

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



COLLECTIVE AGREEMENT NUMBER 1 OF 2003

10 APRIL 2003

**EVALUATION PROCEDURES,
PROCESSES AND PERFORMANCE
STANDARDS FOR INSTITUTION BASED
EDUCATORS**



EDUCATION LABOUR RELATIONS COUNCIL

COLLECTIVE AGREEMENT NO 1 OF 2003

**EVALUATION PROCEDURES, PROCESSES AND PERFORMANCE
STANDARDS FOR INSTITUTION BASED EDUCATORS**

1. PURPOSE OF THIS AGREEMENT

The purpose of this agreement is to identify the evaluation procedures, processes and performance standards for institution based educators.

2. SCOPE OF THIS AGREEMENT

This agreement applies to and binds:

- (1) The employer, and
- (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:

- (1) Schedule 1 of the Employment of Educators Act of 1998, as amended.
- (2) The provision on core duties and responsibilities of educators as contained in the Personnel Administration Measures (PAM).
- (3) Paragraph 4 of Chapter G of the Personnel Administration Measures.

4. THE PARTIES TO COUNCIL THEREFORE AGREE AS FOLLOWS:

- (1) The evaluation procedures, processes and performance standards for institution-based educators, as attached in Annexure A, be adopted to provide a basis for decisions on :
 - Salary and Grade Progression
 - Incentives and Rewards
 - Incapacity
 - Confirmation of Permanency



- (2) That all educators employed on salary level 13 and above, as well as those on SMS be excluded from this agreement.
- (3) That a procedure manual be developed to assist educators in the interpretation and application of the evaluation instrument.
- (4) That rating scale 2 in Annexure A defines satisfactory performance.
- (5) That the existing Quality Management Processes be aligned in the ELRC, by 30th June 2003.

5. **DATE OF IMPLEMENTATION**

This agreement shall, in respect of parties and non-parties, come into effect on the date it is signed in Council.

6. **DEFINITIONS**

- (1) **"SMS"** means employees on Senior Management System referred to in Regulation IB1 of Chapter 4 of the Public Service Regulations as contained in Government Gazette No: 21951 of 5 January 2001.
- (2) **"Educator"** means educator as defined in the Employment of Educators Act, 1998 (EEA), as amended.
- (3) **"Employer"** means employer as defined in the Employment of Educators Act, 1998 (EEA), as amended.
- (4) **"Acceptable"** means satisfactory performance.

7. **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.



Thus done and signed at Centurion on the 10 day of April 2003

ON BEHALF OF THE STATE AS EMPLOYER

DEPARTMENT	NAME	SIGNATURE
EDUCATION	S. G. PADAYACHEE	<i>[Signature]</i>

ON BEHALF OF THE EMPLOYEE PARTIES

TRADE UNION	NAME	SIGNATURE
NAPTOSA	<i>D. H. BANT</i>	<i>[Signature]</i>
SADTU	<i>T. W. NXESI</i>	<i>[Signature]</i>
SAOU	<i>P. BELFORT</i>	<i>[Signature]</i>



ANNEXURE A

EVALUATION PROCEDURES, PROCESSES AND PERFORMANCE STANDARDS FOR INSTITUTION BASED EDUCATORS

1. AIM

The aim of the evaluation system is to:

- To provide a basis for decisions on salary progression, rewards and other measures that require a certain level of performance that may be agreed to.
- Evaluate performance fairly and objectively.
- To improve the quality of teaching practice and education management;

2. STEPS IN IMPLEMENTING THE EVALUATION CYCLE

This Section goes through the steps of the evaluation cycle.

