**PERFORMANCE STANDARD ONE: CREATION OF A POSITIVE LEARNING ENVIRONMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **LEARNING SPACE**  **[ A ]** | **NO EFFORT TO CREATE A LEARNING SPACE THAT IS CONDUCIVE TO TEACHING AND LEARNING**  PERFORMANCE INDICATORS :   1. POOR ARRANGEMENT OF FURNITURE 2. EVIDENCE OF GRAFFITI, LITTERING, VANDALISM 3. NOTICES, CHARTS ABSENT FROM NOTICE BOARD 4. ROOM IS GENERALLY UNTIDY 5. LEARNING SUPPORT MATERIAL IS ABSENT 6. ARRANGEMENT OF DESKS PREVENTS CO-OPERATIVE LEARNING 7. NO EVIDENCE OF CLASSROOM RULES 8. LEARNING AND TEACHING OCCUR IN A DISORGANISED HAPHAZARD MANNER 9. LEARNERS TAKE A LONG TIME TO SETTLE DOWN 10. LEARNERS ARE NOT TASK FOCUSED | **THERE IS EVIDENCE OF AN ATTEMPT AT CREATING AND ORGANIZING A SUITABLE LEARNING ENVIRONMENT.**  PERFORMANCE INDICATORS :   1. SATISFACTORY ARRANGEMENT OF FURNITURE 2. CLASSROOM IS FREE OF VANDALISM GRAFFITI, LITTERING TO A LIMITED DEGREE 3. CLASSROOM IS GENERALLY NEAT 4. SOME EVIDENCE OF LEARNING SUPPORT MATERIAL 5. ARRANGEMENT OF DESKS SUPPORTS CERTAIN MODES OF TEACHING AND LEARNING 6. LIMITED EVIDENCE OF CLASSROOM RULES 7. LEARNING AND TEACHING OCCUR IN AN ORGANISED AND STRUCTURED MANNER 8. LEARNERS SETTLE DOWN IN TIMEOUSLY 9. LEARNERS ARE TASK FOCUSED | **ORGANIZATION OF TEACHING SPACE ENABLES EFFECTIVE USE OF RESOURCES AND SUPPORTS INDIVIDUAL AND GROUP ACTIVITY.**  PERFORMANCE INDICATORS :   1. CLASSROOM FURNITURE IS WELL ORGANISED 2. NO EVIDENCE OF VANDALISM, GRAFFITI, LITTERING 3. NOTICE BOARD HAS CHARTS AND NOTICES WELL DISPLAYED 4. ARRANGEMENT OF DESKS SUPPORTS DIFFERENT MODES OF TEACHING AND LEARNING 5. LEARNING AND TEACHING OCCUR IN A VERY ORGANISED MANNER 6. CLASSROOM RULES CLEARLY EVIDENT AND FOLLOWED BY LEARNERS TO A VARYING DEGREE 7. EVIDENCE OF LEARNING AND TEACHING SUPPORT MATERIAL 8. LEARNERS ARE VERY TASK FOCUSED | **ORGANISATION OF LEARNING SPACE SHOWS CREATIVITY**  PERFORMANCE INDICATORS :   1. CLASSROOM FURNITURE IS CREATIVELY ORGANISED 2. NO EVIDENCE OF VANDALISM, GRAFFITI, LITTERING 3. NOTICE BOARD HAS CHARTS AND NOTICES WELL DISPLAYED 4. ARRANGEMENT OF FURNITURE SUPPORTS VARIOUS MODES OF LEARNING 5. LEARNING AND TEACHING OCCUR IN A VERY ORGANISED MANNER 6. CLASSROOM RULES CLEARLY EVIDENT AND OBSERVED BY LEARNERS 7. CLEAR EVIDENCE OF LEARNING AND TEACHING SUPPORT MATERIAL 8. LEARNERS ARE CLEARLY TASK FOCUSED AND A GOOD WORK ETHIC PREVAILS |

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| LEARNER INVOLVEMENT  **[ B ]** | **EDUCATOR AND LEARNERS APPEAR UNINTERESTED**  **PERFORMANCE INDICATORS**   1. LEARNERS AND EDUCATORS APPEAR DISINTERESTED 2. LECTURE TYPE LESSON WITH NO LEARNER INVOLVEMENT 3. LEARNERS OFTEN ENGAGED IN ACTIVITIES NOT RELATED TO THE LESSON 4. GENERAL LEARNER APATHY IN CLASSROOM 5. LEARNERS ARE OFTEN ENGAGED IN SELF STUDY EXERCISES WITH OUT ANY GUIDANCE FROM EDUCATOR 6. EDUCATOR DISPLAYS PREJUDICE TOWARDS SOME LEARNERS | **LEARNERS ARE ENGAGED IN APPROPRIATE ACTIVITIES FOR MOST OF THE LESSON.**  PERFORMANCE INDICATORS   1. LEARNERS ATTENTION IS GAINED BY THE EDUCATOR 2. LESSON IS INTERSPERSED WITH QUESTIONS THAT ALLOWS FOR LEARNER PARTICIPATION 3. LEARNERS ARE ENCOURAGED TO COMMUNICATE WITH EDUCATOR AND FELLOW LEARNERS 4. ACTIVITIES AND TASKS ARE VARIED TO A LIMITED DEGREE 5. MEANINGFUL TASKS ARE GIVEN TO LEARNERS 6. EDUCATOR MAKES CONCERTED EFFORT TO CREATE A POSITIVE LEARNING ENVIRONMENT 7. LEARNERS ARE GUIDED IN RESPECT OF TASKS 8. EDUCATOR CREATES A NON PREJUDICIAL ATMOSPHERE IN CLASSROOM | **THE ENVIRONMENT IS STIMULATING AND LEARNERS PARTICIPATE ACTIVELY**  PERFORMANCE INDICATORS   1. LEARNERS ARE LIVELY AND PARTICIPATE WILLINGLY 2. EDUCATORS CREATES A LEARNING ATMOSPHERE WHICH SUPPORTS CONSTANT LEARNER INVOLVEMENT 3. LESSON IS STRUCTURED TO ALLOW FOR MEANINGFUL ENGAGEMENT 4. LEARNERS ARE ENCOURAGED TO COMMUNICATE FREELY 5. VARYING , MEANINGFUL TASKS ARE GIVEN TO LEARNERS AND APPROPRIATE INTERVENTIONS ARE MADE BY THE EDUCATOR 6. EDUCATOR HAS A GOOD EMOTIONAL QUOTIENT AND PROVIDES A VERY SUPPORTIVE ENVIRONMENT FOR LEARNING AND RISK TAKING 7. EDUCATOR USES ACTIVITIES TO FOSTER CREATIVITY AND IMAGINATIVE THINKING 8. EDUCATOR FOSTERS TOLERANCE AND A NON PREJUDICIAL ATMOSPHERE | **LEARNERS PARTICIPATE ACTIVELY AND ARE ENCOURAGED TO EXCHANGE IDEAS WITH CONFIDENCE AND BE CREATIVE**  PERFORMANCE INDICATORS   1. LEARNERS ARE LIVELY PARTCIPANTS AND CONTRIBUTE TO KNOWLEDGE CREATION AND ACQUISITION 2. EDUCATOR CREATES A LEARNING ENVIRONMENTTHAT RECOGNISES THE MULTIPLE INTELLIGENCES OF THE LEARNERS 3. LESSON IS CAREFULLY STRUCTURED TO ALLOW FOR MEANINGFUL ENGAGEMENT 4. LEARNERS COMMUNICATE THEIR IDEAS WITH CONFIDENCE 5. EDUCATOR HAS AN EXTREMELY WELL DEVELOPED EMOTIONAL QUOTIENT AND PROVIDES A VERY SUPPORTIVE ENVIRONMENT FOR LEARNING AND RISK TAKING 6. LESSON IS NOT RESOURCE BOUND AND EDUCATOR IS ABLE TO IMPROVISE AND BE FLEXIBLE 7. EDUCATOR FOSTERS TOLERANCE AND A NON PREJUDICIAL ATMOSPHERE |

**PERFORMANCE STANDARD ONE: CREATION OF A POSITIVE LEARNING ENVIRONMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **DISCIPLINE**  **[ C ]** | **NO DISCIPLINE AND MUCH TIME IS WASTED**  PERFORMANCE INDICATORS   1. LEARNERS ARE NOISY AND UNRULY 2. LEARNERS TAKE A LONG TIME TO SETTLE DOWN 3. LEARNERS SHOW NO RESPECT FOR AUTHORITY AND FELLOW LEARNERS 4. LEARNERS ARRIVE AFTER COMMENCEMENT OF LESSON 5. EDUCATOR EMPLOYS DISCIPLINE STRATEGIES IN AN INCONSISTENT MANNER 6. DISCIPLINE IS OFTEN IN CONTRAVENTION OF THE BILL OF RIGHTS AND OTHER LEGISLATION 7. CLEAR ABSENCE OF A MEANINGFUL SET OF CLASSROOM RULES 8. LEARNERS FAIL TO ENGAGE IN ANY MEANINGFUL LEARNING 9. EDUCATOR APPEARS INDIFFERENT AND IS ALSO UNPREPARED FOR THE LESSON 10. LEARNERS OFTEN ENGAGE IN DISRUPTIVE BEHAVIOUR | **LEARNERS ARE DISCIPLINED AND LEARNING IS NOT INTERRUPTED**  PERFORMANCE INDICATORS   1. LEARNERS ARE REASONABLY WELL BEHAVED 2. A FEW LEARNERS TAKE A LONG TIME TO SETTLE DOWN 3. LEARNERS SHOW A SATISFACTORY DEGREE OF RESPECT FOR AUTHORITY AND PEERS 4. EDUCATOR IS ABLE TO ENSURE DISCIPLINE IN THE CLASSROOM 5. EDUCATOR USES APPROPRIATE DISCIPLINARY MEASURES ARE IMPLEMENTED IN A VERY CONSISTENT MANNER 6. EDUCATOR IS ABLE TO ESTABLISH A GOOD RAPPORT WITH LEARNERS 7. EDUCATOR FOSTERS A POSITIVE LEARNING ENVIRONMENT IN TH E CLASSROOM 8. EVIDENCE OF CLASSROOM RULES 9. APPROPRIATE SANCTIONS ARE APPLIED 10. EVENTS IN THE CLASSROOM ARE CLEARLY MONITORED AND PROACTIVE STEPS ARE IMPLEMENTED | **LEARNERS ARE ENCOURAGED, THERE IS POSITIVE**  **REINFORCEMENT. LEARNERS ACCEPT DISCIPLINE WITHOUT FEELING THREATENED.**  PERFORMANCE INDICATORS   1. LEARNERS ARE VERY DISCIPLINED AND TASK FOCUSED 2. CLASSROOM RULES ARE IMPLEMENTED BY THE EDUCATOR AND OBSERVED BY LEARNERS 3. EDUCATOR USES POSITIVE REINFORCEMENT TO CREATE AN ATMOSPHERE CONDUCIVE TO TEACHING AND LEARNING 4. EDUCATOR IS PRO-ACTIVE IN THE APPROACH TO DISCIPLINE 5. USES STRATEGIES THAT ARE CONSISTENT WITH THE BILL OF RIGHTS 6. EDUCATOR FOSTERS SELF DISCIPLINE AND ENJOYS THE RESPECT OF THE LEARNERS 7. EVENTS IN CLASSROOM ARE CLEARLY MONITORED 8. CREATES A DEMOCRATIC LEARNING ATMOSPHERE IN CLASSROOM AND IS SENSITIVE TO DISCRIMINATORY PRACTICES | **LEARNERS ARE MOTIVATED AND SELF DISCIPLINED**  PERFORMANCE INDICATORS   1. LEARNERS ARE SELF DISCIPLINED , TASK FOCUSED AND MOTIVATED 2. CLASSROOM IS A DEMOCRATIC POSITIVE LEARNING SPACE 3. EDUCATOR EMPOWERS LEARNERS TO BECOME SELF DISCIPLINED 4. EDUCATOR EMPLOYS EFFECTIVE STRATEGIES TO RESOLVE CONFLICTS 5. EDUCATOR ENCOURAGES DECISION MAKING USING CONSENSUS 6. EDUCATOR BUILDS POSITIVE REINFORCEMENT TO CREATE A N EFFECTIVE TEACHING AND LEARNING ENVIRONMENT 7. EDUCATOR PROMOTES TOLERANCE AND MUTUAL RESPECT AMONGST LEARNERS 8. EDUCATOR CREATES A DEMOCRATIC LEARNING ENVIRONMENT AND IS SENSITIVE TO ISSUES AROUND RACE,CULTURE, GENDER 9. INSPIRES LEARNERS TO BE SELF DISCIPLINED 10. LEARNERS HAVE A VERY GOOD WORK ETHIC |

**PERFORMANCE STANDARD ONE: CREATION OF A POSITIVE LEARNING ENVIRONMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| DIVERSITY  **[ D ]** | **EDUCATOR IS INSENSITIVE TO RACIAL, CULTURAL AND GENDER DIVERSITY.DOES NOT RESPECT DIGNITY OF INDIVIDUAL LEARNERS OR GROUPS OF LEARNERS**  PERFORMANCE INDICATORS   1. EDUCATOR EXHIBITS PREJUDICE TOWARDS INDIVIDUAL OR GROUPS OF LEARNERS BASED ON RACE,CULTURE, GENDER AND DISABILITY 2. EDUCATOR PROMOTES PREJUDICE IN THE SELECTION AND USE OF DISCRIMINATORY LEARNING AND TEACHING MATERIAL 3. EDUCATOR USES STREOTYPES IN THE TEACHING 4. UNDERLYING TENSION BETWEEN LEARNERS OF DIFFERENT RACE GROUPS 5. EDUCATOR DEMONSTRATES A CLEAR BIAS IN DEALING WITH PROBLEMS AMONGST LEARNERS 6. EDUCATOR FAILS TO PROMOTE THE VALUES OF THE CONSTITUTION IN THE CLASSROOM 7. EDUCATOR FAILS TO MAKE AN ATTEMPT TO BE INCLUSIVE IN THE CLASSROOM | **LEARNING ENVIRONMENT IS FREE OF OBVIOUS DISCRIMINATION**  PERFORMANCE INDICATORS   1. EDUCATOR DOES NOT EXHIBIT ANY PREJUDICE TOWARDS ANY INDIVIDUAL OR GROUPS OF LEARNERS 2. EDUCATOR ATTEMPTS TO FOSTER A DEMOCRATIC ETHOS WITHIN THE CLASSROOM WITH A SATIFACTORY DEGREE OF SUCCESS. 3. EDUCATOR IS ABLE TO RESOLVE CONFLICTS BETWEEN LEARNERE OF DIFFERENT CULTURAL OR RACIAL GROUPS 4. EDUCATOR ATTEMPTS TO PROMOTE TOLERANCE AMONGST LEARNERS 5. EDUCATOR CREATES A POSITIVE ATMOSPHERE IN THE CLASSROOM 6. EDUCATOR USES MATERIAL WIHICH CONTAIN STEREOTYPES WITH SENSITIVITY 7. EDUCATOR ATTEMPTS TO INFUSE THE VALUES OF THE CONSTITUTION INTO DAILY PRACTICE WITHIN THE CLASSROOM 8. EDUCATOR ATTEMPTS TO SOCIALISE INTO PRACTICES OF TOLERANCE AND MUTUAL RESPECT | **EDUCATOR ACKNOWLEDGES AND RESPECTS INDIVIDUALITY AND DIVERSITY**  PERFORMANCE INDICATORS   1. CLASSROOM HAS A POSITIVE ATMOSPHERE AND APPEARS TO BE TENSION FREE 2. EDUCATOR DISPLAYS A MUTUAL SENSE OF RESPECT FOR LEARNERS OF VARIOUS CULTURAL AND RACIAL GROUPS 3. EDUCATOR IS ABLE TO CREATE A DEMOCRATIC LEARNING ENVIRONMENT AND IS ABLE TO DEAL WITH INTOLERANCE IN A POSITIVE MANNER 4. EDUCATOR HAS CLEARLY DEFINED STRATEGIES TO DEAL WITH CONFLICT IN THE CLASSROOM 5. EDUCATOR IS SENSITIVE TO ISSUES OF LANGUAGE AND ITS IMPACT ON RELATIONSHIPS BETWEEN HIMSELF AND LEARNERS AND AMONGST LEARNERS 6. EDUCATOR IS ABLE TO INFUSE THE VALUES OF THE CONSTITUTION INTO DAILY PRACTICE WITHIN THE CLASSROOM 7. EDUCATOR ESTABLISHES A GOOD RAPPORT WITH LEARNERS AND ENJOYS THEIR CONFIDENCE 8. EDUCATOR CATERS FOR INCLUSIVE EDUCATION IN THE CLASSROOM | **EDUCATOR USES INCLUSIVE STRATEGIES AND PROMOTES RESPECT FOR INDIVIDUALITY AND**  **DIVERSITY**  PERFORMANCE INDICATORS   1. CLASSROOM HAS A VERY POSITIVE AND INVITING ATMOSPHERE AND IS TENSION FREE 2. EDUCATOR DISPLAYS A VERY HIGH LEVEL OF RESPECT FOR LEARNERS OF VARIOUS RACIAL/CULTURAL GROUPS 3. EDUCATOR USES A VARIETY OF STRATEGIES TO DEAL WITH ISSUES SURROUNDING DIVERSITY 4. EDUCATOR USES POSITIVE REINFORCEMENT TO FOSTER GOOD RELATIONS IN THE CLASSROOM 5. EDUCATOR CREATES A VERY SUPPORTIVE ENVIRONMENT FOR THE LEARNERS PERSONAL, SOCIAL , EMOTIONAL AND INTELLECTUAL DEVELOPMENT 6. EDUCATOR HAS A VERY WELL DEVELOPED SENSE OF SELF RESPECT AND SELF WORTH 7. EDUCATOR SUCCESSFULLY INFUSES THE VALUES OF THE CONSTITUTION IN DAILY CLASSROOM PRACTICE 8. EDUCATOR ENJOYS AN OUTSTANDING RAPPORT WITH LEARNERS AND ENJOYS THEIR CONFIDENCE |

