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

COLLECTIVE AGREEMENT
NUMBER 5 OF 2005

31 MARCH 2005

INTEGRATED QUALITY MANAGEMENT SYSTEM FOR PUBLIC FET COLLEGE BASED EDUCATORS
EDUCATION LABOUR RELATIONS COUNCIL

COLLECTIVE AGREEMENT NO. 5 OF 2005

INTEGRATED QUALITY MANAGEMENT SYSTEM FOR PUBLIC FET COLLEGE BASED EDUCATORS

1. PURPOSE OF THIS AGREEMENT

The purpose of this agreement is to align the different Quality Management programmes and implement an Integrated Quality Management System for public FET college based educators, which includes Developmental Appraisal, Performance Measurement and Whole School Evaluation.

2. SCOPE OF THIS AGREEMENT

This agreement applies to and binds:

2.1 The employer, and

2.2 All the employees of the employer as defined in the Employment of Educators Act, 1998 (as amended) whether such employees are members of trade union parties to this agreement or not.

3. THE PARTIES TO COUNCIL NOTE AS FOLLOWS:

3.1 Schedule 1 of the Employment of Educators Act, 1998 as amended.

3.2 Chapter C of the Personnel Administration Measures.

3.3 Education Labour Relations Council Collective Agreement No. 1 of 2003.

3.4 Education Labour Relations Council Collective Agreement No. 3 of 2003.

3.5 Education Labour Relations Council Collective Agreement No. 8 of 2003.

4. THE PARTIES TO COUNCIL THEREFORE AGREE AS FOLLOWS:

4.1 That the Integrated Quality Management System, as attached in Annexure A, be adopted for public FET College based educators.

5. DATE OF IMPLEMENTATION

This agreement shall come into effect on the date it is signed in Council.
6. **DISPUTE RESOLUTION**

Any dispute about the interpretation or application of this agreement shall be resolved in terms of the dispute resolution procedure of the Council.

7. **DEFINITIONS**

6.1 "constitution" means the constitution of the Education Labour Relations Council.

6.2 "Council" means the Education Labour Relations Council.

6.3 "employee" means an education therapist or psychologist as defined in the Employment of Educators Act, 1994, as amended.

6.4 "employer" means the employer as defined in the Employment of Educators Act, 1994, as amended.

6.5 "Labour Relations Act" means the Labour Relations Act No. 66 of 1996, as amended.

6.6 "workplace" means the registered scope of the Council.


**THUS DONE AND SIGNED AT CAPE TOWN ON THIS 31ST DAY OF MARCH 2005**

**BY:**

**ON BEHALF OF THE STATE AS EMPLOYER**

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**ON BEHALF OF THE EMPLOYEE PARTIES**

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Collective Agreement Number 5 of 2005
IQMS FOR PUBLIC FET COLLEGE BASED EDUCATORS
31 March 2005
INTEGRATED QUALITY MANAGEMENT SYSTEM FOR PUBLIC FET COLLEGE BASED EDUCATORS

THIS DOCUMENT CONSISTS OF FOUR PARTS:

Section A:  
This contains information on the Integrated Quality Management System for Public FET college based educators.

Section B:  
This consists of the implementation plan.

Section C:  
This consists of the instrument to be used for performance measurement and development appraisal.

Section D:  
This consists of Forms
SECTION A

Information on IQMS
# ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>CampSDT</td>
<td>Campus staff development team</td>
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<td>CampIP</td>
<td>Campus improvement plan</td>
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<td>ColSDT</td>
<td>College staff development team</td>
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<td>ColIP</td>
<td>College improvement plan</td>
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<td>DA:</td>
<td>Developmental appraisal</td>
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<td>DSG</td>
<td>Development support group</td>
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<td>FET:</td>
<td>Further education and training</td>
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<td>FDIP</td>
<td>FET District Improvement Plan</td>
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<td>IQMS</td>
<td>Integrated quality management system</td>
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<td>INSET</td>
<td>In-service education and training</td>
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<td>NPDE</td>
<td>National Professional Diploma in Education</td>
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<td>NTT</td>
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<td>PGP</td>
<td>Personal growth plan</td>
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<td>Performance measurement</td>
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<td>PS</td>
<td>Performance standard</td>
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<td>PTT</td>
<td>Provincial training team</td>
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<td>SDT</td>
<td>Staff Development Team</td>
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<td>SMT</td>
<td>Senior Management team</td>
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INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) FOR PUBLIC FET COLLEGE BASED EDUCATORS

1. OVERVIEW

1.1 Background

An agreement was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. The existing programmes were the Developmental Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998) and the Performance Measurement System that was agreed to on 10 April 2003 (Resolution 1 of 2003). The IQMS is informed by Schedule I of the Employment of Educators Act, No. 76 of 1998 where the Minister is required to determine performance standards for educators in terms of which their performance is to be evaluated.

1.2 What is the IQMS?

The IQMS is an integrated quality management system that consists of two programmes, which are aimed at enhancing and monitoring performance of the education system. These are:
- Developmental Appraisal; and
- Performance Measurement;

The purpose of Developmental Appraisal (DA) is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development.

The purpose of Performance Measurement (PM) is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives.

These programmes are implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of the various programmes.

1.3 Purposes of IQMS

- To determine competence;
- To assess strengths and areas for development;
- To identify specific needs of educators, colleges and the FET Directorate for support and development;
- To provide support for continued growth;
- To promote accountability;
- To monitor an institution's overall effectiveness; and
- To evaluate an educator's performance.
1.4 Guiding Principles

The implementation of the IQMS is guided by the following principles:

- The recognition of the crucial role of the delivery of quality public education.
- That all learners have equal access to quality education.
- The need for an integrated quality management system, which is understood, credible, valued and used professionally.
- That the system's focus is positive and constructive even where performance needs to improve.
- That the system includes a process of self-evaluation and discussion of individual expectations.
- The need to minimise subjectivity through transparency and open discussion, and quality controls to ensure validity, reliability and relevance, for example, there can be no sanctions against individual educators before meaningful development takes place.
- The need to ensure fairness by affirming the rights of educators.
- That the system promotes individual professional growth of educators, and ongoing support for educators and the college.
- That the system provides a clear protocol governing the interaction of the parties.
- The need for the IQMS to provide for and encourage diversity in teaching styles.
- The system meets professional standards for sound quality management, including propriety (ethical and legal), utility (useable and effective), feasibility (practical, efficient and cost effective), and accuracy.
- Development takes place within a national human resource development strategy and skills development.
- Need for all colleges to look for ways to continually improve.

1.5 Features of the integrated quality management system

The following are features of this model for the implementation of an integrated quality management system, which includes developmental appraisal and performance measurement:

- Developmental appraisal and performance measurement inform and strengthen one another without duplication of structures and procedures.
- Performance measurement and development appraisal must be linked to an annual cycle, which must be completed within a calendar year (a period when the staff at a college is likely to be most stable).
- The separate purposes of DA and PM remain intact.
- The structures needed in the college are:
  ✓ The Senior Management Team (SMT).
  ✓ The college staff development team (CoISDT), which plans, oversees, co-ordinates and monitors all quality management processes in the college.
The development support group (DSG), which, for each educator, consists of his/her immediate senior and one other educator. Their function is primarily mentoring and support. An educator may request additional DSG members to be appointed.

Self-evaluation by educators for DA enables sustainability in the long term.

Lines of accountability between educators and their DSGs, between the educators (and their DSGs) and the CoISDT between both SDTs and SMT, and between the SMT and departmental office are clear.

Two developmental cycles are built into the annual programme: during (a) April to June and July to September.\(^1\) The period January to March is therefore mainly used for planning and the first evaluation of educators (baseline evaluation) and the period September to November is reserved for summative evaluations. The above are only suggested timeframes. The College may adapt it to suit its needs.

Whilst it is acknowledged that there could be significant pressure towards the end of the year when all educators in the college will need to be evaluated (summatively) for pay progression (PM), there is no way of avoiding the necessity for a summative evaluation at this stage - after development has taken place. Performance measurement must be based on the work (and progress) that an educator has done during a calendar year. After verification and moderation, individual performance scores must be submitted to Persal by the end of the college year in order to effect pay progression in the following year.

2. ROLES AND RESPONSIBILITIES OF INDIVIDUALS AND STRUCTURES INVOLVED IN IMPLEMENTING THE IQMS

2.1 The College Head/Principal

- Has the overall responsibility to ensure that the IQMS is implemented uniformly and effectively at the college.
- Must ensure that every educator is provided with a copy of this document and other relevant IQMS documentation.
- Together with SMT/SDT members responsible for advocacy and training at college level.
- Must organise a workshop on the IQMS where individuals will have the opportunity to clarify areas of concern.
- After advocacy and training the College head/principal will facilitate the establishment of the (Staff Development Team) SDT in a democratic manner.
- Ensures that all documentation sent to the District/local office is correct and delivered in time.
- Responsible for internal moderation of evaluation results in order to ensure fairness and consistency.
- Facilitate the establishment of the CoISDT.
2.2 The Educator

- Must undertake self-evaluation of his/her performance.
- Identifies his/her personal support group (Development Support Group (DSG)).
- Develops a Personal Growth Plan (PGP) and finalizes it together with the DSG.
- Must co-operate with the DSG.
- Attends INSET and other programmes in terms of areas identified for development.
- Engages in feedback and discussion.

