is able to manage questions from learners	• Educator manages questions from learners in a productive manner	• Educator responds adequately to learner questions



PERFORMANCE STANDARD 2:
CURRICULUM KNOWLEDGE, LESSON PLANNING AND PRESENTATION

CRITERION 3: MANAGEMENT OF WORK SCHEDULE

***THE DESIRED OUTCOME:** EXCELLENT MANAGEMENT OF CONTENT AND CONTEXT WITHIN THE TIMEFRAMES STIPULATED IN THE WORK SCHEDULE ACCOMPANIED BY RELEVANT INTERVENTION STRATEGIES.*

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Pace of the work is in line with time frames stipulated in the work schedule**	• Pace of work is not in line with time frames stipulated in the Annual Teaching Plan	• The pace of the work is 70% in line with time-frames stipulated in the Annual Teaching Plan	• The pace of the work is 85% in line with time-frames stipulated in the Annual Teaching Plan	• The pace of the work is 100% in line with time-frames stipulated in the Annual Teaching plan • Due consideration is given to learners with barriers to learning
b	**Number of tasks and activities are in line with CAPS**	• Number of tasks and activities are not in line with CAPS	• 70% of the tasks and activities are in line with CAPS	• 85% of the tasks and activities are in line with CAPS	• 100% of the tasks and activities are in line with CAPS

PERFORMANCE STANDARD 2:
CURRICULUM KNOWLEDGE, LESSON PLANNING AND PRESENTATION

CRITERION 4: RECORD KEEPING

***THE DESIRED OUTCOME:** RECORDS ARE METICULOUSLY MAINTAINED AND ANALYSED TO DIAGNOSE LEARNER NEEDS AND TEACHING EFFECTIVENESS. RECORDS ARE USED TO ADJUST TEACHING STRATEGIES AND IMPROVE LEARNER ACHIEVEMENT*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**File/files neatly kept, organized and updated regularly**	• Files are not available	• Files are available with relevant information but not neatly kept and organized	• Files are available with most relevant information • Files are neatly kept and are organized	• Files are available with all relevant information • Files are neatly kept, organised and regularly updated
b	**Records of learner assessments are neatly kept, organized and updated regularly**	• Educator has no assessment records to produce • Assessment activities have no marking memoranda or scoring rubric • Marks have not been entered into mark file	• Educator keeps test file and a mark file • All assessment activities have marking memoranda/ scoring rubric • Records are maintained • Marks are recorded	• Most assessment activities have marking memoranda/scoring rubric • Records are neatly maintained • Marks are recorded regularly • Educator has a good data bank of past questions • Analysis of tests are recorded	• All assessment activities have marking memoranda/scoring rubric • Records are correct and neatly maintained • Marks are correct and recorded regularly • Educator has a good databank of past questions and uses it efficiently • Analysis of tests are recorded regularly • Records are easily accessible • Records allow for tracking of individual learner performance / progress

PERFORMANCE STANDARD 3:
LEARNER ASSESSMENT AND ACHIEVEMENT

CRITERION 1: FEEDBACK TO LEARNERS

***THE DESIRED OUTCOME:** PROVIDE FEEDBACK USING A VARIETY OF STRATEGIES. USES REMEDIAL AND ENRICHMENT MEASURES THAT INSTILL CONFIDENCE IN LEARNERS TO ACHIEVE INTENDED LEARNING OUTCOMES.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Assessment tasks are marked and returned to learners timeously**	• Assessment tasks are not returned to learners within a week after administration	• Assessment tasks are marked within stipulated timeframes	• Assessment tasks are marked well within stipulated timeframes and returned to learners	• Assessment tasks are marked timeously and returned to learners • Regular insightful feedback is given to the learners
b	**Feedback is meaningful and regular**	• No feedback is given to learners	• Feedback is occasional	• Feedback is positive and encouraging	• Regular insightful feedback is given to the learners
c	**Feedback is incorporated in future lesson planning**	• No evidence of feedback incorporated in lesson planning	• Feedback is used in a limited manner and is incorporated into lesson planning	• High frequency errors are recorded and built into future lessons • A limited enrichment programme is in place • A limited remedial programme is in place	• Educator builds high frequency errors into the lesson planning process • High frequency errors and misconceptions become learning points and this is built into daily classroom practice • High quality enrichment programme is in place • High quality remedial programme is in place

