

Integrated Quality Management System (IQMS)

Evaluation Instruments

and

Composite Score Sheets



Province of the Eastern Cape

DEPARTMENT OF EDUCATION

ISEBE/LEZEMFUNDO

DEPARTEMENT VAN ONDERWYS

OBSERVATION OF LESSON IN PRACTICE : DATA SHEET

1

NAME	:	
SCHOOL	:	
ADDRESS	:	
EMIS NO	:	
PERSAL NO	:	
DATE OF OBSERVATION	:	
NAMES OF EVALUATOR/S	:	
SIGNATURE OF EVALUEE	:	
SIGNATURE/S OF EVALUATOR/S	:	

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Performance Standard: 1. CREATION OF A POSITIVE LEARNING ENVIRONMENT				
Expectation: The educator creates a positive learning environment that enables the learners to participate actively and to achieve success in the learning process				
Question: Does the educator create a suitable environment and climate for learning and teaching?				
CRITERIA: (a) Learning Space; (b) Learner Involvement; (c) Discipline; (d) Diversity				
Levels of Performance		Strengths	Recommendations for Development	Contextual factors
1	Unacceptable			
(a)	No effort to create a learning space that is conducive to teaching and learning; organisation of learning space hampers teaching and learning.			
(b)	Educator and learners appear uninterested.			
(c)	No discipline and much time is wasted. Learners do not accept discipline or discipline is experienced by learners as humiliating.			
(d)	Educator is insensitive to racial, cultural and/or gender diversity; does not respect dignity of individual learners or groups of learners.			
2	Satisfies minimum expectations			
(a)	There is evidence of an attempt at creating and organising a suitable learning environment, which enables individual and/or group learning.			
(b)	Learners are engaged in appropriate activities for most of the lesson.			
(c)	Learners are disciplined and learning is not interrupted unnecessarily.			
(d)	Learning environment is free of obvious discrimination			

Performance Standard 1 : CREATION OF A POSITIVE LEARNING ENVIRONMENT

2

CRITERIA : (a) Learning Space (b) Learner Involvement (c) Discipline (d) Diversity

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1	UNACCEPTABLE				
(a)	No effort to create a learning space that is conducive to teaching and learning ; organisation of learning space hampers teaching and learning.				
(b)	Educator and learners appear uninterested.				
(c)	No discipline and much time is wasted. Learners do not accept discipline or discipline is experienced by learners as humiliating.				
(d)	Educator is insensitive to racial, cultural and/or gender diversity; does not respect dignity of individual learners or groups of learners.				
2	SATISFIES MINIMUM EXPECTATIONS				
(a)	There is evidence of an attempt at creating and organising a suitable learning environment, which enables individual and/or group learning.				
(b)	Learners are engaged in appropriate activities for most of the lesson				
(c)	Learners are disciplined and learning is not interrupted unnecessarily				
(d)	Learning environment is free of obvious discrimination				
3	GOOD				
(a)	Organisation of learning space enables the effective use of teaching resources and encourages and supports individual and group activities.				
(b)	Stimulating environment. Learners participate actively.				
(c)	Learners are encouraged; there is positive reinforcement. Learners accept discipline without feeling threatened.				
(d)	Educator acknowledges and respects individuality and diversity.				
4	OUTSTANDING				
(a)	Organisation of learning space shows creativity and enables all learners to be productively engaged in individual and cooperative learning.				
(b)	Learners participate actively and are encouraged to exchange ideas with confidence and to be creative.				
(c)	Learners are motivated and self-disciplined.				
(d)	Educator uses inclusive strategies and promotes respect				

Performance Standard 2 : KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES

3

CRITERIA : (a) Knowledge of Learning Area (b) Skills (c) Goal setting (d) Involvement in learning programmes

1	LEVELS OF PERFORMANCE UNACCEPTABLE	MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
(a)	Educator conveys inaccurate and limited knowledge of learning area.				
(b)	No skill in creating enjoyable learning experience for learners.				
(c)	Little or no evidence of goal-setting to achieve curriculum outcomes.				
(d)	Makes no attempt to interpret the learning programmes for the benefit of learners.				
2	SATISFIES MINIMUM EXPECTATIONS				
(a)	Educator's knowledge is adequate but not comprehensive.				
(b)	Has some skill in engaging learners and relating the learning programme to learner's needs.				
(c)	Evidence of some goal setting to achieve curriculum outcomes.				
(d)	Makes some attempt to interpret the learning programmes for the benefit of learners.				
3	GOOD				
(a)	Educator is able to use knowledge and information to extend the knowledge of learners.				
(b)	Educator skillfully involves learners in learning areas.				
(c)	Makes every endeavour to set realistic goals to achieve curriculum outcomes.				
(d)	Displays great enthusiasm in interpreting learning programmes in the interests of the learners.				
4	OUTSTANDING				
(a)	Educator uses knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies.				
(b)	Educator uses learner-centered techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving.				
(c)	Curriculum outcomes are always achieved by being creative and innovative in the setting of goals.				
(d)	Excellent balance between clarity of goals of learning programme and expression of learner needs, interests and background.				

Performance Standard 3 : LESSON PLANNING PREPARATION AND PRESENTATION

4

CRITERIA : (a) Planning (b) Preparation (c) Recording (d) Management of Learning Programmes.

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1	UNACCEPTABLE				
(a)	Little or no evidence of lesson planning.				
(b)	Lesson not presented clearly.				
(c)	No records kept.				
(d)	Learners not involved in lesson in a way that supports their needs and the development of their skills and knowledge.				
2	SATISFIES MINIMUM EXPECTATIONS				
(a)	Lesson planning not fully on a professional standard.				
(b)	Lessons are structured and relatively clearly presented.				
(c)	Evidence of essential records of planning and learner progress is available.				
(d)	Evidence of some learner involvement in lessons in a way that it supports their needs and the development of their skills and knowledge.				
3	GOOD				
(a)	Lesson planning is generally clear, logical and sequential.				
(b)	Lessons are well structured and fit into broader learning programme building on previous lessons and anticipating future learning activities.				
(c)	Essential records of planning and learning progress are maintained at a high level of proficiency.				
(d)	Good involvement of learners in lessons in such a way that it supports their needs and the development of their skills and knowledge.				
4	OUTSTANDING				
(a)	Lesson planning is abundantly clear, logical, sequential and developmental.				
(b)	Outstanding planning of lessons that are exceptionally well structured and clearly fits into the broader learning programme with evidence that it builds on previous lesson as well as fully anticipating future learning activities.				
(c)	Outstanding record keeping of planning and learner progress.				
(d)	Excellent involvement of learners in lessons in such a way that it fully support their needs and the development of their skills and knowledge.				