2.1 Steps of the evaluation process

- ✓ Start the process
- ✓ One on one meeting between supervisor and evaluatee
- ✓ Educator's self evaluation
- ✓ Supervisor's evaluation
- ✓ Discussions
- ✓ Evaluation report
- ✓ Moderation by School Management Team
- ✓ Signing of evaluation report

2.2 Starting the process and the supervisor's role?

The Principal and School Management Team at a staff meeting outline the procedures and processes that would be employed during the evaluation cycle. Educators would be given the opportunity to clarify areas of concern. They will start the process by organising a workshop that will explain the process to all staff members.

- **At this workshop the respective supervisors will:**
 - Give educators an overview of the evaluation exercise emphasizing its aims;
 - Discuss the performance standards expected of educators;
 - Discuss the format of the implementation exercise;
 - Draw up a management plan taking into consideration inputs made by staff members.
- Implement the management plan;
- Monitor the evaluation process.



2.3 What qualities should the principal and School Management Team (SMT) display during the evaluation cycle?

- The members of the SMT must enjoy the confidence and support of the staff.
- They need to be objective and sensitive to the needs of the evaluatees.
- They should display good communication, inter-personal and conflict resolution skills.
- Supervisors must take their evaluation responsibilities seriously and be committed to the process.

2.4 What is the principal's role?

- Initiate the process;
- Prepare and monitor the management plan for the evaluation cycle;
- Link the evaluation exercise to DAS and the school's development plans.
- Monitor the effectiveness of the evaluation exercise and report appropriately;
- Ensure that evaluation reports are maintained and filed.

2.5 Co-ordination of the management plan

It is essential that the SMT co-ordinate the management plan for implementation. This plan must specify key dates, the various actions, the people responsible for them and the expected outcomes.

3. THE EVALUATION CYCLE

A cycle is twelve months. Steps employed by the supervisor in the evaluation exercise are:

Step 1: One on one meeting between supervisor and evaluatee

- An educator and his/her immediate supervisor (HOD) discuss procedures and processes which will provide the basis for the evaluation exercise.
- The supervisor and educator will also discuss the expected performance criteria.

Step 2: Educator's self evaluation

- The educator conducts self evaluation in order to determine his/her strength and weaknesses.

Step 3: Supervisor's evaluation

- The supervisor monitors ongoing performance against the performance standards.
- The supervisor will provide balanced and constructive ongoing feedback – both positive and negative.
- Every quarter during the cycle, a supervisor and staff member jointly review the work programme and discuss progress, taking into account any changes in circumstances since the plan was developed.
- Quarterly reviews may comprise:
 - Checking the relevance of performance in the light of circumstances and adjusting them if necessary;



- Reviewing performance so far, and agreeing on any adjustments necessary to improve performance;
- It is expected that communication will occur throughout the cycle. Amendments and revisions should be mutually agreed to.

Step 4: Discussions

- Annual evaluation comprises of the following and should be conducted at the end of a cycle:
 - Discussion between supervisor and educator about performance against the Performance Standards;
 - An opportunity for educators to present their own evaluation of their performance.
 - An opportunity for the educator to consider and respond to the supervisor's evaluation of his/her performance.
 - An opportunity for educators/staff to give face-to-face feedback to the supervisor on how well they consider they have been supervised.

Step 5: Evaluation Report

- Completion of evaluation documentation, leading to an overall performance rating
- An educator's overall performance rating is determined by a combination of his/her rating against the performance criteria and the Performance Standards. It needs to be ensured that the overall rating reflects the real overall performance of the educator.

Step 6: Moderation by SMT

- The purpose of moderation is to ensure, as far as possible, that supervisors are evaluating performance in a consistent way across the school, with a common understanding of the standard required at each level of the rating scale.

Step 7: Signing of evaluation report

- After discussions the evaluatee will sign the report.