**PERFORMANCE STANDARDTWO: KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **KNOWLEDGE OF LEARNING AREA**  **[ A ]** | **EDUCATOR CONVEYS INACCURATE AND LIMITED KNOWLEDGE OF LEARNING AREA/SUBJECT**  PERFORMANCE INDICATORS   1. EDUCATOR OVER RELIANCE ON TEXTBOOK/RESOURCE MATERIAL 2. EDUCATOR IS UNABLE TO ANSWER QUESTIONS POSED BY LEARNERS ADEQUATELY 3. EDUCATOR FAILS TO ALLOW FOR MEANINGFUL INTERACTION IN CLASSROOM 4. EDUCATOR RELIES ON THE LECTURE MODE OF TEACHING EXCLUSIVELY | **EDUCATOR’S KNOWLEDGE IS ADEQUATE BUT NOT COMPREHENSIVE**  PERFORMANCE INDICATORS   1. EDUCATOR CONSULTS A LIMITED NUMBER OF RESOURCES 2. PRESENTS A LIMITED AMOUNT OF INFORMATION TO LEARNERS 3. EDUCATOR RELIES ON LECTURE APPROACH WITH LIMITED INTERACTION 4. EDUCATOR MANAGES QUESTIONS FROM LEARNERS IN A SATISFACTORY MANNER 5. EDUCATOR DOES NOT PRESENT ADDITIONAL INFORMATION TO LEARNERS AND OFTEN RESTRICTS HIMSELF/HERSELF TO THE PRESCRIBED TEXT | **EDUCATOR IS ABLE TO USE KNOWLEDGE AND INFORMATION TO EXTEND THE KNOWLEDGE OF THE LEARNERS**  PERFORMANCE STANDARDS   1. EDUCATOR USES A BASELINE ASSESSMENT TO PLAN TEACHING ACTIVITIES 2. EDUCATOR CONSULTS A WIDE VARIETY OF SOURCES AND INCLUDES THESE IN THE LESSON PLANS 3. EDUCATOR IS ABLE TO FACILITATE MEANINGFUL ENGAGEMENT OF LEARNERS 4. EDUCATOR USES A VARIETY OF TASKS TO EXTEND THE KNOWLEDGE OF THE LEARNERS 5. EDUCATOR USES QUESTIONS TO ELICIT RESPONSES AND USE THESE AS THE BASIS FOR FURTHER KNOWLEDGE EXTENSION 6. EDUCATOR IS A LIFELONG LEARNER | **EDUCATOR USES KNOWLEDGE TO DIAGNOSE LEARNER STRENGTHS AND WEAKNESSES IN ORDER TO DEVELOP TEACHING STRATEGIES**  PERFORMANCE STANDARDS   1. EDUCATOR USES A BASELINE ASSESSMENT TO PLAN TEACHING AND LEARNING ACTIVITIES 2. EDUCATOR HAS AN IN-DEPTH KNOWLEDGE OF HIS/HER LEARNING AREA/SUBJECT 3. EDUCATOR USES APPROPRIATE STRATEGIES TO EXTEND KNOWLEDGE OF THE LEARNERS 4. EDUCATOR ALLOWS FOR MEANINGFUL INTERACTION IN THE CLASSROOM 5. EDUCATOR PROVIDES ALTERNATE IDEAS AND SOURCES IN LESSONS 6. EDUCATOR REGARDS HIMSELF/HERSELF AS A LEARNER IN THE TEACHING AND LEARNING PROCESS 7. EDUCATOR CATERS FOR THE MUTIPLE INTELLIGENCES OF HIS LEARNERS 8. EDUCATOR SETS DEMANDING TASKS FOR THE LEARNERS |

**PERFORMANCE STANDARD TWO : KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **SKILLS**  **[ B ]** | **NO SKILL IN CREATING ENJOYABLE LEARNING EXPERIENCES FOR THE LEARNERS**  PERFORMANCE INDICATORS   1. EDUCATOR DOES NOT DEMONSTRATE ADEQUATE SKILLS IN THE ENGAGEMENT OF THE LEARNER 2. EDUCATOR DOES NOT RELATE THE LEARNING PROGRAMME TO THE LEARNERS’ NEEDS 3. EDUCATOR USES THE LECTURE MODE OF TEACHING EXCLUSIVELY 4. LEARNERS APPEAR BORED AND INATTENTIVE 5. EDUCATOR DOES NOT CREATE OPPORTUNITIES FOR ENGAGEMENT OF THE LEARNERS 6. EDUCATOR DOES NOT USE APPROPRIATE TASKS TO CATER FOR VARYING LEARNING STYLES | **SOME SKILL IN ENGAGING THE LEARNERS AND RELATING THE LEARNING PROGRAMMES TO THE LEARNERS’ NEEDS**  PERFORMANCE INDICATORS   1. EDUCATOR POSSES LIMITED SKILL IN THE ENGAGEMENT OF THE LEARNERS 2. EDUCATOR MAKES A LIMITED ATTEMPT TO RELATE THE LEARNING PROGRAMME TO THE NEEDS OF THE LEARNERS 3. EDUCATOR USES A FEW QUESTIONS BUT FAILS TO FOSTER ANY CRITICAL THINKING OR PROBLEM SOLVING 4. LEARNERS APPEAR SOME WHAT INTERESTED 5. EDUCATOR USES A LIMITED NUMBER OF TASKS BUT FAILS TO CATER FOR VARYING LEARNING STYLES | **SKILLFULLY INVOLVES LEARNERS IN LEARNING AREA**  PERFORMANCE INDICATORS   1. EDUCATOR SKILLFULLY ENGAGES LEARNERS IN THE LEARNING PROCESS 2. EDUCATOR USES KNOWLEDGE OF THE PROGRAMME AND THE LEARNERS’ NEEDS OPTIMALLY 3. EDUCATOR USES VARIOUS TASKS TO KEEP LEARNER INTEREST 4. EDUCATOR USES QUESTIONS SKILLFULLY AND USES THE RESPONSES TO CREATE NEW KNOWLEDGE AND UNDERSTANDING 5. EDUCATOR IS AWARE OF THE VARYING LEARNING STYLES OF THE LEARNERS AND DEVELOPS A VARIETY OF TASKS TO CATER FOR THIS | **USES LEARNER CENTRED TECHNIQUES THAT PROVIDE FOR ACQUISITION OF BASIC SKILLS AND KNOWLEDGE AND PROMOTES CRITICAL TH**  **INKING AND PROBLEM SOLVING**  PERFORMANCE INDICATORS   1. EDUCATOR SKILLFULLY USES A LEARNER CENTRED APPROACH TO ENGAGE LEARNERS MEANINGFULLY 2. EDUCATOR HAS EXCEPTIONAL KNOWLEDGE OF THE LEARNING PROGRAMME AND THE LEARNERS’ NEEDS AND CREATES MEANINGFUL OPPORTUNITIES FOR CRITICAL ENGAGEMENT 3. EDUCATOR CREATES OPPORTUNITIES FOR CRITICAL THINKING AND PROBLEM SOLVING 4. EDUCATOR IS ADEPT AT VARYING TEACHING MODALITIES 5. EDUCATOR SETS DEMANDING TASKS WITH THE INTENTION OF HIGHER ORDER SKILLS ACQUISITION |

**PERFORMANCE STANDARD TWO : KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **GOAL SETTING**  **[ C ]** | **LITTLE OR NO EVIDENCE OF GOAL SETTING TO ACHIEVE CURRICULUM OUTCOMES**  PERFORMANCE INDICATORS   1. EDUCATOR HAS NOT ENGAGED IN GOAL SETTING (YEAR PLANS/TERM PLANS/DAILY PLANS/LESSON OUTCOMES) 2. LESSON APPEARS DISJOINTED AND DOES NOT BUILD ON PREVIOUS KNOWLEDGE 3. LEARNERS ARE NOT AWARE OF THE OUTCOMES OF THE LESSON | **EVIDENCE OF SOME GOAL SETTING TO ACHIEVE CURRICULUM OUTCOMES**  PERFORMANCE INDICATORS   1. EDUCATOR HAS MADE SOME ATTEMPT AT GOAL SETTING 2. GOAL SETTING HAS NOT BEEN THOUGHTFULLY DONE AND THEREFORE APPEAR TO BE UNREALISTIC 3. EDUCATOR ATTEMPTS TO LINK LESSON TO PREVIOUS KNOWLEDGE 4. LESSON OUTCOMES ARE PRESENT BUT ARE NOT CLEARLY COMMUNICATED TO LEARNERS | **MAKES EVERY ENDEAVOUR TO SET REALISTIC GOALS TO ACHIEVE CURRICULUM GOALS**  PERFORMANCE INDICATORS   1. EDUCATOR MAKES EVERY ATTEMPT TO SET REALISTIC GOALS AS EVIDENCED IN YEAR PLANS, TERM PLANS, LESSON OUTCOMES 2. LESSONS ARE LOGICALLY SEQUENCED 3. EDUCATOR IS ABLE TO LINK LESSON TO PREVIOUS KNOWLEDGE AND IS ALSO ABLE TO FIND THE CONNECTION TO FUTURE LESSONS 4. LESSON OUTCOMES ARE CLEARLY DETERMINED AND COMMUNICATED TO LEARNERS | **CURRICULUM OUTCOMES ARE ALWAYS ACHIEVED BY BEING CREATIVE AND INNOVATIVE IN GOAL SETTING**  PERFORMANCE INDICATORS   1. GOALS ARE INNOVATIVELY GENERATEDAS EVIDENCED IN YEARPLANS, TERM PLANS, LESSON OUTCOMES 2. LESSONS ARE CREATIVELY LINKED TO OTHER SECTIONS OF WORK 3. EDUCATOR IS ABLE TO SUCCESSFULLY LINK LESSONS TO PAST AND FUTURE LEARNING EXPERIENCES OF THE LEARNERS 4. LESSON OUTCOMES ARE CLEARLY COMMUNICATED TO THE LEARNERS 5. EDUCATOR IS ALSO ABLE TO LINK LEARNING ACROSS LEARNING AREAS |

**PERFORMANCE STANDARD TWO : KNOWLEDGE OF CURRICULUM AND LEARNING PROGRAMMES**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **INVOLVEMENT IN LEARNING PROGRAMMES**  [ D ] | **NO ATTEMPT TO INTERPRET THE LEARNING PROGRAMMES FOR THE BENEFIT OF THE LEARNERS**  PERFORMANCE INDICATORS   1. LEARNING PROGRAMME IS NOT INTERPRETED AND DIVIDED INTO LOGICAL SEQUENCES (SECTIONS INTO LESSON UNITS) 2. LESSONS ARE PLANNED ON AN AD HOC BASIS INSTEAD OF LONG TERM PLANNING 3. NO OUTCOMES FOR LESSONS ARE DETERMINED 4. LEARNERS APPEAR FRUSTRATED SINCE THEY CANNOT BUILD ON PREVIOUS KNOWLEDGE , SKILLS, ATTITUDES AND VALUES 5. EDUCATOR DOES NOT LIAISE WITH FELLOW EDUCATORS 6. EDUCATOR IS RELUCTANT TO ATTEND WORKSHOPS | **MAKES SOME ATTEMPT TO INTERPRET THE LEARNING PROGRAMMES FOR THE BENEFIT OF THE LEARNERS**  PERFORMANCE INDICATORS   1. THERE IS SOME ATTEMPT TO INTERPRET LEARNING PROGRAMMES AND GENERATE LESSONS 2. LEARNING PROGRAMMES ARE TRANSLATED INTO SATISFACTORY LESSON UNITS 3. SOME ATTEMPT IS MADE AT DETERMINING OUTCOMES FOR LESSONS 4. LEARNERS ARE ABLE TO ENJOY LIMITED BENEFIT FROM LEARNING PROGRAMME 5. LEARNERS ARE ABLE TO BUILD ON PREVIOUS KNOWLEDGE, SKILLS, ATTITUDES AND VALUES 6. EDUCATOR LIAISES WITH FELLOW EDUCATORS 7. EDUCATOR ATTENDS SOME WORKSHOPS | **DISPLAYS GREAT ENTHUSIASM IN INTERPRETING LEARNING PROGRAMMES IN THE INTEREST OF THE LEARNERS**  PERFORMANCE INDICATORS   1. EDUCATOR SKILLFULLY AND ENTHUSIASTICALLY INTERPRETS LEARNING PROGRAMMES 2. TRANSLATES LEARNING PROGRAMME INTO RELEVANT MEANINGFUL LESSONS FOR THE BENEFIT OF THE LEARNER 3. OUTCOMES FOR LESSONS ARE THOUGHTFULLY DETERMINED 4. LEARNERS APPEAR TO ENJOY THE LESSONS SINCE THEY ARE ABLE TO SEE ITS FIT INTO OTHER LESSONS AND ACROSS LEARNING AREAS 5. LEARNERS ARE ABLE TO EFFECTIVELY BUILD ON PREVIOUS KNOWLEDGE, SKILLS, ATTITUDES AND VALUES 6. EDUCATOR LINKS UP WITH FELLOW EDUCATOR 7. ACTIVELY INVOLVED IN WORKSHOPS | **EXCELLENT BALANCE BETWEEN CLARITY OF GOALS OF LEARNING PROGRAMMES AND THE EXPRESSION OF LEARNER NEEDS, INTERESTS AND BACKGROUND**  PERFORMANCE INDICATORS   1. EDUCATOR IS PROFICIENT IN RELATING THE GOALS OF THE PROGRAMME TO THE NEEDS AND INTERESTS OF THE LEARNERS 2. LEARNING PROGRAMMES ARE MASTERFULLY INTERPRETED AND TRANSLATED INTO MEANINGFUL LESSONS 3. LESSON OUTCOMES ARE CREATIVELY AND PURPOSEFULLY CRAFTED 4. LEARNERS APPEAR TO THOROUGHLY ENJOY THE LESSONS 5. LEARNERS ARE ABLE TO SEE THE RELEVANCE OF THE LESSONS IN RELATION TO THEIR OWN EXPERIENCES AND ACROSS LEARNING AREAS 6. LEARNERS ARE ABLE TO SUCCESSFULLY AND EFFECTIVELY BUILD ON THE PREVIOUS KNOWLEDGE, SKILLS, ATTITUDES AND VALUES 7. EDUCATOR NETWORKS WITH COLLEAGUES 8. PARTICIPATES IN WORKSHOP |

**PERFORMANCE STANDARD THREE : LESSON PLANNING, PREPARATION AND PRESENTATION**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **PLANNING**  **[ A ]** | **LITTLE OR NO EVIDENCE OF LESSON PLANNING**  PERFORMANCE INDICATORS   1. LESSON NOT LOGICALLY PRESENTED 2. LESSON FAILS TO ACHIEVE DESIRED OUTCOMES 3. INADEQUATE LEARNER PARTICIPATION 4. LEARNERS UNRULY AND NOT MEANINGFULLY OCCUPIED 5. POOR TIME MANAGEMENT 6. INAPPROPRIATE LEARNER ACTIVITIES 7. NO FEEDBACK TO LEARNERS 8. NO CONSOLIDATION ACTIVITY 9. LESSON FAILED TO CATER FOR MULTIPLE INTELLIGENCES OF THE LEARNERS | **LESSON PLANNING NOT FULLY ON A PROFESSIONAL STANDARDS**  PERFORMANCE INDICATORS   1. LESSON PRESENTATION WAS LOGICAL BUT HAD GAPS 2. LESSON ACHIEVED SOME OF THE DESIRED OUTCOMES 3. LESSON WAS NOT DEVELOPMENTAL 4. LIMITED LEARNER PARTICIPATION 5. LEARNER TASKS FAILED TO KEEP LEARNERS OCCUPIED FOR THE DURATION OF THE LESSON 6. LIMITED FEEDBACK TO LEARNERS 7. CONSOLIDATION ACTIVITY WAS OF A LOW CONCEPTUAL LEVEL 8. NO EXTENSION ACTIVITY FOR HIGH ACHIEVERS 9. SATISFACTORY TIME MANAGEMENT 10. MULTIPLE INTELLIGENCES CATERED FOR TO A LIMITED DEGREE IN THE LESSON | **LESSON PLANNING IS GENERALLY CLEAR, LOGICAL AND SEQUENTIAL**  PERFORMANCE INDICATORS   1. LESSON WAS COHERENT AND MEANINGFUL 2. LESSON ACHIEVED ITS DESIRED OUTCOMES 3. LESSON PROVIIDED ADEQUATE OPPORTUNITIES FOR LEARNER PARTICIPATION AND INVOLVEMENT 4. APPROPRIATE LEARNER TASKS ENSURED LEARNERS GAINFULLY OCCUPIED FOR DURATION OF THE LESSON 5. TIMELY AND APPROPRIATE FEEDBACK GIVEN TO LEARNERS 6. LIMITED EXTENSION FOR HIGH ACHIEVERS 7. GOOD TIME MANAGEMENT 8. MULTIPLE INTELLIGENCES CATERED FOR IN THE LESSON | **LESSON PLANNING IS ABUNDANTLY CLEAR, LOGICAL, SEQUENTIAL AND DEVELOPMENTAL**  PERFORMANCE INDICATORS   1. LOGICAL , COHERENT AND MEANINGFUL LESSON 2. LESSON ACHIEVED OUTCOMES 3. LESSON CATERED FOR THE MULTIPLE INTELLIGENCES OF LEARNERS 4. APPROPRIATE TASKS AND ACTIVITIES GIVEN TO THE LEARNERS 5. LESSON CLEARLY BUILT ON PAST KNOWLEDGE AND EXPERIENCE OF LEARNERS 6. REGULAR FEEDBACK GIVEN TO LEARNERS THROUGHOUT THE LESSON 7. EXCELLENT EXTENSION ACTIVITIES FOR HIGH ACHIEVERS 8. EXCELLENT TIME MANAGEMENT |