PERFORMANCE STANDARD 3:
LEARNER ASSESSMENT AND ACHIEVEMENT

CRITERION 2: KNOWLEDGE AND APPLICATION OF FORMS OF ASSESSMENT

***THE DESIRED OUTCOME:** KNOWS AND USES A RANGE OF FORMS OF ASSESSMENT TECHNIQUES TO CONTINUOUSLY MAXIMIZE LEARNER ACHIEVEMENT. METHODS OF ASSESSMENT ARE USED TO RAISE THE STANDARDS OF TEACHING AND LEARNING.*

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Uses different forms of assessment in line with CAPS to test learner performance**	• Over reliance on pen and paper tests	• Uses at least two different types of assessment but favors the traditional test • Has a degree of difficulty in implementing alternate types of assessment	• Uses more than one type of assessment techniques • Uses different assessment techniques to cater for all learners	• Educator has an in depth understanding of assessment techniques • Uses varying assessment techniques with clearly defined purposes • Clear evidence of differentiation in assessment practices
b	**Intervention strategies accommodates learners with various learning abilities**	• No diagnosis of results is done • No evidence of corrective measures	• Regular analysis of results is undertaken • Diagnostic test is conducted • Appropriate corrective measures are put into effect	• An in-depth analysis of results is done • The analysis results in the modification of existing teaching practice • Diagnostic test is conducted • Educator uses results to make appropriate interventions	• Educator conducts an in-depth analysis and designs appropriate intervention strategies • Educator interprets results critically and includes misconceptions into teaching practice • Incorporates results gleaned from the analysis in future lessons • Educator uses assessment positively to motivate learners

PERFORMANCE STANDARD 3:
LEARNER ASSESSMENT AND ACHIEVEMENT

CRITERION 3: LEARNER PROGRESS AND ACHIEVEMENT

***THE DESIRED OUTCOME:** LEARNERS OPTIMALLY ACHIEVE THE RELEVANT SUBJECT OUTCOMES. ASSESSMENT RESULTS SHOW OUTSTANDING LEVELS OF COMPETENCE AND ACHIEVEMENT.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Learner results of various forms of assessment show that they are attaining the set outcomes**	• Learner results show underperformance	• Learner results are satisfactory	• Learner progress and achievement is good	• Learner progress and achievement is excellent • Organises motivation classes to enhance and promote learner progress and achievement
b	**Remedial / Enrichment work supports learner progress**	• No evidence of remedial a nd enrichment work	• Remedial and enrichment work is prevalent	• Remedial and enrichment work supports learner progress	• Remedial and enrichment work is regularly conducted in support of learner progress

PERFORMANCE STANDARD 4:
PROFESSIONAL DEVELOPMENT

CRITERION 1: PARTICIPATION IN CONTINUOUS PROFESSIONAL DEVELOPMENT

***THE DESIRED OUTCOME:** PARTICIPATES FULLY AND TAKES A LEADING ROLE IN INITIATING AND DELIVERING PROFESSIONAL DEVELOPMENT ACTIVITIES.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Engages in on-going self-reflection and has set clear targets for development**	• Educator does not attend/ conduct any workshop • Educator is unaware of new developments within the education system • Educator does not engage in any continuing professional teacher development activities	• Educator only attends workshops organised by the department • Engages in limited interaction within and outside the school	• Educator attends inset courses and willingly disseminates information to colleagues • Educator attends short courses organised by accredited service providers • Forms professional learning communities	• Educator attends inset courses and sets clear targets for developing self and others • Educator attends short courses offered by SACE accredited providers • Presents papers at seminars and conferences • Educator often organises professional development courses • Educator engages continuing professional teacher development activities (CPTD)
b	**Attends and participates in activities aimed at enhancing his/her professional and pedagogical skills**	• Educator is unwilling to attend developmental workshops/seminars	• Educator attends developmental workshops/seminars willingly	• Educator attends developmental workshops/seminars willingly • Provides feedback	• Educator attends developmental workshops/seminars willingly • Provides feedback • Conducts workshops

