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# QMS

Quality Management System

2022

Teacher [PL1]

## Punte van Bespreking

Veranderings

Wat is QMS?

Doel van QMS?

Beginnels

Verantwoordelikhede van  
rolspelers

Prestasiestandaarde

Implementeringsproses

Aktiwiteite en punteskaal

QMS lêer

# KEY AMENDMENTS

## COLLECTIVE AGREEMENT No. 2 of 2020

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

# What is the QMS?

Prestasievlakke van individue te evalueer

- 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.

Hoe onderwysers volgens hul werksverdeling presteer

# 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.

Bevoegdheids-  
vlak bepaal

Vaardigheid &  
effektiviteit  
bevorder

Verantwoord-  
baarheid  
bevorder

Onderprestasie  
aanspreek

# 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**

Evaluering  
gebaseer op:  
**openheid &**  
**oop gesprek**

- Fokus op:
- Prestasie
  - Bewys daarvan
  - Objektiviteit
  - Spesifiek en konkreet

# Role and responsibilities

1



• The Principal

2



• School Management Team

3



• Educator

4

• Resource person (Optional)

5

• Circuit Manager

6

• Grievance Committees

# Roles and Responsibilities (cont.)

<b>1. Principal</b>	<ul style="list-style-type: none"><li>• Ensures that every educator has <b>access to the QMS instrument</b> and any other relevant <b>documents</b></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>• <b>Conducts</b> Performance <b>Appraisals</b> of educators, including classroom / lesson observations, and keeps records thereof.</li></ul>
<b>3. Educator</b>	<ul style="list-style-type: none"><li>• <b>Conducts a self-appraisal</b> 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>

# Roles and Responsibilities (cont )

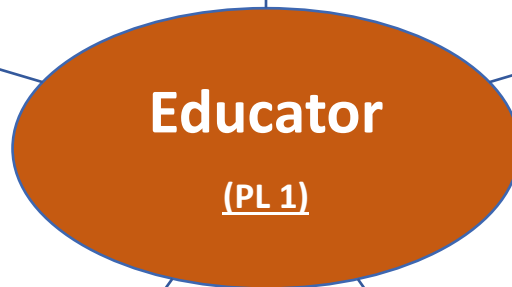
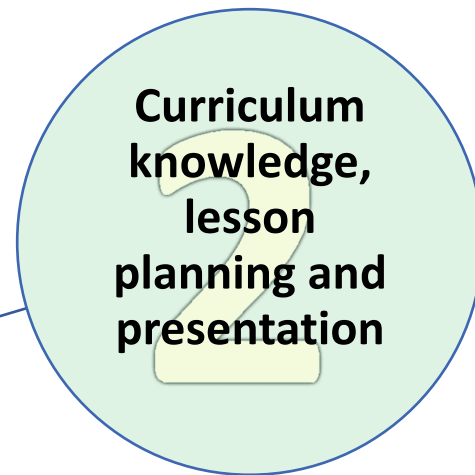
HOD

<p>4. Resource Person (optional)</p>	<ul style="list-style-type: none"> <li>An <b>educator who may be requested by the <u>appraisee</u> to assist</b> in the appraisal process through provision of subject or other relevant expertise.</li> </ul>
<p>5. Circuit Manager</p>	<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>
<p>6. Grievance Committees</p>	<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>