Performance Standard 4 : LEARNER ASSESSMENT/ACHIEVEMENT

5

CRITERIA : (a) Feedback to learners (b) Knowledge of assessment techniques (c) Application of techniques

(d) Record keeping

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1 UNACCEPTABLE					
(a)	No evidence of meaningful feedback to learners, or feedback irregular and inconsistent.				
(b)	Does not demonstrate an understanding of different types of assessment, eg. Only uses tests.				
(c)	Assessment results do not influence teaching strategies.				
(d)	No evidence of records, or records are incomplete and irregular.				
2 SATISFIES MINIMUM EXPECTATIONS					
(a)	Some evidence of feedback.				
(b)	Has a basic understanding of different types of assessment.				
(c)	Some evidence of corrective measures and remedial activity based on assessment results.				
(d)	Maintains essential records.				
3 GOOD					
(a)	Feedback is regular, consistent and timeously provided.				
(b)	A variety of assessment techniques are used, allowing learners to demonstrate their talents.				
(c)	Lessons are appropriately tailored to address learners' strengths and areas of weakness.				
(d)	Records are systematically, efficiently and regularly maintained.				
4 OUTSTANDING					
(a)	Feedback is insightful, regular, consistent, timeous and built into lesson design.				
(b)	Different assessment techniques used to cater for learner from diverse backgrounds, with multiple intelligence and learning styles.				
(c)	Assessment informs multiple intervention strategies to address specific needs of all learners and motivates them.				
(d)	Records are easily accessed and provide insights into individual learners' progress.				

Performance Standard 5: PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL BODIES

6

CRITERIA : (a) Participation in professional dev. (b) Participation in prof. bodies (c) Knowledge of Ed. issues (d) Attitude to prof. Dev.

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1	UNACCEPTABLE				
(a)	Little or no evidence of professional development.				
(b)	Makes no attempt to participate in professional bodies.				
(c)	Displays no, or superficial, knowledge on educational issues.				
(d)	Exhibits negative attitude towards development, seminars, etc.				
2	SATISFIES MINIMUM EXPECTATIONS				
(a)	There is evidence of some attempt to develop oneself professionally.				
(b)	Evidence of some participation in professional bodies, eg. Trade union, learning area association, etc				
(c)	Shows some knowledge of educational issues.				
(d)	Seeks further professional development.				
3	GOOD				
(a)	Participates eagerly in professional development programmes to improve job performance.				
(b)	Plays a role in professional bodies and involves colleagues.				
(c)	Demonstrates clear awareness of current education issues.				
(d)	Stays informed in his/her field by reading or participating in conferences and training opportunities.				
4	OUTSTANDING				
(a)	Takes a leading role in initiating and delivering professional development opportunities.				
(b)	Takes up leading positions in professional bodies and involves colleagues.				
(c)	Is informed and critically engages with current educational issues.				
(d)	Participates in activities which foster professional growth and tries new teaching methods/approaches and evaluates their success.				

Performance Standard 6 : HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT

7

CRITERIA : (a) Learner needs (b) Human relations skills (c) Interaction (d) Co-operation

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1 UNACCEPTABLE					
(a)	The educator is insensitive to learner needs.				
(b)	No evidence of human relation skills in communicating with learners, staff and parents.				
(c)	Interacts inappropriately with learners, staff and parents.				
(d)	Lacks tact and courtesy and is not co-operative.				
2 SATISFIES MINIMUM EXPECTATIONS					
(a)	Some evidence of the educator being sensitive to learner needs.				
(b)	Some evidence of positive relationships with individuals.				
(c)	Interacts appropriately with individuals.				
(d)	Co-operates with learners, staff and parents.				
3 GOOD					
(a)	Designs internal work processes to cater for learner needs.				
(b)	Establishes trust and shows confidence in others & supports school regulations, programmes and policies.				
(c)	Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups.				
(d)	Shares information openly, whilst respecting the principle of confidentiality.				
4 OUTSTANDING					
(a)	Adds value to the institution by providing exemplary service in terms of learner needs.				
(b)	Demonstrates respect, interest and consideration for those with whom he/she interacts.				
(c)	Conducts self in accordance with organisational code of conduct and handles contacts with parents/guardians in a professional and ethical manner.				
(d)	Supports stakeholders in achieving their goals.				

Performance Standard 7 : EXTRA-CURRICULAR AND CO-CURRICULAR PARTICIPATION

CRITERIA : (a) Involvement (b) Holistic Development (c) Leadership and coaching (d) Organisation and Administration

8

1	LEVELS OF PERFORMANCE UNACCEPTABLE	MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
(a)	The Educator is not involved in extra-curricular or co-curricular activities.				
(b)	Makes no attempt to use these activities for the holistic development of learners.				
(c)	Leadership and coaching is inadequate.				
(d)	Organisation and administration is poor.				
2	SATISFIES MINIMUM EXPECTATIONS				
(a)	Not fully involved in extra-curricular and co-curricular activities.				
(b)	Makes some effort to use these activities for the holistic development of learners.				
(c)	Leadership and coaching is at an acceptable level.				
(d)	Organisation and administration is at an acceptable level.				
3	GOOD				
(a)	Educator is fully involved in extra-curricular and co-curricular activities.				
(b)	Educator skillfully involves learners in all activities.				
(c)	Evidence of good leadership and coaching at a pleasing standard.				
(d)	Administration and organisation is conducted professionally.				
4	OUTSTANDING				
(a)	Educator plays a leading role and encourages learners and staff to arrange and participate in activities.				
(b)	Educator is most successful in using these activities for the holistic development of learners.				
(c)	Leadership and coaching is at an exceptional standard.				
(d)	Administration and organisation is outstanding.				

Performance Standard 8 : ADMINISTRATION OF RESOURCES AND RECORDS

CRITERIA : (a) Utilisation of resources (b) Instructions (c) Record keeping (d) Maintenance of Infrastructure (e) Circulars

9

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1	UNACCEPTABLE				
(a)	Does not utilise resources (human, physical or financial) optimally or abuses these resources.				
(b)	No clear instructions or guidelines are provided. Staff members are unsure what is expected of them. There is no mentoring or support of staff.				
(c)	Financial and other records are not kept or are incomplete and do not comply with departmental requirements.				
(d)	Premises, buildings and equipment are not properly maintained or are abused. There are no proper control measures or systems in place.				
(e)	Departmental circulars are not brought to the attention of staff members. No proper record is maintained and circulars are often lost.				
2	SATISFIES MINIMUM EXPECTATIONS				
(a)	Uses resources appropriately.				
(b)	Gives clear instructions and provides guidelines with regard to admin duties to be performed. Staff are able to meet expectations.				
(c)	Records (financial and otherwise) are kept in accordance with accepted practices and/or departmental requirements.				
(d)	Ensures that premises, buildings, equipment and learning and teaching materials are properly used and maintained. Exercises proper control.				
(e)	All Departmental circulars in respect of things that affect them, are brought to the attention of staff members.				
3	GOOD				
(a)	Uses resources effectively and efficiently.				
(b)	Gives clear instructions and provides sound guidelines in respect of admin duties. Staff know what is expected of them and mentor them in their duties.				
(c)	Full & complete records are kept not only in terms of departmental requirement but also of NB events and other aspects that are of interest to the institution.				
(d)	Premises, buildings, equipment are used - and maintained well. There is evidence of improvement in this regard.				
(e)	All circulars are always brought to the attention of the staff.				
4	OUTSTANDING				
(a)	Uses resources optimally and creatively - specifically aligned to the vision, mission and goals of the institution.				
(b)	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.				
(c)	Record-keeping is comprehensive and up to date; meets requirements in terms of accepted practices and/or departmental requirements.				
(d)	Premises, buildings, equipment and learning and teaching support materials are used optimally. Repairs are effected. Control systems are in place.				
(e)	Departmental circulars and other relevant information are consistently brought to the attention of staff members. Discussions are initiated to ensure that contents is understood. Responses are developed and follow-up done.				

