

# SESSION 1

## TRAINING OF PRINCIPALS ON THE QUALITY MANAGEMENT SYSTEM (QMS) FOR SCHOOL BASED EDUCATORS

October – December 2020

ELRC Collective Agreement Number 2 of 2020



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# SESSION 1 - PROGRAMME



ITEM	TIME
1. Opening and welcome	1 hour & 30 min
2. Purpose of training	
3. Background and Introduction	
4. Definition, Purpose and Guiding Principles of QMS	
5. Roles and responsibilities of individuals and structures	
6. Performance Standards, Criteria and Descriptors	
7. The Implementation Process	
8. Appraisal Instruments – Post Level 1	
9. Relationship between Appraisal and Development	
10. Disagreements and Grievances	
11. QMS Flow Chart	
12. Differences: QMS & IQMS	
13. QMS Management Plan	
14. Questions and Comments	

# 1. OPENING AND WELCOME

*WELCOME TO  
THE TRAINING  
ON QMS FOR  
SCHOOL  
BASED  
EDUCATORS*

EDUCATION LABOUR RELATIONS COUNCIL  
*Established in terms of the LRA of 1995 as amended*



**COLLECTIVE AGREEMENT  
NUMBER 2 OF 2020**

**17 SEPTEMBER 2020**

**QUALITY MANAGEMENT SYSTEM (QMS)  
FOR SCHOOL BASED EDUCATORS**

## 2. PURPOSE OF THE TRAINING

- To orientate school-based educators to implement the Quality Management System (QMS) as informed by ELRC Collective Agreement 2 of 2020.

# 3. BACKGROUND AND INTRODUCTION

# 3.1 IQMS and TD SUMMIT

- The IQMS has been in place since 2003, but was only implemented in schools from 2005.
- Despite all the measures put in place to strengthen its implementation, schools continued to experience challenges. The Department of Education conducted a formal review of structures and processes that hindered the successful implementation of the IQMS.
- As a sequel to the research conducted and persistent efforts by Teacher Unions on strengthening Teacher Development (TD), a Teacher Development Summit was held on 29 June to 2 July 2009;
- The TD Summit agreed, amongst others:
  - That a clear, coherent policy and regulatory environment be designed for teacher appraisal and teacher development;
  - That teacher appraisal for development be delinked from appraisal for purposes of remuneration and salary progression; and
  - That the IQMS be streamlined and rebranded.

## 3.2 COLLECTIVE AGREEMENT ON QMS

- Collective Agreement 02 of 2014 on the Quality Management System (QMS) for school-based educators was finalised in September 2019.
- Due to the COVID-19 pandemic and the national lockdown declared by the President in March 2020, training on the QMS was suspended.
- Subsequently, parties at the ELRC agreed on a few amendments to the agreement.
- As a result CA 2 of 2014 was repealed and **Collective Agreement No. 2 of 2020** was adopted on 17 September 2020

# 3.4 KEY AMENDMENTS

## COLLECTIVE AGREEMENT No. 2 of 2014

<b>Performance Standard 4 (PL 1 and PL2)</b>	Rephrased as - <ul style="list-style-type: none"><li>• Performance Standard 4: Professional Development Criterion 2: Educator professionalism</li></ul>
<b>Lesson Observation Instrument (LOI)</b>	<ul style="list-style-type: none"><li>• Inclusion of a Lesson Observation Instrument (LOI) for PL 3 and PL 4 educators (Annexure E 3)</li></ul>
<b>Departmental Heads (PL 2)</b>	<ul style="list-style-type: none"><li>• Work plan template amended</li><li>• The use of “Departmental Head” instead of Head of Department</li></ul>
<b>Deputy Principals</b>	<ul style="list-style-type: none"><li>• Increase in number of descriptor choices from 37 to 59</li><li>• Maximum Score of Deputy principal increases from 148 to 236</li></ul>
<b>Deletion of -</b>	<ul style="list-style-type: none"><li>• ANA, CASS</li><li>• Outputs (in work plan)</li></ul>

*ELRC Collective Agreement No. 2 of 2020*

## 3.5 CAPACITY BUILDING AND IMPLEMENTATION

- A phased-in approach, adopted because of COVID-19.
- Implementation for Principals from **01 January 2021** and for all other school-based educators from **01 January 2022**.
- Training and capacity building on QMS by National /Provincial Training Team as follows:
  - Principals: from October – December 2020; and
  - All other school-based educators: from January until December 2021.

# 4. DEFINITION, PURPOSE AND GUIDING PRINCIPLES OF QMS

## 4.1 What is the QMS?

- 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.

Collective Agreement Number 2 of 2020 ( Page 7)

## 4.2 Purpose of the QMS

- To determine **levels of competence** of all educators;
- To enhance educator **efficiency, effectiveness** and good performance;
- To improve **accountability** levels within schools;
- To provide a basis for decisions on mechanisms to recognize good performance and **address under-performance**;
- To ensure that educators **perform their duties with integrity**, and maintain a positive, vigilant attitude towards all learning activities;
- To provide a basis for paying **salary progression**, rewards and other incentives; and
- To provide **mechanisms for assessing educators**, taking into account the context within which they operate.

*ELRC Collective Agreement No. 2 of 2020 (page 8)*

## 4.3 Guiding Principles

- To recognize that schools are not the same and are operating at different levels of performance and context.
- To minimize subjectivity through transparent and open discussion throughout the appraisal process
- To provide feedback 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

*ELRC Collective Agreement Number 2 of 2020 (pages 8-9)*

# 5. ROLES AND RESPONSIBILITIES OF INDIVIDUALS AND STRUCTURES

# 5.1 Role and responsibilities

1

• The Principal

2

• School Management Team

3

• Educator

4

• Resource person (Optional)