**Performance Standards**  
**[Prestasiestandaarde]**

**EDUCATOR**  
**[ONDERWYSER]**



# Educator (Post Level 1)

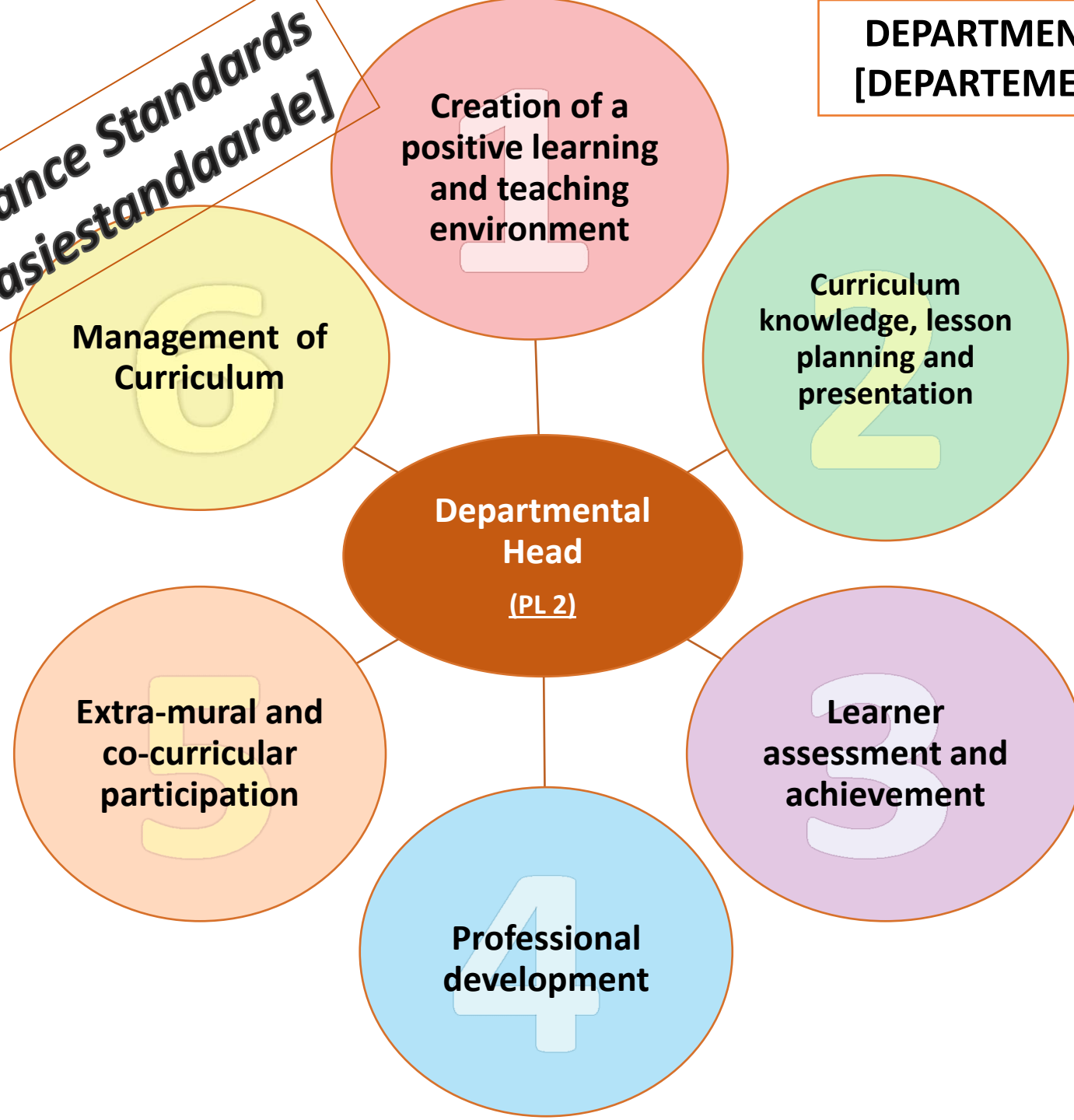
Performance Standard	No. of Criteria	No. of descriptors
1. Creation of a positive learning and teaching environment	2	7
2. Curriculum knowledge, lesson planning and presentation	4	12
3. Learner assessment and achievement	3	7
4. Professional development	2	9
5. Extra-mural and co-curricular participation	1	3
Total	12	38

