

WILLOW ACADEMY



Quality Management System



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POLICY/PROCEDURE

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Related policies	

1. **Quality Management Policy**

2. **Preamble/Background**

The Mission Statement of Willow Academy entails equipping learners with an excellent, Biblically integrated education. To that end, it is necessary to implement a system that will assess our current levels of quality and identify areas where improvement is necessary.

3. **Purpose**

The purpose of this policy is to detail the process for monitoring the quality of teaching and learning at Willow Academy. The role players in this process will be identified and their respective roles and responsibilities will be outlined.

4. **Scope**

This policy applies to all teaching staff of Willow Academy.

5. **Definitions and terms**

Peer Support Group (PSG): A collaboration amongst educators with the aim of providing mutual support and evaluation for instructional improvement.

Professional Development Plan (PDP): A plan formulated by an individual educator after self-evaluation and base-line evaluation setting out areas for development and strategies to achieve such development.

SACE Professional Development Portfolio: The portfolio document listing all an educators professional development activities required by SACE.

Performance Area: Performance Standards are agreed criteria to describe how well work must be done. They clarify the key performance areas of a job by describing what “working well” means.

6 Policy content and guidelines

6.1 The Quality Management System (QMS)

The purpose of the Quality Management System (QMS) is to identify the specific needs of educators; provide support for continued growth; promote accountability; and evaluate an educator's performance in seven performance areas.

6.2 Performance areas

The seven performance areas are:

- (1) The creation of a positive learning environment
- (2) Knowledge of curriculum and learning programmes
- (3) Lesson planning, preparation and presentation
- (4) Learner assessment
- (5) Professional development in field of work/career and participation in professional bodies. This includes being up to date with the accumulation of SACE PDP points.
- (6) Human relations and contribution to school development.
- (7) Extra-curricular and Co-curricular participation.

Performance area 1-4 will be evaluated by lesson observation in the classroom. Performance area 5-7 will be evaluated by means of ongoing observation.

6.3 Preparation for evaluation

- 6.3.1 At the beginning of each school year each educator must form a Peer Support Group (PSG).
- 6.3.2 The educator must engage in a process of self-evaluation.

6.4 Evaluation

- 6.4.1 Pre-evaluation discussions must occur between the educator and the members of their PSG. This ensures that everyone understands the evaluation process.
- 6.4.2 An initial lesson observation is conducted by the PSG at the beginning of the year in order to establish a baseline for comparison.
- 6.4.3 Each educator will formulate a personal development plan with the assistance of their PSG.
- 6.4.4 Lesson observation is conducted by the PSG at the end of the year in order to evaluate performance areas 1 to 4.
- 6.4.5 The PSG will conduct ongoing evaluation during the course of the year in order to evaluate performance areas 5 to 7.

6.5 Feedback and discussion

- 6.5.1 After each lesson observation, the educator must meet with their PSG in order to discuss and provide feedback regarding the observations during the lesson.
- 6.5.2 The PSG must meet regularly in order to discuss the observations relating to performance standards 5 to 7 and the implementation of the educator's PDP
- 6.5.3 At the end of the year all educators will meet individually with the Principal for their annual appraisal which will be partially based on the outcome of the evaluations performed by their PSG.

7. The designated structure which has the authority to approve, adjust and review the policy

The School Management Team has the authority to adjust and review this policy. Any changes and revisions are subject to the approval of the School Board.

8. Administration of the policy

The Principal and SMT must work in conjunction with the various Perr Support Groups to oversee the administration of all aspects of this policy.

9 Effective date of the policy

January 2017

10 Procedure

10.1 Roles and responsibilities of individuals and structures involved in implementing the QMS

- 10.1.1 The Principal has the overall responsibility to ensure that the QMS is implemented effectively throughout the school.
- 10.1.2 The Principal will conduct the final staff appraisal at the end of the year.
- 10.1.3 The educator undertakes self-evaluation of his/her performance.
- 10.1.4 The educator must identify his/her PSG and work with them to develop a PDP.
- 10.1.5 The PSG is responsible for the evaluations of all seven performance areas.
- 10.1.6 The SMT is responsible for preparation and monitoring of the QMS management plan.
- 10.1.7 The SMT is responsible for taking the feedback from all the PSGs throughout the school and developing a Staff Development Plan that will meet the identified needs.