4. WHO EVALUATES WHOM?

- Educator (Level 1) by Head of Department (HOD) or Principal where there is no HOD
- Head of Department (Level 2) by Deputy Principal or Principal
- Deputy Principal by Principal
- Principal by Regional / District Manager or his/her delegate
- One teacher school by Regional / District Manager or his/her delegate

5. SOURCES OF INFORMATION FOR THE EVALUATION PROCESS

The performance standards will determine the aspects that need to be evaluated when rating the performance criteria under each standard. The sources of information for each standard may be obtained from any of the following after discussion with the

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evaluator: classroom visits, interviews, record books, evidence of learner achievement, learner's books, evidence of planning and preparation and other sources that both the evaluator and supervisor think that are relevant.

6. PERFORMANCE RATINGS

A rating scale is a standard scale for rating educator's performance in relation to specific categories of performance. These are often used to introduce a degree of comparability into systems for performance evaluation.

RATING SCALE

The rating scale and descriptors are as follows:

5 Outstanding

Performance has far exceeded the agreed performance standards set for this objective. Has produced results of a very high standard consistently. May have sought out more complex and challenging work. This level indicates that the educator has delivered exceptional results against almost all performance criteria. (Performance far exceeds the standard expected of GOOD educators at this level)

4 Very Good

Performance has exceeded the agreed performance standards set for this objective. Has produced results of a high standard consistently. May have sought out complex and challenging work. This level indicates that the educator has delivered very good results against almost all performance criteria. (Performance exceeds the standard expected of GOOD educators at this level)

3 Good

Performance has fully met the agreed performance standards set for this objective. Has produced consistently good work. This level indicates that the educator has delivered good results against nearly all performance criteria.

2 Acceptable

Performance has just met the agreed performance standards set for this objective. Produces work to the standard required, may have some areas requiring improvement. This level indicates that the educator has delivered reasonable results against most performance criteria.

1 Unacceptable

Performance has not met the agreed performance standards set for this objective. Has not displayed the potential or commitment to develop their performance. This level indicates that the educator has failed to deliver satisfactory results against a significant number of performance criteria.

Performance against each performance criteria under each performance standard is evaluated using the above-mentioned rating scale. The ratings against the individual criteria in each standard serve as a guide only and should not simply be averaged to arrive at a rating for each standard. This is because some criteria may be very important while others may only be of minor importance and therefore cannot be treated equally in the overall



assessment. All performance criteria are not necessarily applicable to all educators during the evaluation process.

The overall performance rating (OPR) is not necessarily a simple arithmetic average of the criteria for each standard – this would only be valid if all the criteria were of equal value or were weighted. The OPR is a judgment by the supervisor of performance against all criteria evaluated, their relative importance, and taking into account any factors/events affecting performance. The supervisor's assessment only occurs after a thorough discussion of performance and ratings with the educator.

7. UNACCEPTABLE PERFORMANCE

Managers and staff should be aware of poor performance well before the formal evaluation discussion. Where performance is unacceptable supervisors should ensure that they are providing feedback and support on an ongoing basis. If an educator were to be told that his/her work performance was rated as unacceptable at the appraisal and this was the first time he /she had heard about it, and then there would be very strong grounds for lodging a grievance in terms of the grievance procedures.

Where poor performance is identified, corrective action should commence immediately and not wait until the next quarterly review or annual appraisal.

8. RESOLUTION OF GRIEVANCES

It is expected that most differences of opinion between supervisors and staff in relation to performance ratings and overall performance ratings will be resolved by discussion at that level.

Where agreement cannot be reached, the matter will be referred to the next level supervisor (reviewing officer) within a week.

If there is still no resolution within, 5 working days and where there are:

- Serious breaches of the guidelines or of due process; or
- Serious grounds for challenging the overall performance rating

Either party may request a formal review. This request should be in writing and must state the reasons why the educator believes there are grounds for challenging the process or the result.

A Review Committee, consisting of a peer (Senior Manager), observers from trade unions admitted to Council and a neutral person will then be appointed by the Regional Manager/District Manager (or his/her delegate). The Review Committee will then make a recommendation to the Head of Department.