5

• Circuit Manager

6

• Grievance Committees

# 5.1 Roles and Responsibilities (cont.)

<b>1. Principal</b>	<ul style="list-style-type: none"><li>• Ensures that every educator has access to the QMS instrument and any other relevant documents</li><li>• Ensures that the QMS is implemented uniformly and effectively.</li></ul>
<b>2. School Management Team (SMT)</b>	<ul style="list-style-type: none"><li>• Conducts Performance Appraisals of educators, including classroom / lesson observations, and keeps records thereof.</li></ul>
<b>3. Educator</b>	<ul style="list-style-type: none"><li>• Conducts a self-appraisal prior to being appraised by the immediate supervisor</li><li>• Should inform the supervisor during the pre-appraisal meeting or at least three days prior the scheduled appraisal date on the intention to involve a resource person.</li><li>• Allows the immediate supervisor to conduct lesson observations and keeps relevant evidence for the appraisal process</li></ul>

# 5.1 Roles and Responsibilities (cont.)

<b>4. Resource Person (optional)</b>	<ul style="list-style-type: none"> <li>An educator who may be requested by the appraisee to assist in the appraisal process through provision of subject or other relevant expertise.</li> </ul>
<b>5. Circuit Manager</b>	<ul style="list-style-type: none"> <li>Agrees on a work plan with the principal with clear annual targets and performance indicators</li> <li>Manage the performance of principals in a consultative, supportive and non-discriminatory manner to enhance school efficiency and accountability.</li> </ul>
<b>6. Grievance Committees</b>	<p><b>6.1 At School Level</b></p> <ul style="list-style-type: none"> <li>Resolve any grievance or disagreements at school level</li> </ul> <p><b>6.2 At Circuit Level</b></p> <ul style="list-style-type: none"> <li>Resolve any grievance or disagreements referred to it by the school grievance committee.</li> </ul>

# 6. PERFORMANCE STANDARDS, CRITERIA AND DESCRIPTORS

# 6.1 Performance Standards, Criteria and Descriptors

## PERFORMANCE STANDARD

- The Performance Standards in the instrument form the core elements of the job description for educators.

## CRITERIA

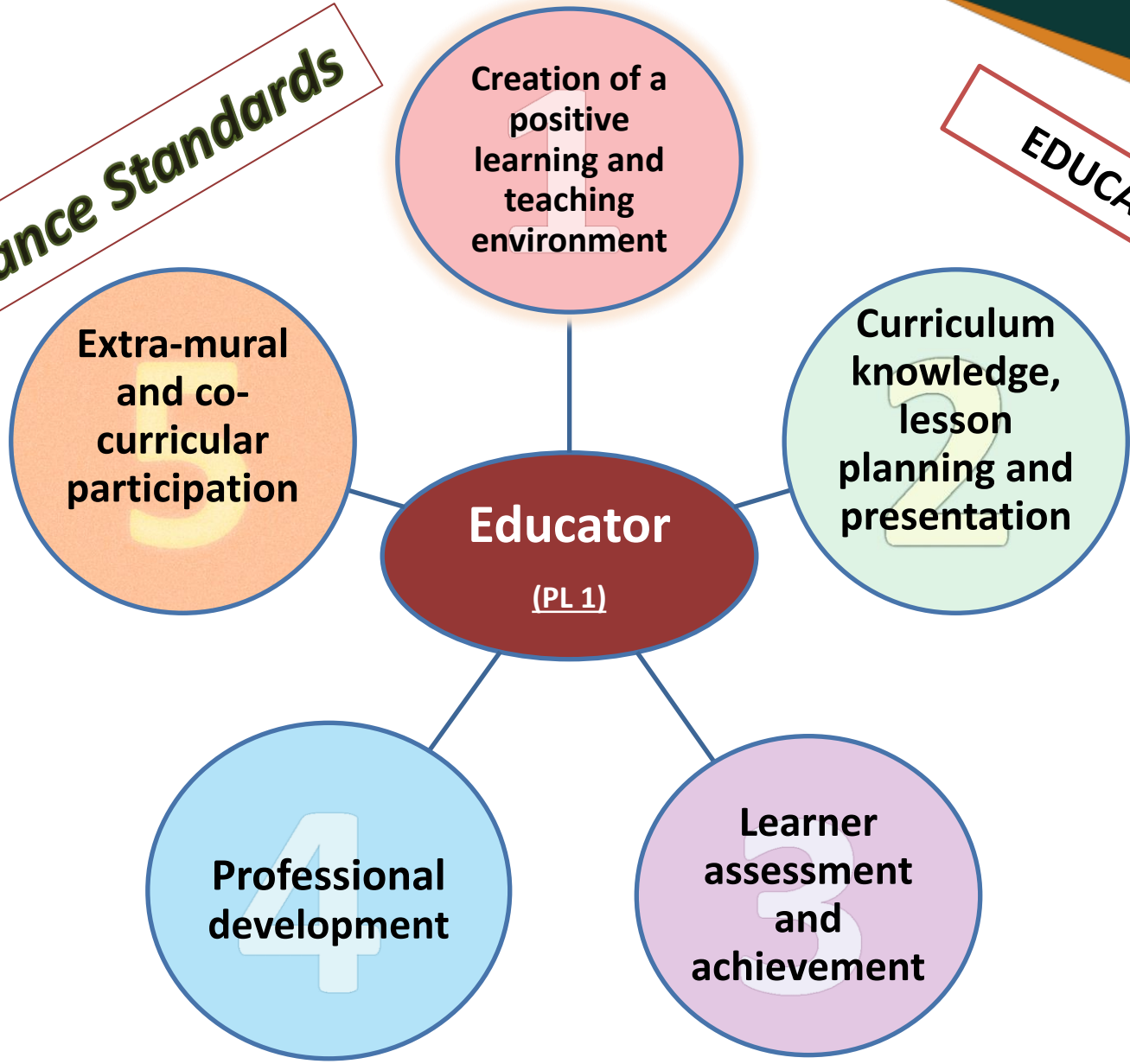
- The criteria form the key deliverables for each Performance Standard

## DESCRIPTORS

- Descriptors are phrases that aid in defining and outlining the expected conduct for a particular criterion.