**PERFORMANCE STANDARD THREE : LESSON PLANNING, PREPARATION AND PRESENTATION**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **PRESENTATION**  **[ B ]** | **LESSON NOT CLEARLY PRESENTED**  PERFORMANCE INDICATORS   1. EDUCATOR LACKS CONFIDENCE 2. EDUCATOR ADOPTS LECTURE MODE ONLY 3. EDUCATOR PRESENTS INCORRECT OR INADEQUATE KNOWLEDGE 4. EDUCATOR DOES NOT ALLOW FOR LEARNER PARTICIPATION 5. INAPPROPRIATE LOW LEVEL TASKS ARE SET FOR THE LEARNERS 6. POOR TIME MANAGEMENT 7. LEARNERS APPEAR BORED OR DISINTERESTED 8. EDUCATOR USES LANGUAGE THAT DISEMPOWERS SECOND LANGUAGE LEARNERS 9. EDUCATOR DOES NOT USE CONCRETE EXAMPLES FROM THE LEARNERS EXPERIENCE BASE | **LESSONS ARE STRUCTURED AND RELATIVELY CLEARLY PRESENTED**  PERFORMANCE INDICATORS   1. EDUCATOR IS CONFIDENT IN APPROACH TO LESSON 2. EDUCATOR USES DIFFERENT MODES OF TEACHING 3. EDUCATOR CREATES FEW OPPORTUNITIES FOR LEARNER PARTICIPATION 4. TASKS ARE GIVEN TO LEARNERS BUT LACK CONCEPTUAL COMPLEXITY 5. TASKS ARE DEVELOPMENTAL TO A LIMITED DEGREE 6. SATISFACTORY TIME MANAGEMENT 7. LEARNERS APPEAR INTERESTED 8. EDUCATOR ATTEMPTS TO USE CONCRETE EXAMPLES FROM THE EXPERIENTIAL LEARNING OF THE LEARNER 9. EDUCATOR IS SENSITIVE TO THE ISSUE OF LANGUAGE AS A BARRIER TO LEARNING | **LESSONS ARE WELL STRUCTURED AND THOUGHTFULLY PRESENTED**  PERFORMANCE INDICATORS   1. EDUCATOR IS CONFIDENT AND PRESENTS THE LESSON IN A CAREFULLY THOUGHT OUT MANNER 2. EDUCATOR USES A VARIETY OF TEACHING MODES 3. LEARNER INTEREST IS CONTINUOUSLY SUSTAINED 4. EDUCATOR CREATES OPPORTUNITIES FOR LEARNER PARTICIPATION 5. EDUCATOR PRESENTS THE LESSON SUCH THAT LEARNERS ARE ABLE TO SEE IT FIT INTO THE BROADER LEARNING PROGRAMME BUILDING ON PREVIOUS LESSONS AND ANTICIPATING FUTURE LEARNING 6. EDUCATOR SKILLFULLY USES VARIOUS CONCRETE EXAMPLES FROM THE EXPERIENTIAL LEARNING OF THE LEARNERS 7. EDUCATOR USES INNOVATIVE STRATEGIES TO OVERCOME LEARNING BARRIERS IN THE CLASSROOM | **LESSONS ARE EXCELLENTLY STRUCTURED AND EXCEPTIONALLY PRESENTED**  PERFORMANCE INDICATORS   1. EDUCATOR IS A MASTER OF HIS LEARNING AREA AND PRESENTS LESSON IN AN EXCEPTIONAL MANNER 2. EDUCATOR USES A VARIETY OF APPROPRIATE MODES OF TEACHING 3. APPROPRIATE TASKS ARE USED TO SUSTAIN THE INTEREST OF THE LEARNERS 4. EDUCATOR SKILLFULLY BUILDS ON THE EXISTING KNOWLEDGE OF THE LEARNERS 5. EDUCATOR CREATES EXPANDED OPPORTUNITIES FOR LEARNER PARTICIPATION 6. EDUCATOR CAREFULLY FACILITATES LEARNING 7. EDUCATOR ENGAGES IN CONTINUOUS ASSESSMENT OF TEACHING AND LEARNING 8. EDUCATOR IS ABLE TO IDENTIFY AND CREATIVELY OVERCOME BARRIERS TO LEARNING AND TEACHING 9. EDUCATOR PRESENTS THE LESSON SUCH THAT LEARNERS ARE ABLE TO SEE IT FIT INTO THE BROADER LEARNING PROGRAMME BUILDING ON PREVIOUS LESSONS AND ANTICIPATING FUTURE LEARNING |

**PERFORMANCE STANDARD THREE : LESSON PLANNING, PREPARATION AND PRESENTATION**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **RECORDING**  **[ C ]** | **NO RECORDS ARE KEPT**  PERFORMANCE INDICATORS   1. NO EVIDENCE OF ANY RECORDS | **EVIDENCE OF ESSENTIAL RECORDS OF PLANNING AND LEARNER PROGRESS IS AVAILABLE**  PERFORMANCE INDICATORS   1. EDUCATOR KEEPS A RESOURCE FILE , TEST FILE AND MARK FILE 2. RECORDS ARE HAPHAZARDLY FILED AND NOT EASILY ACCESSIBLE 3. ASSESSMENT RECORDS ARE NOT UPDATED REGULARLY 4. MARKING MEMOS/SCORING RUBRICS FOR ASSESSMENT TASKS ARE   INCOMPLETE | **ESSENTIAL RECORDS OF PLANNING AND LEARNING PROGRESS ARE MAINTAINED AT A HIGH LEVEL OF PROFICIENCY**  PERFORMANCE INDICATORS   1. EDUCATOR KEEPS A RESOURCE FILE, PLANNING FILE (YEAR PLANS; TERM PLANS;WEEKLY PLANS AND DAILY PLANS) , ASSESSMENT FILE ; SUBJECT POLICY FILE AND MARK FILE 2. FILES ARE WELL ORGANISED AND EASILY ACCESSIBLE 3. RECORDS ARE UPDATED REGULARLY 4. LEARNERS PROGRESS IS CONTINUOUSLY RECORDED AND APPROPRIATE INTERVENTION IS PLANNED | **OUTSTANDING RECORD KEEPING OF PLANNING AND LEARNER PROGRESS**  PERFORMANCE INDICATORS   1. EDUCATOR KEEPS A RESOURCE FILE, PLANNING FILE (YEAR PLANS; TERM PLANS;WEEKLY PLANS AND DAILY PLANS) , ASSESSMENT FILE ; SUBJECT POLICY FILE AND MARK FILE , PROFESSIONAL DEVELOPMENT FILE (COURSES ATTENDED/PRESENTED DEALING WITH LEARNING AREA) 2. RECORDS ARE EXCELLENTLY MAINTAINED 3. RECORDS ARE UPDATED REGULARLY 4. LEARNER ASSESSMENT RECORDS ARE METICULOUSLY MAINTAINED 5. LEARNER ASSESSMENT RECORDS ARE CAREFULLY ANALYSED TO CONSTRUCT EFFECTIVE INTERVENTIONS |

**PERFORMANCE STANDARD THREE : LESSON PLANNING, PREPARATION AND PRESENTATION**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **MANAGEMENT OF LEARNING PROGRAMMES**  **[ D ]** | **LEARNERS NOT INVOLVED IN LESSONS IN A WAY THAT SUPPORTS THEIR NEEDS AND THE DEVELOPMENT OF THEIR SKILLS AND KNOWLEDGE**  PERFORMANCE INDICATORS   1. LEARNERS APPEAR BORED AND DISINTERESTED 2. EDUCATOR FAILS TO CREATE MEANINGFUL OPPORTUNITIES FOR LEARNER INVOLVEMENT 3. NO TASKS ARE ASSIGNED TO LEARNERS 4. LEARNERS FAIL TO SEE RELEVANCE OF LESSON TO THEIR LIVES 5. EXPERIENTIAL KNOWLEDGE IS IGNORED 6. EDUCATOR USES INAPPROPRIATE LANGUAGE 7. EDUCATOR IGNORES LEARNERS WITH BARRIERS TO LEARNING 8. POOR TIME MANAGEMENT | **EVIDENCE OF SOME LEARNER INVOLVEMENT IN LESSONS IN A WAY THAT SUPPORTS THEIR NEEDS AND THE DEVELOPMENT OF THEIR SKILLS AND KNOWLEDGE**  PERFORMANCE INDICATORS   1. LEARNERS APPEAR INTERESTED IN THE LESSON 2. EDUCATOR CREATES LIMITED OPPORTUNITY FOR LEARNER INVOLVEMENT 3. LIMITED TASKS ARE ASSIGNED TO LEARNERS 4. LEARNERS MAKE A LIMITED CONNECTION BETWEEN THE LESSON AND THEIR NEEDS 5. EXPERIENTIAL LEARNING IS TAKEN INTO ACCOUNT TO A LIMITED DEGREE 6. EDUCATORS ATTEMPTS TO USE LANGUAGE APPROPRIATE TO LANGUAGE LEVEL OF THE LEARNERS 7. THERE IS SOME ATTEMPT TO BE INCLUSIVE 8. SATISFACTORY TIME MANAGEMENT | **GOOD INVOLVEMENT OF LEARNERS IN SUCH A WAY THAT IT FULLY SUPPORTS THEIR NEEDS AND THE DEVELOPMENT OF THEIR SKILLS AND KNOWLEDGE**  PERFORMANCE INDICATORS   1. LEARNERS ARE VERY INTERESTED IN THE LESSON AND PARTICIPATE ACTIVELY 2. EDUCATOR CREATES GOOD OPPORTUNITIES FOR LEARNER INVOLVEMENT 3. VARIED HIGH QUALITY TASKS ARE ASSIGNED IN ORDER TO SUSTAIN LEARNER PARTICIPATION 4. EDUCATOR USES EXPERIENTIAL LEARNING EFFECTIVELY 5. LEARNERS ARE ABLE TO MAKE THE CONNECTION BETWEEN THE LESSON AND THEIR NEEDS 6. EDUCATOR IS VERY SENSITIVE TO THE ISSUE OF LANGUAGE AND FACTORS THIS INTO LESSON 7. EDUCATOR IS AS INCLUSIVE AS POSSIBLE 8. GOOD TIME MANAGEMENT | **EXCELLENT INVOLVEMENT OF LEARNERS IN SUCH A WAY THAT IT FULLY SUPPORTS THEIR NEEDS AND THE DEVELOPMENT OF THEIR SKILLS AND KNOWLEDGE**  PERFORMANCE INDICATORS   1. LESSON IS LIVELY AND LEARNERS ARE VERY INTERESTED IN THE LESSON 2. EDUCATOR CREATES EXPANDED OPPORTUNIES FOR LEARNER INVOLVEMENT AND PARTICIPATION 3. EDUCATOR USES A VARIETY OF TASKS WITH VARYING LEVELS OF COMPLEXITY TO SUSTAIN THE INVOLVEMENT OF LEARNERS 4. EDUCATOR USES EXPERIENTIAL LEARNING AS THE CATALYST FOR KNOWLEDGE CREATION AND ACQUISITION 5. EDUCATOR CREATES A POSITIVE, SUPPORTIVE LEARNING ENVIRONMENT 6. EDUCATOR EMPLOYS CREATIVE STRATEGIES TO OVER LANGUAGE AS A BARRIER TO LEARNING 7. EDUCATOR FOSTERS AN INCLUSIVE APPROACH TO LESSONS 8. OUTSTANDING TIME MANAGEMENT |

**PERFORMANCE STANDARD FOUR : LESSON ASSESSMENT/ACHIEVEMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **FEEDBACK TO LEARNERS**  **[ A ]** | **NO EVIDENCE O F MEANINGFUL FEEDBACK TO LEARNERS OR FEEDBACK IRREGULAR AND INCONSISTENT**  PERFORMANCE STANDARDS   1. ASSESSMENT TASKS ARE NOT RETURNED TO LEARNERS WITHIN FOUR DAYS AFTER ADMINISTRATION 2. NO FEEDBACK IS GIVEN TO LEARNERS 3. NO EVIDENCE OF A REMEDIATION STRATEGY 4. FEEDBACK IS SPORADIC AND DEMEANING TO LEARNERS 5. NO ENRICHMENT PROGRAMME FOR HIGH ACHIEVERS IS IN PLACE | **SOME EVIDENCE OF FEEDBACK**  PERFORMANCE INDICATORS   1. ASSESSMENT TASKS ARE MARKED WITHIN STIPULATED TIMEFRAMES 2. FEEDBACK IS OCCASIONAL 3. A LIMITED REMEDIATION PROGRAMME IS IN PLACE 4. NO ENRICHMENT PROGRAMME FOR HIGH ACHIEVERS IS IN PLACE 5. FEEDBACK IS USED IN A LIMITED MANNER AND IS NOT INCORPORATED INTO LESSON PLANNING | **FEEDBACK IS REGULAR, CONSISTENT AND TIMEOUSLY PROVIDED**  PERFORMANCE INDICATORS   1. ASSESSMENT TASKS ARE MARKED WELL WITHIN STIPULATED TIMEFRAMES AND RETURNED TO LEARNERS 2. FEEDBACK IS POSITIVE AND ENCOURAGING 3. A DEFINITIVE REMEDIATION PROGRAMME IS IN PLACE 4. HIGH FREQUENCY ERRORS ARE RECORDED AND BUILT INTO FUTURE LESSONS 5. A LIMITED ENRICHMENT PROGRAMME IS IN PLACE FOR HIGH ACHIEVERS | **FEEDBACK IS INSIGHTFUL, REGULAR, CONSISTENT AND BUILT INTO LESSON DESIGN**  PERFORMANCE INDICATORS   1. ASSESSMENT TASKS ARE MARKED TIMEOUSLY AND RETURNED TO LEARNERS 2. REGULAR INSIGHTFUL FEEDBACK IS GIVEN TO THE LEARNERS 3. AN EFFECTIVE REMEDIATION PROGRAMME IS IN PLACE 4. EDUCATOR BUILDS HIGH FREQUENCY ERRORS INTO THE LESSON PLANNING PROCESS 5. HIGH FREQUENCY ERRORS AND MISCONCEPTIONS BECOME LEARNING POINTS AND THIS IS BUILT INTO DAILY CLASSROOM PRACTICE 6. HIGH QUALITY ENRICHMENT PROGRAMME IS IN PLACE FOR HIIGH ACHIEVERS |

**PERFORMANCE STANDARD FOUR ASSESSMENT/ACHIEVEMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **KNOWLEDGE OF ASSESSMENT TECHNIQUES**  **[ B ]** | **DOES NOT DEMONSTRATE AN UNDERSTANDING OF THE DIFFERENT TYPES OF ASSESSMENT**  PERFORMANCE INDICATORS   1. OVER RELIANCE ON PEN AND PAPER TESTS | **HAS A BASIC UNDERSTANDING OF THE DIFFERENT TYPES OF ASSESSMENT**  PERFORMANCE INDICATORS   1. USES AT LEAST TWO DIFFERENT TYPES OF ASSESSMENT BUT FAVOURS THE TRADITIONAL TEST 2. HAS A DEGREE OF DIFFICULTY IN IMPLEMENTING ALTERNATE TYPES OF ASSESSMENT | **A VARIETY OF ASSESSMENT TECHNIQUES ARE USED.**  PERFORMANCE INDICATORS   1. USES MORE THAN FOUR TYPES OF ASSESSMENT TECHNIQUES 2. USES DIFFERENT ASSESSMENT TECHNIQUES TO CATER FOR MULTIPLE INTELLIGENCES 3. DOES NOT RELY ON CLASSROOM TESTS 4. USES VARIOUS TYPES OF ASSESSMENT FOR CLEARLY DEFINED PURPOSES | **DIFFERENT ASSESSMENT TECHNIQUES ARE USED TO CATER FOR LEARNERS FROM DIVERSE BACKGROUNDS, WITH MULTIPLE INTELLIGENCES AND LEARNING STYLES**  PERFORMANCE INDICATORS   1. EDUCATOR HAS AN IN DEPTH UNDERSTANDING OF ASSESSMENT TECHNIQUES 2. USES VARYING ASSESSMENT TECHNIQUES WITH CLEARLY DEFINED PURPOSES 3. CLEAR EVIDENCE OF DIFFERENTIATION IN ASSESSMENT PRACTICES |