***Maximum Score = 152***

***Lesson Observation: Performance Standards 1 - 3***

**Performance Standards  
[Prestasiestandaarde]**

**DEPARTMENTAL HEAD  
[DEPARTEMENTSHOOF]**



# Departmental Head (Post Level 2)

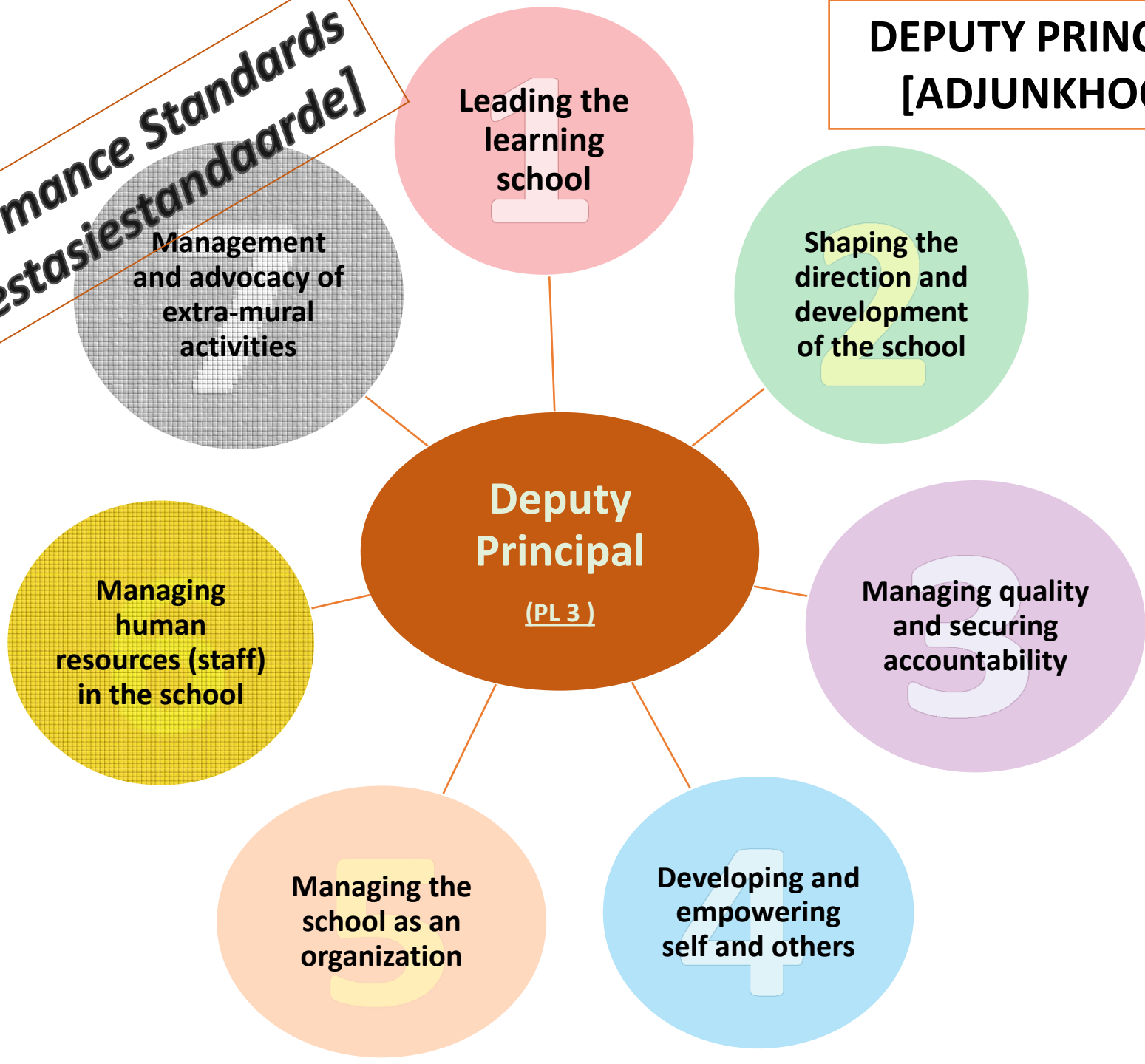
Performance Standard	No. of Criteria	No. of descriptors
1. Creation of a positive learning and teaching environment	2	7
2. Curriculum knowledge, lesson planning and presentation	4	12
3. Learner assessment and achievement	3	7
4. Professional development	2	9
5. Extra-mural and co-curricular participation	1	3
6. Management of the curriculum	4	19
Total	16	57

