

# Reading 9c

## Manual for teacher appraisal

*Education Labour Relations Council (ELRC)*

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### Notes

The ELRC's Teacher Appraisal policy is another important means by which teachers' professional accountability can be assured in South Africa. Note the important emphasis on teachers' professional development rather than on simply judging teachers' performance.

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### Reading

## Chapter C: Developmental appraisal

### 1.4.

[...] The primary responsibility for development lies with the *educator*, and the primary site for development is the workplace [...]

## 2. Manual for developmental appraisal

### 2.1 Aim

The aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management.

### 2.2 Basic principle

It is based on the fundamental principle of life-long learning and development. This implies that one has to prioritise areas for development and growth throughout one's career in Education.

## 2.3 Process

Developmental appraisal consists of the following ongoing processes:

- Reflective practice
- Self appraisal
- Peer appraisal (or another member of Appraisal Panel)
- Collaboration
- Interaction within panels

Each one is explained briefly.

- **Reflective Practice:** This ongoing activity requires educators to interpret and analyse the extent to which their performance meets objectives in serving the needs of clients, with the intention to rethink current practice.
- **Self-appraisal:** The educator undertakes self-analysis and introspection in terms of his/her own performance, client questionnaire results, and institution development plans. This is followed by self-evaluation in order to determine priorities for personal and professional growth.
- **Peer appraisal:** The involvement of a colleague in assisting the appraisee to review his/her performance with a view to prioritizing professional developmental needs.
- **Collaboration:** Educators working together to assist in problem-solving, e.g. teachers taking the same grade from different institutions involved in teaching a particular learning field, or educators consulting with the Support Services of the Education Department.
- **Interaction within Panels:** Relationships have to be developed between members to work collectively to assist the appraisee to identify needs, formulate objectives, select professional development activities, implement such activities within time-frames and provide timeous feedback [...]

## 2.9 Professional growth-plan (PGP) form

The appraisee's developmental plan is recorded on this form. The parts of the form are:

- **Objective/s:** e.g. to make use of different modes of continuous learner assessment.
- **Activities:** e.g.
  - Read literature on continuous assessment.
  - Hold discussions with peers.
  - Consult with subject advisor.
  - Learning site visit to observe learner assessment.
- **Resources:** e.g. subject reference books, journals and other literature.
- **Key performance indicators** e.g. integrate new methods of learner assessment in addition to existing ones.

**Table 9.1 Post: Level-one educator**

	<b>Criteria</b>	<b>Definition</b>	<b>Expectation</b>
	<b>Core</b>		
1.1	Curriculum development	<ul style="list-style-type: none"> <li>• Interpretation of learning programmes, development of learning materials and assessment methods, and selection of appropriate teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• The educator plans and designs teaching and learning activities where learning is a collective enterprise, and is integrative, active, and goal-oriented.</li> </ul>
1.2	Creation of a learning environment	<ul style="list-style-type: none"> <li>• The tone and spirit in the classroom. The atmosphere in which teaching and learning takes place.</li> <li>• General attitude to learners and the expectations that are aroused.</li> <li>• The relationship between routines, stimulation, industrious activity, and creativity.</li> <li>• The establishment of a productive, encouraging, demanding, and supportive environment for learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual interest and enthusiasm between teacher and learners create the learning environment.</li> <li>• Learners expect to work hard at valid and satisfying tasks as a result of the open and critical discussion based upon rich and diverse materials.</li> <li>• The classroom atmosphere encourages the exchange of ideas, questions, and experiences, and learning is understood as a co-operative and productive activity.</li> <li>• Learning opportunities take place at different levels at the same time.</li> </ul>
1.3	Lesson presentation and methodology	<ul style="list-style-type: none"> <li>• Educator's knowledge and experience of the learning area that is presented to learners in ways that produce learning, interest, involvement, questions, and critical thinking.</li> <li>• This relies upon the teacher's skills in planning and organizing individual lessons as well as programmes of learning based upon insight into the learning area to be taught.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher has an excellent grasp of the learning area and is highly skilled at using many ways to promote the needs and expectations of learners.</li> <li>• Each lesson has strong links with those before and after, and learner involvement is an integral part of their own education and development.</li> <li>• Learners emerge with a confident and broad understanding of the learning area at their level.</li> </ul>
1.4	Classroom management	<ul style="list-style-type: none"> <li>• There is evidence of discipline, guidance, and support, leading to sound</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates effective ability to encourage, guide, and support learners.</li> </ul>