**PERFORMANCE STANDARD FOUR ASSESSMENT/ACHIEVEMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **APPLICATION OF ASSESSMENT TECHNIQUES**  **[ C ]** | **ASSESSMENT RESULTS ARE NOT USED TO INFLUENCE TEACHING**  PERFORMANCE INDICATORS   1. ASSESSMENT IS ONLY DONE FOR THE SAKE OF IT 2. NO DIAGNOSIS OF RESULTS IS DONE 3. NO EVIDENCE OF CORRECTIVE MEASURES 4. EDUCATOR CONTINUES TEACHING IN THE SAME WAY | **SOME EVIDENCE OF CORRECTIVE MEASURES AND REMEDIAL ACTIVITY BASED ON ASSESSMENT RESULTS**  PERFORMANCE INDICATORS   1. REGULAR ANALYSIS OF RESULTS IS UNDERTAKEN 2. ASSESSMENT RESULTS ARE ANALYSED 3. APPROPRIATE CORRECTIVE MEASURES ARE PUT INTO EFFECT 4. ANALYSIS RECORDED IN TEST FILE 5. EDUCATOR USES ASSESSMENT RESULTS TO MODIFY TEACHING PRACTICE IN THE CLASSROOM | **ASSESSMENT RESULTS INFORMS LESSON PLANNING TO ADDRESS LEARNERS’ STRENGTHS AND WEAKNESSES**  PERFORMANCE INDICATORS   1. AN IN DEPTH ANALYSIS OF RESULTS IS DONE 2. THERE IS A CLEAR PURPOSE OF THE ASSESSMENT 3. THE ANALYSIS RESULTS IN THE MODIFICATION OF EXISTING TEACHING PRACTICE 4. EDUCATOR INTERPRETS RESULTS CRITICALLY AND INCLUDES MISCONCEPTIONS INTO TEACHING PRACTICE 5. EDUCATOR USES RESULTS TO MAKE APPROPRIATE INTERVENTIONS | **ASSESSMENT IS USED TO INFORM MULTIPLE INTERVENTION STRATEGIES TO ADDRESS SPECIFIC NEEDS OF ALL LEARNERS AND MOTIVATE THEM**  PERFORMANCE INDICATORS   1. EDUCATOR CONDUCTS AN IN DEPTH ANALYSIS AND DESIGNS APPROPRIATE INTERVENTION STRATEGIES 2. INCORPORATES RESULTS GLEANED FROM THE ANALYSIS IN FUTURE LESSONS 3. EDUCATOR USES ASSESSMENT POSITIVELY TO MOTIVATE LEARNERS |

**PERFORMANCE STANDARD FOUR ASSESSMENT/ACHIEVEMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **RECORD KEEPING**  **[ D ]** | **NO EVIDENCE OF RECORDS OR RECORDS ARE INCOMPLETE**  PERFORMANCE INDICATORS   1. EDUCATOR HAS NO RECORDS TO PRODUCE 2. ASSESSMENT ACTIVITIES HAVE NO MARKING MEMORANDA OR SCORING RUBRIC 3. MARKS HAVE NOT BEEN ENTERED INTO MARK FILE | **MAINTAINS ESSENTIAL RECORDS**  **(TEST FILE, MARK FILE)**  PERFORMANCE INDICATORS   1. EDUCATOR KEEPS TEST FILE AND A MARKFILE 2. ALL ASSESSMENT ACTIVITIES HAVE MARKING MEMORANDA/SCORING RUBRIC 3. RECORDS ARE NEATLY MAINTAINED 4. MARKS ARE RECORDED REGULARLY | **RECORDS ARE SYSTEMATICALLY , EFFICIENTLY AND REGULARLY MAINTAINED**  PERFORMANCE INDICATORS   1. EDUCATOR KEEPS TEST FILE AND A MARK FILE 2. ALL ASSESSMENT ACTIVITIES HAVE MARKING MEMORANDA/SCORING RUBRIC 3. RECORDS ARE NEATLY MAINTAINED 4. MARKS ARE RECORDED REGULARLY 5. EDUCATOR HAS A GOOD DATA BANK OF PAST QUESTIONS 6. ANALYSIS OF TESTS ARE RECORDED REGULARLY 7. RECORDS ARE EASILY ACCESSIBLE | **RECORDS ARE EASILY ACCESSED AND PROVIDE INSIGHTS INTO INDIVIDUAL LEARNERS PROGRESS**  PERFORMANCE INDICATORS   1. EDUCATOR KEEPS TEST FILE AND A MARK FILE 2. ALL ASSESSMENT ACTIVITIES HAVE MARKING MEMORANDA/SCORING RUBRIC 3. RECORDS ARE NEATLY MAINTAINED 4. MARKS ARE RECORDED REGULARLY 5. EDUCATOR HAS A GOOD DATABANK OF PAST QUESTIONS 6. ANALYSIS OF TESTS ARE RECORDED REGULARLY 7. RECORDS ARE EASILY ACCESSIBLE 8. RECORDS ALLOW FOR TRACKING OF INDIVIDUAL LEARNERS PERFORMANCE / PROGRESS |

**PERFORMANCE STANDARD FIVE : PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL BODIES**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **PARTICIPATION IN PROFESSIONAL DEVELOPMENT**  **[ A ]** | **LITTLE OR NO EVIDENCE OF PROFESSIONAL DEVELOPMENT**  PERFORMANCE INDICATORS   1. EDUCATOR DOES NOT ATTEND/CONDUCT ANY WORKSHOP 2. EDUCATOR IS UNAWARE OF NEW DEVELOPMENTS WITHIN THE EDUCATION SYSTEM 3. EDUCATOR DOES NOT ENGAGE IN ANY CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITY 4. EDUCATOR USES DATED TECHNIQUES IN CLASSROOM PRACTICE | **THERE IS EVIDENCE OF SOME ATTEMPT TO DEVELOP ONESELF PROFESSIONALLY**  PERFORMANCE INDICATORS   1. EDUCATOR ONLY ATTENDS WORKSHOPS ORGANISED BY THE DEPARTMENT 2. EDUCATOR HAS A LIMITED UNDERSTANDING OF NEW DEVELOPMENTS WITHIN THE EDUCATIONAL SYSTEM 3. EDUCATOR ATTEMPTS TO USE NEW TECHNIQUES IN CLASSROOM PRACTICE 4. ENGAGES IN LIMITED INTERACTION WITHIN AND OUTSIDE THE SCHOOL | **IS AN EAGER PARTICIPANT IN PROFESSIONAL DEVELOPMENT PROGRAMMES TO IMPROVE JOB PERFORMANCE**  PERFORMANCE INDICATORS   1. EDUCATOR ATTENDS INSET COURSES AND WILLINGLY DISSEMINATES INFORMATION TO COLLEAGUES 2. EDUCATOR ATTENDS SHORT COURSES ORGANISED BY EXTERNAL AGENCIES 3. EDUCATOR HAS A GOOD UNDERSTANDING OF ISSUES WITHIN THE EDUCATION SYSTEM 4. FORMS NETWORKS WITH OTHER COLLEAGUES 5. ENGAGES IN READING | **TAKES A LEADING ROLE IN INITIATING AND DELIVERING PROFESSIONAL DEVELOPMENT OPPORTUNITIES**  PERFORMANCE INDICATORS   1. EDUCATOR ATTENDS INSET COURSES AND WILLINGLY DISSEMINATES INFORMATION TO COLLEAGUES 2. EDUCATOR ATTENDS SHORT COURSES 3. ORGANISED BY NGOS AND HEIs 4. PRESENTS PAPERS 5. EDUCATOR OFTEN ORGANISES PROFESSIONAL DEVELOPMENT COURSES |

**PERFORMANCE STANDARD FIVE : PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL BODIES**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **PARTICIPATION IN PROFESSIONAL BODIES**  **[ B ]** | **MAKES NO ATTEMPT TO PARTICIPATE IN PROFESSIONAL BODIES**  PERFORMANCE INDICATORS   1. EDUCATOR IS NOT INTERESTED IN JOINING ANY PROFESSIONAL BODY 2. EDUCATOR IS NOT A MEMBER OF A TRADE UNION | **EVIDENCE OF SOME PARTICIPATION IN PROFESSIONAL**  **BODIES**  PERFORMANCE INDICATORS   1. EDUCATOR IS A MEMBER OF A TRADE UNION 2. EDUCATOR IS A MEMBER OF A LEARNING AREA/SUBJECT ASSOCIATION | **PLAYS A ROLE IN PROFESSIONAL BODIES AND INVOLVES COLLEAGUES**  PERFORMANCE INDICATORS   1. EDUCATOR IS AN ACTIVE MEMBER OF TRADE UNION/LEARNING AREA ASSOCIATION 2. ORGANISES WORKSHOPS/SEMINARS FOR COLLEAGUES 3. ENCOURAGES COLLEAGUES TO JOIN PROFESSIONAL BODIES | **EDUCATOR TAKES UP LEADING POSITIONS IN PROFESSIONAL BODIES AND INVOLVES COLLEAGUES**  PERFORMANCE INDICATORS   1. EDUCATOR IS AN OFFICE BEARER OF TRADE UNION/LEARNING AREA ASSOCIATION 2. ORGANISES WORKSHOPS/SEMINARS FOR COLLEAGUES 3. PROVIDES REGULAR FEEDBACK TO COLLEAGUES 4. ENCOURAGES COLLEAGUES TO JOIN PROFESSIONAL BODIES |

**PERFORMANCE STANDARD FIVE : PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL BODIES**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **KNOWLEDGE OF EDUCATIONAL ISSUES**  **[ C ]** | **DISPLAYS NO OR SUPERFICIAL KNOWLEDGE OF EDUCATIONAL ISSUES**  PERFORMANCE INDICATORS   1. EDUCATOR DOES NOT PARTICIPATE IN DISCUSSIONS INVOLVING EDUCATIONAL ISSUES 2. EDUCATOR DOES NOT COMMENT ON EDUCATIONAL POLICIES 3. EDUCATOR HAS DIFFICULTY IN IMPLEMENTING EDUCATIONAL POLICIES 4. EDUCATOR IS IGNORANT OF THE IMPACT OF EDUCATIONAL POLICIES ON THE EDUCATIONAL SYSTEM | **SHOWS SOME KNOWLEDGE OF EDUCATIONAL ISSUES**  PERFORMANCE INDICATORS   1. EDUCATOR PARTICIPATES TO A LIMITED EXTENT IN DISCUSSIONS INVOLVING EDUCATIONAL ISSUES 2. EDUCATOR PROVIDES LIMITED COMMENT ON EDUCATIONAL POLICIES 3. EDUCATOR IS ABLE TO IMPLEMENT EDUCATIONAL POLICIES WITH SOME SUCCESS 4. EDUCATOR HAS A REASONABLE UNDERSTANDING OF THE IMPACT OF EDUCATIONAL POLICIES ON THE EDUCATIONAL SYSTEM | **DEMONSTRATES A CLEAR AWARENESS OF CURRENT EDUCATIONAL ISSUES**  PERFORMANCE INDICATORS   1. EDUCATOR IS AN EAGER PARTICIPANT IN DISCUSSIONS INVOLVING EDUCATIONAL ISSUES 2. EDUCATOR PROVIDES MEANINGFUL COMMENT ON EDUCATIONAL POLICIES 3. EDUCATOR IS ABLE TO IMPLEMENT EDUCATIONAL POLICIES SUCCESSFULLY 4. EDUCATOR HAS A GOOD UNDERSTANDING OF THE IMPACT OF EDUCATIONAL POLICIES ON THE EDUCATIONAL SYSTEM 5. EDUCATOR PREPARES POSITION/DISCUSSION PAPERS ON NEW DEVELOPMENTS IN THE EDUCATIONAL SYSTEM | **EDUCATOR IS INFORMED AND CRITICALLY ENGAGES WITH CURRENT EDUCATIONAL ISSUES**  PERFORMANCE INDICATORS   1. EDUCATOR IS AN OUTSTANDING PARTICIPANT IN DISCUSSIONS INVOLVING EDUCATIONAL ISSUES 2. EDUCATOR PROVIDES MEANINGFUL AND CRITICAL COMMENT ON EDUCATIONAL POLICIES 3. EDUCATOR IS ABLE TO IMPLEMENT EDUCATIONAL POLICIES SUCCESSFULLY 4. EDUCATOR HAS A N EXCELLENT UNDERSTANDING OF THE IMPACT OF EDUCATIONAL POLICIES ON THE EDUCATIONAL SYSTEM 5. EDUCATOR PREPARES POSITION/DISCUSSION PAPERS ON NEW DEVELOPMENTS IN THE EDUCATIONAL SYSTEM 6. EDUCATOR OFTEN TAKES THE LEAD IN DISCUSSIONS AROUND EDUCATIONAL ISSUES |

**PERFORMANCE STANDARD FIVE : PROFESSIONAL DEVELOPMENT IN FIELD OF WORK/CAREER AND PARTICIPATION IN PROFESSIONAL BODIES**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **ATTITUDE TO PROFESSIONAL DEVELOPMENT**  **[ D ]** | **EXHIBITS NEGATIVE ATTITUDE TOWARDS PROFESSIONAL DEVELOPMENT**  PERFORMANCE INDICATORS   1. EDUCATOR IS UNWILLING TO ATTEND DEVELOPMENTAL WORKSHOPS/SEMINARS 2. EDUCATOR IS UNWILLING TO TRY NEW AND INNOVATIVE APPROACHES TO TEACHING AND LEARNING 3. EDUCATOR DOES NOT ENGAGE IN READING IN SUBJECT 4. EDUCATOR IS CONSTANTLY NEGATIVE TOWARDS ANY INNOVATION IN EDUCATION 5. EDUCATOR DOES NOT SUBSCRIBE TO THE NOTION OF A LIFELONG LEARNER | **SEEKS FURTHER PROFESSIONAL DEVELOPMENT**  PERFORMANCE INDICATORS   1. EDUCATOR ATTENDS DEVELOPMENTAL WORKSHOPS/SEMINARS WIILINGLY 2. EDUCATOR IS WILLING TO TRY NEW AND INNOVATIVE APPROACHES TO TEACHING AND LEARNING 3. EDUCATOR ENGAGES IN READING IN SUBJECT 4. EDUCATOR IS POSITIVE TOWARDS ANY INNOVATION IN EDUCATION 5. EDUCATOR SUBSCRIBES TO THE NOTION OF A LIFELONG LEARNER | **STAYS INFORMED IN HIS/HER FIELD BY READING OR PARTICIPATING IN CONFERENCES AND TRAINING OPPORTUNITIES**  PERFORMANCE INDICATORS   1. EDUCATOR ATTENDS DEVELOPMENTAL WORKSHOPS/SEMINARS WIILINGLY 2. EDUCATOR IS WILLING TO TRY NEW AND INNOVATIVE APPROACHES TO TEACHING AND LEARNING 3. EDUCATOR ENGAGES IN CRITICAL READING IN SUBJECT 4. EDUCATOR IS POSITIVE TOWARDS ANY INNOVATION IN EDUCATION AND IS EAGER TO EXPERIMENT WITH NEW APPROACHES 5. INTERACTS WITH COLLEAGUES REGULARLY SO AS TO DISSEMINATE NEW IDEAS 6. FORMS NETWORKS 7. HOLDS LEADERSHIP POSITION IN SUBJECT (CLUSTER CHAIRMAN/SUBJECT COMMITTE SECRETARY/ LEAD TEACHER/MENTOR) 8. EDUCATOR SUBSCRIBES TO THE NOTION OF A LIFELONG LEARNER | **PARTICIPATES IN ACTIVITIES WHICH FOSTER PROFESSIONAL BY PARTICIPATING IN CONFERENCES AND TRAINING OPPORTUNITIES**  PERFORMANCE INDICATORS   1. EDUCATOR ATTENDS/PRESENTS DEVELOPMENTAL WORKSHOPS/SEMINARS 2. EDUCATOR IS WILLING TO TRY NEW AND INNOVATIVE APPROACHES TO TEACHING AND LEARNING 3. EVALUATES THE SUCCESS OF THE INNOVATION AND PRESENTS FINDINGS TO COLLEAGUES 4. EDUCATOR ENGAGES IN CRITICAL READING IN SUBJECT AND CONTRIBUTES TO RESEARCH JOURNAL/SEMINAR 5. EDUCATOR IS POSITIVE TOWARDS ANY INNOVATION IN EDUCATION 6. EDUCATOR SUBSCRIBES TO THE NOTION OF A LIFELONG LEARNER 7. FORMS NETWORKS 8. HOLDS LEADERSHIP POSITION IN SUBJECT (CLUSTER CHAIRMAN/SUBJECT COMMITTE SECRETARY/ LEAD TEACHER/MENTOR) 9. SERVES ON DEPARTMENTAL STRUCTURES |