**Performance Standards**

**EDUCATOR**

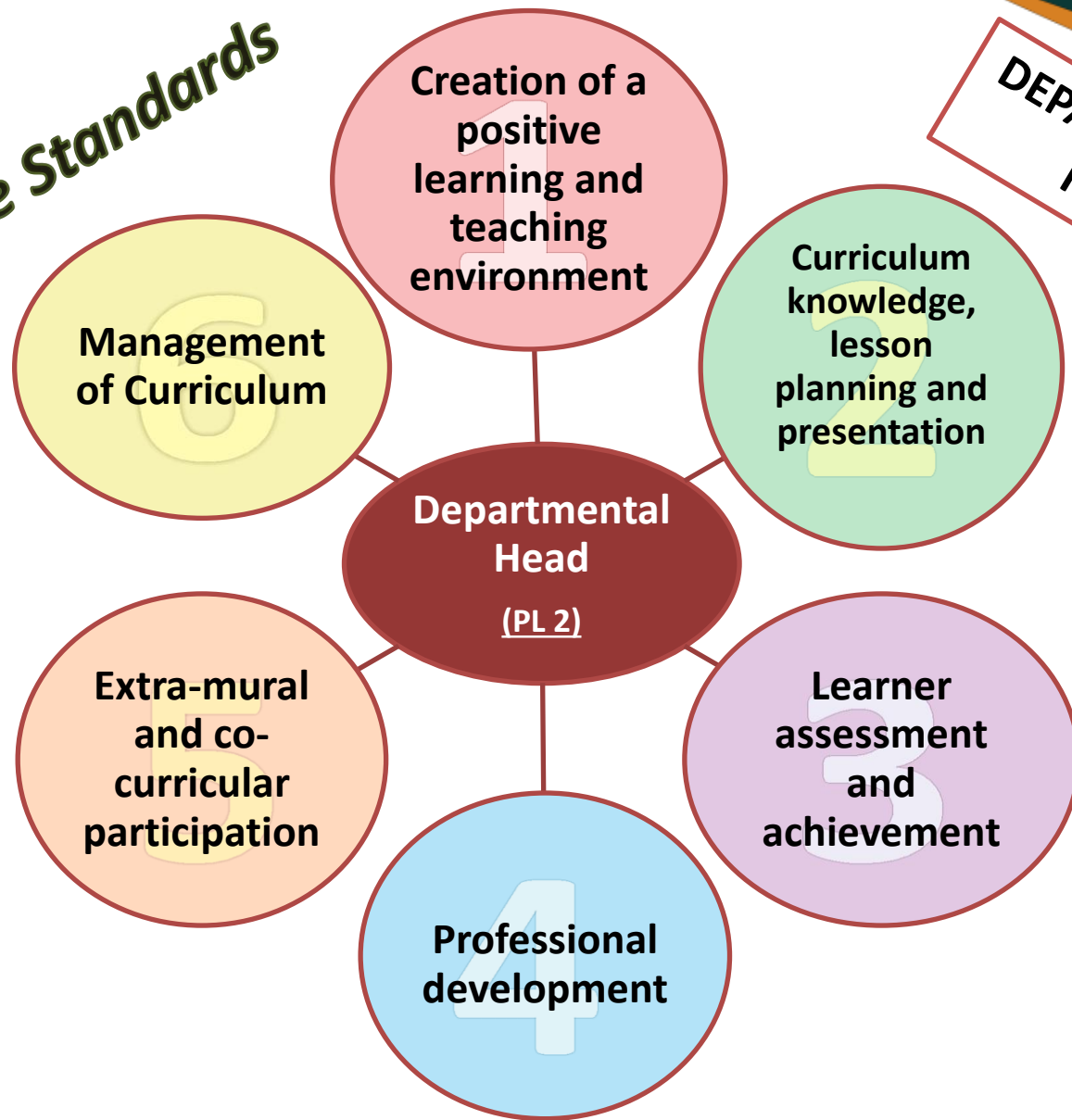


## 6.2 Educator (Post Level 1)

Performance Standard	No. of Criteria	No. of descriptors
1. Creation of a positive learning and teaching environment	2	7
2. Curriculum knowledge, lesson planning and presentation	4	12
3. Learner assessment and achievement	3	7
4. Professional development	2	9
5. Extra-mural and co-curricular participation	1	3
<b>Total</b>	<b>12</b>	<b>38</b>
<b>Maximum Score = 152</b>		
<b>Lesson Observation: Performance Standards 1 - 3</b>		