10.2 Formation of the Peer Support Group (PSG)

- 10.2.1 For each educator the PSG should consist of the educator's immediate senior and one other educator (peer). An educator's peer must be selected by the educator on the basis of expertise that is related to the prioritised needs of the educator. It is important that the peer has the confidence and trust of the educator as he/she will have to offer constructive criticism as well as support and guidance. Only in exceptional cases, e.g. in the case of a principal, may a peer be selected from the staff of another school.
- 10.2.2 In some instances it is permissible for an educator to select more than one peer based on his/her particular needs.
- 10.2.3 The members of the PSG must complete **Appendix A**.

10.3 Self -evaluation

- 10.3.1 The educator must engage in a self-evaluation using the same instruments (**Appendix B**) that will be used for the evaluation of all seven performance areas.
- 10.3.2 The educator is compelled to reflect critically on his/her own performance and to set own targets and timeframes for improvement.
- 10.3.3 This process allows the educator to take control of improvement and identify priorities and monitor their own progress. Evaluation, through self-evaluation, should become an ongoing process.

10.4 Initial observation, discussion and feedback

- 10.4.1 All lesson observation must be preceded by a pre-evaluation discussion (**Appendix C**) with the educator to clarify expectations and how he/she will be rated.
- 10.4.2 During the pre-evaluation discussion the educator must clarify what is expected of him/her in terms of the various performance standards and criteria and how he/she will be rated. The educator is given the opportunity to clarify areas of concern that he/she may have. This discussion should occur at least two days prior to the lesson observation
- 10.4.3 An initial lesson observation must be conducted using the evaluation instruments. The purpose of this evaluation is to determine a "baseline" evaluation with which subsequent evaluation(s) can be compared in order to measure progress. This will also serve to confirm the educator's perception of his/her own performance as arrived at through the process of self-evaluation.
- 10.4.4 The PSG will sit at the back of the classroom and observe the lesson. Any interaction with the PSG during the lesson must be kept to a minimum so as to reduce any disruptive influence on the lesson.

- 10.4.5 The discussion and feedback after the lesson observation should focus on the educator's strengths and areas in need of development. The PSG must reach consensus on the scores for individual criteria under each of the performance standards and try to resolve any differences of opinion that may exist.
- 10.4.6 The outcomes of the discussion and feedback session should be used for the educator to formulate their PDP. This discussion should occur no later than two days after the lesson observation.

10.5 Professional Development Plan

- 10.5.1 The Personal Development Plan (PDP) should include targets and time frames for improvement. The PDP must primarily be developed by the educator with inputs from the PSG.
- 10.5.2 The educator should use the PDP template (**Appendix D**) to compile his/her PDP.
- 10.5.3 The educator must ensure that the outcomes of the PDP are incorporated into his/her SACE Professional Development Portfolio.

10.6 Lesson Observation

- 10.6.1 As with the initial observation, the PSG must engage in a pre-evaluation discussion using **Appendix C** as a guide.
- 10.6.2 Lesson observation must be conducted using the evaluation instruments (**Appendix B**).
- 10.6.3 The PSG must discuss their evaluation with the educator and must provide feedback. Differences (if any) need to be resolved. The completed instrument and report must be submitted to the Principal.

10.7 Ongoing observation

- 10.7.1 It is envisioned that the educator meets with his/her PSG at least once per term in order to discuss progress relating to the PDP and Performance Areas 5 to 7.
- 10.7.2 The instruments for assessing Performance Area 5 to 7 will be completed during the feedback session after the second lesson observation.

10.8 Annual Staff Appraisal

- 10.8.1 The annual staff appraisal will be conducted by the Principal and will include a review of the SACE Professional Development Portfolio, the Performance Evaluation Instrument, the PDP developed with the educator's PSG, as well as any other relevant reports and feedback.
- 10.8.2 The staff appraisal will conclude with a discussion about the educator's strengths, weaknesses and recommendations for improvement.
- 10.8.3 The annual staff appraisal will be conducted according to **Appendix E**.