**Maximum Score = 228**

*Lesson Observation: Performance Standards 1 - 3*

**Performance Standards  
[Prestasiestandaarde]**

**DEPUTY PRINCIPAL  
[ADJUNKHOOF]**



# Deputy Principal (Post Level 3)

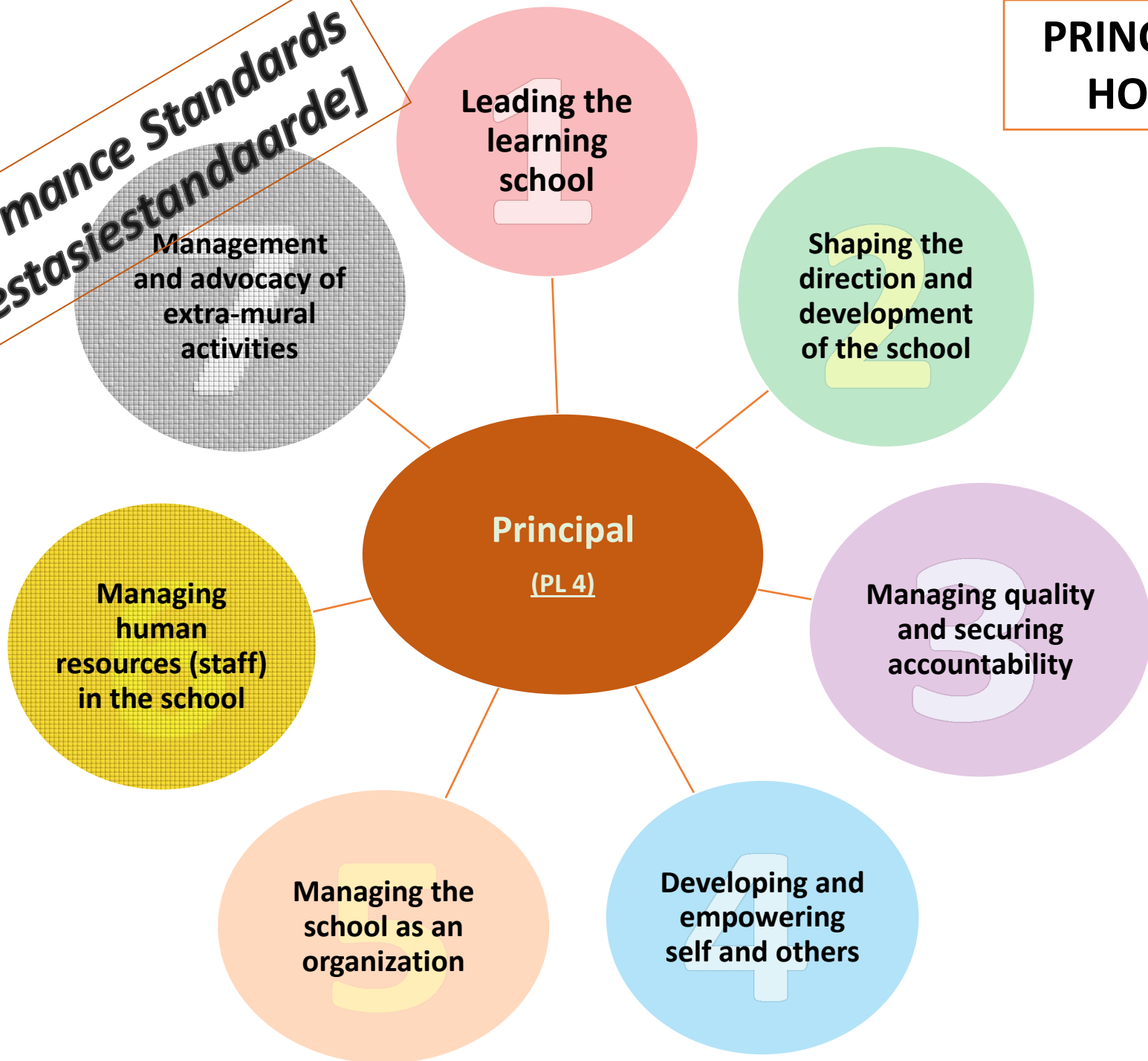
Performance Standard	No. of Criteria	No. of descriptors
1. <b>Leading the learning school</b>	2	15
2. <b>Shaping the direction and development of the school</b>	2	10
3. <b>Managing quality and securing accountability</b>	2	11
4. <b>Developing and empowering self and others</b>	2	9
5. <b>Managing the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

***Maximum Score = 236***

***Lesson Observation: Performance Standard 1 (Criterion 1)***

# PRINCIPAL HOOF

**Performance Standards  
[Prestasiestandaarde]**



# 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
Total	13	71

**Maximum Score = 284**

***Lesson Observation: Performance Standard 1 (Criterion 1)***



# THE IMPLEMENTATION PROCESS

# Mid-Year & Annual Appraisal

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

## Mid-year appraisal:

Finalised before June exam

## Annual appraisal:

Finalised before end of term  
three

# Activities

## MID-YEAR / ANNUAL APPRAISAL

### SELF- APPRAISAL BY THE EDUCATOR

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

### PRE- APPRAISAL DISCUSSION

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

### LESSON OBSERVATION

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

### POST- APPRAISAL

**Scores** given by supervisor

Performance Standards that could **not be rated during lesson observation.**

=post appraisal discussion

### POST- APPRAISAL DISCUSSION

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

Completion of QMS instruments **Supervisor** forwards completed appraisal instruments **to Principal** for verification and signing.

# Rating Scale

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

# QMS lêer

... volgens  
volgorde van  
**PRESTASIE  
BEOORDELING**



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## Mid-year Appraisal

### INDEX

1. Self-Appraisal Instrument
2. Pre-Appraisal Discussion
3. Lesson Observation
4. Mid-year Appraisal
5. Post-Appraisal Discussion

**1**

**SELF-APPRAISAL  
BY THE EDUCATOR**

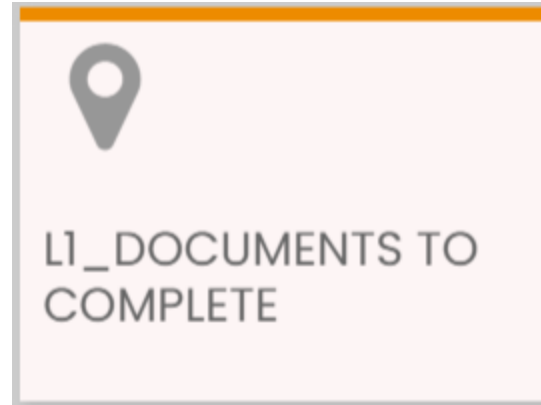
# QMS dokumentasie beskikbaar op Moodle QMS