2.3 Senior Management Teams (SMT)

- SMTs inform educators of the INSET and other programmes that will be offered and make the necessary arrangements for educators to attend.
- Assist with the broad planning and implementation of IQMS.
- Ensures that college self-evaluation is done in terms of agreed policy and in collaboration with the SDT.

2.4 The College Staff Development Team (ColISDT)

Immediately after the advocacy and training, the principal must establish the ColISDT in accordance with the guidelines as set out in paragraph 2.4.1.

The ColISDT, together with the SMT, will be responsible for liaising with educators, as well as the department to co-ordinate the provision of developmental programmes for educators (for developmental appraisal).

The ColISDT must monitor the process of developmental appraisal of the educators employed at the central office (self-appraisal by the educator, mentoring and support by the educator’s development support group (DSG)), must co-ordinate the evaluation discussions (educators with no actual contact time) and the appraisals for performance measurement and must keep the records of these processes.

The ColISDT and SMT must also develop the college’s own “College improvement plan” (CollIP), incorporating strategic objectives of the strategic plan of the department and the personal growth plans (PGPs) of individual educators. The CollIP must set targets and timeframes for improvement. The CollIP should be revised periodically, setting new goals/priorities, which reflect the progress already made.

The CollIP must be submitted to the department. CollIP from different colleges must inform their planning so as to enable the department to co-ordinate provision of In-service training (INSET) and other programmes that are aligned to the needs that have been identified by colleges.
2.4.1 Composition

➢ Each college must elect a college staff development team (ColSDT) consisting of the principal and democratically elected staff members.
➢ The ColSDT must also include one democratically elected educator for each post level at the college representing the campuses.
➢ The college should decide on the size of the SDT. It is suggested that the number could be up to about 8 depending on the size of the college.
➢ It is proposed that the skills development facilitator for the college be part of the Col SDT.

2.4.2 Roles And Responsibilities (The SMT and SDT work together on all matters relating to the IQMS and mutually support one another)

• Has the overall responsibility for the training of all educators.
• Has the overall responsibility for the co-ordination of all activities at the college pertaining to staff development.
• Prepares the management plan for the implementation of the IQMS.
• Facilitates and gives guidance on how DSGs have to be established.
• Prepares a final schedule of DSG members.
• Links developmental appraisal to the college improvement plan (ColIP).
• Liaises with the department, through the SMT, in respect of high priority needs such as INSET, short courses, skills programmes or learnerships.
• Monitors effectiveness of the integrated QMS and reports to the relevant persons.
• Ensures that all records and documentation on IQMS are maintained.
• Oversees mentoring and support of educators by the DSGs.
• Together with the SMT, develops the college improvement plan (ColIP) based on information gathered during developmental appraisals of educators and CollIPs received from the ColISDTs.
• Co-ordinates ongoing support provided during the two developmental cycles each year of educators.
• Completes the necessary documentation for performance measurement (for pay or grade progression for educators, signs off on these to assure fairness and accuracy and submits the necessary documentation in good time to the principal.
• Receives the completed documentation for performance measurement (for pay progression) from the ColISDTs, verifies them and sign off on these to assure fairness and accuracy and submits the necessary documentation in good time to the principal.
• Deals with differences between evaluatees and their DSGs in order to resolve the differences.
• Provides all the necessary documentation (e.g. CollIPs) to the principal for submission to the departmental manager in good time.

2.4.3 Term Of Office of SDT

➢ It is up to the College to decide on the term of office of the SDT.
➢ For the sake of continuity and stability it is suggested that the term of office of a SDT be for a period of two/three years.
➢ When an individual needs to be replaced because of under-performance or leaving the institution, it must be done through democratic elections.

2.5 Development Support Group (DSG)

2.5.1 Composition And Selection

NOTE: After self-evaluation and developing the PGP, the educator will be able to prioritise areas of development. The members of the DSG need to be carefully selected in order to assist the educator to meet his/her needs.

➢ For each educator the DSG should consist of the educator’s immediate senior and one other educator (peer). An educator’s peer must be selected by the educator on the basis of expertise that is related to the prioritised needs of the educator. It is important that the peer has the confidence and trust of the educator as he/she will have to offer constructive criticism as well as support and guidance. Only in exceptional cases and with the concurrence of the SDT, may a peer be selected from the staff of another college.

➢ If there is not an immediate senior in the specific field of work, the educator may select two peers. They will then form the DSG.

➢ In some instances it is permissible for an educator to select more than one peer based on his/her particular needs.

➢ Each educator may have a different DSG while some individuals (e.g. HoDs will be involved in several DSGs (for different educators).

➢ Once educators have determined who their DSGs are, this information will have to be factored in to the broad planning of the SDT to ensure that there are no “clashes” with (HoDs) having to evaluate different teachers at the same time and to ensure a reasonable spread and pace of work for evaluators towards the end of the year.

➢ A member of the DSG may be changed in instances where development has already taken place and where new priorities have been identified.

2.5.2 Roles And Responsibilities (Refer to Page 13 – Section 3.5)

➢ The main purpose of the DSG is to provide mentoring and support. If the immediate senior is the Education Specialist (Head of Department) in the college, then mentoring and support fall within the job description
➢ The DSG is responsible for assisting the educator in the development and refinement of his/her Personal Growth Plan (PGP) and to work with the SDT to incorporate plans for development of an educator into the College Improvement Plan (ColIP).
2.6 Provincial Office (or Office where the FET Directorate is located)

- The Provincial Office has the overall responsibility of advocacy, training and proper implementation of the IQMS.
- The Provincial office has a responsibility with regard to the development and arrangement of professional development programmes in accordance with identified needs of educators and its own improvement plan.
- The FET manager (or representative) has a responsibility to moderate evaluation results of Colleges in his/her jurisdiction in order to ensure consistency. In cases where the evaluation results of a college are not consistent with the College’s general level of performance or where the FET manager has reason to believe that the evaluation at a particular college was either too strict or too lenient, he/she must refer the results back to the college for reconsideration.
- The Provincial office must ensure that the evaluation results of colleges are captured and processed in time to ensure successful implementation of salary and grade progression.
- The Provincial office should ensure that the implementation process in colleges is monitored on an ongoing basis.

2.7 A Grievance Committee

In the case of an educator being aggrieved with regard to his/her evaluation a grievance committee must be established. Such a committee shall consist of:

- a peer selected by an educator for this purpose;
- a neutral person appointed by the Department;
- a union representative.

2.8 Training Structures

- The National Training Team (NTT) must clarify all the relevant issues and questions in the process of training. They must develop the necessary guidelines for training and must train the Provincial Training Teams (PTTs). The NTT will consist of officials from the National Department of Education, and officials from the national unions as represented in the Education Labour Relations Council.

- Provincial Training Teams (PTTs) should consist of all relevant Provincial officials including officials from the four teacher unions as represented in the provincial ELRC. The PTT will be responsible for training of nominated educators from each of the colleges/campuses or clusters of colleges/campuses. These educators after being trained by the PTTs will train their colleagues at the colleges and campuses.
• Training in colleges/campuses should be led by the nominated educators who were trained by the PTTs. Since advocacy and training must precede implementation in colleges, the Staff Development Teams (SDTs) will not yet have been identified. After they have been selected they will ensure that every educator understands the IQMS procedures and processes.
SECTION B

The Implementation Process
3. THE IMPLEMENTATION PROCESS

NOTE: DURING THE FIRST YEAR OF IMPLEMENTATION TIMELINES MAY BE ADJUSTED OR ADAPTED TO SATISFY DIFFERENT CIRCUMSTANCES

3.1 Advocacy, Training and Planning

➢ Educators, principals and management of colleges will receive training immediately after advocacy.

➢ Advocacy must address the issues relating to the purposes of the IQMS, the objectives and outcomes for developmental appraisal and performance measurement. The focus should be on quality education for all, transformation and the advantages for educators, colleges and the system as a whole.

➢ Training should focus on implementation in the college i.e. on self-evaluation, planning for the whole year and the roles and responsibilities of the structure(s) that will be involved in planning, co-ordinating, monitoring, reporting and keeping the appropriate records. Training needs to ensure that everyone (evaluées/appraisées and appraisors/evaluators) is familiar with and understand the single instrument that will be used.

➢ At a full staff meeting the principal/SMT will explain to staff —
  • What the IQMS is; What the benefits will be for educators, learners, the college and the system; and Why this approach was adopted.

➢ Training must specifically address issues relating to how the IQMS should be implemented in the college.

➢ All officials and educators must have a thorough understanding of the purposes, principles, processes and procedures of the IQMS.

➢ Training must enable officials and educators to plan and administer the IQMS in a uniform and consistent manner.

➢ IQMS planning by the SDT must incorporate all the processes together with the time frame in which they must be completed, as well as all individuals involved together with each one’s responsibilities.

➢ It must take the college’s year plan into account (drawn up by the SMT).

➢ College’s must factor in to their broad planning the cycles of evaluation and development.

  • Baseline evaluation: January to March
  • Summative evaluation: September to November
  • First Developmental Cycle and reflection: April to end of June
  • Second Developmental Cycle and reflection: July to end of September.
YOU MAY ADJUST THE TIME FRAMES TO SUIT YOUR NEEDS

➢ College's must ensure that educators who teach certain classes are evaluated before the external assessments/examinations commence.

➢ By end of February educators must be provided with a timetable indicating when they can expect to be evaluated.

➢ The principal calls a general staff meeting at the beginning of the year at which educators are apprised of the IQMS procedures and processes.