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
C	**Engages in research, develops educational materials, participates in sessions to train, guide, mentor and develop colleagues**	• Educator does not engage in reading subject matter • Educator is constantly negative towards any innovation in education • Educator does not subscribe to the notion of a lifelong learner • How to measure evidence?	• Educator engages in reading in subject • Educator is positive towards any innovation in education • Educator subscribes to the notion of a lifelong learner	• Educator engages in critical reading in subject • Educator is positive towards any innovation in education and is eager to experiment with new approaches • Interacts with colleagues regularly so as to disseminate new ideas • Forms networks chairman/subject committee secretary/ lead teacher/ mentor) to colleagues • Educator subscribes to the notion of a lifelong learner	• Engages in research and uses the findings to train, guide mentor and develop colleagues • Educator engages in critical reading in subject and contributes to research journal/seminar • Educator is positive towards any innovation in education • Educator subscribes to the notion of a lifelong learner (CPTD) • Forms networks • Holds leadership position in subject (cluster chairman/subject committee secretary/ lead teacher/mentor) • Serves on departmental structures



PERFORMANCE STANDARD 4:
PROFESSIONAL DEVELOPMENT

CRITERION 2: EDUCATOR PROFESSIONALISM

***THE DESIRED OUTCOME:** CONDUCT IS EXEMPLARY AND TRULY DISPLAYS THE PURPOSE AND INTENT OF THE EDUCATORS' CODE OF PROFESSIONAL ETHICS.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Comes to school regularly and on time**	• Does not come to school on time • Attendance is irregular	• Is occasionally late for school with valid reasons • Absenteeism is infrequent and legitimate	• Is punctual • Attendance is good	• Is never late for school • Attendance is excellent
b	**Is always neatly dressed and presentable**	• Is not always neatly and appropriately dressed	• Is always neatly dressed Subjectivity	• Is neatly dressed and presentable	• Is always neatly dressed and presentable
c	**Conducts lessons as expected in line with the school time-table**	• Seldom in class conducting lessons according to the school time table	• Conducts lessons in line with the school time table	• Conducts lessons according to the school time table regularly	• Always in class conducting lessons according to the school time table
d	**Adheres to deadlines e.g., marking, learner report cards, schedules, completion of tasks, etc.**	• Does not adhere to deadlines	• Makes an effort to adhere to deadlines most of the time	• Adheres to deadlines	• Always adheres to deadlines • Never makes late submissions

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
e	**Contributes positively towards school development and advancement**	• Makes no contribution to school development • Educator is unwilling to attend developmental workshops/seminar	• Contributes towards school development • Educator attends developmental workshops/seminars	• Contributes positively towards school development • Educator attends developmental workshops/seminars willingly	• Always contributes positively towards school development • Educator attends developmental workshops/seminars willingly and workshops colleagues.
f	**Maintains good relations with stakeholders**	• Does not maintain relations with stakeholders	• Maintains relations with stakeholders	• Maintains good relations with all stakeholders	• Establishes, maintains and sustains relations with stakeholders



PERFORMANCE STANDARD 5:
EXTRA-MURAL AND CO-CURRICULAR PARTICIPATION

CRITERION 1: PARTICIPATION IN EXTRA-MURAL AND CO-CURRICULAR ACTIVITIES

***THE DESIRED OUTCOME:** NETWORKS WITH RELEVANT STAKEHOLDERS AND ENCOURAGES DEVELOPMENT OF EXTRA-MURAL OR CO-CURRICULAR ACTIVITIES.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Keeps updated inventory/register of equipment under his/her care**	• No inventory/register of equipment under his/her care	• Inventory/register of equipment under his/her care is available	• Inventory/register of equipment under his/her care is available and updated	• Inventory/register of equipment under his/her care is available and updated in an accountable manner
b	**Manages and takes good care of equipment and facilities**	• Does not manage and take care of the equipment and facilities	• Manages and takes care of the equipment and facilities	• Manages and takes good care of the equipment and facilities	• Manages and takes excellent care of the equipment and facilities
c	**Is involved in extra-mural and co-curricular activities**	• Educator is not interested in extra–curricular or co-curricular activities • Educator refuses any request to be involved in activities citing various reasons	• Educator displays a limited interest in extra-curricular or co-curricular activities • Performs duties if instructed	• Educator displays a keen interest in extra-curricular or co-curricular activities • Performs duties willingly • Educator attempts to introduce new activities into existing programmes • Educator attempts to encourage fellow colleagues and learners to participate in activities	• Educator displays a very keen interest in extra-curricular or co-curricular activities • Performs various duties assigned to activities willingly • Educator is involved in many activities • Educator introduces new activities into existing programmes • Educator encourages fellow colleagues and learners to participate in activities