*ELRC Collective Agreement Number 2 of 2020 (pages 29-33)*

# Performance Standards



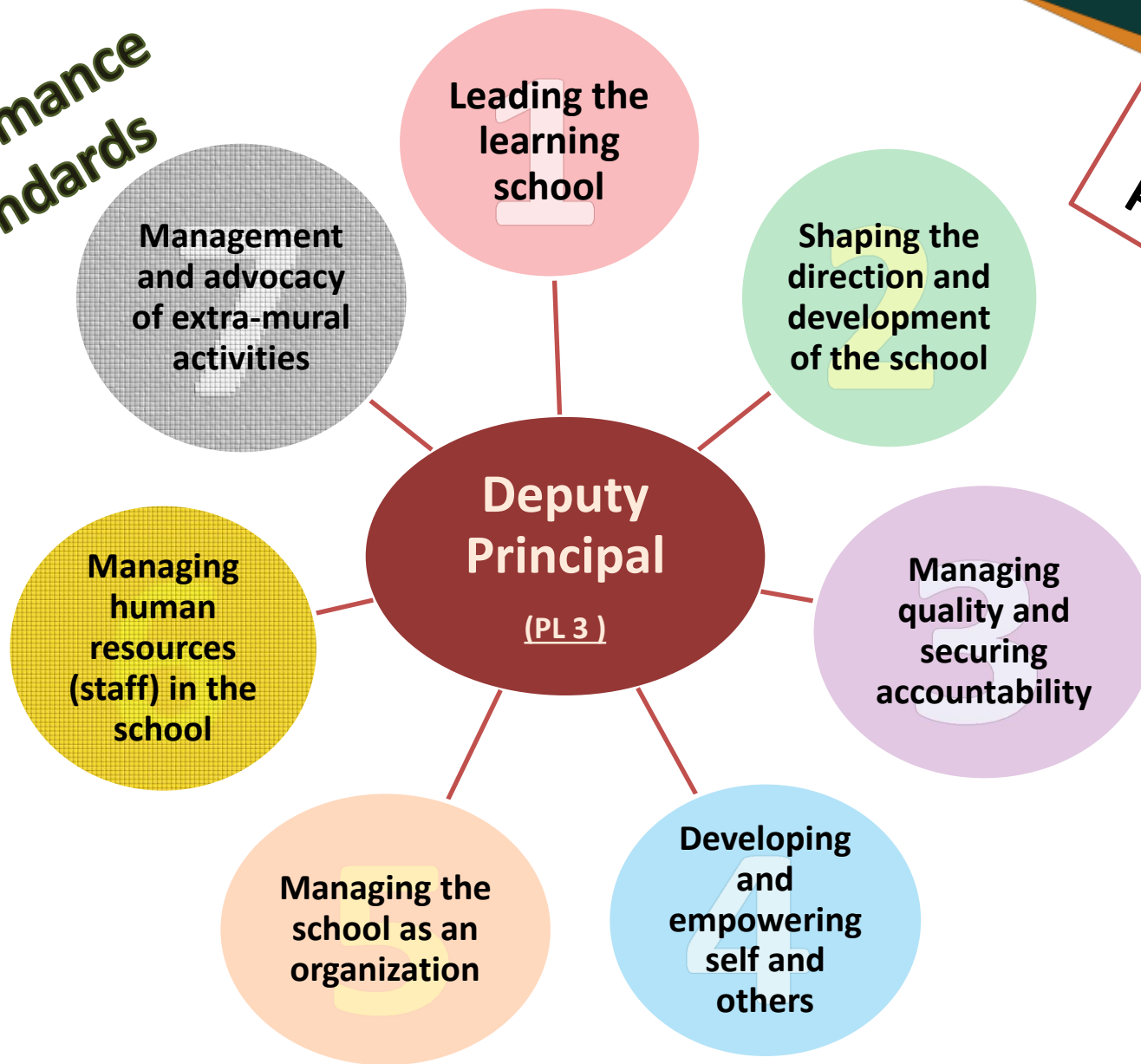
**DEPARTMENTAL  
HEAD**

## 6.3 Departmental Head (Post Level 2)

Performance Standard	No. of Criteria	No. of descriptors
1. Creation of a positive learning and teaching environment	2	7
2. Curriculum knowledge, lesson planning and presentation	4	12
3. Learner assessment and achievement	3	7
4. Professional development	2	9
5. Extra-mural and co-curricular participation	1	3
6. Management of the curriculum	4	19
<b>Total</b>	<b>16</b>	<b>57</b>
<b>Maximum Score = 228</b>		
<i><b>Lesson Observation: Performance Standards 1 - 3</b></i>		

***ELRC Collective Agreement Number 2 of 2020 (pages 41-46)***

**Performance  
Standards**



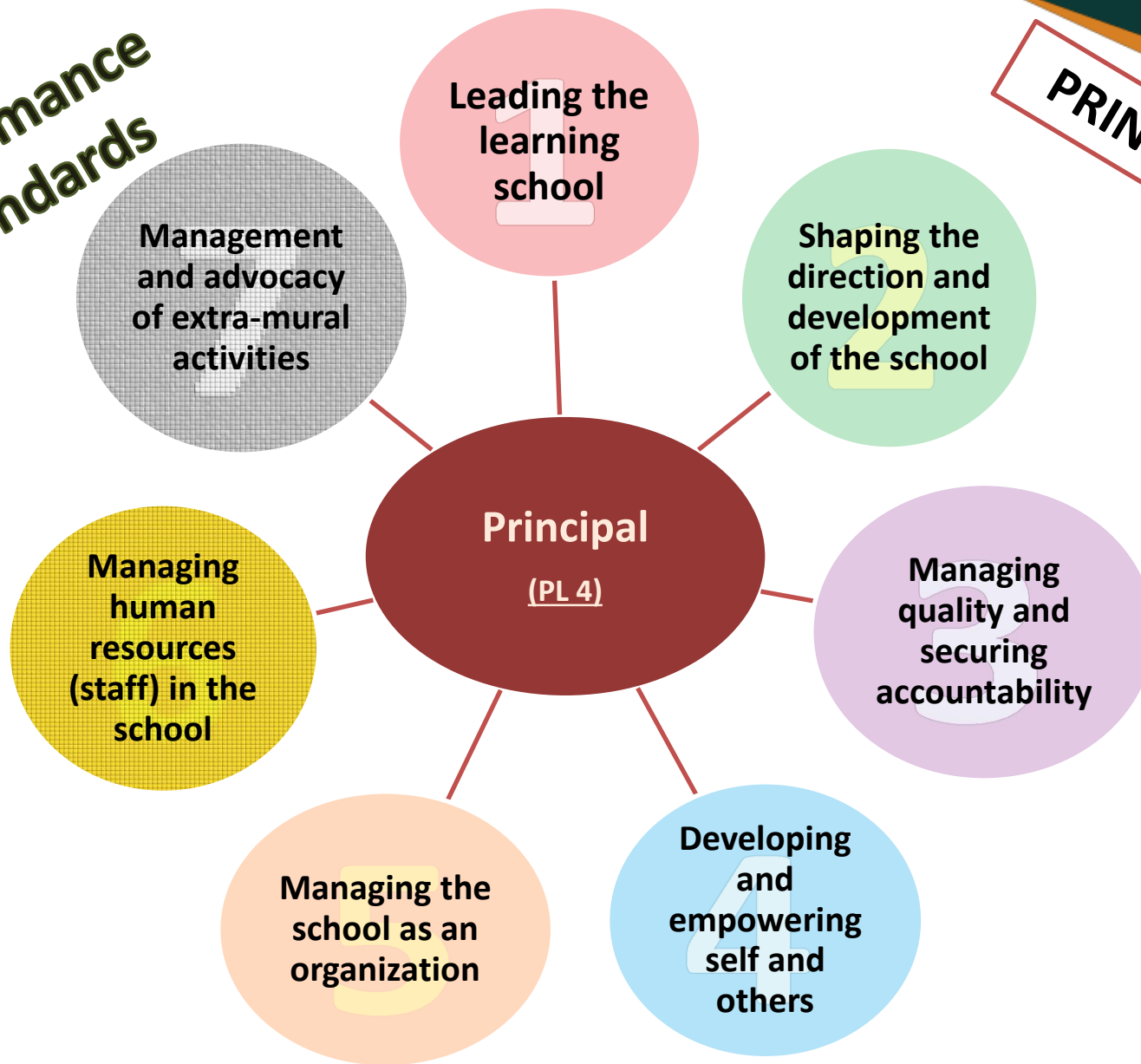
## 6.4 Deputy Principal (Post Level 3)