10.9 Timelines

- 10.9.1 All educators must be evaluated twice during their first year in the QMS. After the first year they need only be evaluated once per year.
- 10.9.2 The timelines for each activity in the QMS should, as far as possible, correspond to the table below.

	Activity	Timeline
1	Select PSG	Term 1, Week 1
2	Self-evaluation	Term 1, Week 1-3
3	Pre-evaluation discussion for initial lesson observation*	Term 1, Week 3-7
4	Conduct initial lesson observation*	Term 1, Week 3-7
5	Feedback and discussion of initial lesson observation*	Term 1, Week 3-7
6	Formulate PDP	Term 1, Week 3-7
7	1 st Review Performance Area 5-7	Term 1, Week 3-7
8	2 nd Review of Performance Area 5-7	Term 2, Week 3-7
9	3 rd Review of Performance Area 5-7	Term 3, Week 3-7
10	Pre-evaluation discussion	Term 4, Week 1-3
11	Conduct Lesson Observation	Term 4, Week 1-3
12	Feedback and discussion of lesson observation	Term 4, Week 1-3
13	Evaluation of Performance Area 5-7	Term 4, Week 1-3
14	Annual Appraisal	Term 4, Week 4 onwards
*only if first year of QMS		

11. Appendices

- 11.1 Appendix A: Letter of appointment as Peer Support Group Member
- 11.2 Appendix B: Performance Evaluation Instrument
- 11.3 Appendix C: Pre-evaluation Discussion
- 11.4 Appendix D: Professional Development Plan
- 11.5 Appendix E: Annual Staff Appraisal
- 11.6 Appendix F: QMS Management Plan

Appendix A: Letter of appointment as Peer Support Group Member

I, _____ agree to fulfil the roles and obligations of a Peer Support Group (PSG) member as described in the Quality Management Policy.

I will serve as a PSG member for _____.

Name: _____

Principal: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

Appendix B: Performance Evaluation Instrument

Guidelines when assessing Performance Standard 1

Expectation: The educator creates a positive working 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?

Guidelines when assessing Performance Standard 2

Expectation: The educator possesses appropriate content knowledge, which is demonstrated in the creation of meaningful learning experiences.

Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?

Guidelines when assessing Performance Standard 3

Expectation: The educator demonstrates competence in planning preparation, presentation and management of learning programmes.

Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?

Question: Is planning clear, logical and sequential and is there evidence that individual lessons fit into a broader learning programme?

Guidelines when assessing Performance Standard 4

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

Question: Is assessment used in order to promote teaching and learning?

Performance Standard 1-4 Feedback for: _____

Signature

Name

Peer support Group Members:

Date: _____

Performance Standard: 1. CREATION OF A POSITIVE LEARNING ENVIRONMENT				
CRITERIA: (a) Learning Space; (b) Learner Involvement; (c) Discipline; (d) Diversity.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Learning Space 1 2 3 4	No effort to create a learning space that is conducive to teaching and learning; organisation of learning space hampers teaching and learning.	There is evidence of an attempt at creating and organising a suitable learning environment which enables individual and/or group learning.	Organisation of learning space enables the effective use of teaching resources and encourages and supports individual and group activities.	Organisation of learning space shows creativity and enables all learners to be productively engaged in individual and co-operative learning.
Comments				
(b) Learner Involvement 1 2 3 4	Educator and learners appear uninterested.	Learners are engaged in appropriate activities for most of the lesson.	The environment is stimulating and the learners participate actively.	Learners participate actively and are encouraged to exchange ideas with confidence and to be creative.
Comments				
(c) Discipline 1 2 3 4	No discipline and much time is wasted. Learners do not accept discipline, or discipline is experienced by learners as humiliating.	Learners are disciplined and learning is not interrupted unnecessarily.	Learners are encouraged; there is positive reinforcement. Learners accept discipline without feeling threatened.	Learners are motivated and self-disciplined.
Comments				
(d) Diversity 1 2 3 4	Educator is insensitive to racial, cultural and/or gender diversity; does not respect dignity of individual learners or groups of learners.	Learning environment is free of obvious discrimination.	Educator acknowledges and respects individuality and diversity.	Educator uses inclusive strategies and promotes respect for individuality and diversity.
Comments				