PERFORMANCE STANDARD 6: MANAGEMENT OF THE CURRICULUM

MANAGEMENT OF THE CURRICULUM CAN BE ACHIEVED BY DEPARTMENTAL HEADS THROUGH THE FOLLOWING DESIRED OUTCOMES EXPRESSED IN THE COLLECTIVE AGREEMENT:

- Regular classroom visits provide clear, valuable, guidance, support and constructive feedback to educators.
- Efficient utilization and updating of resources, furniture and equipment are in good condition and well-maintained. Policy for furniture and equipment is implemented. Register for assets are well maintained.
- Consults, accepts total responsibility for all decisions even if they are proved to be wrong. Decisions are often proactive rather than reactive. Arrives at decisions creatively.
- Policies are developed through wide consultation and according to the needs of the school. Implementation of both internal and external school policies is consistent and supports teaching and learning. Full compliance with policies at all levels.



PERFORMANCE STANDARD 6:
MANAGEMENT OF THE CURRICULUM

CRITERION 1: PROVIDING LEADERSHIP, MENTORING, SUPPORT AND DEVELOPMENT

***THE DESIRED OUTCOME:** REGULAR CLASSROOM VISITS PROVIDE CLEAR, VALUABLE, GUIDANCE, SUPPORT AND CONSTRUCTIVE FEEDBACK TO EDUCATORS.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Conducts regular classroom visits to provide support and development to educators**	• Seldom or never conducts classroom visits to ensure that job--embedded professional development is provided to educators that is directly related to heir instructional growth goals	• Conducts classroom visits to provide support and development to educators • Ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to educators	• Conducts regular classroom visits to provide support and development to educators • Ensures that job-embedded professional development is provided to educators that is directly related to their instructional growth goals and monitors the extent to which educators improve their instructional practices	• Conducts regular classroom visits to provide support and development to educators and intervenes where educators are not making sufficient progress towards achieving growth goals • Continually re-evaluates the schools' professional development program to ensure that it remains job-embedded and focused on instructional growth goals
b	**Monitors class attendance by educators and learners**	• Very little effort is made to ensure that educators and learners are in classes	• Monitors class attendance by educators and learners	• Monitors class attendance by educators and learners and put in place control measures	• Monitors class attendance by educators and learners. and puts in place measures to remediate • Acknowledges efforts of educators who do extra work
c	**Controls educators' work (checks preparations, quality of tests, marking of tasks, etc.)**	• No controls in place around the work of educators'	• Controls educators' work	• Proper supervision of educators' work	• Proper supervision of educators' work and support • Sets up PLC to provide necessary support • Monitors tracking of ATP

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
d	**Moderates' learners' tasks by checking books regularly**	• Does not check learner books	• Moderates' learners' tasks by checking books	• Moderates' learners' tasks by checking books regularly and provides feedback	• Moderates' learners' tasks by checking books regularly and providing constructive feedback • Makes recommendations to improve quality of teaching and learning
e	**Assesses performance of educators regularly and provides feedback, mentoring and support**	• Does not assess the performance of educators	• Assesses performance of educators and provides feedback	• Assesses performance of educators regularly and provides feedback, mentoring and support	• Assesses performance of educators regularly and provides CPTD • Regularly intervenes, mentors and supports teachers who are not meeting their growth goals and/or adequately improving learner attainment.
f	**Manages underperformance**	• Does not manage the underperformance nor monitors the extent to which agreed upon standards are met	• Manages underperformance and monitors the extent to which agreed upon standards are met	• Manages underperformance and monitors the extent to which agreed upon standards are met and implements appropriate measures are taken to remedy underperformance	• Manages underperformance and intervenes with educators who are not making sufficient progress toward achieving growth goals • Appropriate measures are taken o remedy underperformance • Invokes incapacity code where underperformance persists
g	**Organizes workshops and training sessions for educators**	• Does not organize workshops or training sessions for educators	• Organizes workshops and training sessions for educators occasionally	• Organizes workshops and training sessions for educators as required • He/she provides continuing professional development • The teacher attends district training, and implements	• Plays a significant role in leading instructional and organizational change within the school by organising workshops and training sessions • Serves on circuit/district-level training teams and/or committees embraces change that impacts on learner attainment