Performance Standard	No. of Criteria	No. of descriptors
1. Leading the learning school	2	15
2. Shaping the direction and development of the school	2	10
3. Managing quality and securing accountability	2	11
4. Developing and empowering self and others	2	9
5. Managing the school as an organization	3	10
6. Managing human resources (staff) in the school	1	2
7. Management and advocacy of extra-mural activities	1	2
<b>Total</b>	<b>13</b>	<b>59</b>
<b>Maximum Score = 236</b>		
<b>Lesson Observation: Performance Standard 1 (Criterion 1)</b>		

**ELRC Collective Agreement Number 2 of 2020 (pages 56-65)**

**Performance  
Standards**

**PRINCIPAL**



# 6.5 Principal (Post Level 4)

Performance Standard	No. of Criteria	No. of descriptors
1. Leading the learning school	2	15
2. Shaping the direction and development of the school	2	13
3. Managing quality and securing accountability	2	11
4. Developing and empowering self and others	2	9
5. Managing the school as an organization	3	14
6. Managing human resources (staff) in the school	1	5
7. Management and advocacy of extra-mural activities	1	4
<b>Total</b>	<b>13</b>	<b>71</b>
<b>Maximum Score = 284</b>		
<b>Lesson Observation: Performance Standard 1 (Criterion 1)</b>		

**ELRC Collective Agreement Number 2 of 2020 (pages 75-85)**

# 7. THE IMPLEMENTATION PROCESS



# SECTION 3: APPENDIX

Indicator to be used with a rating (0) for each indicator

A. PERFORMANCE STANDARDS		B. INDICATOR OF QUALITY TEACHING AND LEARNING		C. RATING	
Colloquium 1. Knowledge of subject		Colloquium 1. Knowledge of subject		0	1
1. Shows appropriate personal attitude towards teaching and learning		1. Shows appropriate personal attitude towards teaching and learning		1	2
2. Shows appropriate knowledge of subject		2. Shows appropriate knowledge of subject		1	2
3. Shows appropriate understanding of the subject		3. Shows appropriate understanding of the subject		1	2
4. Shows appropriate and consistent in class		4. Shows appropriate and consistent in class		1	2
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146. Shows appropriate and consistent in class		146. Shows appropriate and consistent in class		1	2
147. Shows appropriate and consistent in class					

Reference A

## QUALITY MANAGEMENT SYSTEM (QMS) COMPOSITE SCORE SHEET- PL 1 EDUCATOR

(To be submitted to the District Office by the end of the 4<sup>th</sup> quarter)

<b>Educator</b>		<b>School</b>	
<b>First Name</b>		<b>School</b>	

PERFORMANCE STANDARD	MAXIMUM SCORE	EDUCATOR SCORE
1. Creation of a positive learning and teaching environment	25	
2. Communication knowledge, lesson planning and presentation	45	
3. Learner assessment and achievement	25	
4. Professional development	35	
5. Self-awareness and co-operative participation	45	
<b>FINAL SCORE</b>	<b>175</b>	
<b>PERCENTAGE (Educator Score x 100) ÷ 100 =</b>		<b>%</b>

**Comments:**

I agree / do not agree with the overall performance rating

SIGNATURE & NAME	LEAD SUPERVISOR	SIGNATURE	DATE
	Appointed Educator Appointed Supervisor Regional system of education		

**VALUED BY:** Principal

SCHOOL STAMP

Caldwell Agreement Version 2 of 2009

# 7.1 Mid-Year & Annual Appraisal

**Formal Appraisals** are conducted twice per annum as follows:

## Mid-year appraisal:

Undertaken towards the end of the second term, taking into account all forms of assessment administered during the first and second term.

## Annual appraisal:

Completed by the end of the school calendar year, taking into account all forms of assessment prior to this appraisal.

*ELRC Collective Agreement Number 2 of 2020 (page 12)*

## 7.2 Informal Appraisals

- Informal appraisals are undertaken in the First and Third Terms.
- It is aimed at assessing whether an educator's performance is complying with the required performance standards. Evidence from School Based Assessment (SBA) and other activities are taken into account and support is provided, where necessary, by the Departmental Head.
- It is formative and emphasizes continuous improvement.
- Records may not be kept.

*ELRC Collective Agreement Number 2 of 2020 (pages 15; 19)*

# 7.3 Activities

## MID-YEAR / ANNUAL APPRAISAL

### A. SELF-APPRAISAL BY THE EDUCATOR -

The educator must conduct a self-appraisal prior to the appraisal by his/her supervisor.

### B. PRE-APPRAISAL DISCUSSION

A pre-appraisal discussion between the supervisor and educator must be held before any lesson observation

### C. LESSON OBSERVATION

Lesson observations undertaken by the supervisor as part of the mid-year and annual appraisal process

### D. POST-APPRAISAL DISCUSSION

Scores given by supervisor to Performance Standards that could not be rated during lesson observation. Discussion between supervisor and educator. Signing of appraisal instrument/s.

### E. Completion of QMS instruments

Supervisor forwards completed appraisal instruments to Principal for verification and signing.

*Participation of Resource person in QMS activities is optional*

***ELRC Collective Agreement Number 2 of 2020 (pages 12-14)***

## A. SELF- APPRAISAL BY THE EDUCATOR

The educator must conduct a self- appraisal prior to the appraisal by his/her supervisor.

- The educator must be in possession of a copy of the appraisal instrument – Annexure A1 (PL1).
- The educator will then use the instrument to:
  - a) *Fill-in **SECTION A – Educator and School Information.***
  - b) *Rate himself/herself for each descriptor.*
  - c) *Complete the **COMMENTS** column by recording Strengths and Areas for Development for each Performance Standard.*
  - d) *Complete the **OVERALL COMMENTS** column by recording Strengths and Areas for Development for each Performance Standard.*
- The educator then forwards the completed self-appraisal instrument to the immediate supervisor.