The screenshot shows a web browser window displaying a Moodle QMS course page. The browser's address bar shows the URL `dbemoodle.dedicated.co.za/bergvlam/course/view.php?id=352`. The page title is "QMS". The breadcrumb navigation shows "Dashboard" > "My courses" > "QMS". On the left sidebar, the "My courses" section is expanded, showing "Private files" and "More...". The main content area displays a grid of document links, each with a location pin icon. A large red arrow points to the "L1\_DOCUMENTS TO COMPLETE" link. The grid includes the following links:

- L1\_DOCUMENTS TO COMPLETE
- L2\_DOCUMENTS TO COMPLETE
- L3\_DOCUMENTS TO COMPLETE
- L4\_DOCUMENTS TO COMPLETE
- COVER SHEETS
- TRAINING FILES
- FAQ

In the top right corner of the main content area, there is a progress indicator: "Overall progress % 0".

# Moodle: Kies jou posvlak en klik oop



## L1\_DOCUMENTS TO COMPLETE



L1\_ALL\_SELF APPRAISAL\_A1



L1\_L2\_Lesson Observation Annexure E 2



L1\_SUPERIOR\_APPRAISAL\_COMPOSITE\_A1\_A2



L1\_COMPOSITE\_A2



1

# SELF-APPRAISAL BY THE EDUCATOR

## QUALITY MANAGEMENT SYSTEM (QMS) APPRAISAL INSTRUMENT EDUCATOR: POST LEVEL 1

### Section A: EDUCATOR AND SCHOOL INFORMATION

#### 1. APPRAISEE

Surname		First names	
Designation		Personal number	
Highest Qualification		Specialization in subject domain	
Grade / Subjects taught during current appraisal year			

Persoonlike  
inligting

**BELANGRIK!**  
Voltooi alle  
inligting wat gevra  
word

#### 2. SCHOOL

Name of school	HOERSKOOI BERGWAM	Province	MPUMALANGA
Circuit/land	MSOMBELA	Principal's name	DEON VISSER
Telephone	013 7411025	Cell No.	79 7064768

Buitemuurs  
en ander  
aktiwiteite

#### EDUCATOR'S BRIEF JOB DESCRIPTION (Subjects/Grades/Key areas of responsibility, etc)

Teaching and assessment responsibilities	Extra-mural activities	Administrative duties	Other: (Please specify)

### SECTION B: APPRAISAL

Educator to be rated by selecting or writing a rating 1-4 for each descriptor

PERFORMANCE STANDARD 1: CREATION OF A POSITIVE LEARNING AND TEACHING ENVIRONMENT		TEACHER ENVIRONMENT	
Criterion 1: Learning and teaching environment		Mid-Year	
a.	Seating arrangement promotes effective learning		
b.	Classroom is tidy and clean		
c.	Teaching and learning support material (e.g. classroom display, etc.) is available		
Sub-total			0

Voltooi SLEGS  
Mid-Year!

Neem kennis:  
Mid-Year tel nie  
totaal op nie!

Criterion 2: Classroom Management	
a.	Be punctual and organized in class
b.	Ensures that learners are punctual and
c.	Communication between educator and learner is cooperation and understanding
d.	Manages discipline effectively
Sub-total	
Total	
Comments	
Mid-Year	
Annual	

PERFORMANCE STANDARD 2: CURRICULAR	
Criterion 1: Knowledge of subject	
a.	Has adequate subject knowledge and understanding
b.	Sets appropriate tasks for learners at the
c.	Uses a variety of examples, LTM and learning
Sub-total	
Criterion 2: Planning and presentation	
a.	Lesson is logical, coherent and meaningful
b.	Lesson is built on prior knowledge and
c.	Time is well-managed during lesson presentation
d.	Encourages interactive learning including demonstrations
e.	Responds appropriately to learner questions
Sub-total	
Criterion 3: Management of work schedule	
a.	Pace of the work is in line with time frame
b.	Number of tasks and activities are in line
Sub-total	

Criterion 4: Record keeping	
a.	Files/notes neatly kept, organized and updated regularly
b.	Records of learner assessments are neatly kept, organized and updated regularly
Sub-total	
Total	
Comments	
Mid-Year	
Annual	

PERFORMANCE STANDARD 3: LEARNER ASSESSMENT AND ACHIEVEMENT	
Criterion 1: Feedback to learners	
a.	Assessment tasks are marked and returned to learners timely
b.	Feedback is meaningful and regular
c.	Feedback is incorporated in future lesson planning
Sub-total	
Criterion 2: Knowledge and application of forms of assessment	
a.	Uses different forms of assessment in line with CAPS to test learner performance
b.	Intervention strategies accommodate learners with various learning abilities
Sub-total	
Criterion 3: Learner progress and achievement	
a.	Learner results of various forms of assessment show that they are attaining the outcomes
b.	Remedial/Enrichment work supports learner progress
Sub-total	
Total	
Comments	
Mid-Year	
Annual	