Performance Standard 9 : PERSONNEL

10

CRITERIA : (a) Pastoral Care (b) Staff Development (c) Provision of Leadership (d) Building commitment and confidence

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1	UNACCEPTABLE				
(a)	No evidence of any pastoral care for personnel.				
(b)	Does not contribute to or participate in staff development programmes.				
(c)	Does not provide any professional leadership within the institution.				
(d)	No evidence of building commitment and confidence in staff.				
2	SATISFIES MINIMUM EXPECTATIONS				
(a)	Provides pastoral care to staff members but infrequently.				
(b)	Some evidence of staff development.				
(c)	Offers professional advice to staff where necessary.				
(d)	Motivates staff members when necessary but not regularly.				
3	GOOD				
(a)	Displays personal interest in the well being of others.				
(b)	Guides and supervises the work of all staff and formulates staff development programmes on a regular basis.				
(c)	Manages staff professionally by applying democratic principles and acknowledges labour and other rights of individuals.				
(d)	Initiates, supports and encourages new ideas.				
4	OUTSTANDING				
(a)	Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches.				
(b)	Ensures that staff training and mentoring programmes are developed, implemented and evaluated.				
(c)	Gives direction to staff in realising the institution's strategic objectives.				
(d)	Inspires and builds commitment and motivates educators through the use of intrinsic rewards or encouragement.				

Performance Standard 10 : **DECISION MAKING AND ACCOUNTABILITY**

11

CRITERIA : (a) Stakeholder involvement (b) Decision making (c) Accountability/Responsibility (d) Motivation (e) Objectivity/Fairness

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1	UNACCEPTABLE				
(a)	Makes little or no attempt to involve all stakeholders in decision making process. There is little or no evidence of consensual decision making.				
(b)	Lacks decision-making skills, makes autocratic decisions without consulting or is reluctant to make any decisions or decisions are illogical - bad option				
(c)	Does not take responsibility for any decisions that are made; often tries to put blame on someone else if decision was proved to be wrong.				
(d)	Is not decisive; is unable to earn the respect of staff members with regard to the quality of decisions made and is not motivated to take leadership role.				
(e)	Decisions are seldom taken and where they are it is apparent that objectivity and fairness were not considered important.				
2	SATISFIES MINIMUM EXPECTATIONS				
(a)	Establishes structures and procedures that enable the involvement of all stakeholders.				
(b)	Has decision making skills; takes different views into account when making decisions.				
(c)	Takes responsibility for decisions made in most instances; sometimes tries to justify decisions that have been proved wrong.				
(d)	Is decisive, earns the respect of staff members and is able to motivate staff to participate in decision making.				
(e)	Decision taken reflect that objectivity and fairness were considerations.				
3	GOOD				
(a)	Ensures that all stakeholders are actively involved in decision making and that the necessary procedures are followed.				
(b)	Has good decision making skills; is able to take different points of view into account and to base decisions on sound logic.				
(c)	Is prepared to be held accountable for the decisions made.				
(d)	Staff members are willing to participate in decision making processes and respect the decisions taken.				
(e)	Objective and sound decisions take contextual factors into account in order to arrive at decisions that are fair.				
4	OUTSTANDING				
(a)	Ensures that whenever possible and appropriate decisions are arrived at by consensus.				
(b)	Decisions, based on wide consultation with all relevant parties and based on sound logic, are made in good time. Creative solutions are found when necessary. Is decisive without being authoritarian.				
(c)	Is prepared to be held accountable for the decision making process as well as taking responsibility for the decisions. Does not pass on the blame for wrong decisions. Ensures accountability from staff members as well as being accountable to them. Decisions are frequently proactive, not reactive.				
(d)	Staff recognise that their opinions are valued and taken into account; they are motivated to participate in decision making.				
(e)	Staff members trust the decisions made by the educator as the process has been transparent and participatory. Decisions are always objective and fair.				

Performance Standard 11 : LEADERSHIP, COMMUNICATION AND SERVICING THE GOVERNING BODY

12

CRITERIA : (a) Leadership (b) Support (c) Communication (d) Systems (e) Commitment and confidence (f) Initiative, Creativity

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1	UNACCEPTABLE				
(a)	Demonstrates poor (or no) leadership qualities. Is reluctant to take the lead and/or has not earned the respect of colleagues; often feels threatened.				
(b)	Is unable to provide support, does not mentor or provide guidance; may often undermine colleagues; is not approachable.				
(c)	Does not communicate with colleagues, parents or the SGB; does not share information or ideas. Is not prepared to listen to alternative points of view.				
(d)	Does not work to any particular system; is disorganised and is unable to manage or control specific projects or initiatives. Productivity is low.				
(e)	Lacks commitment and confidence. Is easily swayed when challenged. Does not follow through on tasks and is easily distracted. Time management is weak/poor.				
(f)	Lacks initiative and is not creative. Will not attempt tasks without clear directives.				
2	SATISFIES MINIMUM EXPECTATIONS				
(a)	Takes the lead in encouraging teamwork and empowers colleagues.				
(b)	Provides guidance and support to enable colleagues to improve.				
(c)	Consults with colleagues, parents and SGB, shares information and provides reports back, is transparent and listens to alternative points of view.				
(d)	Works to basic systems; is organised and productivity is acceptable.				
(e)	Is confident and committed to serving learners, parents and the SGB. Is focused and persistent. Will follow through on tasks until completed.				
(f)	Implements systems and structures in a familiar environment. Is prepared to attempt you to improve existing systems.				
3	GOOD				
(a)	Provides strong leadership and direction to enable colleagues to realise strategic objectives				
(b)	Values colleagues as individuals, acknowledges their ideas; provides ongoing support and is available to guide and advise them.				
(c)	Consults with colleagues, parents and SGB; shares ideas and information; takes alternative points of view into account.				
(d)	Has improved systems that are appropriate for specific circumstances; is organised and is able to track progress. Productivity is above average.				
(e)	Has built up experience which is the basis for confidence; is not easily distracted; supports colleagues in order to achieve goals; Time management is good; tasks are completed.				
(f)	Is innovative and is prepared to try out new ways of doing things; refines and improves existing systems and processes.				
4	OUTSTANDING				
(a)	Translates strategic objectives into action plans and inspires colleagues; engenders trust colleagues are motivated.				
(b)	Works with colleagues to effect improvements on an ongoing basis; is approachable and shares information and provides support while encouraging independent thinking and innovation				
(c)	Consults with all stakeholders and listens to alternative points of view; is transparent; shares information and provides regular feedback. Responds positively to constructive criticism.				
(d)	Is innovative and has created effective systems for managing and tracking work in progress. Systems are streamlined and efficient. Productivity is high.				
(e)	Time management is very good; is able to multitask without losing focus. Takes on additional tasks or assists colleagues.				
(f)	Is innovative and creative; thinks critically and is prepared to test new ways of doing things in order to increase efficiency.				