9. QUALITY CONTROL

The Regional Manager/District Manager (or his/her delegate) will review a sample of the overall ratings to ensure their consistency, fairness, and relevance to the school plan and other stipulations.

- Sample Moderation by officials appointed by the Department – may be from the Advisory Services or Management officials in the case of educators (Level 1) and HODs (Level 2). In the case of DP and principal moderation will be conducted by the Regional Manager/District Manager (or his/her delegate).



PERFORMANCE STANDARDS FOR INSTITUTION BASED EDUCATORS

WHAT ARE PERFORMANCE STANDARDS

"Performance Standards" are mutually agreed criteria used to describe how well work must be done.

APPLICABILITY OF PERFORMANCE STANDARDS

STANDARDS 1 to 8 are applicable to educators (Level 1)

STANDARDS 1 to 11 are applicable to HODs (Level 2)

STANDARDS 1 to 12 are applicable to Deputy Principals and Principals

STANDARD 1: LESSON PLANNING, PREPARATION, PRESENTATION AND MANAGEMENT

The teacher demonstrates competence in planning, preparation, presentation and management of learning programmes which enables the learners to actively participate and be successful in the learning process

PERFORMANCE CRITERIA

- A. Lesson plans are clear, logical and sequential.
- B. Includes teaching methods and procedures appropriate to the outcomes.
- C. Uses knowledge of learners to design educational experiences.
- D. Designs lessons to elicit and sustain learners' attention, interest and involvement.
- E. Demonstrates learning area knowledge and conveys this knowledge clearly to learners.
- F. Provides clear instructions and explanations that are matched to learners' needs
- G. Involves learners in the lesson in a way that supports the development of their skills and knowledge.

STANDARD 2: Creation of a learning environment and classroom management

The educator creates a positive learning environment and maintains effective discipline that supports the development of learner abilities.

PERFORMANCE CRITERIA

- A. Establishes a climate that is purposeful, and with a good sense of order.
- B. Conveys clear rules and expectations regarding learner behavior at appropriate times.
- C. Deals with learner misbehavior by an appropriate use of intervention.
- D. Demonstrates respect for cultural diversity.
- E. Demonstrates fairness and consistency in the handling of learner problems.

STANDARD 3: MONITORING AND ASSESSMENT OF LEARNERS

The educator demonstrates competence in monitoring and assessing learner progress and achievement.

PERFORMANCE CRITERIA

- A. Applies a variety of formal and informal assessment techniques to enhance and monitor learners' knowledge and skills.
- B. Monitors and marks learners' work on a regular basis.



- C. Provides feedback to learners regarding the quality of performance.
- D. Maintains accurate records of learners' work and performance.
- E. Demonstrates understanding of assessment policies.

STANDARD 4: Professional Development In field of work/career and participation in professional bodies

The teacher engages in professional development activities consistent with his own goals and objectives and that of the school

PERFORMANCE CRITERIA

- A. Participates in school and district in-service activities.
- B. Demonstrates a willingness to acquire new knowledge and additional skills.
- C. Participates in professional activities.
- D. Stays informed regarding policies and regulations applicable to his/her position.
- E. Shares information obtained from professional development opportunities with colleagues.

STANDARD 5: Human relations and contribution to school development

The teacher engages in appropriate interpersonal relationships with learners, parents and staff and contributes to the development of the school

PERFORMANCE CRITERIA

- A. Creates and maintains sound human relations with and amongst colleagues and learners.
- B. Expresses views and ideas and also listens to others in a professional manner.
- C. Handles confidential information and difficult situations ethically.
- D. **Develop cooperative partnerships with the parents/guardians with members of the school community.**
- E. **Demonstrates transparency, offers advice and constructive criticism.**
- F. **Demonstrates respect, understanding and acceptance of different racial, ethnic, cultural and religious groups.**

STANDARD 6: Knowledge of curriculum and subject matter

The teacher is prepared and knowledgeable of the content and demonstrates appropriate preparation for teaching.

