

SESSION 2

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

October – December 2020

ELRC Collective Agreement Number 2 of 2020



SESSION 2 - PROGRAMME

ITEM	TIME
1. Introduction	2 hours
2. PAM – Job Descriptions	
3. QMS Process – School Management Teams (SMTs)	
4. The Work Plan - SMTs	
5. Appraisal Instruments - SMTs	
6. School Documentation	
7. Next Steps	
8. Questions and Comments	
9. Closure	

1. INTRODUCTION

- The focus of **Session 2** is on the School Management Team (**SMT**)

2. PAM – Job Descriptions

Principal, Deputy Principal & Departmental Head

- To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

*Personnel Administrative Measures
(PAM) - 2016*

Circuit Manager

- Conduct performance reviews and appraisals of principals
- Monitor and support the implementation of performance management systems in schools

ELRC Collective Agreement 4 of 2017

3. QMS Process - School Management Teams

Principal	Deputy Principal	Departmental Head
<ul style="list-style-type: none"> • Complete a work plan with supervisors at the beginning of each evaluation cycle. • Appraised on 7 Performance Standards (Mid-Year / Annual) • Lesson observation undertaken on Performance Standard 1 (Criterion 1) 	<ul style="list-style-type: none"> • Complete a work plan with supervisors at the beginning of each evaluation cycle. • Appraised on 7 Performance Standards (Mid-Year / Annual) • Lesson observation undertaken on Performance Standard 1 (Criterion 1) 	<ul style="list-style-type: none"> • Complete and agree on a work plan with supervisor at the beginning of each evaluation cycle. • Appraised on 6 Performance Standards (Mid-Year / Annual) • Lesson observation undertaken on Performance Standards 1 – 3

4. The Work Plan

School Management Teams

4.1 WORK PLANS

- 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)).

- The value of a work plan is embedded in the definition of QMS. The QMS 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.**

(ELRC Collective Agreement Number 2 of 2020 (page 7)).

- The collective outputs of the SMT as illustrated in their respective work plans gives expression to (i.e. concretises) and contributes to the desired high levels of school performance.
- The WORK PLAN is informed by Job Descriptions in the PAM as well as the priorities of the school, provincial and national departments (e.g. Reading & Mathematics, etc.)

4.2 WORK PLANS FOR SMT MEMBERS

Completion of a Work-plan

- The Principal, Deputy Principal and Departmental Heads are required to complete and sign a work-plan at the beginning of an evaluation cycle.



ELRC Collective Agreement Number 2 of 2020 (page 11)

4.3 Work Plan Templates for SMT

THE WORK PLAN HAS THE FOLLOWING COMPONENTS:

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 an appraisal cycle.
Time-frame	Period within which the targets and outputs are to be achieved.
Performance indicators	Measures of success to be observed for achieving specific targets and outputs.
Contextual factors	Unique/specific circumstances to be taken into account that have the potential to impact on the employee's ability to achieve outputs and targets.

ELRC Collective Agreement Number 2 of 2020 (pages 11-12)

4.4 Acronym for Developing Work Plans

Specific

The work plan is focused.

Measurable

An appropriate measure is selected to assess each Performance Indicator (PI).

Appropriate

The work plan is within the principal / SMTs control to effect change.

Realistic

The work plan is for the principal / SMT and/or school.

Time-bound

The Performance indicators in the work plan are measured within a single school year.

4.5 Guidelines on developing a Work Plan

STEP	ACTION
1	State the PERFORMANCE STANDARD
2	State the CRITERIA
3	Identify a DESCRIPTOR
4	Develop a TARGET that is quantifiable and time-bound
5	Indicate TIMELINES
6	Develop a PERFORMANCE INDICATOR
7	State any CONTEXTUAL FACTOR/S relevant to this particular activity during the development of workplan in January.