Performance Standard 12 : STRATEGIC PLANNING, FINANCIAL PLANNING AND EDUCATION MANAGEMENT DEVELOPMENT

13

CRITERIA : (a) Strategic Planning (b) Financial Planning (c) Project Management (d) Communication

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1	UNACCEPTABLE				
(a)	No evidence of strategic planning and EMD				
(b)	No/little evidence of financial planning and budgeting.				
(c)	No pre-planning/management of specific projects/interventions				
(d)	Does not consult with stakeholders on decisions that effect them.				
2	SATISFIES MINIMUM EXPECTATIONS				
(a)	Has some evidence of EMD, and strategic planning.				
(b)	Basic financial records are in order and some evidence of budgeting.				
(c)	Some evidence of attempt to plan and monitor specific projects.				
(d)	Some communication with stakeholders takes place.				
3	GOOD				
(a)	Prepares strategic plans with the intention of achieving the school goals.				
(b)	Maintains accurate and detailed financial records for financial planning, and accountability in terms of budget.				
(c)	Projects are planned, monitored and effectively managed.				
(d)	All stakeholders are fully consulted.				
4	OUTSTANDING				
(a)	Goals and strategic plans are developed and updated with participation of stakeholders.				
(b)	Financial planning and budget are in line with the goals of the school, spending is carefully monitored and resources are used optimally.				
(c)	Introduces innovative ideas and projects which are prioritised in terms of goals, costs and educational needs, and closely manages all projects and interventions.				
(d)	Systematic stakeholder consultation through functioning structures and provides opportunities for meaningful participation.				

EVALUATION OF POST LEVEL 1 (ONE) TEACHERS

14

NAME : _____ GRADE : _____

PERFORMANCE STANDARD 01		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 03		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 02		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 04		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 05		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 06		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 07		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

SIGNATURES :

Educator :

S.D.T. : 1.

2.

3.

EVALUATION OF POST LEVEL 2 (TWO) TEACHERS

15

GRADE :

NAME :

PERFORMANCE STANDARD 02		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 04		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 06		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 08		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
e		
TOTAL (max 20)		

PERFORMANCE STANDARD 10		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
e		
TOTAL (max 20)		

PERFORMANCE STANDARD 01		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 03		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 05		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 07		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

PERFORMANCE STANDARD 09		
Criteria	Raw scores	Final scores
a		
b		
c		
d		
TOTAL (max 16)		

SIGNATURES :

Educator :

S.D.T. : 1.

2.

3.

EVALUATION OF POST LEVEL 3 + 4 TEACHERS

16

GRADE :

NAME :

PERFORMANCE STANDARD 01			PERFORMANCE STANDARD 02			PERFORMANCE STANDARD 03			PERFORMANCE STANDARD 04			PERFORMANCE STANDARD 05			PERFORMANCE STANDARD 06			PERFORMANCE STANDARD 07			PERFORMANCE STANDARD 08			PERFORMANCE STANDARD 09			PERFORMANCE STANDARD 10			PERFORMANCE STANDARD 11			PERFORMANCE STANDARD 12		
TOTAL (max 16)			TOTAL (max 16)			TOTAL (max 16)			TOTAL (max 16)			TOTAL (max 16)			TOTAL (max 16)			TOTAL (max 16)			TOTAL (max 16)			TOTAL (max 16)			TOTAL (max 16)			TOTAL (max 20)			TOTAL (max 20)		
a	Criteria	Raw scores	a	Criteria	Raw scores	a	Criteria	Raw scores	a	Criteria	Raw scores	a	Criteria	Raw scores	a	Criteria	Raw scores	a	Criteria	Raw scores	a	Criteria	Raw scores	a	Criteria	Raw scores	a	Criteria	Raw scores	a	Criteria	Raw scores			
b			b			b			b			b			b			b			b			b			b			b					
c			c			c			c			c			c			c			c			c			c			c					
d			d			d			d			d			d			d			d			d			d			d					
Final scores			Final scores			Final scores			Final scores			Final scores			Final scores			Final scores			Final scores			Final scores			Final scores			Final scores			Final scores		

SIGNATURES : -

Educator :

S.D.T. : 1.

2.

3.

Performance Standard :

CRITERIA : (a) (b) (c) (d)

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1	UNACCEPTABLE				
(a)					
(b)					
(c)					
(d)					
2	SATISFIES MINIMUM EXPECTATIONS				
(a)					
(b)					
(c)					
(d)					
3	GOOD				
(a)					
(b)					
(c)					
(d)					
4	OUTSTANDING				
(a)					
(b)					
(c)					
(d)					

Performance Standard :

CRITERIA : (a) (b) (c) (d)

LEVELS OF PERFORMANCE		MARK	STRENGTHS	RECOMMENDATIONS	CONTEXTUAL FACTORS
1	UNACCEPTABLE				
(a)					
(b)					
(c)					
(d)					
(e)					
2	SATISFIES MINIMUM EXPECTATIONS				
(a)					
(b)					
(c)					
(d)					
(e)					
3	GOOD				
(a)					
(b)					
(c)					
(d)					
(e)					
4	OUTSTANDING				
(a)					
(b)					
(c)					
(d)					
(e)					

CRITERIA : (a) (b) (c) (d) (e) (f)