PERFORMANCE STANDARD 4: PROFESSIONAL DEVELOPMENT	
Criterion 1: Participation in continuous professional development	
a.	Engages in on-going self-reflection and has set clear targets for development
b.	Attends and participates in activities aimed at enhancing his/her professional pedagogical skills
c.	Engages in research, develops educational materials, participates in sessions (train, guide, mentor and develop colleagues
Sub-total	

Criterion 2: Educator professionalism		Mid-Year	Annual
a.	Comes to school regularly and on time		
b.	Is always neatly dressed and presentable		
c.	Conducts lessons as expected in line with the school time-table		
d.	Adheres to deadline e.g. marking, learner report cards, schedules, completion of tasks, etc.		
e.	Contributes positively towards school development and advancement		
f.	Maintains good relations with stakeholders		
Sub-total			0
Total			0
Comments			
Mid-Year			
Annual			

PERFORMANCE STANDARD 5: EXTRA-MURAL AND CO-CURRICULAR PARTICIPATION		
Criterion 1: Participation in extra-mural and co-curricular activities		
a.	Keeps updated inventory/register equipment under his/her care	
b.	Manages and takes good care of equipment and facilities	
c.	Is involved in extra-mural and co-curricular activities	
Sub-total		
Total		0
Comments		
Mid-Year		
Annual		
Overall Total		0

5. Overall Remarks:	
5.1 Educator's comment on the appraisal	
Mid-Year	
Annual	

Onderwyser voltooi finale opmerking

5.2 Appraiser's comments	
Mid-Year	
Annual	
5.3 Resource person's comments (optional)	
Mid-Year	
Annual	
5.4 Principal's comments	
Mid-Year	
Annual	
6. Recommendations	
Mid-Year	
Annual	

7. Signatures	
Mid-Year	Name of appraisee- Educator
	Signature & Date
	Name of Appraiser/ Departmental Head
	Signature & Date
	Name of Resource Person (optional)
	Signature & Date
Annual	Name of Principal
	Signature & Date

Onderwyser voltooi  
NAAM en TEKEN AF

Stuur aan jou DH

**2**

# **PRE-APPRAISAL DISCUSSION**

# 2 PRE- APPRAISAL DISCUSSION

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

[Ook beskikbaar op Moodle QMS – Cover Sheets]

Templaat in lêer wat voltooi word tydens vooraf-gesprek



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## Minutes of Pre-Appraisal Discussion

held on \_\_\_ day \_\_\_ month \_\_\_ year at  
Hoërskool Bergvlam at \_\_\_\_\_ (time).

### Welcoming:

Appraiser welcomed appraisee/s.

### Attendance register:

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### Points of discussion:

1. Class visit schedule (attached)
2. Expectations according to the appraisal instrument
3. Self-appraisal instrument: weaknesses and strengths
4. Please note that a post-appraisal discussion will follow the class visit (lesson observation) and completed appraisal instrument by the appraiser

### Closing:

Next meeting – a post-appraisal discussion  
Meeting adjourned

DH & AH sal die  
klasbesoek  
skedule  
bespreek met  
onderwysers wat  
in die leer  
geliasseer word.



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## CLASS VISIT LESSON OBSERVATION