4.6 Departmental Head – Work Plan Template

QMS WORK-PLAN (Departmental Head): Year

Annexure B 1

NAME		SCHOOL	
PERIOD		DESIGNATION	Departmental Head

Performance Standard	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
Management of the curriculum (Performance Standard 6)					

AGREED (Signatures):

Educator / Departmental Head		Date		Supervisor (Principal/Deputy Principal)		Date	
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SCHOOL STAMP

ELRC Collective Agreement Number 2 of 2020 (page 39)

4.7 Work Plan Example : Departmental Head

	ACTION	EXAMPLE for a DEPARTMENTAL HEAD
1	State the PERFORMANCE STANDARD	<i>Management of the curriculum (PS 6)</i>
2	State the CRITERIA	<i>Providing leadership, mentoring, support and development (Criterion 1)</i>
3	Identify a DESCRIPTOR	<i>g) Organises workshops and training session for educators</i>
4	Develop a TARGET that is quantifiable and time-bound	<i>Two workshops per quarter undertaken for Mathematics educators in the FET phase</i>
5	Indicate TIMELINES	<i>Term 1 to Term 3</i>
6	Develop a PERFORMANCE INDICATOR	<i>Number of workshops conducted in Mathematics in the FET Phase</i>
7	State any CONTEXTUAL FACTOR/S relevant to this particular activity.	<i>If any</i>

4.7 Work Plan Example : Departmental Head (cont.)

PERFORMANCE STANDARD	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
Management of the curriculum (Performance Standard 6)	<u>Criterion 1</u> <u>Providing leadership, mentoring, support and development</u>	Two workshops per quarter undertaken for Mathematics educators in the FET phase	Term 1 to Term 3	Number of workshops conducted in Mathematics in the FET Phase	
	g) Organises workshops and training session for educators				

4.8 Deputy Principal – Work Plan Template

QMS WORK-PLAN (PL 3: Deputy Principal): Year

Annexure C 1

NAME		SCHOOL	
PERIOD		DESIGNATION	Deputy Principal

Performance Standard	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
1. Leading the learning school					
2. Shaping the direction and development of the school					
3. Managing quality and securing accountability					
4. Developing and empowering self and others					
5. Managing the school as an organization					
6. Managing human resources (staff) in the school					
7. Management and advocacy of extra-mural activities					

AGREED (Signatures):

Appraisee (Deputy Principal)		Date		Appraiser (Principal)		Date	
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ELRC Collective Agreement Number 2 of 2020 (pages 52-53)

4.9 Work Plan Example: Deputy Principal

	ACTION	EXAMPLE for a DEPUTY PRINCIPAL
1	State the PERFORMANCE STANDARD	<i>Managing quality and securing accountability</i>
2	State the CRITERION	<i><u>Criterion 2: Managing the quality of teaching and learning</u></i>
3	Identify a DESCRIPTOR	<i>b) Monitors marking and moderation of learner assessments</i>
4	Develop a TARGET that is quantifiable and time-bound	<i>The moderation of learner assessments in Grades 10 and 11 will be monitored in 100% of the subjects during the first two terms</i>
5	Indicate TIMELINES	<i>Terms 1 and 2</i>
6	Develop a PERFORMANCE INDICATOR	<i>Percentage of subjects where moderation of learner assessments were monitored.</i>
7	State any CONTEXTUAL FACTOR/S relevant to this particular activity.	<i>If any</i>

4.9 Work Plan Example : Deputy Principal (cont.)

PERFORMANCE STANDARD	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
1. Leading the learning school					
2. Shaping the direction and development of the school					
3. Managing quality and securing accountability	<p><u>Criterion 2:</u> <u>Managing the quality of teaching and learning</u></p> <p>b) Monitors marking and moderation of learner assessment</p>	<p><i>Moderation of learner assessments in Grades 10-11 monitored in 100% subjects.</i></p>	<p><i>Terms 1 and 2</i></p>	<p><i>Percentage of subjects where moderation of learner assessments were monitored.</i></p>	

4.10 Work Plan Example: Principal

	ACTION	EXAMPLE for a PRINCIPAL
1	State the PERFORMANCE STANDARD	2. Shaping the direction and development of the school
2	Select the CRITERION	Criterion 2: School Governing Body and the broader school community
3	Identify a DESCRIPTOR	Ensures that the school has a functioning SGB
4	Develop the TARGET that is quantifiable and time-bound	Organise a capacity building workshop for the SGB sub committees on Finance in Term 1 and Maintenance in Term 2
5	Indicate TIMELINES	Terms 1 and 2
6	Develop a PERFORMANCE INDICATOR	Number of workshops organised to enhance the capacity of the SGB sub-committees
7	State any CONTEXTUAL FACTOR/S relevant to this particular activity.	<i>If any</i>