***ELRC Collective Agreement Number 2 of 2020 (pages 28-32)***

## B. PRE- APPRAISAL DISCUSSION

A pre-appraisal  
discussion  
between the  
supervisor and  
educator must be  
held before any  
lesson observation

- The pre-appraisal discussion is **initiated** by the immediate **supervisor**.
- During the pre-appraisal discussion the educator and the supervisor deliberate on:
  - a) a **common understanding** of Performance Standards and rating;
  - b) To identify and agree on **contextual factors** that are likely to impact on the educator's performance, and how they will be mitigated;
  - c) the **expectations** of the lesson observations; and
  - d) the records to be submitted as a **source of evidence** to validate the ratings.
  - e) Logistical arrangements (dates, subjects, time) for Lesson Observations are finalized.

***ELRC Collective Agreement Number 2 of 2020 (page 13)***

## C. LESSON OBSERVATION

Lesson observations will be undertaken by the immediate supervisor as part of the mid-year and annual appraisal process

- Lesson observations will be **undertaken by the immediate supervisor**. The resource person may also participate in the lesson observation process.
- Lesson observations provide a basis for the assessment of the educator's **pedagogical skills**. (**Pedagogical skills refer to teachers instructional activities designed as a basis for learning.**)
- More lesson observations are encouraged, depending on the need.
- The supervisor completes the Lesson Observation Instrument (**Annexure E2 – Page 89**) for each lesson observed. The Resource Person records remarks – this is optional.
- The Lesson Observation Instrument must be signed by both parties and kept as evidence.

*ELRC Collective Agreement Number 2 of 2020 (page 13 and 89)*

# D. POST-APPRAISAL DISCUSSION

A post-appraisal discussion between the supervisor and educator be held after the lesson observation

- Prior to the post-appraisal discussion, the **supervisor will:**
  - **rate each educator** on his/her performance and record his/her comments based on each performance standard.
  - **take into consideration** the self-appraisal submitted by the educator, available records as well as the Lesson Observation data.
- Supervisor arranges the post appraisal discussion session to provide feedback on the educator's performance during the appraisal.
- Supervisor presents the appraisal document to the educator for discussion on strengths and areas for development as well as agreement on ratings.
- The educator and resource person (optional) will also **record his/her comments** on the appraisal instrument.
- A completed instrument will be **signed by the educator**, resource person (where applicable) and the supervisor after the appraisal process.
- During this session, the development needs of the educator must be acknowledged and follow the CPTD pathway in line with **the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED)**.

## E. Completion of QMS instruments

Supervisor forwards completed appraisal instruments to Principal for verification and signing.

- The supervisor ensures that all information is clearly and accurately recorded in the appropriate columns of the QMS instruments.
- Principal will sign the completed instrument after both the educators and the supervisor have signed, and after satisfying him/herself that all processes have been complied with.
- Should there be any discrepancy, this should be brought to the attention of the relevant supervisor as well as the resource person (if applicable) who will be required to correct it.

*ELRC Collective Agreement Number 2 of 2020 (pages 12-14)*

# 8. APPRAISAL INSTRUMENTS

## *Post Level 1*

# 8.1 The Appraisal Instrument



## 8.2 Ratings & Scoring

- A rating of **one (1) to four (4)** will be allocated to each descriptor in the appraisal instrument.
- A score will be allocated for each Performance Standard and will consist of the **sum of the ratings allocated to each criterion** in that Performance Standard.
- In allocating a rating to a descriptor where **contextual factors** have been identified, consideration must be given to the following
  - The nature of the contextual factor;
  - The level of its impact on the educator's performance, and
  - The extent to which the educator is/was able to mitigate such impact.

Collective Agreement Number 2 of 2020 ( Page 14)

## 8.3 Rating Scale

RATING	DESCRIPTOR	PERCENTAGE
1	<b>Unacceptable:</b> The level of performance does not meet minimum expectations and requires urgent intervention and support	0% - 49%
2	<b>Acceptable:</b> Satisfies minimum expectations. The level of performance is acceptable and is in line with the minimum expectations, but development and support are still required	50% - 69%
3	<b>Good:</b> Performance meets expectations, but some areas are still in need of development and support	70% - 84%
4	<b>Outstanding:</b> Performance exceeds expectations. Although performance is outstanding, continuous self-development and improvement are advised.	85% - 100%