PERFORMANCE CRITERIA

- A. Selects and creates learning experiences that are appropriate for curriculum goals and outcomes.
- B. Interprets learning programmes by identifying the needs and interests of learners, relevance and learner background.
- C. Demonstrates understanding of assessment policies.
- D. Participates in curriculum review, revisions, and/or developmental activities taking into account the principles of OBE.



STANDARD 7: Leadership, Communication and Servicing the Governing Body

Provides an environment that creates and fosters commitment and confidence among colleagues, learners, the Governing Body and the community and communicates and interacts effectively with all stakeholders in order to ensure that all relevant information is both accessible and understood.

PERFORMANCE CRITERIA

- A. Encourages teamwork and empowers colleagues.
- B. Implements systems and structures and presents innovative ideas.
- C. Acts decisively in terms of priorities and opportunities.
- D. Consults effectively with all stakeholders on issues that affect them.
- E. Is transparent on matters affecting stakeholders.
- F. Gives regular and open reporting back on issues affecting stakeholders.
- G. Is open to criticism and alternative view points.
- H. Supports the governing body to function effectively.

STANDARD 8: Extra-Curricular & Co-Curricular participation

The educator participates in Extra-curricular and Co-curricular activities in such a way that it supplements the learning process and leads to the holistic development of the learners.

PERFORMANCE CRITERIA

- A. Participates fully and actively in institution activities.
- B. Encourages and ensures that all learners are given an opportunity to participate in extra-curricular and co-curricular activities.

STANDARD 9: Administration

Administers resources and records in an effective and efficient manner in order to ensure the smooth functioning of the Institution.

PERFORMANCE CRITERIA

- A. Uses resources (human, physical and financial) in a way that is guided by goals and strategic priorities to facilitate teaching and learning.
- B. Gives proper instructions and guidelines with regard to administrative duties to be performed.
- C. Ensures that records of Institution accounts are properly kept in terms of financial measures.
- D. Ensures that a journal containing a record of all-important events associated with the institution is kept.
- E. Ensures that the premises, buildings and equipment are being properly used and maintained.
- F. Ensures that Department Circulars and other information received which affect members of the staff are brought to their notice timeously.



- G. Ensures that complete records are maintained in respect of all aspects associated with the institution.
- H. Ensures that the institution is ready for operation on the first institution day.

STANDARD 10: Personnel

Manages and develops personnel under his/her supervision in such a way that the vision and mission of the institution are accomplished.

PERFORMANCE CRITERIA

- A. Manages staff by applying the principles of democracy and acknowledging the labour and other rights of individuals.
- B. Guides and supervises the work of all staff.
- C. Offers professional advice to educators where necessary.
- D. Ensures the workloads are equitably distributed among staff.
- E. Ensures that staff training and mentoring programmes are developed, implemented and evaluated.
- F. Implements measures and processes, which are aimed at developing human resources.

STANDARD 11: Decision making and accountability

Establishes procedures that ensure democratic decision making and accountability within the institution.

PERFORMANCE CRITERIA

- A. Creates structures that ensure the active participation of all stakeholders.
- B. Ensures accountability by members of staff, learners and parents.
- C. Displays good decision making skills.
- D. Consistently makes timely, sound and decisive decisions where necessary.
- E. Takes responsibility for the decisions made.

STANDARD 12: Strategic Planning, Financial Planning and Education Management Development

The educator displays competence in planning and education management development

PERFORMANCE CRITERIA

- A. Collects background information to assess current and future needs of the institution
- B. Manages the budget through careful and on-going monitoring.
- C. Is aware of and implements appropriate management procedures in the school, including consultation, decision-making, leadership and accountability and staff development.
- D. Manages the school change process effectively.
- E. Implements strategies, which enhance the learning and teaching capacity of the school through appropriate democratic management.