LEVELS OF PERFORMANCE					
UNACCEPTABLE					
1	2	3	4	5	6
(a)	(a)	(a)	(a)	(a)	(a)
(b)	(b)	(b)	(b)	(b)	(b)
(c)	(c)	(c)	(c)	(c)	(c)
(d)	(d)	(d)	(d)	(d)	(d)
(e)	(e)	(e)	(e)	(e)	(e)
(f)	(f)	(f)	(f)	(f)	(f)
SATISFIES MINIMUM EXPECTATIONS					
2	3	4	5	6	7
(a)	(a)	(a)	(a)	(a)	(a)
(b)	(b)	(b)	(b)	(b)	(b)
(c)	(c)	(c)	(c)	(c)	(c)
(d)	(d)	(d)	(d)	(d)	(d)
(e)	(e)	(e)	(e)	(e)	(e)
(f)	(f)	(f)	(f)	(f)	(f)
GOOD					
3	4	5	6	7	8
(a)	(a)	(a)	(a)	(a)	(a)
(b)	(b)	(b)	(b)	(b)	(b)
(c)	(c)	(c)	(c)	(c)	(c)
(d)	(d)	(d)	(d)	(d)	(d)
(e)	(e)	(e)	(e)	(e)	(e)
(f)	(f)	(f)	(f)	(f)	(f)
OUTSTANDING					
4	5	6	7	8	9
(a)	(a)	(a)	(a)	(a)	(a)
(b)	(b)	(b)	(b)	(b)	(b)
(c)	(c)	(c)	(c)	(c)	(c)
(d)	(d)	(d)	(d)	(d)	(d)
(e)	(e)	(e)	(e)	(e)	(e)
(f)	(f)	(f)	(f)	(f)	(f)

COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE MEASUREMENT FOR PAY PROGRESSION AND GRADE PROGRESSION FOR Level 1 Educators (28 CRITERIA)

EDUCATOR : _____

PERSONAL NO : _____

SCHOOL : _____

DATE : _____

PERFORMANCE STANDARDS			MAX	SCORE
1	Creation of a positive learning environment	16		
2	Knowledge of curriculum and learning programmes	16		
3	Lesson planning, preparation and presentation	16		
4	Learner assessment	16		
5	Professional development in field of work/career and participation in professional bodies	16		
6	Human Relations and contribution to school development.	16		
7	Extra-Curricular & Co-Curricular participation.	16		
TOTAL SCORE		112		

THE ABOVE-MENTIONED EDUCATOR'S SCORE has been/has not been ADJUSTED.

COMMENTS/REASONS FOR ADJUSTMENT:

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

To qualify for Salary Progression the educator needs to obtain 56.
To qualify for Grade Progression the educator needs to obtain 78.

EDUCATOR : _____ DATE : _____
DSG : _____ DATE : _____
PRINCIPAL : _____ DATE : _____

COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE MEASUREMENT FOR PAY PROGRESSION AND GRADE

PROGRESSION FOR Level 2 Educators (42 CRITERIA)

EDUCATOR : _____

PERSONAL NO : _____

SCHOOL : _____

DATE : _____

PERFORMANCE STANDARDS			MAX	SCORE
1	Creation of a positive learning environment	16		
2	Knowledge of curriculum and learning programmes	16		
3	Lesson planning, preparation and presentation	16		
4	Learner assessment	16		
5	Professional development in field of work/career and participation in professional bodies	16		
6	Human Relations and contribution to school development.	16		
7	Extra-Curricular & Co-Curricular participation.	16		
8	Administration of resources and records	20		
9	Personnel and Management	16		
10	Decision making and accountability	20		
TOTAL SCORE		168		

THE ABOVE-MENTIONED EDUCATOR'S SCORE has been/has not been ADJUSTED.

COMMENTS/REASONS FOR ADJUSTMENT:

To qualify for Salary Progression the educator needs to obtain 84.
To qualify for Grade Progression the educator needs to obtain 118.

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

EDUCATOR : _____

DSG : _____

PRINCIPAL : _____

DATE : _____

DATE : _____

DATE : _____

APPENDIX 2

PERSONAL GROWTH PLAN

(A) AREAS THAT I NEED TO BE DEVELOPED ON (Must be prioritized)

NAME OF EDUCATOR: _____

NAME OF SCHOOL: _____

PERFORMANCE STANDARD

CRITERIA/CRITERION (TEXT)

CAN GET ASSISTANCE FROM

(B) RESOURCES NEEDED TO ENHANCE MY PERFORMANCE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

(C) THE FOLLOWING ACTIONS/TASKS NEED TO BE TAKEN TO BRING ABOUT IMPROVEMENTS IN MY PERFORMANCE

ACTIVITY	TIME FRAMES AND/DURATION
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

(D) THE FOLLOWING CONTEXTUAL FACTORS ARE HAMPERING MY PERFORMANCE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

(E) DSG NAMES

SIGNATURES _____
DATE _____

EDUCATOR'S SIGNATURE _____

DATE _____

NOTE: On (A), the (CAN GET THE ASSISTANCE FROM) part, it may be the Principal, The DSG, The Education department or The Institution of higher learning, depending on the area that needs development

DRAFT

TRAINING STRATEGY

for

Teacher Performance Appraisal (TPA)

EMS-PMDs-Principals/Deputy Principals/Office-based educators

1. INTRODUCTION AND BACKGROUND

The purpose of the discussion document on a National Training Strategy is, amongst others, to identify effective ways to structure a training programme for educators on the TPA and the EMS-PMDs. Upon agreement on the revised appraisal systems at the level of the ELRC, all educators need to be trained. Training will occur before implementation of the appraisal instruments.

An IQMS implementation review report by Class Act Educational Services (2007) identified 3 key challenges on the IQMS training provided to educators. These challenges were:

- a) The cascade model of training needs to be revisited.
- b) Ongoing IQMS training is required.
- c) Training provided must be quality assured.

2. ADDRESSING THE CHALLENGES

2.1 In view of the above challenges, the DBE will:

- a) Develop a set of master training documents.
- b) Avoid cascade training as far as possible.
- c) Build in formal Quality Assurance (QA) indicators in its training plan.
- d) Stipulate that training should be delivered by a core team of experts, to ensure standardized, correct dissemination of information.
- e) Stipulate training conditions to the provinces. These conditions will require that:
 - Master trainers thoroughly train the trainers.
 - There is a minimum duration in the provision of training.
 - There are minimum venue requirements.

- There is a specified maximum number of participants per group by regulating the trainer-trainee ratio.
- There is no cascade training from workshop attendants to colleagues at schools.

2.2 The training strategy is based on the following focus areas:

- Criteria and procedure for selecting facilitators
- Effective ways of training educators
- Structure of training
- Logistics and time-frames
- Effective training programmes
- Training of educators in farm/rural and small schools
- Training venues
- Resources needed
- Training costs
- Monitoring and follow-up

3. FOCUS AREAS IN THE TRAINING STRATEGY

3.1 Criteria and procedure for selecting facilitators

a) The facilitators will be identified from officials within the current IQMS and education structures in the DBE and PEDs.

b) The requirements for facilitators will be as follows:

- Proven training and knowledge expertise within the DBE or PED structures
- Management experience
- A completed course in Assessor or Moderator training would be considered an asset
- Previous IQMS training experience
- Extensive knowledge of Performance Measurement Systems, Educational policies and the legislative framework within which they operate
- Sound knowledge of MS word, Excel and PowerPoint.
- Sound presentation skills
- Able to manage diverse groups and multi level approach of training

- Sound communication skills (communicate confidently in the required languages)
- Contactable by means of phone/cellphone and e-mail

3.2 Effective ways of training educators

- Assumption - that the trainees have knowledge and can contribute to the training
- Cooperative and interactive strategies will be used
- Practical Group work and feedback to the trainees will form part of the training
- A system of acknowledgement and rewards for good contribution will be embraced
- Examples used in training will relate to the place of work
- There will be minimum use of ice breakers.