Performance Standard: 2. KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES				
CRITERIA: (a) Knowledge of learning area; (b) Teaching Skills; (c) Focused lesson				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Knowledge of learning area. 1 2 3 4	Educator conveys inaccurate and limited knowledge of learning area.	Educator's knowledge is adequate but not comprehensive.	Educator is able to use knowledge and information to extend the knowledge of learners.	Educator uses knowledge with various teaching strategies to create interest and understanding in the topics being taught.
Comment				
(b) Teaching Skills. 1 2 3 4	No skill in creating enjoyable learning experiences for learners.	Has some skill in engaging learners and relating the learning programme to learners' needs.	Educator skilfully involves learners in the learning area.	Educator uses learner centred techniques that provide for acquisition of basic skills and knowledge and promotes critical thinking and problem solving.
Comment				
(c) Focused Lesson	Little or no evidence of clear focus for the lesson	Some evidence of clear focus for the lesson. Eg. Gives introduction or expectations	Makes every endeavour to provide introductions and expectations that are aligned with the curriculum and lesson planning	Focus of lesson was clearly understood by all and provided structure to the lesson
Comment				

Performance Standard: 3. LESSON PLANNING PREPARATION AND PRESENTATION				
CRITERIA: (a) Planning; (b) Presentation; (c) Recording; (d) Learning programmes.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Planning. 1 2 3 4	Little or no evidence of lesson planning.	Lesson planning not fully on a professional standard.	Lesson planning is generally clear, logical and sequential.	Lesson planning is abundantly clear, logical, sequential and developmental.
Comments				
(b) Presentation. 1 2 3 4	Lessons not presented clearly.	Lessons are structured and relatively clearly presented.	Lessons are well structured and fit into the broader learning programme building on previous lessons and anticipating future learning activities.	Outstanding planning of lessons that are exceptionally well structured and clearly fits into the broader learning programme with evidence that it builds on previous lessons as well as fully anticipating future learning activities.
Comments				
(c) Recording. 1 2 3 4	No records are kept.	Evidence of essential records of planning and learner progress is available.	Essential records of planning and learning progress are maintained at a high level of proficiency.	Outstanding record keeping of planning and learner progress.
Comments				
(d) Learner Participation 1 2 3 4	Learners not involved in lessons in a way that supports their needs and the development of their skills and knowledge.	Evidence of some learner involvement in lessons in a way that it supports their needs and the development of their skills and knowledge.	Good involvement of learners in lessons in such a way that it supports their needs and the development of their skills and knowledge.	Excellent involvement of learners in lessons in such a way that it fully supports their needs and the development of their skills and knowledge.
Comments				

Performance Standard: 4. PROVIDE FEEDBACK AND ASSESS LEARNER COMPREHENSION

CRITERIA: (a) Feedback to learners; (b) Knowledge of assessment techniques; (c) Application of techniques; (d) Record Keeping.

LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding

CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Feedback to learners. 1 2 3 4	No evidence of meaningful feedback to learners, or feedback irregular and inconsistent.	Some evidence of feedback.	Feedback is regular, consistent and timeously provided.	Feedback is insightful, regular, consistent, timeous and built into lesson design.
Comment				
(b) Questioning Techniques 1 2 3 4	Does not demonstrate an understanding of different types of assessment, e.g. only uses tests.	Has a basic understanding of different types of informal assessment.	A variety of informal assessment techniques are used, allowing learners to demonstrate their talents.	Different informal assessment techniques used to cater for learners from diverse backgrounds, with multiple intelligences and learning styles.
Comment				
(c) Application of techniques. 1 2 3 4	Assessment results do not influence teaching strategies.	Some evidence of corrective measures and remedial activity based on assessment.	Lessons are appropriately tailored to address learners' strengths and areas of weakness.	Assessment informs multiple intervention strategies to address specific needs of all learners, and motivates them.
Comment				
(d) Record keeping. 1 2 3 4	No evidence of records, or records are incomplete and irregular.	Maintains essential records.	Records are systemically, efficiently and regularly maintained.	Records are easily accessed and provide insights into individual learners' progress.