3.2 Colleges: Planning for implementation (broad planning)

- The intention is that this initial, broad planning by the CoISDT must incorporate all the processes and will have to be designed to take the college year plan into account. For example, to avoid the possible “bottle-neck” (and excessive pressure) at the end of the year when most educators will need to be observed in practice and evaluated for pay progression purposes, colleges will have to ensure that educators who mainly teach classes (where there are external assessments of learners) are evaluated before the external assessments/examinations commence.

- By the end of February, the educators in a college could be provided with a timetable indicating more-or-less when they can expect to be evaluated.

3.3 Self-Evaluation By The Educator

➢ Immediately after the initial advocacy and training, each educator should evaluate her/himself using the same instrument that will be used for both Developmental Appraisal (DA) and Performance Measurement (PM). This enables the educator to become familiar with the instrument.

➢ Educators also familiarise themselves with the Performance Standards, the criteria (what they are expected to do) as well as the levels of performance (how well they are expected to perform) in order to meet at least the minimum requirements for pay progression. This self evaluation forms part of both Developmental Appraisal (DA) and Performance Measurement (PM).

➢ Since Performance Measurement (PM) will be used for determining pay and/or grade progression (notch increases) it must be used to evaluate the performance of educators within the period of a calendar/college year even though the award will only be made in the following year.

➢ Note: The award will therefore always be based on the previous year's work.

➢ The emphasis on self-evaluation (w.r.t. the IQMS) serves the following purposes:

✓ The educator becomes familiar with the instrument that will be used for Developmental Appraisal and Performance Measurement.

✓ The educator is compelled to reflect critically on his/her own performance and to set own targets and timeframes for improvement... in short, the
educator takes control of improvement and is able to identify priorities and monitor own progress.

✓ Evaluation, through self-evaluation, becomes an ongoing process.

✓ The educator is able to make inputs when the observation (for evaluation purposes) takes place and this process becomes more participatory.

✓ The educator is able to measure progress and successes and build on these without becoming dependent on cyclical evaluations.

3.4 Educators: Identification of the personal support group-Development Support Group (DSG)

- After having completed a first self-evaluation and having reflected on strengths as well as areas in need of development, each educator needs to identify his/her own support group within the college.
- This must include the educator’s immediate senior and one other educator (peer) – selected by the educator - and who has the phase/learning area/subject/ field of work experience/expertise and is able to provide the necessary guidance and support.
- Each educator will therefore have a different DSG although some individuals (e.g. post level 2 (Education Specialists)) will be involved in several DSGs (for different educators).
- Once educators have determined who their DSGs are, this information will have to be factored in to the broad planning of the CoISDT to ensure that there are no “clashes” with, e.g. Education Specialists (post level 2 educators) having to evaluate different educators at the same time and to ensure a reasonable spread and pace of work for evaluators.

3.5 Pre-evaluation Discussion (Refer to Section 2.5)

Each DSG must have a pre-evaluation discussion with the educator concerned during which the following issues must be clarified:

➤ Whether the educator understands what is expected of him/her in terms of the various performance standards and criteria and how he/she will be rated.
➤ The educator is given the opportunity to clarify areas of concern that he/she may have.
➤ The DSG informs the educator about procedures and processes that will be followed throughout the IQMS cycles.
➤ The DSG explains to the educator that lesson observation involves performance standards 1 to 4 whilst other aspects outside the classroom involves the remaining Performance Standards.
➤ The DSG explains to the educator that the evaluation in respect of the remaining performance standards will be based on general ongoing
observation by the DSG and on documentary evidence and other information that the educator may provide to the DSG.

- Guidance is provided to the educator on the development of his/her PGP. After the baseline evaluation further discussions on the development of the PGP need to take place.
- The educator is also given an opportunity to raise issues that are hampering his/her performance. This is important in the light of the contextual factors, which may be recorded in the report and considered for possible adjustment of the mark awarded in respect of a particular criterion.

3.6 Observation of educators in practice (Lesson Observation)

- After identifying the personal DSG the educator needs to be evaluated, for the purpose of determining a "baseline" evaluation with which subsequent evaluation(s) can be compared in order to determine progress.
- By this time the educator will have completed a self-evaluation and will have determined strengths as well as areas in need of development.
- This evaluation must be preceded by a pre-evaluation discussion.
- The evaluation should be done by both members of the DSG.
- Should an educator request for an additional member to serve on the DSG, the request may be considered by the SDT. A reasonable request may not be refused.

- The purpose of this evaluation by the DSG is:

  ✓ to confirm (or otherwise) the educator’s perception of his/her own performance as arrived at through the process of self-evaluation.
  ✓ to enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Standards and to resolve any differences of opinion that may exist.
  ✓ to provide the opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the college in terms of mentoring and support (especially by the DSG) and what INSET and other programmes need to be provided by, for example, the Department.
  ✓ to enable the DSG and the educator (together) to develop a Personal Growth Plan (PGP) which includes targets and time frames for improvement. The PGP must primarily be developed by the educator with refinements being done by the DSG.
  ✓ to provide a basis for comparison with the evaluation for PM purposes and, since it includes data gathered during the pre-evaluation discussion and will result in the development of a PGP, this information can be used, in instances where there is little or no improvement, to adjust the ratings upwards (for the purposes of awarding pay or grade progression) where the DSG, college and/or department has not provided the necessary support or appropriate opportunities for development.
Note: It is only in the first year of implementation (2005) that this evaluation/observation of an educator in practice will be carried out for all educators.

In subsequent years (2006, etc) the summative evaluation (for PM) becomes the baseline evaluation for the following year (2007, etc.). This means that after 2006 all educators (except new teachers entering the system for the first time) will only be evaluated once per annum.

3.7 Evaluation In Respect Of The Other Performance Standards (Outside the classroom)

An educator's evaluation in respect of these performance standards is based on general ongoing observation, discussion and feedback by the DSG, submission of documentary evidence, proof of participation in workshops, seminars, etc. and other information provided by the educator.

3.8 Feedback and discussion

The DSG must discuss their evaluation with the educator and must provide feedback. Differences (if any) need to be resolved.

Feedback on observation should focus on:

- performance and not personality;
- observations and not assumptions;
- objectivity and not subjectivity;
- the specific and concrete and not the general and the abstract;
- sharing information and not giving instructions;
- alternatives and not "what you should do is....";
- the individual's needs;
- requests from the individual.

3.9 Resolution of differences and/or grievances

Most differences of opinion between an educator and the DSG should be resolved at that level. Where agreement cannot be reached the matter must be referred to the SDT within a week. If there is still no resolution within 5 working days, either party may request a formal review by the grievance committee. The grievance committee will make a recommendation to the head of the provincial department. The Head of department will evaluate the recommendation and motivation submitted by the Grievance Committee before taking a decision, which shall be made within 5 working days.

3.10 Monitoring

The monitoring process is an ongoing activity, which is conducted by departmental officials, SMTs, SDTs and DSGs.
3.11 Moderation

External moderation is conducted by the departmental officials to ensure consistency among colleges. Internal moderation is conducted at college level by the principal and the SMT.

3.12 Second and Subsequent Years of Implementation

- The second and subsequent implementations of the IQMS on a particular educator differs from the first implementation in the following way.
  - Educators will need to be evaluated by their DSGs only once per annum. The "summative evaluation" at the end of the previous year becomes the "baseline evaluation" for the next year. It is therefore necessary to do only the summative evaluation at the end of each year (for performance measurement purposes) and to compare this with the summative evaluation of the previous year in order to determine progress.
  - Only new educators, entering the system for the first time will need to be evaluated at the beginning of the year.

4. RECORDS AND DOCUMENTATION THAT NEED TO BE DEVELOPED AND MAINTAINED

4.1 Completed Instrument

The appraiser is required to record observations as clearly as possible in the appropriate rows of the instrument, namely, strengths, recommendations for development and contextual factors. The completed instrument will serve as a report and will be used for all official purposes.

4.2 Personal Growth Plan (PGP)

- It is developed by the educator in consultation with members of the DSG.
- It must be used to inform the College/Campus Improvement Plan — which, in turn, will be submitted to the FET Directorate (Department) to inform their planning and deployment of support staff.
- Along with self-evaluation, the baseline evaluation and the performance measurement (at the end of each calendar year) the PGP forms an important record of needs and progress of individual educators.
- It is anticipated that this will take place soon after the observation of the educator in practice and the evaluation on which consensus was reached.
- The educator's PGP (along with copies of the completed instruments) need to be sent to the Staff Development Team (SDT) of the college. This process needs to be completed by the end of March each year.
The PGP should address growth at four “levels” where these are applicable:

- Those areas in need of improvement about which the educator him/herself is in full control (e.g. punctuality).
- Those areas for which the DSG (immediate senior and/or mentor) or someone else in the college is able to provide guidance (e.g. record-keeping).
- Those areas for which the Departmental should provide INSET or other programmes.
- Where the educator is un- or under-qualified or needs re-skilling in order to teach a new subject/Learning Area (e.g. Technology), this information needs to feature in the Work Place Skills Plan (WSP) of the Department. Funding needs to be accessed from the ETDPSETA in order to provide the educator with the opportunity to embark on an NPDE or appropriate “short courses” or “skills programmes”.