PERFORMANCE STANDARD 6:
MANAGEMENT OF THE CURRICULUM

CRITERION 2: ADMINISTRATION OF RESOURCES AND RECORDS

***THE DESIRED OUTCOME:** EFFICIENT UTILIZATION AND UPDATING OF RESOURCES, FURNITURE AND EQUIPMENT ARE IN GOOD CONDITION AND WELL-MAINTAINED. POLICY FOR FURNITURE AND EQUIPMENT IS IMPLEMENTED. REGISTER FOR ASSETS ARE WELL MAINTAINED.*

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Equipment and furniture are kept in good condition and is working (eg. computers, photocopiers, projectors, tables, chairs, etc)**	• Physical resources abused (personal photocopies/ phone calls, fax, internet) • No cost saving mechanism in place	• Physical resources carefully utilised (personal photocopies/ phone calls, fax, internet) • Some attempt at cost saving	• Physical resources are effectively utilised (personal photocopies/ phone calls, fax, internet) • Cost saving mechanisms are in place • Educators held accountable for abuse of resources	• Physical resources are effectively managed (personal photocopies/ phone calls, fax, internet) • Cost saving does not retard service delivery • Educators held accountable for abuse of resources • Regular reporting mechanisms in place to ensure that the equipment and furniture is cared for
b	**Infrastructure is well maintained (clean wall, doors, door handles, window panes, playing grounds, etc)**	• Furniture and equipment non-functional or in state of disrepair	• Little or no evidence of maintaining furniture and equipment	• Grounds are well maintained and gardens add value to the appearance of the plant • School furniture and equipment are in good condition and well maintained	• Grounds are excellently maintained and gardens add value to the appearance of the plant • School furniture and equipment are in very good condition and well maintained • Structures in place to deal with buildings and ground development

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Budgets and records of expenditure are kept**	• School/subject budget not formulated • No expense monitoring mechanism in place	• School/subject budget is available • Limited expense monitoring mechanism in place	• School/subject budget is adhered to • Expense monitoring mechanism in place • Physical resources are effectively utilised (personal photocopies/ phone calls, fax, internet)	• School/subject budget strictly adhered to • Effective monitoring mechanism in place • Physical resources are effectively managed (personal photocopies/ phone calls, fax, internet) • Regular reporting mechanisms are in place to ensure that the budget is adhered to and variances is accommodated
d	**Keeps updated inventory/register of equipment in his/her care**	• No inventory/register of equipment available	• Inventory/register of equipment available	• Inventory/register of equipment is regularly updated	• Inventory/register of equipment available and up to date • Inventory/register of equipment is accurate and easily accessible
e	**A filing system of all essential records is kept and updated regularly**	• Lack of records such as subject/school policy • Essential records are absent • No filing system • Circulars are filed in a disorganised manner • Records are not easily accessible	• Most of the essential records are present • Some attempt at a filing system is in place • Most of the records are accessible • Records kept are in compliance with departmental instructions • School stock and inventory registers are in place but not regularly updated	• All records are in accordance with departmental requirements • Records are fully accessible • Policy in terms of public access to information is in place • Document retrieval system is in place • Electronic database is kept and maintained and is backed up	• All records of incidents are documented in the school log book • All records are in accordance with departmental requirements and are fully accessible • Policy in terms of public access to information is adhered to • Electronic database is kept and backed up with an efficient retrieval system • SASAMS is used effectively and monitored

PERFORMANCE STANDARD 6:
MANAGEMENT OF THE CURRICULUM

CRITERION 3: DECISION-MAKING AND ACCOUNTABILITY

THE DESIRED OUTCOME: *CONSULTS, ACCEPTS TOTAL RESPONSIBILITY FOR ALL DECISIONS EVEN IF THEY ARE PROVED TO BE WRONG. DECISIONS ARE OFTEN PROACTIVE RATHER THAN REACTIVE. ARRIVES AT DECISIONS CREATIVELY.*