Performance Standard 5-7 Feedback for: _____
Name Signature

Peer support Group Members: _____

Date: _____

Guidelines when assessing Performance Standard 5

Expectation: The educator engages in professional development activities which is demonstrated in his/her willingness to acquire new knowledge and additional skills.

Question: Does the educator participate in professional growth activities?

Guidelines when assessing Performance Standard 6

Expectation: The educator engages in appropriate interpersonal relationships with learners, parents and staff and contributes to the development of the school.

Question: Does the educator create and maintain sound human relations with colleagues and learners?

Guidelines when assessing Performance Standard 7

Expectation: The educator participates in extra-mural and co-curricular activities in such a way that it supplements the learning process and leads to the holistic development of the learners.

Question: Does the educator participate in extra-curricular and co-curricular activities and is she/he involved with the administration of these activities?

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

CRITERIA: (a) Participation in professional development; (b) Participation in professional bodies; (c) Knowledge of education issues; (d) Attitude to professional development.

LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding

CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Participation in professional development.. 1 2 3 4 Comment	Little or no evidence of professional development.	There is evidence of some attempt to develop oneself professionally.	Participates eagerly in professional development programmes to improve job performance.	Taking a leading role in initiating and delivering professional development opportunities.
(b) Participation in professional bodies 1 2 3 4 Comment	Makes no attempt to participate in professional bodies.	Evidence of some participation in professional bodies, eg. trade union, learning association, etc.	Plays a role in professional bodies and involves colleagues.	Takes up leading positions in professional bodies and involves colleagues.
(c) Knowledge of education issues 1 2 3 4 Comment	Displays no, or superficial knowledge of educational issues.	Show some knowledge of educational issues.	Demonstrates clear awareness of current education issues.	Is informed and critically engages with current education issues.
(d) Attitude to professional development 1 2 3 4	Exhibits negative attitude towards development, seminars, etc.	Seeks further professional development.	Stays informed in his/her field by reading or participating in conference and training opportunities.	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				
CRITERIA: (a) Learner needs; (b) Human Relations Skills; (c) Interaction; (d) Co-operation.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Learner needs 1 2 3 4	The educator is insensitive to learner needs.	Some evidence of the educator being sensitive to learner.	Designs internal work processes to cater for learner needs.	Adds value to the institution by providing exemplary service in terms of learner needs.
Comment				
(b) Human Relations Skills 1 2 3 4	No evidence of human relation skills in communicating with learners, staff and parents.	Some evidence of positive relationships with individuals.	Establishes trust and shows confidence in others and supports school regulations, programmes and policies.	Demonstrates respect, interest and consideration for those with whom he/she interacts.
Comment				
(c) Interaction 1 2 3 4	Interacts inappropriately with learners, staff and parents.	Interacts appropriately with individuals.	Demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups.	Conducts self in accordance with organisational code of conduct and handles contacts with parents/guardians in a professional and ethical manner.
Comment				
(d) Co-operation 1 2 3 4	Lacks tact and courtesy and is not co-operative.	Co-operates with learners staff and parents.	Shares information openly, whilst respecting the principle of confidentiality.	Supports stakeholders in achieving their goals.
Comment				

Performance Standard: 7. EXTRA-CURRICULAR AND CO-CURRICULAR PARTICIPATION				
CRITERIA: (a) Involvement ;(b) Holistic Development; (c) Leadership and Coaching; (d) Organisation and Administration.				
LEVELS OF PERFORMANCE: (1) Unacceptable (2) Satisfies minimum expectations (3) Good (4) Outstanding				
CRITERIA	Unacceptable	Satisfies minimum expectations	Good	Outstanding
(a) Involvement 1 2 3 4	The educator is not involved in extracurricular or co-curricular activities.	Not fully involved in extra-curricular and co-curricular activities.	Educator fully involved in extracurricular and co-curricular activities.	Educator plays a leading role and encourages learners and staff to arrange and participate in activities.
Comment				
(b) Holistic Development 1 2 3 4	Makes no attempt to use these activities for the holistic development of learners.	Makes some effort to use these activities for the holistic development of the learners.	Educator skillfully involves learners in all activities.	Educator is most successful in using these activities for the holistic development of learners.
Comment				
(c) Leadership and Coaching. 1 2 3 4	Leadership and coaching is inadequate.	Leadership and coaching is at an acceptable level.	Evidence of good leadership and coaching at a pleasing standard.	Leadership and coaching is at an exceptional standard.
Comment				
(d) Organisation and Administration. 1 2 3 4	Organisation and administration is poor.	Organisation and administration is at an acceptable level.	Administration and organization is conducted professionally.	Administration and organization is outstanding.