3.3 Structure of training

- National Training Team (NTT) - DBE officials and QMS Project managers
- Provincial Training Team (PTT) - External moderators and provincial/district IQMS coordinators
- PTT to facilitate training at District and Circuit level
- After training the PTT, the NTT will monitor the work of the PTTs in the provinces
- Training will be planned to run parallel in districts across the provinces
- The training of educators on the TPA and the EMS-PMDS will be conducted simultaneously.

3.4 Logistics and time frames

- One (1) month will be set aside for the training of the NTT and their training of the PTT
- 80 educators per venue is the maximum number recommended
- Ratio of trainer to trainee will be 1:40
- One day of training per cluster
- Interactive training approach:- engaging in appropriate activities to embed knowledge
- 2 trainers to be assigned per training session.

3.5 Effective training programme

- A cluster training approach for Circuit Managers, subject advisors together with principals and deputy principals.
- The master training documents will contain a number of practical activities that enhance understanding of the drawing up of Performance agreements, Key Performance Areas, work plans, PGPs as well as completing appraisal instruments, etc
- One day training with follow-up of monitoring, evaluation and support for principals / deputy principals and office-based educators.
- Circuit Managers will be advised to cluster Principals into mixed skill level groups that can function as cooperative teams after the initial training.
- Districts to follow-up with continuous training after completion of the first training.

3.6 Training of educators in farm/rural and small schools

- They will be clustered in terms of their rural proximity and where possible they will be included in the existing venues.
- Residential training for small and farm schools where they are accommodated at the one venue.
- These logistical arrangements are set on the basis of distance and their unique circumstances e.g. size, multi-grade classes and number of educators, lack of facilities, etc.

3.7 Training venues

- Training venues will include, amongst others, the following: school and community halls, teacher centres, district office, etc.
- Appropriate venues for training to be selected for the identified groups.
- District Office will also advise on suitable and cost effective venues.
- Requirements of venues:
 - Accessible to public transport
 - Adequate parking facilities
 - Projection screen, PA system if required, power points, etc...
 - Suitable furniture: Tables, chairs
 - Clean toilets, catering facilities
 - Good ventilation

3.8 Resources needed

- Data Projectors
- Laptops
- Extension leads
- Adaptors
- Projection screens: Fixed or portable
- Markers
- Writing Pads
- Pens
- Flip Charts
- Bottled water for facilitators

3.6 Training costs

- Writing of the Master training material by service provider.
- Costs for writing team/service provider to compile/write manual
- Transport
- Printing
- Distribution of Training resources
- Catering: Average of R 60,00 per person day if catering is outsourced. R30,00 per person per day if school caterers
- Accommodation: R 800 per facilitator per event
- S and T allowance for facilitators
- Hiring costs:- Venue
- Other resources: Data Projector, PA System, etc
- Stationery for training teams.

3.7 Monitoring and follow-up

- Sampling of schools by NTT and PTT
- District IQMS Coordinators to select a follow-up sample
- Moderators, circuit managers and curriculum officials to perform appropriate follow-ups by visiting schools and providing support where necessary.
- IQMS Project Managers and Moderators to monitor implementation of the appraisal system in schools and districts.
- Follow-up reports will be prepared on an approved template.
- A copy of the follow-up reports will be left at the school/district.

4. CONCLUSION
- External Service Providers will only be considered where there is a skills/capacity shortage in a particular province.
 - As the training rolls out, the PTT will report to the NTT on a weekly basis.
 - Provinces need to engage in thorough strategic and financial planning.
 - The DBE and PEDs will be responsible for appropriately equipping and empowering the NTT and PTT respectively to perform their task effectively.

APPENDIX 4

INTERVIEW SCHEDULE

A. INTRODUCTION

Name of School

Name

Gender

Number of years teaching

Number of years as DSG

Number of educators you mentor

B. EFFECTIVENESS OF TRAINING RECEIVED BY THE DSG

1. Describe the type of training you received when you became DSG? Tell me everything about your training.

2. Part of the training includes conflict resolution. Now take me through what you would do in the case of a dispute.

3. How has the training prepared you to do your job as DSG? Why do you say this?

C. SUPPORT RECEIVED BY THE DSG

1. Describe the form of support that you receive while performing your duty as DSG?

2. In relation to the Department of Education what support have you received and when?

3. Tell me your concerns about the support?

4. What motivates you to carry on with your duties as DSG?

D. SUCCESS AND EFFECTIVENESS OF IQMS IMPLEMENTATION

1. In your own view, what are the strengths and weaknesses of school IQMS implementation?
2. What improvements could be done?



Faculty of Education

School of Postgraduate Studies

Chr Fleet & Cambridge Street
East London & Stuart Hall, Alice

Phone: East London: 043704 7219 | Fax: 043-7047228
Alice: 0406022103
nsibeko@ufh.ac.za/tmalima@ufh.ac.za

- 09 July 2010

To whom it may concern

This is to confirm that Ms JN Ndandani-Msindwana is MEd candidate at the University of Fort Hare. As fulfilment for her programme, she needs to undertake a research study, and has identified your school as a research site. Her research title is "An investigation into the experiences of the development support group (DSG) in implementing IQMS with special reference to Butterworth District, Eastern Cape". She is due to collect data from July 2010. Kindly grant her permission.

I can be contactable in the following numbers: 043-704 7227/7228

Sincerely

Dr. X. Mtose

Research Promoter

APPENDIX 6

Ngcingwane Administrative Area
Mpepheni Location
Dutywa
30 October 2010

The District Director
Department of Education
Butterworth

Sir

RE: REQUEST TO CONDUCT RESEARCH IN BUTTERWORTH

Request is herein sought to conduct research in Butterworth District. The researcher is a student enrolled for M.Ed degree at the University of Fort Hare. The research is the requirement to fulfill the degree. The research topic is: An investigation into the experiences of the Development Support Group (DSG) when implementing IQMS (Integrated Quality Management System) in Butterworth District, Eastern Cape. My supervisor is Dr X. Mtsose. A letter from the University of Fort Hare that introduces me is attached.

I can be contacted at this number 0474891147.

Thanking you in advance.

Yours faithfully

JN Ndandani-Mssindwana (Mrs).