4.3 College Improvement Plan

- Definition of College Improvement Plan: A blueprint of the actions and processes needed to produce improvement at the institution.
- The College Improvement Plan is an important document, which enables the college to measure its own progress through a process of ongoing self-evaluation.
- This must happen continuously.
- The College Improvement Plan is developed by the SDT (and is submitted to the Department.
- The College Improvement Plan enables the SDT to monitor progress and improvement.
- The Improvement Plan is informed by amongst others the PGP’s of individual educators.
- College improvement is a systematic, sustained effort aimed at change in learning conditions and other related internal conditions, with the ultimate aim of accomplishing educational goals more effectively. College improvement is therefore about developing strategies for educational change that strengthens the institution’s organisation, as well as implementing curriculum reforms.
- The approach to College improvement rests on a number of assumptions:
  - The institution as the centre of change: This means that external reforms need to be sensitive to the situation in individual institutions, rather than assuming that all institutions are the same.
  - A systematic approach to change: College improvement is a carefully planned and managed process that takes place over a period of several years.
  - A key focus for change: is the “internal conditions” of the institution. These include not only the teaching – learning activities used in the college, but all
the institution's procedures, role allocation and resource utilisation that support the teaching–learning process (management arrangements)

- Accomplishing educational goals more effectively: Generally speaking, educational goals are what an institution is supposed to be doing for its learners and community. Institution's also serve the more general developmental needs of learners, the professional development of educators and the needs of its community.

- A multi-level perspective: Although the institution is the centre of change it does not act alone. The institution is embedded in an educational system that has to work collaboratively if quality is to be achieved. This means that the roles of educators, SMT, parents, college council, support personnel (departmental officials, etc.) should be defined, harnessed and committed to the process of college/campus improvement.

- Integrative implementation strategies. This implies a linkage between "top-down" and "bottom-up" – remembering of course that both approaches can apply at a number of different levels in the system. Ideally “top-down” provides policy aims, an overall strategy and operational plans; this is complemented by a "bottom-up" response involving diagnosis, priority goal setting and implementation. The former provides the framework, resources and a menu of alternatives; the latter, energy and college based implementation.

- The drive towards institutionalisation. Change is only successful when it has become part of the natural behaviour of all those in the institution. Implementation by itself is not enough.

▷ College self-evaluation involves:

- A broad view of performance across what have become known as Key Areas, namely the curriculum; attainment; learning and teaching; support for learners; ethos; resources; management and leadership and quality assurance.

- A closer look at specific areas viewed as successful or causing concern.

- By reviewing all Key Areas over a number of years institutions are able to see what needs to be improved or maintained, using clearly defined measures of success. A good way into college self-evaluation is through development planning.

4.4 Records and Reports of the Institutions

▷ The SDT must keep all these records and, from them, compile a report on progress that has been made in the institution during the year.

▷ The SDT and principal should complete the necessary documentation for submission to the Provincial Department (those educators that meet the
requirements for pay progression). This data must be submitted before institutions close in December.

- Reports, reflecting the progress made in the institutions, must be submitted to the Department before the institutions close. These reports should include recommendations in respect of how the Department can improve on the delivery of developmental INSET and other programmes.

- FET Directorate in the Department should evaluate their own performance against the "FET Directorate Improvement Plan in order to improve on this performance in the following year.

4.5 FET Directorate Improvement Plan (FDIP)

- Once the FET Directorate receives, from each institution, a College Improvement Plan (in which each institution highlights its specific developmental needs) by the end of March each year, the FET Directorate must develop its own improvement plan for the Directorate.

- In this plan, institutions that have identified similar needs and/or similar aspects in need of development can be "clustered" together for the purposes of providing INSET and other programmes.

- The FET Directorate Improvement Plan enables the Directorate officials to plan co-ordinate and monitor the delivery of support and development opportunities in the institutions under their care.

- The effectiveness of the FET Directorate can be measured against its ability to deliver in terms of its own FDIP.

- The FDIP is informed by and developed from the College/campus improvement plans submitted to the directorate by the institutions.

- Co-ordination of different programmes, which can run concurrently in different areas and the optimal deployment of officials should be included in these improvement plans.

4.6 The relationship between IQMS and provincial planning

The needs of the FET Directorate as captured in the FDIP need to inform the development of provincial workplace skills plan and HRD strategies in a province.

5. GUIDELINES ON EVALUATION AND ADJUSTMENT OF SCORES

- An educator must be evaluated on every performance standard that is applicable to his or her post level.

- Although some colleges lack certain resources or facilities, it cannot be used as a reason for not evaluating an educator on a particular Performance Standard or a particular criterion. If there are certain factors that are beyond the control of the educator, which impacts negatively on his/her performance, then these may be regarded as "exceptional circumstances" and may justify an adjustment to his/her score. These factors must be recorded in the instrument under contextual factors, which may serve as compelling evidence when an adjustment is considered during evaluation.
• In cases where an educator claims that contextual factors prevented him/her from performing at a satisfactory level, the DSG, during the pre-evaluation discussion, must assess the validity of the educator's claim and whether an adjustment to a satisfactory level of 2 is justified.

• All information recorded under “contextual factors” must be addressed in the college improvement plan as a matter of priority.

• The score for each Performance Standard may be adjusted upwards ONLY if there is compelling evidence of exceptional circumstances that prevented the educator from performing at a certain level. This evidence must be recorded in the “contextual factors” column of the instrument and could serve as motivation for adjusting the score upwards.

• In the case of exceptional circumstances where there is compelling evidence a score can be adjusted upwards by one point per criterion of the relevant Performance Standard to a maximum rating of 2.

• Adjustments may be made by the DSG but with the concurrence of the principal (or representative).

• It is advisable for the DSG / SDT preferably on a quarterly basis to inquire whether the educator is being provided with support / mentoring. This would enable the DSG and SDT to rectify some of the shortcomings before the summative evaluation. It may be necessary for an educator to change his/her DSG if sufficient support is not provided. Such a change must be formalized by notifying the SDT.

• If such a problem cannot be resolved in this way then the educator should report it to the principal. Information regarding this meeting must be recorded by the principal so that if adjustments are to be made the principal is aware of the problems experienced by the educator.

• It may also not be necessary to adjust every criterion, as the educator may not have been affected in every one.

• In arriving at a final assessment the DSG must also consider the responses of the pre-evaluation profile checklist.

6. LEAVE TAKEN DURING THE IQMS CYCLE

Normal periods of leave should not interfere with the operation of the IQMS cycle. However, where an educator has been absent for a prolonged period and this cycle could not be completed for him/her, the DSG and the educator should make a judgement as to the ability to achieve a meaningful evaluation, which will be useful to the educator. Educators must not be disadvantaged in any way.

7. STAFF MOVEMENTS

• Where an educator is promoted or transferred to another institution, an evaluation should preferably be conducted within the current IQMS cycle prior to the educator leaving the institution. In the case of immediate seniors leaving an institution, regardless of the reason for their departure, they will be required to evaluate their educator/s prior to departure.

• New educators joining the institution will enter the IQMS cycle at an appropriate time agreed with the immediate senior. This period of time will usually be no longer than four weeks.

Page 22
In the case of an educator entering an institution after the beginning of a cycle, the programme according to which the IQMS will be applied to him/her must be adjusted in order to ensure that the evaluation is fair and effective.

New educators, who have no previous training or experience with the operation of the system, must be trained prior to any evaluation.

Whether internal or external movement, these guidelines cannot cover every conceivable possibility and it is therefore important to use common sense and to ensure fairness to all parties.

8. DEPARTMENT: ADVOCACY AND TRAINING
   Refer to paragraph 2.8 (Training Structures)

9. DEPARTMENTAL OFFICE: BROAD PLANNING
   Once the officials have received training and have an overview of what needs to be done, they can begin their broad planning of how they will manage the process.

10. DEPARTMENTAL OFFICE: DEVELOPMENT OF AN IMPROVEMENT PLAN
    Once the departmental office receives, from each college a college improvement plan (in which each college highlights its specific developmental needs) by the end of March each year, the relevant office must incorporate it in its own improvement plan for the department. In this plan, colleges that have identified similar needs and/or similar aspects in need of development can be “clustered” together for the purposes of providing INSET and other programmes. Co-ordination of different programmes, which can run concurrently in different areas, and the optimal deployment of officials should be included in these plans.

11. DEPARTMENTAL OFFICE: INSET AND OTHER PROGRAMMES
    Once they have developed co-ordinated improvement plans, the officials need to make the necessary arrangements and inform colleges of the venues, dates and times at which INSET and other programmes will be offered.

12. COLLEGES: PREPARATION FOR DEVELOPMENT
    Colleges inform educators of the INSET and other programmes that will be offered and make the necessary arrangements for educators to attend.

13. EDUCATORS: DEVELOPMENT, SUPPORT AND MENTORING
    Educators attend INSET and other programmes and, at the same time receive the necessary support from the member(s) of the DSG. Mentoring needs to take place to assist educators to improve. The mentoring must be ongoing (in terms of the responsibilities of the immediate senior). Peer mentoring and
support should also be ongoing but are likely to be less formal and less structured interactions.

14 DEPARTMENTAL OFFICE: FIRST DEVELOPMENTAL CYCLE AND SELF-EVALUATION (APRIL TO JUNE)

By the end of June the departmental office(s) must have organised and managed the first “Developmental Cycle”. Colleges will have participated and educators will have undergone appropriate training, which was aligned to their specific developmental needs. Departmental office(s), colleges (CoSDTs), and educators (with their DSGs) must now evaluate their own progress against the improvement plans that they developed. Plans should be reviewed in the light of progress made and, if necessary, plans can be revised and new priorities identified. This should not be a formal, structured process.