OVERALL PERFORMANCE RATING FORM

EDUCATOR: _____ NAME OF SCHOOL _____

PERSAL NO.: _____ DATE: _____

	Out standing	Very Good	Good	Acceptable	Un Acceptable
1. Lesson Planning, preparation, presentation and management					
2. Creation of a learning environment and classroom management					
3. Monitoring and Assessment of learners					
4. Professional development in field of work/career and participation in professional bodies					
5. Human Relations and Contribution to school development					
6. Knowledge of curriculum and subject matter					
7. Leadership, communication and servicing the Governing Body					
8. Extra-Curricular & Co-Curricular participation					
9. Administration					
10. Personnel					
11. Decision making and accountability					
12. Strategic planning, financial planning and education management development					
OVERALL PERFORMANCE RATING (OPR)					

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COMMENTS

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

EDUCATOR: _____
DATE: _____

SUPERVISOR: _____
DATE: _____

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[Handwritten initials]
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INDIVIDUAL PERFORMANCE CRITERIA RATING FORM

STANDARD 1: LESSON PLANNING, PREPARATION, PRESENTATION AND MANAGEMENT

The teacher demonstrates competence in planning, preparation, presentation and management of learning programmes which enables the learners to actively participate and be successful in the learning process

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Lesson plans are clear, logical and sequential					
B. Includes teaching methods and procedures appropriate to the outcomes					
C. Uses knowledge of learners to design educational experiences					
D. Designs lessons to elicit and sustain learners' attention, interest and involvement					
E. Demonstrates learning area knowledge and conveys this knowledge clearly to learners					
F. Provides clear instructions and explanations that are matched to learners' needs					
G. Involves learners in the lesson in a way that supports the development of their skills and knowledge.					
OPR					

COMMENTS:

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STANDARD 2: Creation of a learning environment and classroom management

The educator creates a positive learning environment and maintains effective discipline that supports the development of learner abilities.

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Establishes a climate that is purposeful, and with a good sense of order.					
B. Conveys clear rules and expectations regarding learner behavior at appropriate times.					
C. Deals with learner misbehavior by an appropriate use of intervention.					
D. Demonstrates respect for cultural diversity.					
E. Demonstrates fairness and consistency in the handling of learner problems					
OPR					

COMMENTS:

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STANDARD 3: MONITORING AND ASSESSMENT OF LEARNERS

The educator demonstrates competence in monitoring and assessing learner progress and achievement.

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Applies a variety of formal and Informal assessment techniques to enhance and monitor learners' knowledge and skills.					
B. Monitors and marks learners' work on a regular basis.					
C. Provides feedback to learners regarding the quality of performance.					
D. Maintains accurate records of learners' work and performance.					
E. Demonstrates understanding of assessment policies					
OPR					

COMMENTS:

STANDARD 4: Professional Development in field of work/career and participation in professional bodies

The teacher engages in professional development activities consistent with his own goals and objectives and that of the school

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Participates in school and district in-service activities					
B. Demonstrates a willingness to acquire new knowledge and additional skills.					
C. Participates in professional activities.					
D. Stays informed regarding policies and regulations applicable to his/her position.					
E. Shares information obtained from professional development opportunities with colleagues.					
OPR					

COMMENTS:



STANDARD 5: Human relations and contribution to school development

The teacher engages in appropriate interpersonal relationships with learners, parents and staff and contributes to the development of the school

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Creates and maintains sound human relations with and amongst colleagues and learners					
B. Expresses views and ideas and also listens to others in a professional manner.					
C. Handles confidential information and difficult situations ethically.					
D. Develops cooperative partnerships with the parents/guardians and members of the school community					
E. Demonstrates transparency, offers advice and constructive criticism.					
F. Demonstrates respect, understanding and acceptance of different racial, ethnic, cultural and religious groups					
OPR					

COMMENTS:

STANDARD 6: Knowledge of curriculum and subject matter

The teacher is prepared and knowledgeable of the content and demonstrates appropriate preparation for teaching.