OFFICE OF THE SUPERINTENDENT-GENERAL
 Steve Vukile Tshwete Education Complex • Private Bag X0032 • Bhebe • 6605 • REPUBLIC OF SOUTH AFRICA
 Tel: +27 (27) 608 4205 • Fax: +27 (40) 608 4249 • Website: ecpov.gov.za • Email: nvameka.lokwe@eddy.ecprov.gov.za

05 October 2010

JN Ndandani-Msindwana
 36 Maple Creek Crescent
 Dorchester Heights
 East London
 5241
 Dear Mrs Msindwana

PERMISSION TO UNDERTAKE RESEARCH: INTEGRATED QUALITY MANAGEMENT
 SYSTEM – CHALLENGES FACING THE DEVELOPMENT SUPPORT GROUP (DSG) IN
 IMPLEMENTING IQMS

1. Thank you for your correspondence received on 26 May 2010.

2. Your application to conduct the above mentioned research in the Eastern Cape
 Primary and Secondary Schools under the jurisdiction of the Butterworth District is
 hereby approved on condition that:

a. there will be no financial implications for the Department
 b. institutions and respondents must not be identifiable in any way from the
 results of the investigation;

c. you present a copy of the written approval of the Eastern Cape Department of
 Education (ECDOE) to the District Directors before any research is undertaken
 at any institutions within that particular district;

d. you will make all the arrangements concerning your research;

e. the research may not be conducted during official contact time, as educators'
 programmes should not be interrupted;

f. should you wish to extend the period of research after approval has been
 granted, an application to do this must be directed to the Director: Strategic
 Planning Policy Research and Secretariat Services;

g. the research may not be conducted during the fourth school term, except in
 cases where a special well motivated request is received;

h. your research will be limited to those schools or institutions for which approval has been granted;

i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.

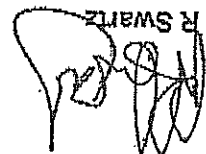
j. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretariat Services upon completion of your research.

k. you comply to all the requirements as completed in the Research Policy duly completed by you.

l. you comply with your ethical undertaking (commitment form).

m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director: Strategic Planning Policy Research and Secretariat Services.

3. The Department wishes you well in your undertaking. You are most welcome to contact the Director, Dr. Annetta Heckroodt on 043 702 7430 or mobile number 083 271 0715 should you need any assistance.


Mr. R Swartz

ACTING HEAD: EDUCATION

APPENDIX 8

Consent Form

This serves to invite you to participate in an interview session that I will conduct in your school. The date of the interview will be communicated to you in the near future.

I am a candidate for a degree of Master of Education (M.Ed) at the University of Fort Hare. I am conducting a research on Integrated Quality Management System (IQMS). This research project is going to be submitted to the Faculty of Education at the above university in fulfillment of the requirements for the degree of Masters in Education. My research title is: "An investigation into the challenges facing the Development Support Group (DSG) in implementing IQMS with special reference to Butterworth district, Eastern Cape". My promoter is Dr. X. Mtsose whose confirmation letter is attached.

This study seeks to investigate challenges facing the DSG in implementing IQMS in schools. There is a need for quality at all levels in an organization or business – in products, in service and in the system to deliver them. This study attempts to find out if the DSG is in a position to deliver quality services in the implementation of IQMS so as to allow IQMS to pass the test of being an appraisal system of quality. The study also aims at getting ways and means of improving IQMS process as a whole.

In the implementation of IQMS the DSG forms part of evaluation process in education. This means the DSG is faced with the task of mentoring and coaching as well. Its importance is to monitor and enhance performance in schools. The DSG is responsible for baseline and summative evaluation of educators. It is in the execution of its duties that the DSG is likely to encounter challenges.

The problem that this study aims to address is whether the DSG that is faced with the task of evaluating educators with the aim of identifying strengths and weaknesses is able to cope with this task. Apparently educators (perhaps including the DSG), view the evaluation process as means of advancing their salaries by way of getting one percent pay progression after submitting summative evaluation scores. The emphasis seemingly is on one percent pay progression rather than educator development. It seems there is tension between the incentive of one percent pay progression and accountability. As mentors in the process of IQMS implementation and educator development the DSG must address these challenges. It is therefore important for the researcher to get information from the DSG if she is interested to know and understand these challenges (if any).

The research investigates these challenges by interviewing the DSG. In order to get balanced information three DSG members from three categories will be interviewed. The categories are: primary, junior secondary, and high school. The experiences of the DSG are of vital importance because they are the ones who are doing the actual operation.

The purpose of the research is to investigate the experiences of the DSG in implementation of IQMS in Butterworth district.

The study will be of great value to the IQMS implementers, especially the DSG, as it will serve as a platform for them to deepen or raise their voice. The study will contribute towards empowering educators, School Management Teams (SMT) and principals by improving their knowledge of Quality Management Systems in education. District officials will also benefit. Probably it will be the first time they hear what the DSG says. They are going to get the information from the people who are doing the spade work, from the horse's mouth so to speak. This will help them to know where exactly they must put emphasis on when supporting the schools. The provincial IQMS officials will also be able to make informed decisions as to which areas that need urgent interventions and those that will require longtime planning.

Based on the findings, the researcher seeks to present guidelines to improve the process of educator evaluation. The recommendations that will be made will assist the Department of Education to make informed decisions in as far as the evaluation of teachers and the implementation of IQMS is concerned.

Participants will be requested to sign consent forms to participate in the research after the purpose of the research had been explained to them. Participants are assured of anonymity and confidentiality. Participation is voluntary. Participants can withdraw participation any time they want to.

I can be contacted at the following numbers: 0474891147/2162

JN Ndandani-Msindwana

APPENDIX 9

GUIDELINES TO ASSIST THE DSG IN IQMS IMPLEMENTATION

INTRODUCTION

1.1 Provincial/District IQMS Coordinator

Make an appointment with the school and arrange a date for a visit. Tell them you are coming to assist them in IQMS. Ask each teacher to bring his/her PGP (personal growth plan) forms, the instrument, Resolution 8 of 2003, a book to write on and a pen. Ask that the sitting be arranged in a round table manner so that you are visible to everyone.

By asking the teachers to bring these items, you are sort of creating curiosity on their part. You are therefore prompting them to make research and ask questions amongst themselves even before you get there. This prepares for a very lively discussion with the staff. You are inviting their involvement. By this whole exercise you are complying with Performance Standard Number One of the Instrument (See Appendix/). In IQMS terminology you are creating a positive learning environment.

DEVELOPMENTAL CYCLE NUMBER ONE

IQMS Developmental Cycles must be mentioned. Developmental Cycle No. 1 must be defined (See Appendix 9A). This will give the DSG ground to stand on. Without this kind of training and explanation, the DSG cannot cope

THE PERSONAL GROWTH PLAN (PGP) (See Appendix 2)

Talk about the PGPs. Look at how they are drawn. Interact with the educators making reference to their PGPs. Find out why the educator had written that particular performance standard as the area in which he/she would like to be developed. The educator must give reasons why this performance standard and not that other one.