15 DEPARTMENTAL OFFICE: SECOND DEVELOPMENTAL CYCLE AND SELF-EVALUATION (JULY TO SEPTEMBER)

Between July and September, departmental office(s) plan, organise and manage a second round of developmental opportunities for educators and colleges. This “cycle” again culminates with self-evaluation by departmental office(s), colleges and educators in order to monitor progress.

16 EDUCATOR AND COLLEGE DEVELOPMENT

By the end of September, departmental offices should have managed at least two developmental cycles in which various needs of different colleges have been addressed. Through their, colleges, educators would have participated in these opportunities. Areas in need of development which were identified in the first term will have been addressed: perhaps not fully, but enough to enable educators to make sufficient progress in order to be able to qualify for pay progression.

For pay or grade progression purposes, it will be necessary to carry out a summative evaluation at the end of the year – using exactly the same instrument that has been used for the self-evaluation, the baseline evaluation and all subsequent self-evaluations during the year. The DSG will have been involved in mentoring and supporting the educator during the year in addition to assisting with the development of the PGP. The DSG should, therefore, have a clear idea of the progress that the educator has made. The summative evaluation is the validation/verification of earlier evaluations. This must be done by the educator’s DSG. The pre-evaluation discussion (applicable to all educators) (and completion of the pre-evaluation form will be used to determine what contextual factors (if any) have impacted negatively on the progress that was expected; for example, a departmental office that was unable to provide appropriate INSET. These observations/evaluations must take place before the summative evaluation.
17  EDUCATOR: FEEDBACK AND DISCUSSION

The DSG must discuss their evaluation with the educator and must provide feedback. Differences (if any) need to be resolved. The completed instrument and report must be submitted to the CoISDT.

18  COLLEGE: RECORDS AND REPORTS

The CoISDT must keep all these records.

The CoISDT and principal should complete the necessary documentation for submission to the provincial department (those educators who meet the requirements for pay progression).

19  DEPARTMENTAL OFFICE(S): RECEIVE REPORTS FROM COLLEGES

Reports, reflecting the progress made in the colleges, must be submitted to the departmental office by the time the colleges close. These reports should include recommendations in respect of how the departmental office can improve on the delivery of developmental INSET and other programmes.

Departmental office(s) should evaluate their own performance against their improvement plan in order to improve on this performance in the following year.

All reports received from colleges (including the composite form:) are retained at the departmental office.

20  SECOND AND SUBSEQUENT YEARS OF IMPLEMENTATION

In all subsequent years (after 2005) the process that will be followed is exactly the same with only one exception (Refer to par 21 for the exception).

21  EDUCATOR: OBSERVATION OF EDUCATOR IN PRACTICE / EVALUATION DISCUSSION

Educators will need to be evaluated by their DSGs only once per annum. The "summative evaluation" at the end of the previous year becomes the "baseline evaluation" for the next year. It is therefore necessary to do only the summative evaluation at the end of each year (for PM purposes) and to compare this with the summative evaluation of the previous year in order to determine progress.

Only new educators entering the system for the first time will need to be evaluated at the beginning of the year.

Repetition of the process that was followed in the first year of implementation.
Note: The broad and specific planning by colleges will involve revising and improving existing plans that were followed in the previous year. It is anticipated that from the second year onwards the planning and monitoring will be less time consuming and that it could be completed before the end of March, which would enable colleges to complete the final summative evaluations of educators a little earlier in the year.
SECTION C

The Instrument
THE INSTRUMENT

1. THE INSTRUMENT

The instrument is in two parts. One part (made up of 4 Performance Standards) is for lesson observation and the other part (made up of 13 Performance Standards) is related to aspects for evaluation that fall outside the classroom.

N.B. An educator will NOT be evaluated on ALL Performance Standards. The number of Performance Standards an educator selects will depend upon his/her Post Level.

LEVEL 1 educators: will select 7 Performance Standards
LEVEL 2 educators: will select 10 Performance Standards
LEVEL 3,4 &5 educators: will select 12 Performance Standards

AN EDUCATOR WILL NOT BE ALLOWED TO SELECT PERFORMANCE STANDARDS THAT FALL OUTSIDE HIS/HER JOB DESCRIPTION. BOTH THE DSG AND THE EDUCATOR MUST AGREE ON THE PERFORMANCE STANDARDS THAT AN EDUCATOR WILL BE EVALUATED ON BEFORE THE ACTUAL EVALUATION PROCESS.

1.1 Lesson Observation

This part of the instrument is designed for observation of educators in practice for Developmental Appraisal and Performance Measurement.

1.1.1 The Lesson Observation instrument consists of four Performance Standards:

(1) CREATION OF A POSITIVE LEARNING ENVIRONMENT
(2) KNOWLEDGE OF LEARNING PROGRAMMES AND BROAD CURRICULUM
(3) LEARNING ACTIVITY: PLANNING, PREPARATION AND PRESENTATION
(4) ASSESSMENT OF LEARNER IN TERMS OF ACHIEVEMENT OF OUTCOMES
1.1.2 Each of the 4 Performance Standards asks a question:

- Does the educator create a suitable environment for teaching and learning?
- Does the educator demonstrate adequate knowledge of the learning area and does s/he use this knowledge effectively to create meaningful experiences for learners?
- Is facilitation of the learning activity clear, logical and sequential, and is there evidence that individual lessons fit into a broader learning programme?
- Is assessment used to promote teaching and learning?

1.2 Evaluation of aspects that fall outside the classroom

This part of the instrument is designed for evaluation of educators outside the classroom

1.2.1 This part of the instrument consists of 13 Performance Standards:

- PROFFESIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL ACTIVITIES
- COMMUNICATION AND HUMAN RELATIONS
- ADMINISTRATION OF RESOURCES AND RECORDS
- OPERATIONAL AND VISIONARY LEADERSHIP
- STRATEGIC PLANNING AND FINANCIAL MANAGEMENT
- HUMAN RESOURCE MANAGEMENT AND EMPOWERMENT
- CONTRIBUTION TO THE COLLEGE
- INTERACTION WITH INTERNAL AND EXTERNAL STAKEHOLDERS
- SERVICE DELIVERY AND INNOVATION
- COMMITMENT TO THE WELL BEING AND DEVELOPMENT OF THE LEARNERS
- PROGRAMME AND PROJECT MANAGEMENT
- DECISION MAKING AND ACCOUNTABILITY
- PROBLEM SOLVING AND ANALYSIS
1.2.2 Each of the 13 Performance Standards asks a question:

- Does the educator participate in activities, which foster personal growth?
- Does the educator demonstrate respect, interest and consideration for those with whom he/she interacts?
- Does the educator use resources effectively and efficiently?
- Does the educator demonstrate leadership qualities?
- Is the educator proficient in planning and financial management?
- Does the educator demonstrate commitment to capacity building and Human Resource Management?
- Does the educator contribute to the effective functioning of the college?
- Does the educator display commitment to the Batho Pele principles when interacting with stakeholders?
- Is the educator committed to effective service delivery?
- Is the educator committed to the well being and development of learners?
- Are projects managed effectively and efficiently: does the educator monitor and evaluate the projects consistently and uniformly?
- Does the educator display sound decision making skills and does he/she take responsibility for the decisions made?
- Does the educator identify, analyse and resolve problems in order to reach optimum solutions in a timely manner?

1.2.3 Criteria

Each Performance Standard includes 4 Criteria. For each of these criteria there are four descriptors which are derived from the four point rating scale.

1.3 Rating Scale

- **Rating 1**: Unacceptable. This level of performance does not meet minimum expectations and requires urgent interventions and support.

- **Rating 2**: Satisfies minimum expectations. This level of performance is acceptable and is in line with minimum expectations, but development and support are still required.
- **Rating 3**: Good. Performance is good and meets expectations, but some areas are still in need of development and support.

- **Rating 4**: Outstanding. Performance is outstanding and exceeds expectations. Although performance is excellent, continuous self-development and improvement are advised.

### 1.4 Application of Performance Standards

- Standards 1 to 7 apply to all Level 1 educators.
- Standards 1 to 10 are applicable to post Level 2 educators.
- Standards 1 to 12 are applicable to post Level 3, 4 and 5 educators.

### 1.5 A guide on how to use the instrument

- The Performance Standard appears at the top of the instrument,
- Each performance Standard consists of a number of criteria each of which is described by 4 performance level descriptors or performance indicators. Please note that educators can be scored differently for each of the criteria under a Performance Standard, for example, for PS1 an educator might be scored 2 for (a), 4 for (b), 3 for (c) and 1 for (d).
- For each of the criteria, record the performance rating in the space allocated for this purpose.

- Adjustments for ratings: REFER TO PARAGRAPH 5 UNDER EVALUATION & ADJUSTMENT OF SCORES.

- The appraiser is required to record observations as clearly as possible in the appropriate columns:
  - In the row "Strengths", record the strengths that have been taken into account in the assessment rating: high ratings are indicative of strengths.
  - Make recommendations in the row "Recommendations for Development". These are based on the ratings obtained for each of the criteria under each Performance Standard. Low ratings are indicative of areas in need of development.
o In the row "Notes on contextual factors", record the contextual factors that have influenced the assessment rating. These can consist of personal, social, economic and political factors. The assessment of contextual factors is intended to assess not only their effect on performance, but also the manner in which the educator addresses these issues. The comments should, therefore, reflect the following:

** To what extent do contextual factors influence performance?
** To what extent does the educator attempt to overcome negative influences in their teaching?