4.10 Work Plan Example: Principal (cont.)

PERFORMANCE STANDARD	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
1. Leading the learning school					
2. Shaping the direction and development of the school	<p><u>Criterion 1:</u></p> <p><u>Criterion 2: School Governing Body and the broader school community</u></p> <p><i>b) Ensures that the school has a functioning SGB</i></p>	<p><i>Organise a capacity building workshop for SGB sub-committees on Finance and Maintenance</i></p>	<p><i>Terms 1 and 2</i></p>	<p><i>Number of workshops organised to enhance capacity of the SGB sub-committees</i></p>	
3. Managing quality and securing accountability					

4.11 Principal – Work Plan Template

QMS WORK-PLAN (PL 4: Principal): Year

Annexure D 1

NAME		SCHOOL	
PERIOD		DESIGNATION	Principal

Performance Standard	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
1. Leading the learning school					
2. Shaping the direction and development of the school					
3. Managing quality and securing accountability					
4. Developing and empowering self and others					
5. Managing the school as an organization					
6. Managing human resources (staff) in the school					
7. Management and advocacy of extra-mural activities					

AGREED (Signatures):

Appraisee (Principal)		Date		Appraiser (Circuit Manager)		Date	
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ELRC Collective Agreement Number 2 of 2020 (pages 71-72)

4.12 Principal's Work Plan Practice

- The **Principal** develops the work plan on **all seven Performance Standards**.
- The Principal should have a **minimum** of **one (1)** descriptor for each of the 12 Criteria (**except PS 1 – Criterion 1 is for Lesson Observation**)

Work Plan Example (Principal)



Prin_WP_V1_Example

Work Plan Template (Principal)



Document

5. Appraisal Instruments

School Management Teams

5.1 Departmental Head

Appraisal Instrument



**PL2 QMS
Instrument**

ELRC Collective Agreement Number 2 of 2020 (pages 40-46)

5.2 Deputy Principal

Choosing Descriptors

- During the signing of a work plan, the Deputy Principal must also select and agree with the supervisor /principal on the descriptors in the QMS instrument (**Annexure C 2**) that will be applicable for his/her self-appraisal, mid-year appraisal and annual appraisal as follows:

Performance Standard	Number of descriptors to be agreed for appraisal
1	All 15 descriptors are compulsory
2	10 descriptors
3	All 11 descriptors are compulsory
4	All 9 descriptors are compulsory
5	10 descriptors
6	2 descriptors
7	2 descriptors

ELRC Collective Agreement 2 of 2020 (page 48)

5.2 Summary of descriptor choice

Deputy Principal (cont.)

PERFORMANCE STANDARDS	Criteria	Descriptors	Total to be chosen
1. Leading the learning school	1	9	15
	2	6	
2. Shaping the direction and development of the school	1	7	10
	2	6	
3. Managing quality and securing accountability	1	6	11
	2	5	
4. Developing and empowering self and others	1	7	9
	2	2	
5. Managing the school as an organization	1	5	10
	2	5	
	3	4	
6. Managing human resources (staff) in the school	1	5	2
7. Management and advocacy of extra-mural activities	1	5	2
TOTAL	20	72	59

5.2 Deputy Principal (cont.)

Appraisal Instrument



PL3 QMS
Instrument

ELRC Collective Agreement Number 2 of 2020 (pages 55-65)

5.3 Principal

- During the signing of a work plan, the Principal and his/her supervisor (Circuit Manager) must also **discuss the appraisal instrument** (Annexure D 2) that will be applicable for his/her self-appraisal, mid-year appraisal and annual appraisal.
- Principals have a choice in **selecting 4 out of 5 descriptors** in Performance Standard 7.
- All other descriptors in Performance Standards 1 – 6 are **compulsory**.

ELRC Collective Agreement 2 of 2020 (page 66)

5.3 Principal – Weighting Scale (cont.)

- Two different weighting scales are applicable to the final appraisal scores of Principals who teach 30% or more of the scheduled teaching time and those who teach less than 30% of the scheduled teaching time.

Principal (P 1A)	Principals who teach 30% or more of the scheduled teaching time.
Principal (P 1B)	Principals who teach less than 30% of the scheduled teaching time.