Talk about the format of the PGP that requires the educator to indicate which performance standard and what criterion. Look and talk about the column that says: 'can get assistance from'. Expatiate on this making reference to the Collective Agreement. Now you are moving away from what the participants referred to as "theories" in IQMS. The educator must have full understanding of all the four criteria in each performance standard. This understanding should be discussed and demonstrated with the teachers. This leads to the unpacking of the performance standards (See Appendix 9A.

The attention of the teachers should be drawn to the fact that Performance Standards 1-4 directly address the educator's skills in Curriculum and Classroom Management. It is in the implementation of performance standards 1-4 that the educator will be able to detect his/her strengths and weaknesses. This gives the educator the basis to evaluate him/herself in the form of what is termed base-line evaluation in IQMS. This enables the educator to indicate the areas in which he/she needs to be developed per performance standard and criterion as shown in the PGP form (Appendix3).

Performance Standard Number One is used as an example.

Performance Standard1: Creation of a positive learning environment

Learning space: Most educators limit this to having classrooms.

Learner involvement: This is limited to written work.

Discipline: This is confused with discipline in general and the use or not use of corporal punishment.

Diversity: Most educators are just silent about this criterion.

See Appendix 9A for examples of unpacking of the performance standards to equip the implementers.

APPENDIX 9A

PRESENTATION

INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)

UNPACKING THE PERFORMANCE STANDARDS

INTRODUCTION

Good day colleagues. I believe each one of you has his/her pen and writing pad, PGP, Instrument, and the Collective Agreement - Resolution 8 of 2003 ready.

I want everybody to relax, take down notes as we proceed with the discussion. I prefer to call this a discussion (not workshop) because I want everybody to participate and contribute.

As we proceed I want you to take note of what is to be new to you and what not. You may end up saying there is nothing new, or if there is what is it?

We all know that the main objective of the Department of Education is the attainment of quality learning and teaching. IQMS is one of the endeavours to achieve this goal. Now let us look at IQMS.

Colleagues if you are looking for IQMS do not look up in the sky. IQMS is built-in in your everyday school work. It must not be divorced from it. IQMS must be implemented daily and development must be continuous. Summative evaluation scores must not just mushroom at the end of the year without evidence of what has taken place during the course of the year.

DEVELOPMENTAL CYCLE NUMBER ONE

You know very well that IQMS has two developmental cycles, Developmental Cycle No 1 and Developmental Cycle No. 2. Today we are looking at Developmental Cycle No 1. When we are talking about Developmental Cycle No 1 we are talking about Performance Standards 1 - 7 as shown in the Instrument (Appendix 1). According to Resolution 8 of 2003, Developmental Cycle No1 is the responsibility of the school. It is common to find teachers not implementing IQMS,

folding arms in the school saying: "we have not been developed." It is explained clearly in the Resolution that all development in this cycle is happening at school by the teachers themselves at the initiative of the teachers. The DSG (observer) goes to the class to evaluate scores that have been given by you during self-evaluation. Let us demonstrate this by looking at your PGPs and Performance Standard No 1.

CREATION OF A POSITIVE LEARNING ENVIRONMENT

At this stage we make examples of two teachers teaching a lesson:

PHOTOSYNTHESIS

This leads to the discussion of the lesson observation instrument. The instrument is in two parts. One part is made up of 4 Performance Standards (PS) dealing directly with the observation of the teacher in the classroom. This part is designed for DA, PM and WSE. The other part of 8 PS relates to aspects of evaluation that fall outside the classroom.

THE FIRST 4 PERFORMANCE STANDARDS

- The creation of a positive learning environment
- Knowledge of curriculum and learning programmes
- Lesson planning, preparations and presentation
- Learner assessment

Each of the PS asks a question:

Does the educator demonstrate adequate knowledge of the learning area, and does she use this knowledge effectively to create meaningful experiences for learners?
Is lesson planning 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?

During observation the DSG observes if the lesson answers the questions asked by the PS. Then scores are allocated accordingly.

CRITERIA AND THE RATING SCALE

Each PS includes a number of criteria. For each of these criteria there are four descriptors which are derived from the four point rating.

Rating scale 1: unacceptable

Rating scale 2: Satisfies minimum expectations

Rating scale 3: Good. Performance good and meets expectations

Rating scale 4: Outstanding. Performance exceeds expectations

Let us now go back to our example of a lesson in Biology on Photosynthesis.

We have two teachers who are teaching a lesson on Photosynthesis on a Monday. The DSG (and Peer) observe the lesson.

Teacher A

On Friday afternoon Teacher A had asked the learners to bring to school leaves because she is going to teach a new lesson. On Monday, most learners bring leaves to the school. Perhaps teacher A also brings some leaves. If the teacher brings leaves too, learners will compare their leaves with that of the teacher. The debate about the lesson will start with the learners even before the actual lesson starts. Leaves brought by the learners will be of different colours because they will include even flowers.

At the start of the lesson each and every learner is curious, is interested, is alert, do not want to miss a step of what the teacher is going to do or say. The teacher starts the lesson by asking that the white, pink yellow or purple 'leaves' must be put aside today because our lesson is about green leaves. Our lesson today is Photosynthesis: a process by which plants manufacture food in the green leaves. Then the teacher goes on and on and on.

Teacher B

Nothing was said by the teacher to the learners on Friday. Gets into the class, greets the learners and writes on the board: Photosynthesis. Our lesson today is Photosynthesis. The learners are quiet means a process by which plants manufacture food in the green leaves. The teacher makes a drawing of green leaves on the board trying to demonstrate her lesson. The teacher makes a drawing of green leaves using a white piece of chalk and arrows to indicate 'green leaves.' Some learners comment amongst themselves that the teacher lies because the leaves are white not green. Others laugh saying the drawing is a frog or a crab but not leaves. A lot is going on amongst the learners. Others distribute letters that say they are drowsy they wish the period is over. Some even make a cartoon of the teacher. When the teacher finds out, the teacher is angry, frustrated and feels not respected by the learners. The teacher leaves the class and goes to the staffroom and tel the other teachers that learner so and so has done this to him/her. Teachers sympathize (of course some not) and advise the matter must be reported to the principal, who must summon the parent of the learner to come to the school for the behavior of the learner. The issue escalates and spreads like cancer in the whole school with teachers taking sides, some with the teacher, some with the principal and some with the learner and parent.

EXERCISE/ACTIVITY

The DSG must allocate scores to the two teachers using the 4 point IQMS rating scale. Give explanation why you have allocated the score. Say why the lesson presentation is unacceptable, or satisfies minimum expectations, or good or outstanding.

Prepare for a post observation discussion with educator on the lesson presented. Refer to the questions asked pertaining to each PS or criterion. Has the educator demonstrated knowledge of the learning area? Is lesson plan clear, logical and sequential? Is assessment used to promote learning and teaching?

Comment on the fulfillment of each criterion: a) Learning space, b) Learner Involvement, c) Discipline, d) Diversity