- If observations and comments are recorded clearly in each of the columns then it will not be necessary to write a separate report. The completed instrument will serve as the report.

1.6 Using the scale for an Integrated Quality Management System

1.6.1 For Developmental Appraisal

No overall ratings or totals are required. The baseline evaluation done at the start of the first year of implementation (and for new educators entering the system for the first time in subsequent years), and all self-evaluations are strictly developmental. However, in order to make comparisons, and to track progress, educators and/or their DSGs may wish to arrive at overall scores or totals. The ratings for each of the criteria under each Performance Standard are indicative of strengths (high scores) as well as specific areas in need of development (low scores). The completed instrument, which clearly indicates areas in need of development must be used by the educator (and his/her DSG) to develop a Personal Growth Plan (PGP) that enables the educator to develop and improve in the areas that have been identified. The completed instrument forms the report.

1.6.2 For Performance Measurement

For purposes of pay or grade progression total scores must be calculated. The final score (total) is used to arrive at an overall rating. The rating can be adjusted upwards taking contextual factors into account such as the lack of opportunities for development, lack of INSET provided by the Department or lack of support and mentoring within the college. A scoring sheet is attached at the end of the instrument (annexure A) to be used for this purpose. The completed score sheet should be submitted to Persal for data-capturing after the summative evaluation at the end of the year. In order to qualify for salary progression and grade progression respectively the following minimum scores must be obtained.
1.7 SCORES REQUIREMENTS FOR SALARY AND GRADE PROGRESSION

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<tr>
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<th>Salary progression</th>
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<tr>
<td>Post level 1 educators:</td>
<td>56</td>
<td>78</td>
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<td>Post level 2 educators:</td>
<td>80</td>
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<td>Post level 3, 4 &amp; 5 educators:</td>
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N.B. EDUCATORS WILL ONLY QUALIFY IF ALL REQUIREMENTS ARE COMPLIED WITH

2. PRE-EVALUATION PROFILE CHECKLIST

The pre-evaluation profile checklist should be used for establishing the profile of any person who is being evaluated. The questions should be used as a framework for a professional discussion between the evaluator and the evaluatee. A record must be kept of the answers provided.

In arriving at a final assessment, the evidence that the evaluatee provides in answering these questions as well as the information obtained from the application of the rating instrument may be used to effect an upward adjustment of the Performance Measurement score.

Wherever appropriate additional documentary evidence should be provided.

2.1 The following questions should be used for level 1 educators only:

- Have you been appraised for Developmental purposes?
- Do you have a projected Personal Growth Plan (PGP) and to what extent have you achieved its objectives?
- Have you received any assistance from your Development Support Group (DSG)?
To what extent have you managed to acquire new knowledge and additional skills to address your professional needs?
Do you stay informed regarding policies and regulations applicable to your position?
Do you receive support from your colleagues, college managers, governing body, the Staff Development Team (SDT) and departmental officials?
Do you share information with colleagues?
Is there anything you need that could help you develop and become more effective?
How do you contribute to extra-curricular activities at the college?
Do you participate in professional activities, e.g. conduct workshops, attend INSET courses, seminars, union programmes, etc.?
What type of community activities are you involved in?
What role do you play in formulating and implementing the college’s policies?
Are there any other matters you would like to bring to the attention of the supervisor before you are observed in practice?

N.B. INSTITUTIONS/EVALUATORS ARE AT LIBERTY TO DESIGN THEIR OWN QUESTIONS TO SUIT PARTICULAR NEEDS

2.2 The following should be used for level two, three, four & five educators:

Do you have a projected Personal Growth Plan (PGP) and to what extent have you achieved its objectives?
Have you received any assistance from your immediate senior or DSG?
What kind of support have you received with regard to leadership, management and administration?
Do you make an active contribution to the policies and aspirations of the college?
Do you inspire trust and confidence in learners and colleagues?
How do you go about communicating the college’s vision, goals and priorities to appropriate constituencies?
Do you give direction to your team in realising the institution’s objectives?
Are you able to secure the co-operation from colleagues and team members?
How do you ensure effective utilisation of financial resources?
How do you go about allocating resources to established goal and objectives?
What is your role with regard to financial planning, budgeting and forecasting?
Do you create mechanisms and structures for sharing of knowledge within the institution?
Do you consult with clients and stakeholders on ways to improve the delivery of services?
Do you demonstrate objectivity, thoroughness, insightfulness, and probing behaviours when approaching problems?
Do you delegate and empower others to increase their contributions and level of responsibility?
Do you display personal interest in the well-being of colleagues?
Do you manage conflict through a participatory transparent approach?
Are you receptive to alternate viewpoints?
### PERFORMANCE STANDARDS IN RESPECT OF TECHNICAL COLLEGE EDUCATORS

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<th>EDUCATORS WITH FULL CONTACT TIME</th>
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<tr>
<td>15 PROGRAMME AND PROJECT MANAGEMENT</td>
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<tr>
<td>16 DECISION MAKING AND ACCOUNTABILITY</td>
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<tr>
<td>17 PROBLEM SOLVING AND ANALYSIS</td>
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N.B.

- ALL EVALUEEES NEED TO SELECT AND AGREE ON THEIR PERFORMANCE STANDARDS BEFORE THE COMMENCEMENT OF THE EVALUATION CYCLE
- ALL POST LEVEL 1 EDUCATORS NEED TO SELECT ANY 7 PERFORMANCE STANDARDS
- ALL POST LEVEL 2 EDUCATORS NEED TO SELECT ANY 10 PERFORMANCE STANDARDS
- ALL POST LEVEL 3, 4 & 5 EDUCATORS NEED TO SELECT ANY 12 PERFORMANCE STANDARDS

ALL EDUCATORS WHO HAVE CONTACT TIME (EITHER FULL OR LIMITED) MUST INCLUDE PERFORMANCE STANDARDS 1 TO 4 IN THEIR SELECTION.

CAUTION

- EDUCATORS MAY ONLY SELECT THOSE PERFORMANCE STANDARDS THAT ARE APPLICABLE TO THEM IN TERMS OF THEIR JOB DESCRIPTIONS
PERFORMANCE STANDARD 1: CLASSROOM PERFORMANCE AND APPLICATION

CRITERIA:

a) Learning Atmosphere  
b) Learner Involvement  
c) Discipline  
d) Diversity

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</thead>
<tbody>
<tr>
<td>a) Learning Atmosphere</td>
<td>Little or no evidence of creating a learning atmosphere that is conducive to teaching and learning; organisation of learning atmosphere hampers teaching and learning.</td>
<td>There is evidence of an attempt at creating and organising a suitable learning atmosphere, which enables individual and/or group learning.</td>
<td>Organisation of learning atmosphere enables the effective use of teaching resources and encourages and supports individual and group activities.</td>
<td>Organisation of learning atmosphere shows creativity and enables all learners to be productively engaged in individual and cooperative learning.</td>
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STRENGTHS

RECOMMENDATIONS FOR DEVELOPMENT

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</thead>
<tbody>
<tr>
<td>b) Learner Involvement</td>
<td>Educator does not engage learners in the learning process.</td>
<td>Learners are engaged in appropriate activities for most of the learning process.</td>
<td>Organisation of learning atmosphere enables the effective use of teaching resources and encourages and supports individual and group activities.</td>
<td>Learners participate actively and are encouraged to exchange ideas with confidence and to be creative.</td>
</tr>
</tbody>
</table>

**STRENGTHS**

**RECOMMENDATIONS FOR DEVELOPMENT**

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</thead>
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<tr>
<td><strong>c) Discipline</strong></td>
<td>Little or no evidence of learner discipline and much time is wasted. Learners do not accept discipline or discipline is experienced by learners as humiliating.</td>
<td>Some evidence of learner discipline and learning is not interrupted unnecessarily.</td>
<td>Learners are encouraged; there is positive reinforcement. Learners accept discipline without feeling threatened.</td>
<td>Learners are motivated and self-disciplined.</td>
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**RECOMMENDATIONS FOR DEVELOPMENT**

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<tbody>
<tr>
<td>d) Diversity</td>
<td>Educator is insensitive to racial, cultural and/or gender diversity; does not respect dignity of individual learners or groups of learners.</td>
<td>Learning environment is free of obvious discrimination</td>
<td>Educator acknowledges and respects individuality and diversity.</td>
<td>Educator uses inclusive strategies and promotes respect for individuality and diversity.</td>
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</table>

**STRENGTHS**

**RECOMMENDATIONS FOR DEVELOPMENT**

**CONTEXTUAL FACTORS**
PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNING PROGRAMMES AND BROAD CURRICULUM

CRITERIA:

a) Knowledge of specific learning fields
b) Skills
c) Goal setting
d) Involvement curriculum issues

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</thead>
<tbody>
<tr>
<td>a) Knowledge of specific learning fields</td>
<td>Educator conveys inaccurate and limited knowledge of specific learning field.</td>
<td>Educator's knowledge is adequate but not comprehensive.</td>
<td>Educator is able to use knowledge and information to extend the knowledge of learners.</td>
<td>Educator uses knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies.</td>
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STRENGTHS

RECOMMENDATIONS FOR DEVELOPMENT

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</thead>
<tbody>
<tr>
<td>b) Skills</td>
<td>No skill in creating enjoyable learning experiences for learners.</td>
<td>Has some skill in engaging learners and relating the learning programme to learners' needs.</td>
<td>Educator skilfully involves learners in learning area.</td>
<td>Educator uses learner-centred techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving.</td>
</tr>
</tbody>
</table>