**PERFORMANCE STANDARD SIX :HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **LEARNER NEEDS**  **[ A ]** | **EDUCATOR IS INSENSITIVE TO LEARNER NEEDS**  PERFORMANCE INDICATORS   1. EDUCATOR FAILS TO ASCERTAIN LEARNER PROBLEMS AND NEEDS 2. EDUCATOR IS NOT SYMPATHETIC TO INDIGENT LEARNERS 3. EDUCATOR DOES NOT EXERCISE PASTORAL CARE TOWARDS LEARNERS 4. EDUCATOR IS UNAPPROACHABLE AND FAILS TO OFFER ANY SUPPORT TO LEARNERS 5. EDUCATOR REFERS LEARNERS WITH PROBLEMS CONSTANTLY TO MANAGEMENT WITHOUT INVESTIGATING UNIQUE CIRCUMSTANCES 6. EDUCATOR USES DEMEANING AND DISCRIMINATORY LANGUAGE IN THE CLASSROOM 7. EDUCATOR MAKES NO EFFORT TO BE INCLUSIVE IN THE CLASSROOM | **EDUCATOR DISPLAYS SOME EVIDENCE OF BEING SYMPATHETIC TO LEARNER NEEDS**  PERFORMANCE INDICATORS   1. EDUCATOR ATTEMPTS TO ASCERTAIN LEARNER PROBLEMS AND NEEDS 2. EDUCATOR DEMONSTRATES LIMITED AMOUNT OF SYMPATHY TOWARDS INDIGENT LEARNERS 3. EDUCATOR DEMONSTRATES SOME PASTORAL CARE TOWARDS LEARNERS 4. EDUCATOR IS APPROACHABLE AND OFFERS LIMITED SUPPORT TO LEARNERS 5. EDUCATOR ATTEMPTS TO SOLVE PROBLEM HIMSELF/HERSELF BEFORE REFERRING LEARNERS WHO EXPERIENCE PROBLEMS DUE TO UNIQUE CIRCUMSTANCES 6. EDUCATOR USES NON DISCRIMINATORY LANGUAGE IN THE CLASSROOM 7. EDUCATOR MAKES A LIMITED AMOUNT OF EFFORT TO BE INCLUSIVE IN THE CLASSROOM | **EDUCATOR DESIGNS INTERNAL WORK PROCESSES TO CATER FOR LEARNER NEEDS**  PERFORMANCE INDICATORS   1. EDUCATOR ESTABLISHES A GOOD RAPPORT WITH LEARNERS 2. IS PRO-ACTIVE AND ASCERTAINS LEARNER PROBLEMS AND NEEDS 3. EDUCATOR DEMONSTRATES SYMPATHY TOWARDS INDIGENT LEARNERS AND USES CREATIVE METHODS TO ASSIST INDIGENT LEARNERS 4. EDUCATOR DEMONSTRATES GOOD PASTORAL CARE TOWARDS LEARNERS 5. EDUCATOR IS VERY APPROACHABLE AND LEARNERS CONFIDE IN THE EDUCATOR 6. EDUCATOR USES GOOD PROBLEM SOLVING SKILLS IN DEALING WITH LEARNERS WHO EXPERIENCE PROBLEMS DUE TO UNIQUE CIRCUMSTANCES 7. EDUCATOR IS ABLE TO SUCCESSFULLY USE EXISTING STRUCTURES TO ASSIST LEARNERS 8. EDUCATOR WORKS TOGETHER WITH PEERS, SGB AND RCL TO ENSURE THAT LEARNER NEEDS ARE CATERED FOR 9. EDUCATOR USES SOME STRATEGIES TO BE INCLUSIVE IN THE CLASSROOM | **EDUCATOR ADDS VALUE TO THE INSTITUTION PROVIDING EXEMPLARY SERVICE IN TERMS OF LEARNER NEEDS**  PERFORMANCE INDICATORS   1. EDUCATOR ESTABLISHES AN EXCELLENT RAPPORT WITH LEARNERS 2. EDUCATOR IS VERY SENSITIVE TO LEARNER NEEDS AND PROBLEMS 3. EDUCATOR OFFERS EXCELLENT GUIDANCE TO LEARNERS AND ACTS AS A CONFIDANT OF THE LEARNERS 4. EDUCATOR IS PROACTIVE IN DEALING WITH LEARNER PROBLEMS AND NEEDS 5. EDUCATOR CRAFTS EXCELLENT SOLUTIONS TO ASSIST INDIGENT LEARNERS (CREATES A PUPIL WELFARE COMMITTEE/ PARTNERSHIPS WITH BUSINESS/NGOs) 6. EDUCATOR DEMONSTRATES EXCELLENT PASTORAL CARE TOWARDS LEARNERS 7. EDUCATOR IS ABLE TO PUT SYSTEMS IN PLACE TO ADDRESS LEARNER NEEDS AND PROBLEMS ARISING OUT OF UNIQUE CIRCUMSTANCES 8. EDUCATOR WORKS WITH EXISTING STRUCTURE S EFFECTIVELY TO ENSURE LEARNER NEEDS ARE TAKEN CARE OF 9. EDUCATOR USES CREATIVE STRATEGIES TO BE INCLUSIVE IN THE CLASSROOM /SCHOOL |

**PERFORMANCE STANDARD SIX :HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **HUMAN RELATIONS SKILLS**  **[ B ]** | **EDUCATOR DISPLAYS NO EVIDENCE OF HUMAN RELATION SKILLS IN COMMUNICATING WITH LEARNERS , STAFF AND PARENTS**  PERFORMANCE INDICATORS   1. EDUCATOR USES SARCASM AND OFFENSIVE LANGUAGE IN INTERACTING WITH LEARNERS, STAFF AND PARENTS 2. EDUCATOR IS RUDE AND ABRASIVE 3. EDUCATOR IS VERY UNAPPROACHABLE AND IS CONSTANTLY IN CONFLICT SITUATIONS AND HAS NO CONFLICT RESOLUTION SKILLS 4. EDUCATOR DISPLAYS NO EVIDENCE OF TACT OR DIPLOMACY IN DEALING WITH PEOPLE 5. EDUCATOR CREATES A VERY NEGATIVE ENVIRONMENT 6. EDUCATOR DOES NOT USE SOFT SKILLS IN THE APPROACH TO PEOPLE 7. EDUCATOR FAILS TO BUILD TRUST AND CONFIDENCE IN OTHERS | **EDUCATOR DISPLAYS SOME EVIDENCE OF HUMAN RELATION SKILLS IN COMMUNICATING WITH LEARNERS, STAFF AND PARENTS**  PERFORMANCE INDICATORS   1. EDUCATOR ATTEMPTS TO REFRAIN FROM SARCASM AND OFFENSIVE LANGUAGE WHILST INTERACTING WITH LEARNERS, STAFF AND PARENTS 2. EDUCATOR IS USUALLY POLITE AND COURTEOUS 3. EDUCATOR IS VIEWED AS BEING APPROACHABLE BY CERTAIN GROUPS OF PEOPLE 4. EDUCATOR IS SELDOM INVOLVED IN CONFLICT SITUATIONS AND HAS SATISFACTORY CONFLICT RESOLUTION SKILLS 5. EDUCATOR DISPLAYS SOME EVIDENCE OF TACT AND DIPLOMACY IN DEALING WITH PEOPLE 6. EDUCATOR IS ABLE TO USE SOFT SKILLS WITH LIMITED SUCCESS 7. EDUCATOR ATTEMPTS TO BUILD TRUST AND CONFIDENCE IN OTHERS | **EDUCATOR DISPLAYS STRONG EVIDENCE OF HUMAN RELATION SKILLS IN COMMUNICATING WITH LEARNERS, STAFF AND PARENTS**  PERFORMANCE INDICATORS   1. EDUCATOR REFRAINS FROM SARCASM AND OFFENSIVE LANGUAGE WHILST INTERACTING WITH LEARNERS, STAFF AND PARENTS 2. EDUCATOR IS ALWAYS POLITE AND COURTEOUS 3. EDUCATOR IS VERY APPROACHABLE AND ACCOMMODATING TOWARDS ALL GROUPS OF PEOPLE 4. EDUCATOR IS ABLE TO USE CONFLICT POSITIVELY AND HAS GOOD CONFLICT RESOLUTION SKILLS 5. EDUCATOR USES TACT AND DIPLOMACY TO GOOD EFFECT 6. EDUCATOR CONSTANTLY EMPLOYS SOFT SKILLS WITH GREAT SUCCESS 7. EDUCATOR CREATES A POSITIVE ENVIRONMENT 8. EDUCATOR IS SUCCESSFUL IN BUILDING TRUST AND CONFIDENCE IN OTHERS | **EDUCATOR DISPLAYS OUTSTANDING EVIDENCE OF HUMAN RELATION SKILLS IN COMMUNICATING WITH LEARNERS, STAFF AND PARENTS**  PERFORMANCE INDICATORS   1. EDUCATOR USES AFFIRMING AND POSITIVE LANGUAGE WHILST INTERACTING WITH LEARNERS, STAFF AND PARENTS 2. EDUCATOR IS ALWAYS POLITE AND COURTEOUS AND DISPLAYS RESPECT FOR THOSE WITH WHOM HE OR SHE INTERACTS 3. EDUCATOR IS VERY APPROACHABLE AND ACCOMMODATING TOWARDS ALL GROUPS OF PEOPLE 4. EDUCATOR IS ABLE TO USE CONFLICT POSITIVELY AND HAD EXCELLENT CONFLICT RESOLUTION SKILLS 5. EDUCATOR CONSTANTLY EMPLOYS SOFT SKILLS AND IS VERY SUCCESSFUL IN CREATING A HARMONIOUS ENVIRONMENT 6. EDUCATOR EMBODIES TRUST AND INSPIRES CONFIDENCE IN OTHERS |

**PERFORMANCE STANDARD SIX :HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **INTERACTION**  **[ C ]** | **EDUCATOR INTERACTS INAPPROPRIATELY WITH LEARNERS , STAFF AND PARENTS**  PERFORMANCE INDICATORS   1. EDUCATOR SHOWS NO RESPECT FOR LEARNERS , STAFF AND PARENTS 2. EDUCATOR DOES NOT RELATE WELL WITH PEOPLE 3. EDUCATOR IS RUDE AND ABRASIVE 4. EDUCATOR USES DEMEANING AND DEROGATORY LANGUAGE DURING INTERACTIONS 5. EDUCATOR DOES NOT ACT IN A PROFESSIONAL MANNER 6. EDUCATORS EXHIBITS FLAGRANT DISREGARD FOR THE PROFESSIONAL CODE OF CONDUCT 7. EDUCATOR DISCUSSES COLLEAGUES WITH LEARNERS AND PARENTS 8. EDUCATOR MAKES UNPROFESSIONAL REMARKS ABOUT FELLOW EDUCATOR OR SUPERIOR OFFICER 9. EDUCATOR FRATERNIZES WITH LEARNERS 10. EDUCATOR DOES NOT PROMOTE HARMONY AND COLLEGIALITY AMONGST STAFF 11. EDUCATOR IS CONSTANTLY NEGATIVE ABOUT ISSUES 12. DOES NOT PROMOTE VALUES OF THE CONSTITUTION 13. PRACTICES DISCRIMINATORY BEHAVIOUR | **EDUCATOR INTERACTS SOMEWHAT APPROPRIATELY WITH LEARNERS, STAFF AND PARENTS**  PERFORMANCE INDICATORS   1. EDUCATOR DISPLAYS SOME RESPECT TOWARDS LEARNERS , STAFF AND PARENTS 2. EDUCATOR RELATES WELL WITH PEOPLE 3. EDUCATOR IS COURTEOUS AND POLITE 4. EDUCATOR USES APPROPRIATE LANGUAGE DURING INTERACTIONS 5. EDUCATOR ACTS IN A PROFESSIONAL MANNER 6. EDUCATOR ACTS IN ACCORDANCE WITH THE PROFESSIONAL CODE OF CONDUCT 7. EDUCATOR REFRAINS FROM MAKING UNPROFESSIONAL REMARKS ABOUT FELLOW EDUCATORS OR SUPERIOR OFFICERS 8. EDUCATOR DOES NOT FRATERNIZE WITH LEARNERS 9. EDUCATOR ATTEMPTS TO PROMOTE HARMONY AND COLLEGIALITY AMONGST STAFF 10. EDUCATOR VIEWS ISSUES IN A POSITIVE LIGHT 11. EDUCATOR ATTEMPTS TO PROMOTE VALUES OF THE CONSTITUTION 12. EDUCATORY ATTEMPTS TO PRACTICE NON DISCRIMINATORY BEHAVIOUR | **EDUCATOR INTERACTS APPROPRIATELY WITH LEARNERS, STAFF AND PARENTS**  PERFORMANCE INDICATORS   1. EDUCATOR DISPLAYS RESPECT TOWARDS LEARNERS , STAFF AND PARENTS 2. EDUCATOR RELATES VERY WELL WITH PEOPLE 3. EDUCATOR IS VERY COURTEOUS AND POLITE 4. EDUCATOR USES AFFIRMING AND POSITIVE LANGUAGE DURING INTERACTIONS 5. EDUCATOR IS AWARE OF CULTURAL, RACIAL AND OTHER BARRIERS AND ATTEMPTS TO OVERCOME THEM 6. EDUCATOR ACTS ACCORDING TO THE TENETS OF THE PROFESSIONAL CODE OF CODE 7. EDUCATOR REFRAINS COMPLETELY FROM MAKING UNPROFESSIONAL REMARKS ABOUT FELLOW EDUCATORS OR SUPERIOR OFFICERS 8. EDUCATOR CONSTANTLY STRIVES TO PROMOTE HARMONY AND HIGH LEVELS OF COLLEGIALITY AMONGST STAFF 9. EDUCATOR VIEWS ISSUES IN A VERY POSITIVE MANNER 10. EDUCATOR MAKES EVERY ATTEMPT TO PROMOTE THE VALUES OF THE CONSTITUTION 11. PRACTICES NON DISCRIMINATORY CONDUC | **EDUCATOR INTERACTS VERY APPROPRIATELY WITH LEARNERS, STAFF AND PARENTS**  PERFORMANCE INDICATORS   1. EDUCATOR DISPLAYS HIGH LEVELS OF RESPECT TOWARDS PEOPLE 2. EDUCATOR RELATES EXTREMELY WELL WITH PEOPLE 3. EDUCATOR IS VERY COURTEOUS AND POLITE IN ALL INTERACTIONS 4. EDUCATOR AFFIRMING AND POSITIVE LANGUAGE DURING INTERACTIONS 5. EDUCATOR IS SENSITIVE TO ISSUES OF RACE, CULTURE AND OTHER BARRIERS DURING INTERACTIONS 6. EDUCATOR IS HIGHLY SUCCESSFUL IN OVERCOMING BARRIERS 7. EDUCATOR ACTS STRICTLY ACCORDING TO THE TENETS OF THE PROFESSIONAL CODE OF CONDUCT 8. DISPLAYS HIGH LEVELS OF ETHICAL BEHAVIOUR 9. EDUCATOR REFRAINS COMPLETELY FROM MAKING UNPROFESSIONAL REMARKS ABOUT FELLOW EDUCATORS OR SUPERIOR OFFICERS 10. EDUCATOR CONSTANTLY STRIVES TO PROMOTE HARMONY AND HIGH LEVELS OF COLLEGIALITY AMONGST STAFF 11. PROMOTE THE VALUES OF THE CONSTITUTION 12. TREATS ALL PARTIES EQUALLY |

**PERFORMANCE STANDARD SIX: HUMAN RELATIONS AND CONTRIBUTION TO SCHOOL DEVELOPMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **CO-OPERATION**    **[ D ]** | **EDUCATOR LACKS TACT, COURTESY AND IS NOT CO-OPERATIVE**  PERFORMANCE INDICATORS   1. EDUCATOR REFUSES TO RESPECT THE VIEWS OR OPINIONS OF OTHERS 2. ENGAGES IN INDIVIDUALISTIC ACTIVITIES RATHER THAN COLLABORATIVE ACTIVITIES 3. DOES NOT ENJOY GOOD RELATIONS WITH COLLEAGUES OR SUPERIOR OFFICERS 4. EDUCATOR HAS DIFFICULTY IN FOLLOWING RULES 5. EDUCATOR ENGAGES IN UNFAIR CRITICISM 6. EDUCATOR VIEWS OTHERS AS A THREAT OR AS OPPOSING HIS/HER VIEWS 7. EDUCATOR FAILS TO SEE MERITS IN COUNTER PROPOSALS/VIEWS 8. EDUCATOR IS NOT CONCERNED WITH GROUP HARMONY AND SOLIDARITY 9. EDUCATOR IS UNNECESSARILY CONFRONTATIONAL AND COMBATIVE IN APPROACH 10. EDUCATOR ALWAYS PERCEIVES A HIDDEN AGENDA | **EDUCATOR HAS SOME TACT, COURTESY AND MAKES AN ATTEMPT TO BE CO-OPERATIVE**  PERFORMANCE INDICATORS   1. EDUCATOR RESPECTS THE VIEWS OR OPINIONS OF OTHERS 2. ENGAGES IN COLLABORATIVE ACTIVITIES TO A LIMITED DEGREE 3. ENJOY GOOD RELATIONS WITH COLLEAGUES OR SUPERIOR OFFICERS 4. EDUCATOR IS COMFORTABLE IN FOLLOWING RULES 5. EDUCATOR ENGAGES IN CONSTRUCTIVE CRITICISM 6. EDUCATOR IS WILLING TO CONSIDER OTHER VIEWS 7. EDUCATOR ATTEMPTS TO SEE MERITS IN COUNTER PROPOSALS/VIEWS 8. EDUCATOR IS CONCERNED WITH GROUP HARMONY AND SOLIDARITY 9. EDUCATOR IS ABLE TO CO-OPERATE AND GET OTHERS TO CO-OPERATE | **EDUCATOR HAS HIGH LEVELS OF TACT, COURTESY AND IS CO-OPERATIVE AND SECURES THE CO-OPERATION OF OTHERS**  PERFORMANCE INDICATORS   1. EDUCATOR IS ABLE TO PRESENT HIS/HER VIEW AND CONSIDER THE VIEWS AND OPINIONS OF OTHERS 2. EDUCATOR ENGAGES IN COLLABORATIVE ACTIVITIES WITH EASE 3. EDUCATOR ENJOYS GOOD RELATIONS WITH COLLEAGUES AND SUPERIOR OFFICERS 4. EDUCATOR IS COMFORTABLE IN FOLLOWING RULES 5. EDUCATOR ENGAGES IN CONSTRUCTIVE CRITICISM AND OFFERS SOLUTIONS AND RECOMMENDATIONS 6. EDUCATOR SEES VALUE OR MERIT IN THE VIEWS OF OTHERS 7. IS HIGHLY CONCERNED WITH HARMONY AND GROUP SOLIDARITY IS IMPORTANT 8. EDUCATOR IS ABLE TO CO-OPERATE AND ENJOY THE CO-OPERATION OF OTHERS 9. EDUCATOR IS COMFORTABLE AS A TEAM LEADER AND A TEAM MEMBER | **EDUCATOR HAS COMMENDABLE LEVELS OF TACT, COURTESY AND IS CO-OPERATIVE AND SECURES THE CO-OPERATION OF OTHERS**  PERFORMANCE INDICATORS   1. EDUCATOR IS ABLE TO PRESENT HIS/HER VIEW AND CONSIDER THE VIEWS AND OPINIONS OF OTHERS 2. EDUCATOR ENGAGES IN COLLABORATIVE ACTIVITIES WITH EASE 3. EDUCATOR ENJOYS EXCELLENT RELATIONS WITH COLLEAGUES AND SUPERIOR OFFICERS 4. EDUCATOR IS EXTREMELY COMFORTABLE IN FOLLOWING RULES AND GENERATING RULES 5. EDUCATOR ENGAGES IN CONSTRUCTIVE CRITICISM AND OFFERS ALTERNATE SOLUTIONS AND RECOMMENDATIONS 6. EDUCATOR SEES VALUE OR MERIT IN THE VIEWS OF OTHERS 7. EDUCATOR ADOPTS A MULTI-DIMENSIONAL APPROACH TO PROBLEM SOLVING 8. IS HIGHLY CONCERNED WITH HARMONY AND GROUP SOLIDARITY 9. DECISIONS ARE REACHED THROUGH CONSENSUS 10. EDUCATOR IS COMFORTABLE AS A TEAM LEADER AND A TEAM MEMBER |