- The weighting of the scores allocated for the above principals are as follows:

	Classroom Teaching (Performance Standard 1)	Management and Leadership (Performance Standards 2 – 7)
Principal (P 1A)	40%	60%
Principal (P 1B)	20%	80%

ELRC Collective Agreement 2 of 2020 (page 67)

5.3 Principal (cont.)

Appraisal Instrument



**PL4 QMS
Instrument**

ELRC Collective Agreement Number 2 of 2020 (pages 73-84)

5.4 Lesson Observation Instrument (PL3 and PL4)

Annexure E 3

LESSON OBSERVATION INSTRUMENT (Post levels 3 and 4)

Educator's Name		Subject	
Grade:		Topic	
Date:			
Lesson observed by:			

Criterion 1: Classroom Teaching		Rating				Remarks
		1	2	3	4	
a.	Learning and teaching environment	1	2	3	4	
b.	Classroom Management	1	2	3	4	
c.	Knowledge of subject	1	2	3	4	
d.	Planning and presentation	1	2	3	4	
e.	Management of work schedule	1	2	3	4	
f.	Record keeping	1	2	3	4	
g.	Feedback to learners	1	2	3	4	
h.	Knowledge and application of forms of assessment	1	2	3	4	
i.	Learner progress and achievement	1	2	3	4	
Total (Max Score: 36)						

Overall Remarks (Strengths/ Areas for development):

Supervisor	Educator (Deputy Principal / Principal)	Resource person (Optional)
Signature:	Signature:	Signature:
Date:	Date:	Date:

6. SCHOOL DOCUMENTATION

6.1 Review of Implementation - 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 instrument

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)

6. 2 School Documentation

The principal has the responsibility to verify, sign and deliver all QMS documents* to the District Office within the stipulated timeframes.

- Composite Scoresheet of all educators.
- Summative scores for the school.

** As per agreed format in the province (hard copies or in electronic format)*

6.3 Composite Scoresheet Template (PL 1 and PL 2)

Annexure A 2

QUALITY MANAGEMENT SYSTEM (QMS) COMPOSITE SCORE SHEET: PL 1 EDUCATOR (To be submitted to the District Office by the end of the 4th quarter)

Educator		Date	
Persal Number		School	

PERFORMANCE STANDARD	MAXIMUM SCORE	EDUCATOR SCORE
1. Creation of a positive learning and teaching environment	28	
2. Curriculum knowledge, lesson planning and presentation	48	
3. Learner assessment and achievement	28	
4. Professional development	36	
5. Extra-mural and co-curricular participation	12	
FINAL SCORE	152	
PERCENTAGE $(Educator\ Score \div 152) \times 100 =$		%

Comments:

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

SIGNATURES:

NAME	DESIGNATION	SIGNATURE	DATE
	Appraisee/Educator		
	Appraiser/Departmental Head		
	Resource person (if applicable)		
VALIDATED BY:			
	Principal		

SCHOOL STAMP

Annexure B 3

QUALITY MANAGEMENT SYSTEM (QMS) COMPOSITE SCORE SHEET: DEPARTMENTAL HEAD (To be submitted to the District Office by the end of the 4th quarter)

Educator		Date	
Persal Number		School	

PERFORMANCE STANDARD	MAXIMUM SCORE	EDUCATOR SCORE
1. Creation of a positive learning and teaching environment	28	
2. Curriculum knowledge, lesson planning and presentation	48	
3. Learner assessment and achievement	28	
4. Professional development	36	
5. Extra-mural and co-curricular participation	12	
6. Management of the curriculum	76	
FINAL SCORE	228	
PERCENTAGE $(Educator\ Score \div 228) \times 100 =$		%

Comments:

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

SIGNATURES:

NAME	DESIGNATION	SIGNATURE	DATE
	Educator/ Departmental Head		
	Supervisor/Principal/Deputy Principal		
	Resource person (if applicable)		
VALIDATED BY:			
	Principal		

SCHOOL STAMP

6.4 Composite Scoresheet Template (PL 3)

Annexure C 3

QUALITY MANAGEMENT SYSTEM (QMS) COMPOSITE SCORE SHEET: PL 3 Deputy Principal

(To be submitted to the District Office by the end of the 4th quarter)