**STRENGTHS**

**RECOMMENDATIONS FOR DEVELOPMENT**

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<tbody>
<tr>
<td>c) Goal setting</td>
<td>Little or no evidence of goal-setting to achieve curriculum outcomes.</td>
<td>Evidence of some goal setting to achieve curriculum outcomes.</td>
<td>Makes every endeavour to set realistic goals to achieve curriculum outcomes.</td>
<td>Curriculum outcomes are always achieved by being creative and innovative in the setting of goals.</td>
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<tr>
<td>d) Involvement in curriculum issues</td>
<td>Makes no attempt to get involved in curriculum issues.</td>
<td>Makes some attempt to get involved in curriculum issues.</td>
<td>Displays great enthusiasm in curriculum issues.</td>
<td>Excellent balance between clarity of goals of the curriculum and expression of learner needs, interests and background.</td>
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</tbody>
</table>

**STRENGTHS**

**RECOMMENDATIONS FOR DEVELOPMENT**

**CONTEXTUAL FACTORS**
PERFORMANCE STANDARD 3: LEARNING ACTIVITY: PLANNING, PREPARATION AND PRESENTATION

CRITERIA:

a) Planning  
b) Presentation  
c) Recording  
d) Management of Learning Programmes

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<th>PS 3</th>
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</thead>
<tbody>
<tr>
<td>a) Planning</td>
<td>Little or no evidence of lesson planning.</td>
<td>Learning activity planning not fully on a professional standard.</td>
<td>Learning activity planning is generally clear, logical and sequential.</td>
<td>Learning activity planning is abundantly clear, logical, sequential and developmental.</td>
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STRENGTHS

RECOMMENDATIONS FOR DEVELOPMENT

CONTEXTUAL FACTORS

Page 45
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<tbody>
<tr>
<td><strong>b) Presentation</strong></td>
<td>Learning activities are not presented clearly.</td>
<td>Learning activities are structured and relatively clearly presented.</td>
<td>Learning activities are well structured and fit into the broader learning programme building on previous lessons and anticipating future learning activities.</td>
<td>Outstanding planning of learning activities that are exceptionally well structured and clearly fits into the broader learning programme with evidence that it builds on previous lessons as well as fully anticipating future learning activities.</td>
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</tr>
<tr>
<td>c) Recording</td>
<td>No records are kept.</td>
<td>Evidence of essential records of planning and learner progress is available.</td>
<td>Essential records of planning and learning progress are maintained at a high level of proficiency.</td>
<td>Outstanding record keeping of planning and learner progress.</td>
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<tbody>
<tr>
<td>d) Management of learning programmes</td>
<td>Learners not involved in learning activities in a way that supports their learning needs and the development of their skills and knowledge.</td>
<td>Evidence of some learner involvement in lessons in a way that it supports their needs and the development of their skills and knowledge.</td>
<td>Good involvement of learners in lessons in such a way that it supports their needs and the development of their skills and knowledge.</td>
<td>Excellent involvement of learners in lessons in such a way that it fully support their needs and the development of their skills and knowledge.</td>
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</tbody>
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**STRENGTHS**

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**CONTEXTUAL FACTORS**
PERFORMANCE STANDARD 4: LEARNER ASSESSMENT/ACHIEVEMENT IN TERMS OF OUTCOMES

CRITERIA:
   a) Knowledge of assessment techniques
   b) Application of techniques
   c) Feedback to learners
   d) Record keeping

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<th>PS 4</th>
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<tbody>
<tr>
<td>a) Knowledge of assessment techniques</td>
<td>Does not demonstrate an understanding of different types of assessment, e.g. only uses tests.</td>
<td>Has a basic understanding of different types of assessment.</td>
<td>A variety of assessment techniques are used, allowing learners to demonstrate their talents.</td>
<td>Different assessment techniques used to cater for learners from diverse backgrounds, with multiple intelligences and learning styles.</td>
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<tbody>
<tr>
<td>b) Application of techniques</td>
<td>Assessment results do not influence teaching strategies.</td>
<td>Some evidence of corrective measures and remedial activity based on assessment results.</td>
<td>Lessons are appropriately tailored to address learners' strengths and areas of weakness.</td>
<td>Assessment informs multiple intervention strategies to address specific needs of all learners, and motivates them.</td>
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<tr>
<td>c) Feedback to learners</td>
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<td></td>
<td>No evidence of meaningful feedback to learners, or feedback irregular and inconsistent.</td>
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<td>Some evidence of feedback.</td>
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<td>RATING 2:</td>
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<td></td>
<td>Feedback is regular, consistent and timeously provided.</td>
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<td>Feedback is insightful, regular, consistent, timely, and built in to lesson design.</td>
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<tr>
<td><strong>d) Record keeping</strong></td>
<td>No evidence of records, or records are incomplete and irregular.</td>
<td>Maintains essential records.</td>
<td>Records are systematically, efficiently and regularly maintained.</td>
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**STRENGTHS**

**RECOMMENDATIONS FOR DEVELOPMENT**

**CONTEXTUAL FACTORS**
PERFORMANCE STANDARD 5: PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL ACTIVITIES

CRITERIA:

a) Participation in professional development
b) Participation in professional bodies
c) Knowledge of education issues
d) Attitude to professional development stakeholder involvement

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</thead>
<tbody>
<tr>
<td>a) Participation in professional development</td>
<td>Little or no evidence of professional development.</td>
<td>There is evidence of some attempt to develop oneself professionally.</td>
<td>Participates eagerly in professional development programmes to improve job performance.</td>
<td>Takes a leading role in initiating and delivering professional development opportunities.</td>
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STRENGTHS

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<tbody>
<tr>
<td>b) Participation in professional bodies</td>
<td>Makes no attempt to participate in professional bodies.</td>
<td>Evidence of some participation in professional bodies, e.g. trade union, learning area association, etc</td>
<td>Plays a role in professional bodies and involves colleagues.</td>
<td>Takes up leading positions in professional bodies and involves colleagues.</td>
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**STRENGTHS**

**RECOMMENDATIONS FOR DEVELOPMENT**

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Page 54
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<tbody>
<tr>
<td>c) Knowledge of education issues</td>
<td>Displays no, or superficial, knowledge on educational issues.</td>
<td>Shows some knowledge of educational issues.</td>
<td>Demonstrates clear awareness of current education issues.</td>
<td>Is informed and critically engages with current education issues.</td>
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<tr>
<td>d) Attitude to professional</td>
<td>Exhibits negative attitude towards development, seminars, etc</td>
<td>Seeks further professional development</td>
<td>Stays informed in his/her field by reading or participating in conferences and training opportunities</td>
<td>Participates in activities which foster professional growth and tries new teaching methods/approaches and evaluates their success.</td>
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<td>Stakeholder involvement</td>
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### PERFORMANCE STANDARD 6: COMMUNICATION AND HUMAN RELATIONS

#### CRITERIA:

- a) Expression of ideas
- b) Receptive
- c) Co-operation
- d) Human relations skills

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<tbody>
<tr>
<td>a) Expression of ideas</td>
<td>Ideas are usually expressed in a far-fetched manner.</td>
<td>Sometimes expresses ideas in a noteworthy manner.</td>
<td>Communicates controversial sensitive messages to individuals tactfully. Is usually straightforward and open in dealing with people.</td>
<td>Expresses ideas to individuals and groups both in formal and informal settings in a very interesting and motivating way.</td>
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<tr>
<td>b) Receptive</td>
<td>Generally reluctant to accept constructive criticism.</td>
<td>Has a capacity for professional growth and occasionally accepts constructive criticism.</td>
<td>Is open to new ideas and generally accepts criticism which enables professional growth.</td>
<td>Consistently welcomes new ideas and is open to constructive criticism as an aspect of professional growth.</td>
</tr>
<tr>
<td></td>
<td>Not amenable to new ideas.</td>
<td>Sometimes agreeable to new ideas.</td>
<td>Usually receptive to alternative viewpoints.</td>
<td>Listens well and is very receptive.</td>
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<tr>
<td>c) Co-operation</td>
<td>Capable of unpleasant behaviour and can be rude and uncommunicative.</td>
<td>Is supportive of colleagues and learners.</td>
<td>Supports colleagues and learners in many different ways so that they strive to offer the best they can produce.</td>
<td>is very supportive of colleagues and learners and has the confidence of all stakeholders.</td>
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Encourages participation and mutual understanding.
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</tr>
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<tbody>
<tr>
<td><strong>d) Human relations skill</strong></td>
<td>No evidence of human relations skills in communicating with learners, staff and stakeholders. Fails to inspire people to give of their best.</td>
<td>Some evidence of positive relationships with individuals. Has the ability to inspire learners and colleagues to give of their best.</td>
<td>Displays tact, consideration and sensitivity in dealing with people. Establishes trust and shows confidence in others and supports college regulations, programmes and policies. Rarely loses the capacity to deal with situations in a calm and relaxed manner.</td>
<td>Has excellent personal and professional relationships with all staff members and learners. Is regarded as open, honest and accessible and can offer advice and criticism without causing offence or discomfort. Maintains control in awkward and tense situations and has a calming influence on angry or quarrelsome people.</td>
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<td><strong>CONTEXTUAL FACTORS</strong></td>
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</table>
PERFORMANCE STANDARD 7: ADMINISTRATION