**PERFORMANCE STANDARD SEVEN : EXTRA-CURRICULAR AND CO-CURRICULAR PARTICIPATION**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **INVOLVEMENT**  **[ A ]** | **EDUCATOR IS NOT INVOLVED IN EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES**  PERFORMANCE INDICATORS   1. EDUCATOR DISINTERESTED IN EXTRA–CURRICULAR OR CO-CURRICULAR ACTIVITIES 2. EDUCATOR REFUSES ANY REQUEST TO BE INVOLVED IN ACTIVITIES CITING VARIOUS REASONS | **EDUCATOR IS NOT FULLY INVOLVED IN EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES**  PERFORMANCE INDICATORS   1. EDUCATOR DISPLAYS A LIMITED INTEREST IN EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES 2. PERFORMS DUTIES IF INSTRUCTED 3. EDUCATOR ‘S INVOLVEMENT IS LIMITED TO NO MORE THAN TWO ACTIVITIES 4. EDUCATOR DOES NOT ATTEMPT TO INTRODUCE NEW ACTIVITIES INTO EXISTING PROGRAMMES | **EDUCATOR IS INVOLVED IN EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES**  PERFORMANCE INDICATORS   1. EDUCATOR DISPLAYS A KEEN INTEREST IN EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES 2. PERFORMS DUTIES WILLINGLY 3. EDUCATOR IS INVOLVED IN MANY ACTIVITIES 4. EDUCATOR ATTEMPTS TO INTRODUCE NEW ACTIVITIES INTO EXISTING PROGRAMMES 5. EDUCATOR ATTEMPTS TO ENCOURAGE FELLOW COLLEAGUES AND LEARNERS TO PARTICIPATE IN ACTIVITIES | **EDUCATOR IS FULLY INVOLVED IN EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES**  PERFORMANCE INDICATORS   1. EDUCATOR DISPLAYS A VERY KEEN INTEREST IN EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES 2. PERFORMS VARIOUS DUTIES ASSIGNED TO ACTIVITIES WILLINGLY 3. EDUCATOR IS INVOLVED IN MANY ACTIVITIES 4. EDUCATOR ATTEMPTS TO INTRODUCE NEW ACTIVITIES INTO EXISTING PROGRAMMES 5. EDUCATOR ATTEMPTS TO ENCOURAGE FELLOW COLLEAGUES AND LEARNERS TO PARTICIPATE IN ACTIVITIES 6. EDUCATOR ATTEMPTS TO INVOLVE THE COMMUNITY IN THE ACTIVITIES OF THE SCHOOL 7. EDUCATOR IS ABLE TO ENGAGE IN CREATIVE FUND RAISING TO FUND ACTIVITIES |

**PERFORMANCE STANDARD SEVEN : EXTRA-CURRICULAR AND CO-CURRICULAR PARTICIPATION**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **HOLISTIC DEVELOPMENT**  **[ B ]** | **EDUCATOR MAKES NO ATTEMPT TO USE THE ACTIVITIES FOR THE HOLISTIC DEVELOPMENT OF THE LEARNERS**  PERFORMANCE INDICATORS   1. EDUCATOR CONCERNS HIMSELF/HERSELF WITH THE ACADEMIC DEVELOPMENT OF LEARNERS ONLY 2. EDUCATOR DOES NOT INVOLVE HIMSELF/HERSELF IN THE EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES OF THE SCHOOL | **EDUCATOR MAKES AN EFFORT TO USE THE ACTIVITIES FOR THE HOLISTIC DEVELOPMENT OF THE LEARNERS**  PERFORMANCE INDICATORS   1. EDUCATOR MAKES AN EFFORT TO DEVELOP THE LEARNERS HOLISTICALLY 2. EDUCATOR ATTEMPTS TO BE INVOLVED IN ACTIVITIES 3. EDUCATOR USES THE ACTIVITIES TO INSTILL VALUES INTO THE LEARNER (SPORTSMANSHIP, FAIR PLAY) 4. EDUCATOR ENCOURAGES LEARNERS TO PARTICIPATE IN EXTRA - CURRICULAR AND CO-CURRICULAR ACTIVITIES | **EDUCATOR SKILLFULLY USES THE ACTIVITIES FOR THE HOLISTIC DEVELOPMENT OF THE LEARNERS**  PERFORMANCE INDICATORS   1. EDUCATOR MAKES A CONCERTED EFFORT TO DEVELOP THE LEARNERS HOLISTICALLY BY INVOLVING THEM IN MOST OF THE ACTIVITIES 2. EDUCATOR BECOMES KEENLY INVOLVED IN ACTIVITIES 3. EDUCATOR USES THE ACTIVITIES TO INSTILL VALUES INTO THE LEARNER (SPORTSMANSHIP, FAIR PLAY) 4. EDUCATOR ENCOURAGES LEARNERS TO PARTICIPATE IN EXTRA - CURRICULAR AND CO-CURRICULAR ACTIVITIES 5. EDUCATOR USES THE ACTIVITIES TO GAIN INSIGHT INTO THE PERSONAL NEEDS AND ASPIRATIONS OF THE LEARNERS | **EDUCATOR IS MOST SUCCESSFUL IN THE USE OF THE ACTIVITIES FOR THE HOLISTIC DEVELOPMENT OF THE LEARNERS**  PERFORMANCE INDICATORS   1. EDUCATOR CONTINUOUSLY MAKES A CONCERTED EFFORT TO DEVELOP THE LEARNERS HOLISTICALLY 2. EDUCATOR IS INVOLVED IN A NUMBER OF ACTIVITIES 3. EDUCATOR USES THE ACTIVITIES TO INSTILL VALUES INTO THE LEARNER (SPORTSMANSHIP, FAIR PLAY) 4. EDUCATOR CONTINUOUSLY ENCOURAGES LEARNERS TO PARTICIPATE IN EXTRA - CURRICULAR AND CO-CURRICULAR ACTIVITIES 5. EDUCATOR SUCCESSFULLY USES THE ACTIVITIES TO SOCIALISE AND DEVELOP THE LEARNERS 6. EDUCATOR IS ABLE TO ESTABLISH A GOOD RAPPORT WITH LEARNERS THROUGH THE INVOLVEMENT IN ACTIVITIES |

**PERFORMANCE STANDARD SEVEN :** **EXTRA CURRICULAR AND CO-CURRICULAR PARTICIPATION**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **LEADERSHIP AND COACHING**  **[ C ]** | **LEADERSHIP AND COACHING IS LIMITED**  PERFORMANCE INDICATORS   1. DOES NOT ENGAGE IN ANY COACHING ACTIVITIES 2. UNWILLING TO ATTEND DEVELOPMENTAL CLINICS 3. FAILS TO ASSUME ANY LEADERSHIP POSITION 4. NEGATIVE VIEWS TOWARDS EXTRA - CURRICULAR AND CO CURRICULAR ACTIVITIES 5. FAILS TO ENCOURAGE LEARNERS OR COLLEAGUES TO PARTICIPATE IN ACTIVITIES | **LEADERSHIP AND COACHING IS AT AN ACCEPTABLE LEVEL**  PERFORMANCE INDICATORS   1. ENGAGES IN SOME COACHING ACTIVITY 2. MAKES AN EFFORT TO ATTEND DEVELOPMENTAL CLINICS 3. ASSUMES SOME LEADERSHIP POSITION WITH RELUCTANCE 4. EXPRESSES POSITIVE VIEWS TOWARDS EXTRA-CURRICULAR AND CO -CURRICULAR ACTIVITIES 5. ATTEMPTS TO ENCOURAGE LEARNERS AND COLLEAGUES TO PARTICIPATE IN ACTIVIITIES 6. IS A SATISFACTORY CODE/ACTIVITY ORGANISER | **LEADERSHIP IS GOOD AND COACHING IS A PLEASING LEVEL**  PERFORMANCE INDICATORS   1. ENGAGES IN COACHING ACTIVITIES WITH ENTHUSIASM 2. ATTENDS DEVELOPMENTAL CLINICS REGULARLY AND ATTEMPTS TO IMPROVE HIS/HER LEVEL OF PROFICIENCY 3. PROMOTES PARTICIPATION IN EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES 4. ARRANGES COACHING CLINICS AT SCHOOL 5. IS AN EFFECTIVE CODE/ACTIVITY ORGANISER 6. INVOLVES MEMBERS OF COMMUNITY IN THE ACTIVITIES | **LEADERSHIP AND COACHING IS OF AN EXCEPTIONAL STANDARD**  PERFORMANCE INDICATORS   1. IS AN ACTIVE PARTICIPANT IN COACHING ACTIVITIES BOTH AS A PARTICIPANT AND AS A PRESENTER 2. ATTENDS AND CONDUCTS EFFECTIVE DEVELOPMENTAL CLINICS AT LOCAL AND REGIONAL LEVELS 3. INSPIRES OTHERS TO PARTICIPATE IN ACTIVITIES 4. MANAGES VARIOUS CODES WITH PROFICIENCY AND SKILL 5. NETWORKS WITH OUTSIDE ORGANISATIONS 6. INVOLVES MEMBERS OF THE COMMUNITY IN ALL ACTIVITIES 7. IS ABLE TO SECURES SPONSORSHIPS FROM BUSINESS 8. PROMOTES PARTICIPATION BY INVITING LOCAL AND NATIONAL SPORTS PERSONALITIES |

**PERFORMANCE STANDARD SEVEN : EXTRA-CURRICULAR AND CO-CURRICULAR PARTICIPATION**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **ORGANISATION AND ADMINISTRATION**  **[ D ]** | **EDUCATORS ORGANISATION AND ADMINISTRATION IS POOR**  PERFORMANCE INDICATORS   1. EDUCATOR FAILS TO ORGANISE ACTIVITIES SUCCESSFULLY 2. EDUCATOR FAILS TO KEEP ESSENTIAL RECORDS 3. EDUCATOR FAILS TO MAINTAIN EQUIPMENT AND FACILITIES | **EDUCATORS ORGANISATION AND ADMINISTRATION IS AT AN ACCEPTABLE LEVEL**  PERFORMANCE INDICATORS   1. EDUCATOR MANAGES TO ORGANISE SOME ACTIVITIES FOR THE LEARNERS 2. EDUCATOR IS ABLE TO KEEP BASIC RECORDS 3. EDUCATOR MAKES AN ATTEMPT TO MAINTAIN EQUIPMENT AND FACILITIES | **EDUCATORS ORGANISATION AND ADMINISTRATION IS OF A PROFESSIONAL LEVEL**  PERFORMANCE INDICATORS   1. EDUCATOR ORGANISES MANY ACTIVITIES PROFESSIONALLY 2. EDUCATOR KEEPS VERY GOOD RECORDS 3. EDUCATOR IS ABLE TO SUCCESSFULLY MAINTAIN EQUIPMENT AND FACILITIES 4. EDUCATOR IS INVOLVED IN HIGHER LEVEL ADMINISTRATION AND ORGANISATION | **EDUCATORS ADMINISTRATION AND ORGANISATION IS OUTSTANDING**  PERFORMANCE INDICATORS   1. EDUCATOR ORGANISES MANY ACTIVITIES PROFESSIONALLY WHICH SERVES AS MODELS OF EXCELLENCE 2. EDUCATOR KEEPS UN UPDATED SET OF RECORDS METICULOUSLY 3. EDUCATOR IS ABLE TO SUCCESSFULLY MAINTAIN EQUIPMENT AND FACILITIES 4. EDUCATOR IS INVOLVED IN HIGHER LEVEL ADMINISTRATION AND ORGANISATION 5. EDUCATOR OFTEN SERVES AS A CONSULTANT TO OTHER INSTITUTIONS |

**PERFORMANCE STANDARD EIGHT : ADMINISTRATION OF RESOURCES AND RECORD**S

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **UTILISATION OF RESOURCES**  **[ A ]** | EDUCATOR DOES NOT UTILISE RESOURCES(HUMAN, PHYSICAL OR FINANCIAL) OPTIMALLY OR ABUSES THESE RESOURCES  PERFORMANCE INDICATORS   1. ALLOCATION OF HUMAN RESOURCES NOT IN KEEPING WITH NATIONAL NORMS 2. SCHOOL/ LEARNING AREA BUDGET NOT STRICTLY ADHERED TO 3. NO EXPENSE MONITORING MECHANISM IN PLACE 4. PHYSICAL RESOURCES ABUSED (PERSONAL PHOTOCOPIES/ PHONE CALLS, FAX, INTERNET) 5. NO COST SAVING MECHANISM IN PLACE 6. FREQUENT CROSS SUBSIDISATION AND VIREMENTS NOTED | EDUCATOR UTILISES RESOURCES APPROPRIATELY  PERFORMANCE INDICATORS   1. ALLOCATION OF HUMAN RESOURCES IN ACCORDANCE WITH NATIONAL NORMS 2. SCHOOL/ LEARNING AREA BUDGET STRICTLY ADHERED TO 3. LIMITED EXPENSE MONITORING MECHANISM IN PLACE 4. PHYSICAL RESOURCES CAREFULLY UTILISED (PERSONAL PHOTOCOPIES/ PHONE CALLS, FAX, INTERNET) 5. SOME ATTEMPT AT COST SAVING 6. LIMITED VIREMENTS AND CROSS SUBSIDISATION NOTED | EDUCATOR USES RESOURCES EFFECTIVELY AND EFFICIENTLY  PERFORMANCE INDICATORS   1. ALLOCATION OF HUMAN RESOURCES STRICTLY IN ACCORDANCE WITH NATIONAL NORMS 2. SCHOOL/ LEARNING AREA BUDGET STRICTLY ADHERED TO AND EFFECTIVE MONITORING MECHANISM IN PLACE 3. PHYSICAL RESOURCES ARE EFFECTIVELY UTILISED (PERSONAL PHOTOCOPIES/ PHONE CALLS, FAX, INTERNET) 4. GOOD ATTEMPT AT COST SAVING 5. VIREMENTS AND CROSS SUBSIDISATION NOT PERMITTED 6. EDUCATORS HELD ACCOUNTABLE FOR ABUSE OF RESOURCES | EDUCATOR USES RESOURCES OPTIMALLY AND CREATIVELY  PERFORMANCE INDICATORS   1. UTILISATION OF RESOURCES IS LINKED TO THE VISION AND MISSION OF THE SCHOOL 2. ALLOCATION OF HUMAN RESOURCES STRICTLY IN ACCORDANCE WITH NATIONAL NORMS 3. SCHOOL/ LEARNING AREA BUDGET STRICTLY ADHERED TO AND EFFECTIVE MONITORING MECHANISM IN PLACE 4. PHYSICAL RESOURCES ARE EFFECTIVELY UTILISED (PERSONAL PHOTOCOPIES/ PHONE CALLS, FAX, INTERNET) 5. GOOD ATTEMPT AT COST SAVING 6. VIREMENTS AND CROSS SUBSIDISATION NOT PERMITTED 7. EDUCATORS HELD ACCOUNTABLE FOR ABUSE OF RESOURCES 8. REGULAR REPORTING MECHANISMS IN PLACE TO ENSURE THAT THE BUDGET IS ADHERED TO |