Educator		Date	
Persal Number		School	

NO.	PERFORMANCE STANDARD	SCORES	
		MAX SCORE	FINAL SCORE
1.	Leading the learning school	60	
2.	Shaping the direction and development of the school	40	
3.	Managing quality and securing accountability	44	
4.	Developing and empowering self and others	36	
5.	Managing the school as an organisation	40	
6.	Managing human resources (staff) in the school	8	
7.	Management and advocacy of extra-mural activities	8	
	TOTAL	236	
	ANNUAL SCORE (Final Score: Total ÷ 236 x 100)		%

Comments:

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

SIGNATURES:

NAME	DESIGNATION	SIGNATURE	DATE
	Deputy Principal		
	Resource Person (if applicable)		
	Principal		
VALIDATED BY:			
	District Director		

SCHOOL/DISTRICT STAMP

6.5 Composite Scoresheet Template (PL 4)

QUALITY MANAGEMENT SYSTEM (QMS) COMPOSITE SCORE SHEET: PL 4 Principal

(To be submitted to the District Office by the end of the 4th quarter)

Educator		Date	
Persal Number		School	

NO.	PERFORMANCE STANDARD	MAXIMUM SCORE	PRINCIPAL'S SCORE	PRINCIPAL'S SCORE as a percentage (P 1A)	PRINCIPAL'S SCORE as a percentage (P 1B)
		P 1A or P 1B			
1.	Leading the learning school (Weighting: P 1A – 40% P 1B – 20%)	60	(A)	(A)	A
2.	Shaping the direction and development of the school	52			
3.	Managing quality and securing accountability	44			
4.	Developing and empowering self and others	36			
5.	Managing the school as an organisation	56			
6.	Managing human resources (staff) in the school	20			
7.	Management and advocacy of extra-mural activities	16			
	Sub-Total (P 2 – 7) (Weighting: P 1A – 60% P 1B – 80%)	224	(B)	(B)	(B)
	TOTAL: ANNUAL SCORE (A + B)	284			
	Percentage (A + B) =			%	%

Comments:

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

SIGNATURES:

NAME	DESIGNATION	SIGNATURE	DATE
	Appraisee (Principal)		
	Resource person (if applicable)		
	Appraiser (Circuit Manager)		
VALIDATED BY:			
	District Director		

CIRCUIT / DISTRICT STAMP

6.6 Summative Scores for School

ANNEXURE E 1

QUALITY MANAGEMENT SYSTEM FOR EDUCATORS SUMMATIVE SCORES FOR SCHOOL

School Name											EMIS Number	
Circuit											District	
Surname & initials	Post Level	Persal No.	PS 1 (60)	PS 2 (52)	PS 3 (44)	PS 4 (36)	PS 5 (56)	PS 6 (20)	PS 7 (16)	Total (284)	%	Identified development need
Principal * (NB: * Principal's % to be recorded as per calculator.)												
Deputy Principal												
Departmental Heads												
Teachers												

7. NEXT STEPS

DECEMBER 2020 - FEBRUARY 2021

1. Principals discuss and sign their work plans with their immediate supervisor (Circuit Manager)
2. Plan for Advocacy & Training on QMS
3. Enable access to Collective Agreement No. 2 of 2020 to all educators.

7. NEXT STEPS (cont...)

ACTIVITY	TIME-FRAME	RESPONSIBILITY
Training of PTT	01-30 October 2020	NTT / PEDs / PELRC
Monitor and report on QMS training of PTT facilitators	01-30 Oct 2020	NTT / DBE
QMS training of School Principals	1 – 30 Nov 2020	PTTs / PEDs
Monitor and report on QMS training of Principals	01-30 Nov 2020	NTT / DBE ELRC
Readiness of PEDs for QMS implementation – by Principals	30 Nov 2020	DBE / PEDs
Mop-up training of Principals	01-09 Dec 2020	PTT
Completion of draft 2021 work plans by principals	10 Dec 2020	Principals Circuit Managers
Progress reports	Monthly (Oct-Dec)	PEDs / PELRC
Implementation of QMS Collective Agreement by principals	1 Jan 2021	PEDs/ Schools
Finalisation of 2021 work plans by Principals	26 Feb 2021	Principals / Circuit Managers

8. QUESTIONS & COMMENTS

FREQUENTLY ASKED QUESTIONS (FAQs)

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.

FREQUENTLY ASKED QUESTIONS (FAQs) ... cont.

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).



END OF SESSION TWO

*Thank You for your
participation*