Appendix C: Pre-evaluation discussion

The main aim of this session is to create an official platform for the educator to clarify the process of evaluation.

The following questions should be used as a guideline for the discussion:

- Have you performed the self-evaluation?
- Which Performance areas are you the least clear about?
- Are you sure about the date and time of the lesson observation?
- Are there any other matters you would like to bring to the attention of the PSG before you are observed in practice?

Appendix D: Professional Development Plan

PERFORMANCE STANDARD : _____

Based on my self-evaluation and the outcome of my lesson observation, the following criterion/criteria requires attention

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

I need to improve in the following areas

I need assistance from the following individuals/structures

I need the following resources to bring about improvement.

The following actions/tasks need to be undertaken in order to bring about improvement:

The following contextual factors are hampering progress

If support and assistance is provided improvement will be effected by: _____

The following contextual factors are being / not addressed by the School/SMT/Principal

Improvement has been effected in the following areas

Further improvement/s is/are required in the following areas

New areas for development

Appendix E: Annual Appraisal

Summary of Performance Area evaluation to be used in conjunction with the completed evaluation tools (Appendix B) and PDP (Appendix D).

PERFORMANCE STANDARDS	MAX	SCORE
Creation of a positive learning environment	16	
Knowledge of curriculum and learning programmes	16	
Lesson Planning, preparation, and presentation	16	
Learner Assessment	16	
Professional development in field of work/career and participation in professional bodies	16	
Human Relations and Contribution to school development	16	
Extra-Curricular & Co-Curricular participation	16	
TOTAL SCORE	112	

Review of the educator's SACE Professional Development Portfolio, the Performance Evaluation Instrument and the PDP developed with the educator's PSG as well as any disciplinary issues.

Identify strengths

Identify areas of weakness

Recommendations for improvement with specific goals and timelines.

Educator: _____

Principal: _____

Signature: _____

Signature: _____

Appendix F: QMS Management Plan

Educator	Members of PSG	Self Evaluation performed	Pre evaluation discussion	Initial lesson Observation	Feedback and formulate PDP	1st Review Performance Area 5-7	2nd Review of Performance Area 5-7	3rd Review of Performance Area 5-7	Pre-evaluation discussion	Conduct Lesson Observation	Feedback and discussion	Evaluation of Performance Area 5-7	Annual Appraisal
Alberts, B	Polglase Stacey	19/01/17											
Ayerst, B	Walker Polglase	19/01/17											
Badenhorst, C	Walker Storer	19/01/17											
Blignaut, W	Yaka Polglase	19/01/17											
Bondayi, K	Van Niekerk Walker	19/01/17											
Brown, R	Rennie Walker	19/01/17											
Collier, A	Waring	19/01/17											
Da Silva, J	Fry van Rensburg	19/01/17											
Fry, T	Da Silva Van Rensburg	19/01/17											
Hayne, J	Maritz van Rensburg	19/01/17											
Hoch, L	Rennie Meiswinkel	19/01/17											
Kleyn, T	Storer Walker	19/01/17											
Maritz, K	Hayne van Rensburg	19/01/17											
Meiswinkel, P	Rennie Hoch	19/01/17											
Nell, K	Maritz van Rensburg	19/01/17											

Polglase, A	Van Aardt Rennie	19/01/17											
Stacey, L	Alberts Polglase	19/01/17											
Storer, M	Badenhorst Walker	19/01/17											
van Aardt, M	Collier Polglase	19/01/17											
van Niekerk, J	Bondayi Walker	19/01/17											
van Rensburg, V	Nell Rademeyer	19/01/17											
Walker, M	Yaka Rennie	19/01/17											
Waring, M	Walker Brown	19/01/17											
Yaka, Z	Walker Bondayi	19/01/17											