# PERFORMANCE STANDARD EIGHT : ADMINISTRATION OF RESOURCES AND RECORDS

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **INSTRUCTIONS**  **[ B ]** | NO CLEAR INSTRUCTIONS OR GUIDELINES ARE ISSUED  PERFORMANCE INDICATORS   1. STAFF ARE UNSURE ABOUT WHAT IS EXPECTED OF THEM 2. SUPERIOR OFFICER APPLIES RULES SELECTIVELY AND WITH BIAS 3. NO INDUCTION IS IN PLACE TO ORIENTATE NEW STAFF IN RESPECT OF ADMINISTRATIVE MATTERS AND IN THE USE OF RESOURCES 4. NO MONITORING SYSTEM IS IN PLACE | CLEAR INSTRUCTIONS ARE ISSUED  PERFORMANCE INDICATORS   1. STAFF ARE CLEAR ABOUT WHAT IS EXPECTED OF THEM 2. STAFF ACHIEVE SOME OF THE EXPECTATIONS 3. CLEAR GUIDELINES ARE DRAWN UP IN CONSULTATION WITH STAFF/TEAM 4. RULES ARE APPLIED CONSISTENTLY AND FAIRLY 5. INDUCTION PROGRAMME IS IN PLACE TO ORIENTATE NEW STAFF IN RESPECT OF ADMINISTRATIVE MATTERS AND IN THE USE OF RESOURCES 6. MONITORING SYSTEM IS IN PLACE | CLEAR INSTRUCTIONS ARE ISSUED AND POLICY IS IN PLACE  PERFORMANCE INDICATORS   1. STAFF ARE ABSOLUTELY CLEAR ABOUT WHAT IS EXPECTED OF THEM 2. STAFF ACHIEVE MOST OF THE EXPECTATIONS 3. WRITTEN POLICY EXISTS AND IS FORMULATED IN CONSULTATION WITH STAFF/TEAM 4. RULES ARE APPLIED CONSISTENTLY 5. INDUCTION PROGRAMME IS IN PLACE TO ORIENTATE NEW STAFF IN RESPECT OF ADMINISTRATIVE MATTERS AND IN THE USE OF RESOURCES 6. MENTOR SUPPORT SYSTEM IS IN PLACE TO ASSIST AND GUIDE NEW APPOINTEES 7. STAFF OPERATE WITHIN SET GUIDELINES AND MONITORING SYSTEM IS EFFECTIVELY USED AS A MANAGEMENT INSTRUMENT 8. SUPERIOR USES MONITORING SYSTEM IN SELECTED INSTANCES TO MAKE DECISIONS | CLEAR INSTRUCTIONS ARE ISSUED AND POLICY IS IN PLACE  AND STAFF ARE ABLE TO PERFORM FUNCTIONS EFFECTIVELY  PERFORMANCE INDICATORS   1. STAFF ARE ABLE TO FUNCTION EFFECTIVELY AND EFFICIENTLY UNDER THE EFFECTIVE LEADERSHIP OF THE SUPERIOR OFFICER 2. CLEAR WRITTEN AND VERBAL INSTRUCTIONS ARE ISSUED AND ONE HUNDRED PERCENT COMPLIANCE IS ACHIEVED 3. EFFECTIVE MENTORING AND SUPPORT STRUCTURES ARE IN PLACE 4. NOVICE EDUCATORS FIND THEIR TASKS TO BE ACHIEVABLE GIVEN THE GUIDANCE, MENTORING AND SUPPORT 5. MONITORING SYSTEM ARE UTILISED EFFECTIVELY AND EFFICIENTLY AS MANAGEMENT TOOLS 6. SUPERIOR OFFICER USES MONITORING AND FEEDBACK TO MAKE INFORMED AND INCLUSIVE DECISIONS |

# PERFORMANCE STANDARD EIGHT : ADMINISTRATION OF RESOURCES AND RECORDS

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **RECORD KEEPING**  **[ C ]** | DOES NOT KEEP ESSENTIAL RECORDS  PERFORMANCE INDICATORS   1. LACK OF RECORDS SUCH AS LEARNING AREA /   \SCHOOL POLICY   1. ESSENTIAL RECORDS ARE ABSENT 2. NO FILING SYSTEM 3. CIRCULARS ARE FILED IN A DISORGANISED MANNER 4. RECORDS ARE NOT EASILY ACCESSIBLE 5. RECORDS KEPT ARE NOT IN COMPLIANCE WITH DEPARTMENTAL INSTRUCTIONS 6. POLICY IRO PUBLIC ACCESS TO INFORMATION ABSENT 7. SCHOOL STOCK AND INVENTORY REGISTERS ABSENT OR NOT UPDATED | MOST RECORDS ARE KEPT IN ACCORDANCE WITH DEPARTMENTAL REQUIREMENTS  PERFORMANCE INDICATORS   1. SCHOOL POLICY/ LEARNING AREA POLICY IS IN PLACE 2. MOST OF THE ESSENTIAL RECORDS ARE PRESENT 3. SOME ATTEMPT AT A FILING SYSTEM IS IN PLACE 4. MOST OF THE RECORDS ARE ACCESSIBLE 5. RECORDS KEPT ARE IN COMPLIANCE WITH DEPARTMENTAL INSTRUCTIONS 6. POLICY IRO PUBLIC ACCESS TO INFORMATION IS IN PLACE 7. SCHOOL STOCK AND INVENTORY REGISTERS ARE IN PLACE BUT NOT REGULARLY UPDATED 8. ELECTRONIC DATABASE IS IN PLACE BUT NOT OPTIMALLY UTILISED 9. SOME ELECTRONIC DATA IS BAKED UP 10. BACKED UP DATA NOT STORED IN FIRE PROOF SAFE | FULL AND COMPLETE RECORDS ARE KEPT  PERFORMANCE INDICATORS   1. SCHOOL POLICY/ LEARNING AREA POLICY IN PLACE 2. HISTORICAL RECORD OF EVENTS IS ALSO KEPT 3. A PROPER INDEXED FILING SYSTEM IS KEPT 4. ALL RECORDS ARE IN ACCORDANCE WITH DEPARTMENTAL REQUIREMENTS 5. RECORDS ARE FULLY ACCESSIBLE 6. POLICY IN TERMS OF PUBLIC ACCESS TO INFORMATION IS IN PLACE AND IS OPERATIONALISED 7. VERY GOOD DOCUMENT RETRIEVAL SYSTEM IS IN PLACE 8. ESSENTIAL RECORDS ARE STORED IN A LOCK UP SAFE 9. ELECTRONIC DATABASE IS KEPT AND MAINTAINED 10. ALL ELECTRONIC DATA IS BACKED UP AND STORED IN A FIRE PROOF SAFE | RECORD KEEPING IS METICULOUS AND COMPREHENSIVE  PERFORMANCE INDICATORS   1. SCHOOL POLICY/ LEARNING AREA POLICY IN PLACE AND REGULARLY UPDATED 2. HISTORICAL RECORD OF EVENTS IS ALSO KEPT 3. A PROPER INDEXED FILING SYSTEM IS KEPT 4. ALL RECORDS ARE IN ACCORDANCE WITH DEPARTMENTAL REQUIREMENTS 5. RECORDS ARE FULLY ACCESSIBLE 6. COMPREHENSIVE POLICY IN TERMS OF PUBLIC ACCESS TO INFORMATION IS IN PLACE AND IS OPERATIONALISED 7. EXCELLENT DOCUMENT RETRIEVAL SYSTEM IS IN PLACE 8. ESSENTIAL RECORDS ARE STORED IN A LOCK UP SAFE 9. ELECTRONIC DATABASE IS KEPT AND EFFICIENTLY MAINTAINED 10. ALL ELECTRONIC DATA IS BACKED UP AND STORED IN A FIRE PROOF SAFE 11. HARD COPIES OF ESSENTIAL ELECTRONIC DATA IS EFFICIENTLY FILED AND STORED IN A FIRE PROOF SAFE |

# PERFORMANCE STANDARD EIGHT : ADMINISTRATION OF RESOURCES AND RECORDS

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **MAINTENANCE OF INFRASTRUCTURE**  **[ D ]** | INFRASTRUCTURE POORLY MAINTAINED  PERFORMANCE INDICATORS   1. PHYSICAL PLANT IS NEGLECTED AND IN ADVANCED STATE OF RUIN 2. WATER RETICULATION SYSTEM DYSFUNCTIONAL 3. SANITATION SYSTEM DYSFUNCTIONAL 4. ELECTRICAL PLUG POINTS VANDALISED AND UNSAFE 5. GRAFITTI ON SCHOOL WALLS 6. BROKEN WINDOWS AND DOORS 7. GROUNDS UNKEMPT AND GRASS IS OVERGROWN 8. EQUIPMENT NON FUNTIONAL OR IN STATE OF DISREPAIR 9. SCHOOL FURNITURE IN STATE OF DISREPAIR | INFRASTRUCTURE SATISFACTORILY MAINTAINED  PERFORMANCE INDICATORS   1. PHYSICAL PLANT IS REASONABLY MAINTAINED BUT THERE AREAS IN NEED OF ATTENTION 2. WATER RETICULATION SYSTEM SEMI FUNCTIONAL 3. SANITATION SYSTEM SEMI FUNCTIONAL 4. SOME ELECTRICAL PLUG POINTS VANDALISED AND UNSAFE 5. SOME EVIDENCE OF GRAFITTI ON SCHOOL WALLS 6. A FEW BROKEN WINDOWS AND DOORS 7. GROUNDS SATISFACTORILY MAINTAINED 8. SOME EQUIPMENT NON FUNTIONAL OR IN STATE OF DISREPAIR 9. SOME SCHOOL FURNITURE IN STATE OF DISREPAIR 10. MONITORING SYSTEM IN PLACE BUT NOT EFFECTIVELY IMPLEMENTED | INFRASTRUCTURE WELL MAINTAINED  PERFORMANCE INDICATORS   1. PHYSICAL PLANT IS WELL MAINTAINED 2. WATER RETICULATION SYSTEM FUNCTIONAL 3. SANITATION SYSTEM FUNCTIONAL 4. ELECTRICAL PLUG POINTS SAFELY IN OPERATION 5. LITTLE OR NO EVIDENCE OF GRAFITTI ON SCHOOL WALLS 6. FEW WINDOWS AND DOORS BROKEN 7. GROUNDS ARE WELL MAINTAINED AND GARDENS ADD VALUE TO THE APPEARANCE OF THE PLANT 8. EQUIPMENT WELL MAINTAINED 9. SCHOOL FURNITURE IN GOOD CONDITION AND WELL MAINTAINED 10. STRUCTURES IN PLACE TO DEAL WITH BUILDINGS AND GROUND DEVELOPMENT 11. FUNDS EARMARKED FOR BUILDINGS AND GROUND DEVELOPMENT 12. STANDING BUDGET ITEM 13. TRAINED STAFF IN PLACE TO MAINTAIN INFRASTRUCTURE | INFRASTRUCTURE WELL MAINTAINED  PERFORMANCE INDICATORS   1. PHYSICAL PLANT IS EXCELLENTLY MAINTAINED 2. WATER RETICULATION SYSTEM IS FULLY FUNCTIONAL 3. SANITATION SYSTEM FULLY FUNCTIONAL 4. ABLUTION FACILITIES CHEMICALLY SANITISED 5. ELECTRICAL PLUG POINTS SAFELY IN OPERATION 6. NO EVIDENCE OF GRAFITTI ON SCHOOL WALLS 7. NO WINDOWS OR DOORS BROKEN 8. GROUNDS ARE EXCELLENTLY MAINTAINED AND GARDENS ADD VALUE TO THE APPEARANCE OF THE PLANT 9. EQUIPMENT EXCELLENTLY MAINTAINED 10. SCHOOL FURNITURE IN VERY GOOD CONDITION AND WELL MAINTAINED 11. STRUCTURES IN PLACE TO DEAL WITH BUILDINGS AND GROUND DEVELOPMENT 12. FUNDS EARMARKED FOR BUILDINGS AND GROUND DEVELOPMENT 13. STANDING BUDGET ITEM 14. WELL TRAINED SUPPORT STAFF IN PLACE TO MAINTAIN INFRASTRUCTURE |

# PERFORMANCE STANDARD EIGHT : ADMINISTRATION OF RESOURCES AND RECORDS

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **CIRCULARS**  **[ E ]** | DEPARTMENTAL CIRCULARS ARE NOT BROUGHT TO THE ATTENTION OF THE STAFF  PERFORMANCE INDICATORS   1. STAFF ARE UNAWARE OF NEW POLICY AND DIRECTIVES ISSUED BY THE DEPARTMENT 2. STAFF ARE UNAWARE OF STAFF DEVELOPMENT WORKSHOPS ORGANISED BY THE DEPARTMENT 3. CIRCULARS ARRIVE AT SCHOOL AFTER DEADLINES 4. SYSTEM TO RECORD AND RETRIEVE CIRCULARS IS ABSENT | MOST DEPARTMENTAL CIRCULARS AND OTHER INFORMATION IS BROUGHT TO THE ATTENTION OF THE STAFF  PERFORMANCE INDICATORS   1. STAFF ARE AWARE OF NEW POLICY AND DIRECTIVES ISSUED BY THE DEPARTMENT 2. STAFF ARE AWARE OF STAFF DEVELOPMENT WORKSHOPS ORGANISED BY THE DEPARTMENT 3. CIRCULARS ARRIVE AT SCHOOL AFTER DEADLINES BUT ARE SHOWN TO STAFF IMMEDIATELY 4. SYSTEM TO RECORD AND RETRIEVE CIRCULARS IS IN USE BUT IS SOMEWHAT DISORGANISED | ALL DEPARTMENTAL CIRCULARS AND OTHER INFORMATION IS BROUGHT TO THE ATTENTION OF THE STAFF  PERFORMANCE INDICATORS   1. STAFF ARE AWARE OF NEW POLICY AND DIRECTIVES ISSUED BY THE DEPARTMENT 2. STAFF ARE AWARE OF STAFF DEVELOPMENT WORKSHOPS ORGANISED BY THE DEPARTMENT 3. CIRCULARS ARRIVE AT SCHOOL AFTER DEADLINES BUT ARE SHOWN IMMEDIATELY TO STAFF 4. A GOOD SYSTEM TO RECORD AND RETRIEVE CIRCULARS IS IN USE 5. BRIEFING/DISCUSSION MEETINGS ARE HELD TO APPRISE MEMBERS OF NEW DEVELOPOMENTS | ALL DEPARTMENTAL CIRCULARS AND OTHER INFORMATION IS CONSISTENTLY BROUGHT TO THE ATTENTION OF THE STAFF  PERFORMANCE INDICATORS   1. STAFF ARE FULLY AWARE OF NEW POLICY ,AND DIRECTIVES ISSUED BY THE DEPARTMENT 2. STAFF ARE AWARE OF STAFF DEVELOPMENT WORKSHOPS ORGANISED BY THE DEPARTMENT 3. CIRCULARS ARRIVE AT SCHOOL AFTER DEADLINES BUT ARE SHOWN IMMEDIATELY TO STAFF 4. A N EFFICIENTSYSTEM TO RECORD AND RETRIEVE CIRCULARS IS UTILISED 5. BRIEFING/DISCUSSION MEETINGS ARE HELD TO APPRISE MEMBERS OF NEW DEVELOPMENTS 6. NECESSARY DISCUSSIONS ARE HELD IN ORDER TO UNDERSTAND THE CONTEXT 7. NECESSARY RESPONSES ARE DEVELOPED 8. FOLLOW UP IS MANAGED WHEN NECESSARY |

# PERFORMANCE STANDARD NINE : PERSONNEL

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **PASTORAL CARE**  **[ A ]** | NO EVIDENCE OF PASTORAL CARE FOR PERSONNEL  PERFORMANCE INDICATORS   1. EVIDENCE OF VERY HIGH ABSENTEE RATE AMONGST STAFF 2. STAFF GENERALLY DEMOTIVATED 3. NO SENSE OF CORPORATE IDENTITY AMONGST STAFF 4. EDUCATOR SUPPORT STRUCTURE ABSENT 5. LACK OF STAFF UNITY 6. NO SENSE OF COLLEGIALITY AMONGST STAFF 7. STAFF COMPLAIN ABOUT THE LACK OF EMPATHY IN THE SUPERIOR OFFICER 8. LACK OF SUPPORT STRUCTURE TO DEAL WITH CHRONIC ILLNESSES SUCH AIDS , HYPERTENSION , DIABETES, CANCER 9. SUPERIOR OFFICER IS UNAPPROACHABLE | PROVIDES SOME PASTORAL CARE TO STAFF MEMBERS BUT INFREQUENTLY  PERFORMANCE INDICATORS   1. EVIDENCE OF A HIGH ABSENTEE RATE AMONGST STAFF 2. STAFF GENERALLY ARE GENERALLY MOTIVATED 3. SOME SENSE OF CORPORATE IDENTITY AMONGST STAFF 4. EDUCATOR SUPPORT STRUCTURE ARE PRESENT ON AN AD-HOC BASIS 5. STAFF UNITY IS EVIDENT 6. SOME SENSE OF COLLEGIALITY AMONGST STAFF 7. STAFF COMPLAIN ABOUT THE LACK OF EMPATHY IN THE SUPERIOR OFFICER 8. SOME SUPPORT STRUCTURES TO DEAL WITH CHRONIC ILLNESSES SUCH AIDS , HYPERTENSION , DIABETES, CANCER IS PRESENT 9. SUPERIOR OFFICER IS APPROACHABLE | DISPLAYS PERSONAL INTEREST IN THE WELL BEING OF OTHERS  PERFORMANCE INDICATORS   1. ABSENTEE RATE AMONGST STAFF IS WITHIN ACCEPTABLE LEVELS 2. STAFF GENERALLY MOTIVATED 3. GOOD SENSE OF CORPORATE IDENTITY AMONGST STAFF 4. EDUCATOR SUPPORT STRUCTURE ARE PRESENT AND ARE FUNCTIONING SATISFACTORILY 5. STAFF UNITY IS PRESENT 6. GOOD SENSE OF COLLEGIALITY EXISTS AMONGST STAFF 7. SUPERIOR OFFICER HAS A WELL DEVELOPED SENSE OF EMPATHY 8. SUPPORT STRUCTURE TO DEAL WITH CHRONIC ILLNESSES SUCH AIDS , HYPERTENSION , DIABETES, CANCER ARE PRESENT 9. SUPERIOR OFFICER IS APPROACHABLE 10. SUPERIOR OFFICER HAS A VERY GOOD RAPPORT WITH STAFF 11. SUPERIOR OFFICER IS EMOTIONALLY INTELLIGENT | DISPLAYS AN EXCELLENT INTEREST IN THE WELL BEING OF OTHERS  PERFORMANCE INDICATORS   1. STAFF ABSENTEEISM IS LOW AND PEOPLE ARE VERY HAPPY TO WORK AT THIS SITE 2. STAFF ARE HIGHLY MOTIVATED 3. AN EXCELLENT SENSE OF CORPORATE IDENTITY EXISTS AMONGST STAFF 4. EDUCATOR SUPPORT STRUCTURES ARE PRESENT AND FUNCTION EFFECTIVELY 5. STAFF ARE VERY UNITED IN A COMMON PURPOSE 6. AN EXCELLENT SENSE OF COLLEGIALITY EXISTS AMONGST STAFF 7. SUPERIOR OFFICER HAS AN EXCELLENT SENSE OF EMPATHY 8. SUPPORT STRUCTURES TO DEAL WITH CHRONIC ILLNESSES SUCH AS AIDS, HYPERTENSION, DIABETES AND CANCER ARE PRESENT AND FUNCTION EFFECTIVELY 9. SUPERIOR OFFICER HAS AN EXCELLENT RAPPORT WITH STAFF 10. SUPERIOR OFFICER IS EXTREMELY EMOTIONALLY INTELLIGENT 11. SUPERIOR OFFICER IS VERY SUPPORTIVE |