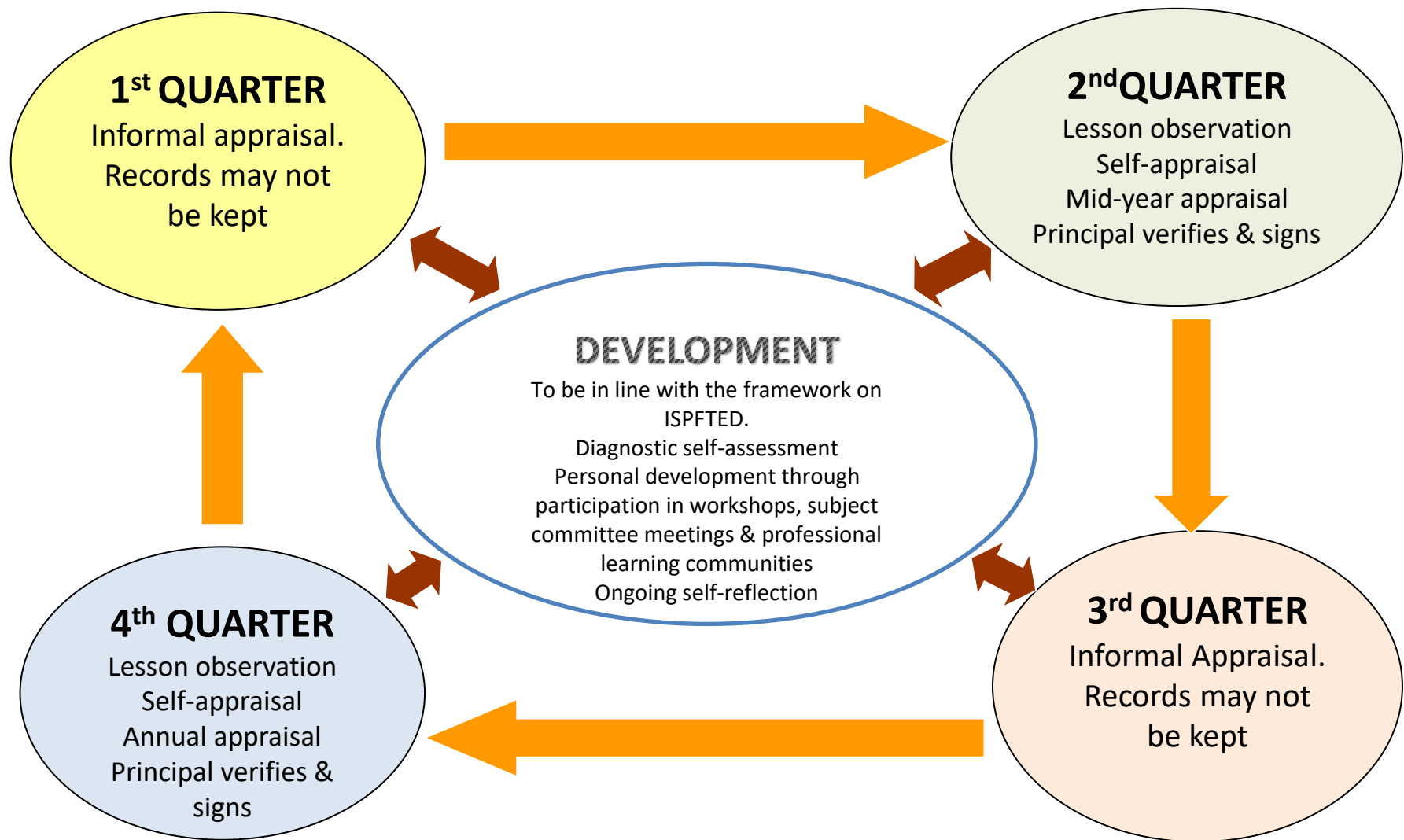
***ELRC Collective Agreement Number 2 of 2020 (pages 26, 37, 51 & 70)***

## 8.4 Completion of Instruments

- The supervisor must forward the **completed instrument to the principal's office** at the scheduled time.
  - The **principal will sign the completed instrument** after both the educator and the supervisor have signed, and after satisfying him/herself that all processes have been complied with.
  - Should the principal be aware of any **discrepancy**, this should be brought to the attention of the relevant supervisor as well as the resource person, who will be required to correct it.
  - The principal **reserves the right to designate** any member of the SMT, (**who is conversant with the subject or phase**) to conduct an appraisal process should it be evident that the relevant supervisor is unable to do so.
- ELRC Collective Agreement Number 2 of 2020 (page 14)*

# 9. RELATIONSHIP BETWEEN APPRAISAL AND DEVELOPMENT

# 9.1 Schematic Representation of the Relationship between Appraisal and Development



## 9.2 Needs Identification

- The QMS will be one of the mechanisms used to identify the developmental needs of educators.
- ELRC Collective Agreement 2 of 2020 (Page 16)*
- School Management Teams are expected to put processes in place to ensure that needs identified through the QMS are responded to as part of their mentoring and coaching.
  - The identified development need of each educator is recorded in the appraisal instrument, the composite score sheet and the summative score sheet for the school (**Annexure E1**)

# 10. DISAGREEMENTS AND GRIEVANCES

# 10.1 Composition of Grievance Committees

## School Level

- The principal, who is the Chairperson;
- Where necessary, the principal may request a principal from a neighbouring school to preside over the matter;
- One other member of the SMT, and
- One representative from each of the unions that are admitted to the ELRC and have members in the school.

## Circuit Level

- The Circuit Manager, who is the Chairperson;
- Where necessary, the circuit manager may request a circuit manager from a neighbouring circuit to preside over the matter;
- One other official from the district, and
- One representative from each of the unions that are admitted to the ELRC.

*ELRC Collective Agreement Number 2 of 2020 (pages 16-17)*

# 10.2 Grievance Procedure

## School Level

- In cases of any disagreement between the educator and the supervisor, all efforts should be made to resolve such disagreements at that level, including intervention by the principal.
- If no resolution is found, the aggrieved party must refer the grievance to the principal within 3 working days. Principal must establish a grievance committee within 5 working days after receipt of the grievance.
- The grievance committee must resolve the grievance within 10 working days after its establishment.