Subject/s: \_\_\_\_\_

HOD: \_\_\_\_\_

SUBJECT HEAD/S: \_\_\_\_\_

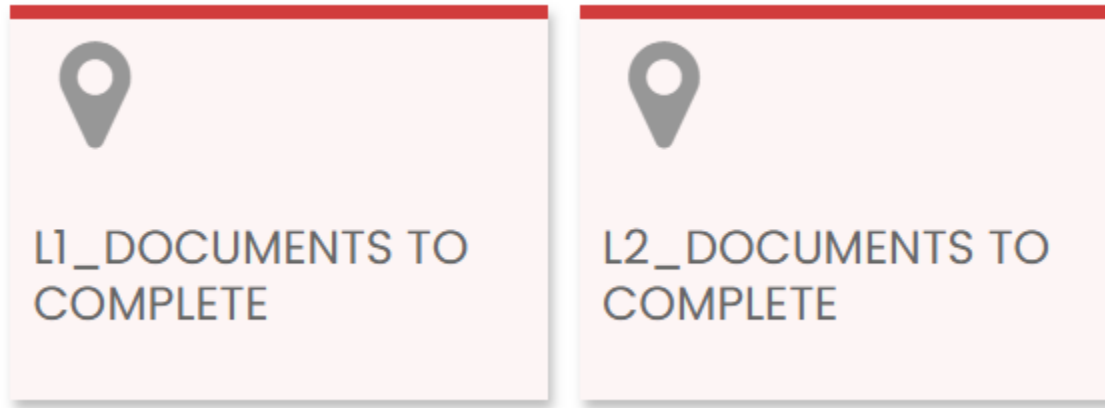
YEAR: 2022

EDUCATOR	VISITED BY	CAPACITY	WEEK	TERM 1/2	TERM 3/4

**3**

**LESSON  
OBSERVATION**

# Moodle: DH & AH kies lesson observation en klik oop – laai af



## L1\_DOCUMENTS TO COMPLETE



L1\_ALL\_SELF APPRAISAL\_A1



L1\_L2\_Lesson Observation Annexure E 2



L1\_SUPERIOR\_APPRAISAL\_COMPOSITE\_A1\_A2



L1\_COMPOSITE\_A2





# DH & AH gebruik dié instrument om “Prestasiestandaarde” nr 1-3 te voltooi.

Annexure E 2

## LESSON OBSERVATION INSTRUMENT (Post Levels 1 and 2)

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

### 1. PERFORMANCE STANDARD 1 CREATION OF A POSITIVE LEARNING AND TEACHING ENVIRONMENT

Criterion 1: Learning and teaching environment		Rating				Remarks
a		1	2	3	4	
a	Seating arrangement promotes effective teaching and learning	1	2	3	4	
b	Classroom is tidy and clean	1	2	3	4	
c	Teaching and learning support material (e.g. charts) are displayed and used in the classroom.	1	2	3	4	
Criterion 2: Classroom Management						
a		1	2	3	4	
a	Is punctual and organized in class	1	2	3	4	
b	Ensures that learners are punctual and settle down quickly	1	2	3	4	
c	Communication between educator and learners reflects mutual respect, cooperation and understanding	1	2	3	4	
d	Manages discipline effectively	1	2	3	4	
Total						

### 2. PERFORMANCE STANDARD 2 CURRICULUM KNOWLEDGE, LESSON PLANNING AND PRESENTATION

Criterion 1: Knowledge of subject		Rating				Remarks
a		1	2	3	4	
a	Has adequate subject knowledge and uses it effectively	1	2	3	4	
b	Sets appropriate tasks for learners at the level of the Grade	1	2	3	4	
c	Uses a variety of examples, LTSM and other teaching resources to facilitate learning	1	2	3	4	
Criterion 2: Planning and presentation						
a		1	2	3	4	
a	Lesson is logical, coherent and meaningful to learners	1	2	3	4	
b	Lesson is built on past knowledge and experience of learners	1	2	3	4	
c	Time is well-managed during lesson presentation	1	2	3	4	
d	Encourages interactive learning including class discussions, learner questions and demonstrations	1	2	3	4	
e	Responds appropriately to learner questions and inputs	1	2	3	4	
Criterion 3: Management of work schedule						
a		1	2	3	4	
a	Pace of the work is in line with time frames stipulated in the work schedule	1	2	3	4	
b	Number of tasks and activities are in line with NCS/CAPS	1	2	3	4	
Criterion 4: Record keeping						
a		1	2	3	4	
a	File/files neatly kept, organized and updated regularly	1	2	3	4	
b	Records of learner assessments are neatly kept, organized and updated regularly	1	2	3	4	
Total						

### 3. PERFORMANCE STANDARD 3 LEARNER ASSESSMENT AND ACHIEVEMENT

Criterion 1: Feedback to learners		Rating				Remarks
a		1	2	3	4	
a	Assessment tasks are marked and returned to learners timeously	1	2	3	4	
b	Feedback is meaningful and regular	1	2	3	4	
c	Feedback is incorporated in future lesson planning	1	2	3	4	
Criterion 2: Knowledge and application of forms of assessment						
a		1	2	3	4	
a	Uses different forms of assessment to test learner performance	1	2	3	4	
b	Intervention strategies accommodates learners with various learning abilities	1	2	3	4	
Criterion 3: Learner progress and achievement						
a		1	2	3	4	
a	Learner results of various forms of assessment show that they are attaining the set outcomes	1	2	3	4	
b	Remedial / Enrichment work supports learner progress	1	2	3	4	
Total						

Overall Remarks:

Supervisor	Educator	Resource person (Optional)
Signature:	Signature:	Signature:
Date:	Date:	Date:

DH/AH  
teken af

Onderwyser  
teken af

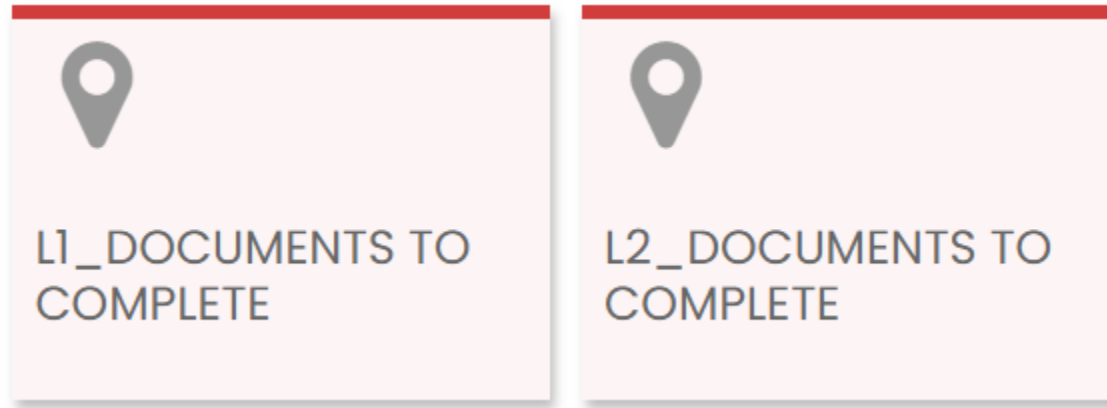
DH/AH Opmerking

Onderwyser  
Opmerking

**4**

**SUPERIOR  
APPRAISAL**

# Moodle: DH & AH kies lesson observation en klik oop – laai af



## L1\_DOCUMENTS TO COMPLETE



L1\_ALL\_SELF APPRAISAL\_A1



L1\_L2\_Lesson Observation Annexure E 2



L1\_SUPERIOR\_APPRAISAL\_COMPOSITE\_A1\_A2



L1\_COMPOSITE\_A2



# QUALITY MANAGEMENT SYSTEM (QMS)

## APPRAISAL INSTRUMENT

### EDUCATOR: POST LEVEL 1

#### Section A: EDUCATOR AND SCHOOL INFORMATION

##### 1. APPRAISEE

Surname		First names	
Designation		Persal number	
Highest Qualification		Specialization in subject domain	
Grade / Subjects taught during current appraisal year			

##### 2. APPRAISER

Surname		First names	
Designation		Persal number	

Page 1

◀ ▶	Cover Sheet	<b>Appraisal Instrument</b>	Composite Score Sheet	+
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KLIK op Appraisal Instrument  
 Begin voltooi – slegs MID YEAR  
 Teken af aan die einde

**5**

# **POST-APPRAISAL DISCUSSION**

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

# 5

## POST- APPRAISAL DISCUSSION

- **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.
- **During discussion**:
  - Supervisor provides **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.

DH & AH  
voltooi die  
Notule van die  
“Post-Appraisal  
Discussion” wat  
in die lêer  
geliasseer word



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## Minutes of Post-Appraisal Discussion

held on \_\_\_ day \_\_\_ month \_\_\_ year at  
Hoërskool Bergvlam at \_\_\_\_\_ (time).

### Welcoming:

Appraiser welcomed appraisee/s.

### Attendance register:

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### Points of discussion:

1. Discussion of appraisal instrument completed by the appraiser
2. Opportunity for appraisee/s' input regarding the evaluation
3. Finalisation of the appraisal instrument
4. Discussion of the finalisation of the composite score sheet
5. Discussion of the filing and verification of the final appraisal instrument and composite score sheet

### Closing:

Next meeting – a pre-appraisal discussion

Meeting adjourned

# 6

## **Completion of QMS instruments**

Supervisor forwards completed appraisal instruments to Principal for verification and signing



6

## 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.

Dieselfde  
prosedures word  
gevolg vir die 2de  
deel van die jaar  
soos per  
inhoudsopgawe

## Annual Appraisal

### INDEX

1. Self-Appraisal Instrument
2. Pre-Appraisal Discussion
3. Lesson Observation
4. Annual Appraisal
5. Post-Appraisal Discussion
6. Composite Score Sheet

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

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

Date			
Surname	0	First Name	0
Persal Number	0		
School Name	0		
NO.	PERFORMANCE STANDARD	MAXIMUM SCORE	EDUCATOR SCORE
1	Creation of positive learning and teaching environment	28	0
2	Curriculum knowledge, lesson planning and presentation	48	0

Cover Sheet

Appraisal Instrument

Composite Score Sheet



Vir die 2de deel van die jaar word die proses herhaal en die finale punt wat by ANNUAL ingevul word, word vir die COMPOSITE SCORE SHEET gebruik.  
Nadat die dokument voltooi is word dit aan die hoof gestuur.

*The End*