Criteria	Definition	Expectation
	<p>rapport with learners, positive reinforcement, encouragement, and appropriate admonition as well as effective, fair, regular, and varied assessment of learner's efforts.</p> <ul style="list-style-type: none"> <li>The ability to inspire and encourage learners to produce their best performance and maintain high standards of behaviour and ethics.</li> </ul>	<ul style="list-style-type: none"> <li>Self motivated to the extent that it influences other people positively.</li> <li>Noticeable drive, enthusiasm, and tenacity.</li> <li>Encourages staff to achieve excellence in the classroom.</li> </ul>
1.5 Learner assessment	<ul style="list-style-type: none"> <li>The ability to assess the progress as well as the potential and actual learning through using a variety of assessment procedures.</li> <li>The extent to which the evaluation of learner development is managed continuously in ways of the learners and the learning area.</li> <li>The ability to use the result of learner performance for diagnostic purposes, remedial work, and for adapting teaching programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the assessment of learners creatively so that it serves many constructive purposes.</li> <li>Sets high but achievable standards consistent with the levels and abilities of the learners.</li> <li>Has a lively interest in assessment and its possibilities and is aware of new methods.</li> <li>Learners receive constructive and frequent feedback as a consequence of continuous and varied assessment.</li> <li>Keeps complete and comprehensive records of learners' progress.</li> </ul>
1.6 Recording and analysing data	<ul style="list-style-type: none"> <li>Recording and analysis of data achievement and performance, the level attained in terms of reaching departmental objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Records and analyses of data are exceptionally well kept.</li> <li>Analysis of data is accurate/shows exceptional ability for utilization of the data for problem-solving and development.</li> </ul>
1.7 Development of learning field competency	<ul style="list-style-type: none"> <li>Deliberate efforts by the teacher to keep up with developments, research, and publications in his or her learning area. This includes how the learning area fits into the learning field, its relation to other</li> </ul>	<ul style="list-style-type: none"> <li>Sustains a lively interest in her or his learning area to the extent that, in addition to teaching it well, this teacher leads learning area committees, contributes to workshops, and is capable of lecturing</li> </ul>

Criteria	Definition	Expectation
	learning fields, and developments in methodologies for teaching the learning area effectively.	to trainee teachers in the learning area.
1.8 Professional development in field of work/career and participation in professional bodies	<ul style="list-style-type: none"> <li>• Extent to which the teacher acquires further and new skills and expertise in not only his or her own learning area, but more particularly in educational thinking, administration, management vocational, and/or technical areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a lively sense of the need for educators to acquire new knowledge and additional skills if they are to make Departmental policy succeed.</li> <li>• Uses all opportunities to become familiar with fresh and further thinking in a number of educational areas.</li> <li>• Uses the experience of implementing new thinking to report to colleagues and the Department on the effects of such new approaches on education in an actual school situation.</li> </ul>
1.9 Human relations	<ul style="list-style-type: none"> <li>• Quality of personal and professional relations with all members of the school community.</li> <li>• Support given to colleagues and learners.</li> <li>• Ability to inspire and encourage people to seek and maintain high standards of performance.</li> <li>• Ability to establish relationships based upon respect and trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Has excellent personal and professional relationships with most members of the school community.</li> <li>• Is regarded as open, honest, and accessible, and can offer advice and criticism without causing offence or discomfort.</li> <li>• Is very supportive of colleagues and learners.</li> <li>• Enjoys confidence of parents and members of the community.</li> </ul>
1.10 Leadership	<ul style="list-style-type: none"> <li>• The ability to take the initiative and to act decisively.</li> <li>• Degree of influence on colleagues in making decisions, determining aims, and defining objectives.</li> <li>• Extent to which he or she acts in terms of priorities and opportunities and the degree to which others</li> </ul>	<ul style="list-style-type: none"> <li>• Shows well-developed leadership qualities in an educational environment.</li> <li>• Is able to influence colleagues with decisive recommendations and has a clear sense of how decisions can be implemented.</li> <li>• Leadership qualities are demonstrated in stepping forward and in holding back.</li> </ul>

Criteria	Definition	Expectation
	<p>rely on the insight, point of view, judgement, and will of this teacher.</p>	<ul style="list-style-type: none"> <li>Is expected by community to play a leadership role in many of the school's activities.</li> </ul>
1.11 Community	<ul style="list-style-type: none"> <li>Appreciation and support of institution's needs/ exercise of initiative on institution's behalf/ voluntary commitment/ willingness to get actively involved in learner, staff, and parent matters by participating in committee meetings, workshops, and projects.</li> <li>Knowledge of values and customs of the community.</li> <li>Promotion of education in the community.</li> <li>Contribution to building links between the school and the broader community.</li> </ul>	<ul style="list-style-type: none"> <li>Very good attitude to the community; is sensitive to the norms and customs of the community; serves the community across a very broad front; promotes a very good image of education; is held in high regard by the community; encourages strong links between the school and the community.</li> </ul>
1.12 Extra-curricular	<ul style="list-style-type: none"> <li>Involvement in and availability for school activities outside the classroom and outside teaching hours. This includes sports, cultural activities, meetings with parents and students, school committee work, and attendance at courses and workshops arranged by the Department and educational agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Makes active use of after-hours time for cultural, sporting, and instructional purposes.</li> <li>Plays a leading role in encouraging staff and students to arrange extra-curricular activities.</li> <li>Participates in school and Departmental meetings after school hours and assists with organizing meetings of the school community.</li> <li>Available to students and parents in the afternoons.</li> </ul>
1.13 Contribution to school development	<ul style="list-style-type: none"> <li>Understands and contributes to the implementation of departmental policies and circulars, the new curriculum, and whole school development initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Is familiar with current policies, the new curriculum, and the processes of school change and whole school development.</li> <li>Is able to apply this understanding.</li> </ul>