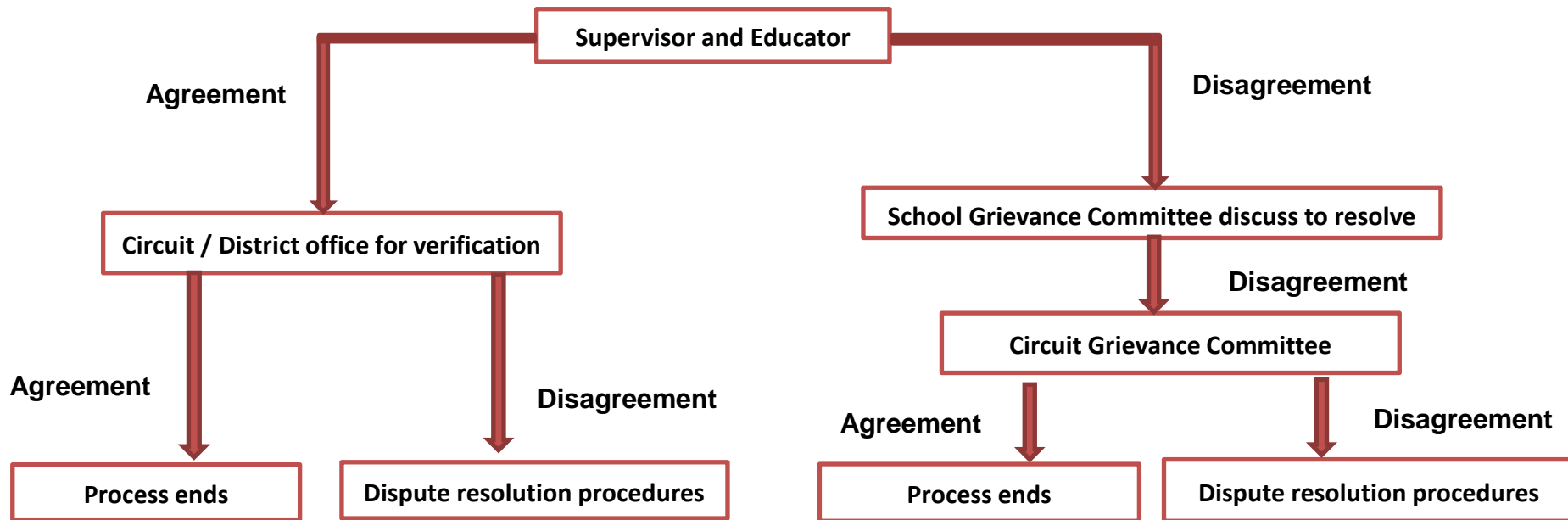
## Circuit Level

- Should the aggrieved party be unhappy with the decision of the grievance committee at school level, he/she must refer the matter to the circuit manager in writing within 5 working days.
- The circuit manager must establish a grievance committee within 5 working days after receipt of the grievance
- The circuit grievance committee must resolve the grievance within 10 working days after its establishment.

*Should an employee disagree with the decision of the circuit grievance committee, such an employee may invoke the dispute resolution procedures of the ELRC.*

***ELRC Collective Agreement Number 2 of 2020 (pages 16-17)***

# 10.3 Grievance Procedure Flow Chart



*ELRC Collective Agreement Number 2 of 2020 (pages 16-17)*

# 11. QMS FLOW CHART

# QMS Flow Chart

## Term 1

All educators have access to Collective Agreement

Advocacy and training of all educators

Roles and responsibilities discussed

Principal and SMTs develop and sign work plans with supervisors

Complete Section A of Appraisal Instrument

Informal Self-Appraisal

Develop implementation plan / schedule for lesson observations / appraisals

## Term 2

Self-Appraisal

Pre-Appraisal Discussion

Lesson Observations

Mid-Year Appraisal (Undertaken towards the end of the second term)

Post-Appraisal Discussion

Agreement and signing of appraisal instrument

Principal verifies

## Term 3

Informal Self-Appraisal

Lesson observations

## Term 4

Self-Appraisal

Pre-Appraisal Discussion

Lesson Observations

Annual Appraisal

Post-Appraisal Discussion

Finalisation of composite score sheets

Agreement and signing of appraisal instruments

Completion of summative scores for school

Principal verifies

Submission of completed and signed instruments to Circuit / District Office

**Circuit Manager monitors and verifies**

# 12. DIFFERENCES: QMS & IQMS

## 12. Key differences

QMS	IQMS
1. The QMS introduces a mid-year educator appraisal followed by an annual appraisal.	1. Educator appraisals in the IQMS are conducted annually.
2. The QMS requires a member of the School Management Team (SMT) to conduct performance appraisals of educators under his/her supervision, including lesson observations.	2. The Development Support Group (DSG) was responsible for educator appraisal, lesson observations and development in the IQMS.
3. Resource Person may be requested by the appraisee to serve as observer	3. Peer selected by the educator to serve on the DSG.
4. The process is driven by the principal and managed by the School Management Team (SMT).	4. Staff Development Team (SDT) responsible for managing IQMS.

## 12. Key differences (cont.)

QMS	IQMS
5. Self-evaluation at least twice per year.	5. Self-evaluation conducted at least once per year.
6. Separate appraisal instruments for different post levels.	6. One appraisal instrument for all post levels.
7. Annual work plan with clear targets and deliverables for PL 2 – PL 4.	7. Nil
8. Weighting scale for principal who teaches greater than or less than 30% of the scheduled teaching time	8. Differentiation in a principal's teaching schedule not considered during appraisal.
9. No PGP to avoid duplication with CPTD system.	9. PGPs completed annually.

## 12. Key differences (cont.)

- The number of Performance Standards (PS) and Criteria for educators in each post level has been reduced and is shown as follows:

Post Level	QMS		IQMS	
	PS	Criteria	PS	Criteria
1	5	12	7	27
2	6	16	10	42
3	7	13	12	52
4	7	13	12	52

# 13. QMS MANAGEMENT PLAN

# January - June

MONTH	ACTION	RESPONSIBILITY
January – March	<ol style="list-style-type: none"> <li>1. Advocacy &amp; training</li> <li>2. Signing of work plans (By end of January)</li> <li>3. Ensure that educators have access to collective agreement and training manual</li> <li>4. Roles and responsibilities discussed</li> <li>5. Develop implementation plan/schedule</li> <li>6. Circuit Manager verifies</li> </ol>	Principal, SMT & educators as well as Circuit Manager
April - June	<ol style="list-style-type: none"> <li>1. Self-appraisal by educators</li> <li>2. Pre-appraisal discussion</li> <li>3. Lesson observation</li> <li>4. Mid-year appraisal</li> <li>5. Post-appraisal discussion</li> <li>6. Principal verifies &amp; signs</li> </ol>	Principal, SMT, educators, <u>resource person (if applicable)</u> as well as Circuit Manager

***ELRC Collective Agreement Number 2 of 2020 (page 18)***

# July - December

MONTH	ACTION	RESPONSIBILITY
July - September	1. Performance Review	Principal, SMT, educators, <u>resource person (if applicable)</u> as well as Circuit Manager
October - December	1. Self-appraisal by educators 2. Pre-appraisal discussion 3. Lesson Observation 4. Annual appraisal 5. Post-appraisal discussion 6. Principal verifies & signs 7. Verification and signing of annual appraisals 8. Submission of completed composite score sheet to District 9. Circuit Manager verifies	Principal, SMT, educators, <u>resource person (if applicable)</u> as well as Circuit Manager       Principal

*ELRC Collective Agreement Number 2 of 2020 (page 18)*

# 14. QUESTIONS & COMMENTS

## FREQUENTLY ASKED QUESTIONS (FAQs)

### 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 (i.e. his/her departmental head). In the absence of the latter, the deputy principal or principal can conduct the appraisal.

Similarly, 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.

## FREQUENTLY ASKED QUESTIONS (FAQs) ... cont.

### **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.



# END OF SESSION ONE

## *Thank You*