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Selects and creates learning experiences that are appropriate for curriculum goals and outcomes.					
B. Interprets learning programmes by identifying the needs and interests of learners, relevance and learner background					
C. Demonstrates understanding of assessment policies.					
D. Participates in curriculum review, revisions, and/or developmental activities taking into account the principles of OBE.					
OPR					

COMMENTS:

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STANDARD 7: Leadership, Communication and Servicing the Governing Body

Provides an environment that creates and fosters commitment and confidence among colleagues, learners, the Governing Body and the community and communicates and interacts effectively with all stakeholders in order to ensure that all relevant information is both accessible and understood.

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Encourages teamwork and empowers colleagues.					
B. Implements systems and structures and presents innovative ideas					
C. Acts decisively in terms of priorities and opportunities.					
D. Consults effectively with all stakeholders on issues that affect them.					
E. Is transparent on matters affecting stakeholders.					
F. Gives regular and open reporting back on issues affecting stakeholders.					
G. Is open to criticism and alternative view points.					
H. Supports the governing body to function effectively.					
OPR					

COMMENTS:

STANDARD 8: Extra-Curricular & Co-Curricular participation

The educator participates in Extra-curricular and Co-curricular activities in such a way that it supplements the learning process and leads to the holistic development of the learners.

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Participates fully and actively in institution activities					
B. Encourages and ensures that all learners are given an opportunity to participate in extra-curricular and co-curricular activities.					
OPR					

COMMENTS:

INITIALS

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STANDARD 9: Administration

Administers resources and records in an effective and efficient manner in order to ensure the smooth functioning of the institution.

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Uses resources (human, physical and financial) in a way that is guided by goals and strategic priorities to facilitate teaching and learning					
B. Gives proper instructions and guidelines with regard to administrative duties to be performed					
C. Ensures that records of institution accounts are properly kept in terms of financial measures.					
D. Ensures that a journal containing a record of all-important events associated with the institution is kept.					
E. Ensures that the premises, buildings and equipment are being properly used and maintained					
F. Ensures that Department Circulars and other information received which affect members of the staff are brought to their notice timeously					
G. Ensures that complete records are maintained in respect of all aspects associated with the institution.					
H. Ensures that the institution is ready for operation on the first institution day.					
OPR					

COMMENTS:

STANDARD 10: Personnel

Manages and develops personnel under his/her supervision in such a way that the vision and mission of the institution are accomplished.

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Manages staff by applying the principles of democracy and acknowledging the labour and other rights of individuals					
B. Guides and supervises the work of all staff.					
C. Offers professional advice to educators where necessary.					
D. Ensures the workloads are equitably distributed among staff.					
E. Ensures the workloads are equitably distributed among staff.					
F. Implements measures and processes which are aimed at developing human resources.					
OPR					

COMMENTS:

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STANDARD 11: Decision making and accountability

Establishes procedures that ensure democratic decision making and accountability within the institution.

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Creates structures that ensure the active participation of all stakeholders.					
B. Ensures accountability by members of staff, learners and parents					
C. Displays good decision making skills.					
D. Consistently makes timely, sound and decisive decisions where necessary					
E. Takes responsibility for the decisions made.					
OPR					

COMMENTS:

STANDARD 12: Strategic Planning, Financial Planning and Education Management Development

The educator displays competence in planning and education management development

PERFORMANCE CRITERIA	O	VG	G	A	U
A. Collects background information to assess current and future needs of the institution					
B. Manages the budget through careful and on going monitoring					
C. Is aware of and implements appropriate management procedures in the school, including consultation, decision-making, leadership and accountability and staff development.					
D. Manages the school change process effectively					
E. Implements strategies which enhance the learning and teaching capacity of the school through appropriate democratic management.					
OPR					

COMMENTS:

INITIAL

 HERE