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Displays good planning, monitoring and evaluation skills**	• No evidence of planning • Recycles the previous year's strategic plan	• Develops a strategic plan for the current year	• Gets input and writes a comprehensive, measurable strategic plan for the current year. • Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done	• Collaboratively crafts a lean, comprehensive, results oriented strategic plan with annual goals • Effective annual planning guided by applicable legislation and policy • Has a reliable system for capturing key information, remembering, prioritizing, and following up • Gets strong staff commitment on a bold, ambitious annual learner achievement target
b	**Takes full responsibility for decisions taken, is honest and decisive**	• Decisions are often taken without considering all the facts	• Makes decisions by limited consultation • Considers some alternative view points; • Makes decisions by considering some facts	• Consult widely before taking any decisions • Considers all alternative points of view; • makes decisions by considering all the relevant facts • chooses the most effective and beneficial alternative • Is very consistent in application of decisions	• Consult widely and takes full responsibility for decisions taken • Considers all relevant facts before arriving at a decision • Is responsible, honest and decisive

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Consult's stakeholders and communicates effectively with them**	• Fails to communicate clearly with learners and parents or collaborate with colleagues	• Uses a variety of strategies communicate with learners, parents and colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome	• Uses effective communication strategies with learners, parents and colleagues and works effectively with colleagues to examine problems of practice, analyse learners' work and identify targeted strategies	• Communicates and consults with learners, parents and colleagues • Collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other learning activities
d	**Manages conflict**	• Does not listen well or assist others; • Finds that large portions of each day are consumed by crises and time-wasting activities • Is discouraged and immobilized by staff resistance, fear of change, nd low expectations	• Sometimes listens well and assists others in their efforts • Works on persuading resistant staff members to get on board with the plan	• Usually listens well and assists others in their efforts • Is effective at preventing and/or deflecting many time-wasting crises and activities • Manages resistance, low expectations, and fear of change	• Always listens well and assists others in their efforts • Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected • Masterfully wins over resistant staff members who feared change and/or harboured low expectations
e	**Takes firm action against abuse and other forms of irresponsible and unprofessional conduct**	• Does not initiate disciplinary action, despite evidence that some educators are ineffective or behave unprofessionally • Shies away from giving honest feedback and r edirection to educators who are not performing well	• Tries to initiate disciplinary action against ineffective educators	• Counsels out or initiates disciplinary action against most ineffective educators, following contractual requirements • Provides redirection and support to educators who are less than proficient	• Counsels out or initiates disciplinary action against all ineffective educators, scrupulously following contractual requirements • Courageously engages in difficult conversations with below-proficient educators, helping them improve

PERFORMANCE STANDARD 6:
MANAGEMENT OF THE CURRICULUM

CRITERION 4: POLICY DEVELOPMENT AND IMPLEMENTATION

THE DESIRED OUTCOME: *POLICIES ARE DEVELOPED THROUGH WIDE CONSULTATION AND ACCORDING TO THE NEEDS OF THE SCHOOL. IMPLEMENTATION OF BOTH INTERNAL AND EXTERNAL SCHOOL POLICIES IS CONSISTENT AND SUPPORTS TEACHING AND LEARNING. FULL COMPLIANCE WITH POLICIES AT ALL LEVELS.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Key policies are in place and implemented effectively**	• Key policies are not in place	• Some key policies are in place and implemented	• Ensures that key policies are in place and reviewed regularly • Ensures that all policies are effectively implemented	• Continuously ensures that key policies are in place and reviewed regularly • Ensures that all policies are effectively implemented by all
b	**New policies are developed, implemented and reviewed**	• No attempts made to ensure that new policies are available	• Ensures that new policies are available and implemented	• Is involved in developing new policies of the school • Ensures that policies are implemented and reviewed regularly	• Is actively involved in developing new policies of the school • Mobilises all stakeholders to buy into owning such policies • Ensures that policies are implemented and reviewed regularly