CRITERIA:

a) Utilisation of resources
b) Policy
c) Record keeping
d) Maintenance of infrastructure

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<tr>
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<th>RATING 1</th>
<th>RATING 2</th>
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</thead>
<tbody>
<tr>
<td>a) Utilisation of resources</td>
<td>Does not utilise resources (human, physical or financial) optimally or abuses these resources.</td>
<td>Uses resources appropriately.</td>
<td>Uses resources effectively and efficiently.</td>
<td>Uses resources optimally and creatively – specifically aligned to the vision, mission and goals of the college.</td>
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</tbody>
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STRENGTHS

RECOMMENDATIONS FOR DEVELOPMENT

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<th>PS 7</th>
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</thead>
<tbody>
<tr>
<td><strong>b) Policy</strong></td>
<td>Non conformance to policy.</td>
<td>Gives clear instructions and provides guidelines with regard to administrative duties to be performed. Staff is able to meet expectations.</td>
<td>Gives clear instructions and provides sound guidelines in respect of administrative duties. Staff knows what is expected of them and, through mentoring, supports staff in those duties.</td>
<td>Clear instructions and sound guidelines enable staff to do what is expected of them. Mentoring and support provides encouragement for staff to do more than is required and to do so with enthusiasm.</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>c) Record keeping</td>
<td>Financial and other records are not kept or are incomplete and do not comply with departmental requirements.</td>
<td>Records (financial and otherwise) are kept in accordance with accepted practices and/or departmental requirements.</td>
<td>Full and complete records are kept not only in terms of departmental requirements but also of important events and other aspects that are of interest to the college.</td>
<td>Record keeping is comprehensive and up to date; meets requirements in terms of accepted practices and/or departmental requirements.</td>
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</thead>
<tbody>
<tr>
<td>d) Maintenance of infrastructure</td>
<td>Improper utilisation of infrastructure and equipment.</td>
<td>Ensures that the premises, buildings, equipment and learning and teaching materials are properly used and maintained. Exercises proper control of their usage.</td>
<td>Premises, buildings, equipment are used — and well maintained. There is evidence of improvement in this regard.</td>
<td>Premises, buildings, equipment and learning and teaching support materials are used optimally. Repairs or replacements are effected promptly. Control/monitoring systems are in place.</td>
</tr>
</tbody>
</table>

**STRENGTHS**

**RECOMMENDATIONS FOR DEVELOPMENT**

**CONTEXTUAL FACTORS**
PERFORMANCE STANDARD 8: OPERATIONAL AND VISIONARY LEADERSHIP ABILITIES

CRITERIA:

a) Sets goals and expectations
b) Delegation
c) Team building
d) Manages change

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<tr>
<th>PS 8</th>
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</thead>
<tbody>
<tr>
<td>a) Sets goals and expectations</td>
<td>Unable to set realistic expectations. Has difficulty in guiding staff and learners. Goals set are usually unachievable.</td>
<td>Sometimes sets realistic goals and expectations. At times is generally able to guide staff and learners to perform according to the required standard.</td>
<td>Usually sets goals that are achievable. Sets realistic expectations and is able to motivate staff and learners well</td>
<td>Usually sets high but realistic expectations and manages staff and learners very well. Works collaboratively with staff to develop a vision and mission consistent with the strategic plan. Identifies strengths and weaknesses in programmes and practices to facilitate continuous improvement.</td>
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<tbody>
<tr>
<td>b) Delegation</td>
<td>Very little delegation to staff members and it is also done inappropriately.</td>
<td>Sometimes delegates tasks appropriately to staff members.</td>
<td>Usually delegates tasks to others.</td>
<td>Consistently delegates tasks for the purpose of building capacity.</td>
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<tr>
<td>c) Team building</td>
<td>Lacks the initiative to build teams.</td>
<td>Some evidence of team building exercises.</td>
<td>Takes the lead in encouraging teamwork and empowers colleagues. Develops a sense of unity and purpose in others.</td>
<td>Builds and supports a high performance team. Builds inter-team cooperation towards corporate objectives. Represents the team and its interests effectively.</td>
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<tbody>
<tr>
<td>d)</td>
<td>Manages change</td>
<td>Resents change and has difficulty in adapting to new situations.</td>
<td>Accepts and adapts to change.</td>
<td>Promotes an understanding of the college’s vision.</td>
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<td>Supports staff through the stages of the change process.</td>
<td>Manages and promotes change effectively.</td>
<td>Creates structures that ensure the active participation of all in the decision making process of the college.</td>
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<td>Evaluates the effect of changes on learner achievement and provides feedback on goal achievement and needs for improvement.</td>
<td>Regularly evaluates the effect of changes on learner and staff achievement and consistently provides feedback on goal achievement and needs for improvement.</td>
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<tr>
<td>a) Strategic planning</td>
<td>No evidence of strategic planning.</td>
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<tr>
<td>b) Communication and information</td>
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<tr>
<td>c) Financial planning</td>
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<tr>
<td>d) Monitoring of financial risk</td>
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<tbody>
<tr>
<td>b) Communication and information</td>
<td>There is little or no evidence of information being provided to stakeholders.</td>
<td>There is some evidence of information being provided to stakeholders.</td>
<td>Usually provides information to stakeholders. Usually communicates college and division goals, objectives, and expectations to stakeholders.</td>
<td>Initiates communication and facilitates co-operation among staff regarding initiatives. Regularly reports to the staff members on policy issues. Establishes, maintains and evaluates a planned, two-way system of communication with relevant stakeholders.</td>
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<tr>
<td>c) Financial planning</td>
<td>There is little or no evidence of financial planning and budgeting.</td>
<td>Financial records on a basic level and some evidence of budgeting is provided.</td>
<td>Usually maintains accurate and detailed financial records for financial planning and accountability.</td>
<td>Consults widely to plan and prepare a fiscally responsible budget to support the college's vision and mission. Financial planning and budget are in line with the goals of the college. Monitors income and expenditure effectively and ensures resources are used optimally.</td>
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<tbody>
<tr>
<td>d) Monitoring of financial risk</td>
<td>There is little or no evidence of financial risk management. No systems are in place to avert financial risks.</td>
<td>There is some evidence of financial risk management. Follow official procedures for receiving and disbursing funds. Elementary systems are in place to prevent financial risks.</td>
<td>Usually maintains proper financial records to prevent mismanagement of funds. Adequate mechanisms are in place to avoid financial risks.</td>
<td>Consistently maintains meticulous records to disseminate information for financial accountability and to avert mismanagement of funds. Ensures regular auditing of financial records as a mechanism to prevent irregularities. Creative and practical mechanisms are established to prevent financial threats.</td>
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**CONTEXTUAL FACTORS**
PERFORMANCE STANDARD 10: HUMAN RESOURCE MANAGEMENT AND EMPOWERMENT

CRITERIA:

a) Recognition of individuals and teams with regard to the achievement of college objectives
b) Supports and respects individuality with regard to the achievement of college objectives
c) Delegates and empowers individuals and teams with regard to the achievement of college objectives
d) Management of conflict

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<tr>
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</thead>
<tbody>
<tr>
<td>a) Recognition of individuals and teams with regard to the achievement of college objectives</td>
<td>There is little or no evidence of the recognition of individuals and teams with regard to the achievement of college objectives.</td>
<td>There is some evidence of the recognition of individuals and teams with regard to the achievement of college objectives.</td>
<td>Usually helps staff develop shared values and expectations that create a climate of openness, mutual respect, support and inquiry. Works to empower the college personnel as they manage the continuous improvement process.</td>
<td>Consistently recognises individuals and teams and provides developmental feedback in accordance with performance management principles. Successfully motivates, encourages and supports individual and group participation. Acknowledges and celebrates the efforts and success of others.</td>
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</thead>
<tbody>
<tr>
<td>b) Supports and respects individuality with regard to the achievement of college objectives</td>
<td>There is little or no evidence of any respect or support for staff members.</td>
<td>Some attempt is made to support and respect staff members.</td>
<td>Usually seeks opportunities to increase personal contribution and level of responsibility in terms of supporting individuals.</td>
<td>Supports and respects the individuality of others and shows appreciation for diversity of ideas and approaches of each individual.</td>
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</thead>
<tbody>
<tr>
<td>c) Delegates and empowers individuals and teams with regard to the achievement of college objectives</td>
<td>Little or no evidence of delegation to and empowerment of staff members.</td>
<td>Some evidence of delegation to and empowerment of staff members.</td>
<td>Usually delegates and empowers others to increase contribution and level of responsibility.</td>
<td>Manages and encourages people, optimises their outputs and effectively manages relationships in order to achieve college goals.</td>
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<td>Disseminates and ensures the application of good practices in all areas of work.</td>
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<td>Displays personal interest in the well being of colleagues.</td>
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<td>Plans activities that promote high standards through a climate, which enhances and expects continuous improvement.</td>
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</thead>
<tbody>
<tr>
<td>d) Management of conflict</td>
<td>Little or no evidence of resolving conflicts.</td>
<td>Some evidence of resolving conflicts.</td>
<td>Usually resolves conflict in a positive, constructive manner. Usually utilises the relevant legislations and regulations in the resolution of conflicts.</td>
<td>Applies labour and employment legislation and regulations consistently. Manages conflict in an effective, efficient and timely manner through a participatory transparent approach.</td>
</tr>
</tbody>
</table>

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