4. GUIDING PRINCIPLES

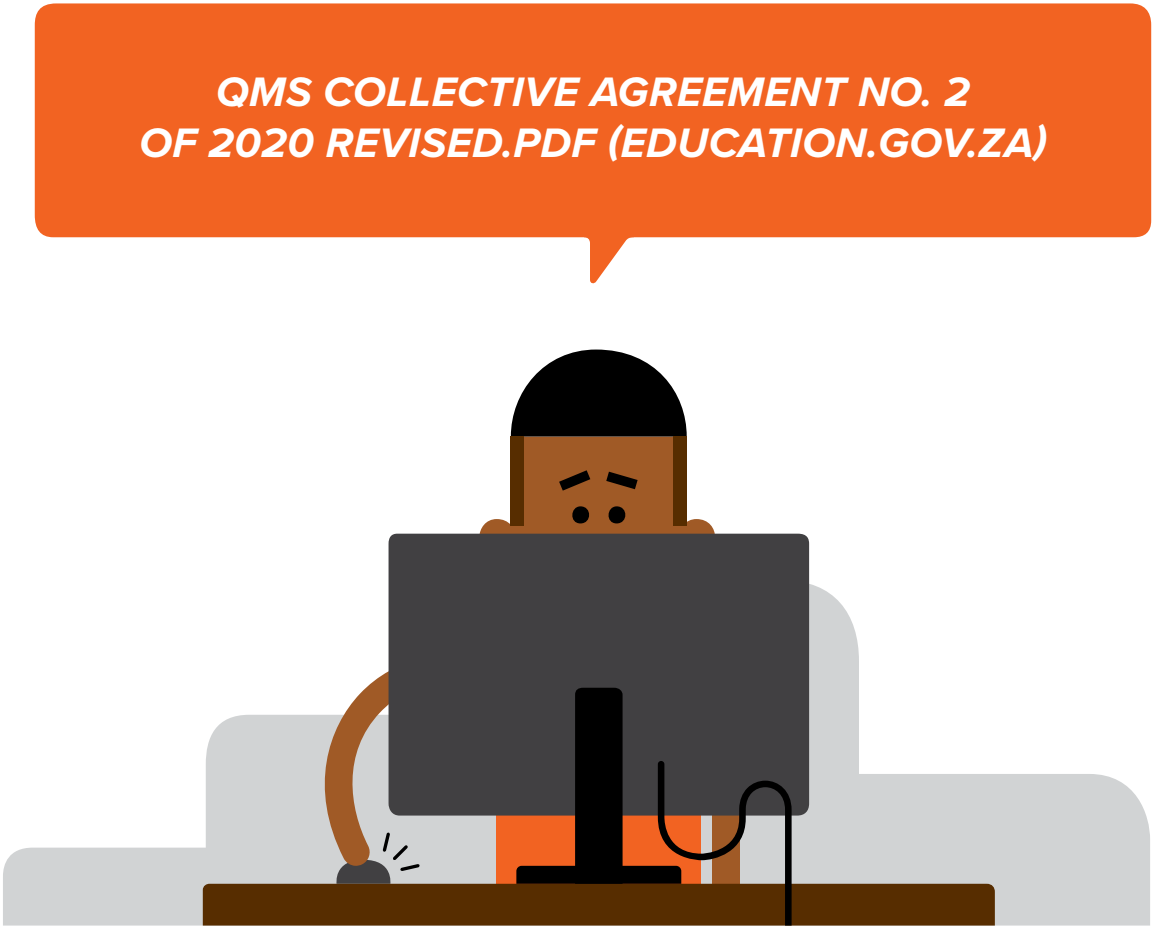
THE IMPLEMENTATION OF THE QUALITY MANAGEMENT SYSTEM FOR EDUCATORS IS GUIDED BY THE FOLLOWING PRINCIPLES:

- To recognize that schools are not the same, and are operating at different levels of performance;
- To recognize that schools are operating in different contexts, and are exposed to different challenges;
- To ensure fairness by considering relevant contextual factors that impact on educator performance. These contextual factors include, but are not limited to:
  - Levels of support provided to educators;
  - Infrastructure issues;
  - Socio-economic environment, and
  - Unforeseen challenges
- To minimise subjectivity through transparent and open discussion throughout the appraisal process, and the possible involvement of a resource person as an observer where necessary;
- To ensure that the instrument is valid, reliable and relevant
- To use the QMS instrument professionally, uniformly and consistently, and
- To provide feedback on the appraisal process by focusing on:
  - Performance and not personality;
  - Availability of evidence and not assumptions;
  - Objectivity and not subjectivity;
  - The specific and concrete and not the general and the abstract.



5. THE COLLECTIVE AGREEMENT

Click on the link below to access a copy of the collective agreement.



NOTES

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