# PERFORMANCE STANDARD NINE : PERSONNEL

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **STAFF DEVELOPMENT**  **[ B ]** | DOES NOT CONTRIBUTE TO OR PARTICIPATE IN ANY STAFF DEVELOPMENT  PERFORMANCE INDICATORS   1. SUPERIOR OFFICER VIEWS STAFF DEVELOPMENT AS UNNECESSARY AND OF LITTLE VALUE 2. SUPERIOR OFFICER IS SELF OPINIONATED AND LAYS CLAIM TO BE THE EXPERT IN FIELD 3. SUPERIOR OFFICER FAILS TO CONDUCT A SKILLS AUDIT WITH STAFF 4. SUPERIOR OFFICER 5. NO EVIDENCE OF A STAFF DEVELOPMENT POLICY 6. STAFF INDUCTION ABSENT 7. SUPERIOR OFFICER FAILS TO ENCOURAGE LIFELONG LEARNING | SOME EVIDENCE OF STAFF DEVELOPMENT  PERFORMANCE INDICATORS   1. SUPERIOR OFFICER VIEWS STAFF DEVELOPMENT AS BEING NECESSARY 2. SUPERIOR MAKES A SATISFACTORY ATTEMPT TO DEVELOP STAFF 3. SUPERIOR OFFICER ATTEMPTS TO SHARE SOME OF HIS/HERS KNOWLEDGE 4. STAFF DEVELOPMENT OCCURS ON AN AD-HOC BASIS 5. STAFF DEVELOPMENT POLICY IN PLACE BUT NOT OPERATIONALISED 6. STAFF INDUCTION OCCURS ON AN AD-HOC BASIS 7. SUPERIOR OFFICER MAKES SOME ATTEMPT TO ENCOURAGE LIFELONG LEARNING | VERY GOOD EVIDENCE OF STAFF DEVELOPMENT  PERFORMANCE INDICATORS   1. SUPERIOR OFFICER VIEWS STAFF DEVELOPMENT AS VERY IMPORTANT 2. SUPERIOR OFFICER MAKES A VERY GOOD ATTEMPT TO DEVELOP STAFF 3. SUPERIOR OFFICER BELIEVES IN BEING EMPOWERED AND IN EMPOWERING OTHERS 4. STAFF DEVELOPMENT PROGRAMMES ARE DETERMINED AFTER A SKILLS AUDIT 5. STAFF DEVELOPMENT IS AN ON-GOING PROCESS THAT FEATURE IN THE SCHOOL DEVELOPMENT PLANNING 6. A STAFF DEVELOPMENT   POLICY IS IN PLACE AND IS OPERATIONALISED   1. STAFF DEVELOPMENT IS A PLANNED EVENT AND IS RESPONSIVE TO THE NEEDS OF THE STAFF 2. SUPERIOR OFFICER ENCOURAGES LIFELONG LEARNING AND IS A LIFELONG LEARNER HIMSELF/HERSELF | EXCELLENT EVIDENCE OF STAFF DEVELOPMENT  PERFORMANCE INDICATORS   1. SUPERIOR OFFICER VIEWS STAFF DEVELOPMENT AS CRITICAL TO THE OVERALL EFFECTIVE FUNCTIONING OF THE SCHOOL 2. SUPERIOR OFFICER BELIEVES IN BEING EMPOWERED AND IN EMPOWERING OTHERS 3. STAFF DEVELOPMENT PROGRAMMES ARE DETERMINED AFTER A SKILLS AUDIT 4. STAFF DEVELOPMENT IS AN ON-GOING PROCESS THAT FEATURE IN THE SCHOOL DEVELOPMENT PLANNING 5. A COMPREHENSIVE STAFF DEVELOPMENT   POLICY IS IN PLACE AND IS OPERATIONALISED   1. STAFF DEVELOPMENT IS A PLANNED EVENT AND IS RESPONSIVE TO THE NEEDS OF THE STAFF 2. SUPERIOR OFFICER ENCOURAGES LIFELONG LEARNING AND IS A LIFELONG LEARNER HIMSELF/HERSELFEXCELLENT EVIDENCE OF STAFF DEVELOPMENT 3. SUPERIOR OFFICER FORMS EFFECTIVE NETWORKS WITH NGOs , HEIs AND COLLEAGUES |

# PERFORMANCE STANDARD NINE : PERSONNEL

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **PROVISION OF LEADERSHIP**  **[ C ]** | DOES NOT PROVIDE ANY PROFESSIONAL LEADERSHIP WITH THE INSTITUTION  PERFORMANCE INDICATORS   1. NO EVIDENCE OF A VISION OR MISSION FOR THE SCHOOL 2. NO POLICIES IN PLACE 3. SCHOOL IS DYSFUNCTIONAL 4. DEPARTMENTAL POLICIES ARE NOT IMPLEMENTED 5. AUTOCRATIC STYLE OF LEADERSHIP 6. SUPERIOR OFFICER FAILS TO GIVE STRATEGIC DIRECTION TO THE SCHOOL 7. DISUNITY AMONGST STAFF 8. SUPERIOR OFFICER IS NOT FAMILIAR WITH CURRENT TRENDS IN EDUCATION | OFFERS PROFESSIONAL ADVICE TO STAFF WHEN NECESSARY  PERFORMANCE INDICATORS   1. EVIDENCE OF A VISION OR MISSION FOR THE SCHOOL BUT NOT OPERATIONALISED 2. SOME POLICIES IN PLACE 3. SCHOOL IS FUNCTIONAL BUT HAS ROOM FOR IMPROVEMENT 4. DEPARTMENTAL POLICIES ARE IMPLEMENTED SELECTIVELY 5. ATTEMPTS TO DEMOCRATIC IN HIS/HER APPROACH TO LEADERSHIP 6. SUPERIOR OFFICER ATTEMPTS TO GIVE STRATEGIC DIRECTION TO THE SCHOOL 7. SUPERIOR OFFICER IS FAMILIAR WITH CURRENT TRENDS IN EDUCATION | GOOD PROFESSIONAL ADVICE GIVEN TO STAFF  PERFORMANCE INDICATORS   1. EVIDENCE OF A VISION OR MISSION FOR THE SCHOOL THAT IS OPERATIONALISED 2. INCLUSIVE POLICY MAKING IN PLACE 3. SCHOOL IS FUNCTIONAL 4. DEPARTMENTAL POLICIES ARE IMPLEMENTED WITH THE SUPERIOR OFFICER ASSISTING STAFF IN THE IMPLEMENTATION PROCESS 5. A VERY PARTICIPATORY STYLE OF LEADERSHIP IS OFFERED 6. SUPERIOR OFFICER GIVE GOOD STRATEGIC DIRECTION TO THE SCHOOL 7. STAFF ARE UNITED AND WORK HARD 8. SUPERIOR OFFICER IS VERY FAMILIAR WITH CURRENT TRENDS IN EDUCATION | EXCELLENT ADVICE GIVEN TO STAFF ON A REGULAR BASIS  PERFORMANCE INDICATORS   1. EVIDENCE OF A VISION OR MISSION FOR THE SCHOOL THAT IS EFFECTIVELY OPERATIONALISED 2. INCLUSIVE POLICY MAKING IN PLACE 3. SCHOOL IS A CENTRE OF EXCELLENCE 4. DEPARTMENTAL POLICIES ARE IMPLEMENTED WITH THE SUPERIOR OFFICER ASSISTING STAFF IN THE IMPLEMENTATION PROCESS 5. A VERY PARTICIPATORY STYLE OF LEADERSHIP IS OFFERED 6. SUPERIOR OFFICER GIVE GOOD STRATEGIC DIRECTION TO THE SCHOOL AND INSPIRES STAFF TO ACHIEVE THEIR OBJECTIVES 7. STAFF ARE UNITED AND WORK HARD 8. SUPERIOR OFFICER IS VERY KNOWLEDGEABLE   AND HAS AN IN-DEPTH UNDERSTANDING OF CURRENT TRENDS IN EDUCATION |

# PERFORMANCE STANDARD NINE : PERSONNEL

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **BUILDING COMMITMENT AND CONFIDENCE**  **[ D ]** | NO EVIDENCE OF BUILDING COMMITMENT AND CONFIDENCE IN STAFF  PERFORMANCE INDICATORS   1. STAFF ARE DEMORALISED AND DEMOTIVATED 2. STAFF FEEL UNAPPRECIATED 3. FACTIONS EXIST AMONGST STAFF 4. STAFF UNWILLING TO VOLUNTEER IN EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES 5. SUPERIOR OFFICER FAILS TO INSPIRE STAFF 6. NO OR FEW ACTIVITIES ARE HELD BY SCHOOL | SOME EVIDENCE OF BUILDING COMMITMENT AND CONFIDENCE IN STAFF  PERFORMANCE INDICATORS   1. STAFF EXHIBIT SATISFACTORY LEVELS OF COMMITMENT AND MORALE 2. STAFF VOLUNTEER IN EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES 3. STAFF ARE SOMEWHAT INVOLVED IN THE ACTIVITIES OF THE SCHOOL 4. FEW ACTIVITIES ARE HELD BY SCHOOL | GOOD EVIDENCE OF BUILDING COMMITMENT AND CONFIDENCE IN STAFF  PERFORMANCE INDICATORS   1. STAFF EXHIBIT GOOD LEVELS OF COMMITMENT TO THE SCHOOL 2. STAFF EXHIBIT HIGH LEVELS OF MORALE AND MOTIVATION 3. STAFF READILY VOLUNTEER IN EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES 4. STAFF ARE VERY INVOLVED IN THE ACTIVITIES OF THE SCHOOL 5. SCHOOL HOLDS A NUMBER OF ACTIVIES 6. SUPERIOR OFFICER INITIATES , SUPPORTS AND ENCOURAGES NEW IDEAS 7. SUPERIOR OFFICER IS AN INSPIRATIONAL LEADER | EXCELLENT EVIDENCE OF BUILDING COMMITMENT AND CONFIDENCE IN STAFF  PERFORMANCE INDICATORS   1. STAFF EXHIBIT VERY HIGH LEVELS OF COMMITMENT TO THE SCHOOL 2. STAFF EXHIBIT VERY HIGH LEVELS OF MORALE AND MOTIVATION 3. STAFF READILY VOLUNTEER IN EXTRA-CURRICULAR OR CO-CURRICULAR ACTIVITIES 4. STAFF ARE VERY INVOLVED IN THE ACTIVITIES OF THE SCHOOL 5. SCHOOL HOLDS MANY ACTIVITIES AS PART OF THEIR ANNUAL PROGRAMME 6. SUPERIOR OFFICER INITIATES , SUPPORTS AND ENCOURAGES NEW IDEAS 7. SUPERIOR OFFICER IS AN INSPIRATIONAL LEADER |

# PERFORMANCE STANDARD TEN : DECISION MAKING AND ACCOUNTABILITY

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| **STAKEHOLDER INVOLVEMENT**  **[ A ]** | MAKES LITTLE OR NO ATTEMPT TO INVOLVE STAKEHOLDERS IN DECISION MAKING  PERFORMANCE INDICATORS   1. DECISIONS ARE UNILATERALLY TAKEN 2. STAFF RESISTANCE TO DECISION 3. SUPERIOR OFFICER FAILS TO CONSIDER ALTERNATIVES 4. NO STRUCTURES FOR STAKEHOLDER PARTICIPATION IN DECISION MAKING | SOME ATTEMPT TO INVOLVE STAKEHOLDERS IN DECISION MAKING  PERFORMANCE INDICATORS   1. A SOMEWHAT INCLUSIVE MODEL OF DECISION MAKING 2. STAKEHOLDERS ARE INVITED ONLY IF IT IS NECESSARY 3. SUPERIOR OFFICER ATTEMPTS TO RESOLVE ISSUES BY CONSENSUS 4. SOME STRUCTURES EXIST FOR STAKEHOLDER PARTICIPATION IN DECISION MAKING 5. SUPERIOR OFFICER ATTEMPTS TO CONSIDER SOME ALTERNATIVES | A VERY GOOD ATTEMPT IN INVOLVING ALL STAKEHOLDERS IN DECISION MAKING  PERFORMANCE INDICATORS   1. ADOPTS AN INCLUSIVE MODEL OF DECISION MAKING 2. STAKEHOLDERS ARE INVITED 3. SUPERIOR OFFICER ATTEMPTS TO RESOLVE ISSUES BY CONSENSUS 4. STRUCTURES EXIST FOR STAKEHOLDER PARTICIPATION IN DECISION MAKING 5. SUPERIOR OFFICER ATTEMPTS TO CONSIDER SOME ALTERNATIVES 6. SUPERIOR OFFICER HAS GOOD DECISION MAKING SKILLS 7. SUPERIOR OFFICER CONSIDERS VARIOUS OPTIONS BEFORE MAKING A CHOICE | AN EXCELLENT ATTEMPT TO INVOLVE STAKEHOLDER IN DECISION MAKING  PERFORMANCE INDICATORS   1. ADOPTS A VERY INCLUSIVE MODEL OF DECISION MAKING 2. STAKEHOLDERS ARE VIEWED AS BEING INTEGRAL TO THE DECISION MAKING PROCESS 3. SUPERIOR OFFICER ATTEMPTS TO RESOLVE ISSUES BY CONSENSUS 4. EFFECTIVE STRUCTURES EXIST FOR STAKEHOLDER PARTICIPATION IN DECISION MAKING 5. SUPERIOR OFFICER CONSIDERS VARIOUS OPTIONS AND IS ABLE TO CHOOSE THE MOST EFFECTIVE ONE |

# PERFORMANCE STANDARD TEN : DECISION MAKING AND ACCOUNTABILITY

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| DECISION MAKING  **[ B ]** | IS A VERY POOR DECISION MAKER  PERFORMANCE INDICATORS   1. MAKES AUTOCRATIC DECISIONS 2. FAILS TO CONSULT BEFORE TAKING A DECISION 3. FAILS TO CONSIDER OTHER VIEWS 4. DECISIONS ARE OFTEN MADE WITHOUT CONSIDERING ALL THE FACTS 5. FAILS TO CHOOSE THE MOST EFFECTIVE AND BENEFICIAL ALTERNATIVE | **IS A SATISFACTORY DECISION MAKER**  PERFORMANCE INDICATORS   1. MAKES DECISIONS BY LIMITED CONSULTATION 2. CONSIDERS SOME ALTERNATE VIEW POINTS 3. MAKES DECISIONS BY CONSIDERING SOME FACTS AND NEGLECTS THE OTHERS 4. ATTEMPTS TO CHOOSE THE MOST EFFECTIVE AND BENEFICIAL ALTERNATIVE 5. ATTEMPTS TO APPLY CRITERIA CONSISTENTLY 6. FAILS TO ARRIVE AT DECISIONS BY CONSENSUS | **HAS GOOD DECISION MAKING SKILLS**  PERFORMANCE INDICATORS   1. CONSULTS WIDELY BEFORE TAKING ANY DECISIONS 2. CONSIDERS ALL ALTERNATIVE POINTS OF VIEW 3. MAKES DECISIONS BY CONSIDERING ALL THE RELEVANT FACTS 4. CHOOSES THE MOST EFFECTIVE AND BENEFICIAL ALTERNATIVE 5. IS VERY CONSISTENT IN APPLICATION OF CRITERIA 6. ARRIVES AT DECISIONS BY CONSENSUS 7. APPLIES LOGIC IN DECISION MAKING | **HAS EXCEPTIONAL DECISION MAKING SKILLS**  PERFORMANCE INDICATORS   1. CONSULTS WIDELY BEFORE TAKING ANY DECISIONS 2. USES A PARTICIPATORY MODEL OF CONSULTATION 3. CONSIDERS ALL ALTERNATIVE POINTS OF VIEW 4. ARRIVES AT DECISIONS CREATIVELY 5. MAKES DECISIONS BY CONSIDERING ALL THE RELEVANT FACTS 6. CHOOSES THE MOST EFFECTIVE AND BENEFICIAL ALTERNATIVE 7. IS VERY CONSISTENT IN APPLICATION OF CRITERIA 8. ARRIVES AT DECISIONS BY CONSENSUS 9. APPLIES LOGIC IN DECISION MAKING |

# PERFORMANCE STANDARD TEN : DECISION MAKING AND ACCOUNTABILITY

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| ACCOUNTABILITY  AND  RESPONSIBILITY  **[ C ]** | **DOES NOT TAKE ANY RESPONSIBILITY FOR ANY DECISIONS THAT ARE MADE**  PERFORMANCE INDICATORS   1. DOES NOT TAKE OWNERSHIP FOR WRONG DECISIONS 2. CRITICISES OTHERS BUT FAILS TO ACCEPT CRITICISM | **ACCEPTS RESPONSIBILITY FOR DECISIONS MADE IN MOST INSTANCES**  PERFORMANCE INDICATORS   1. TAKES RESPONSIBILITY IN MOST INSTANCES 2. IS WILLING TO ACCEPT LIMITED OWNERSHIP FOR CERTAIN DECISIONS 3. ATTEMPTS TO PROVIDE JUSTIFICATION FOR CERTAIN DECISIONS THAT ARE PROVED WRONG | **ACCEPTS TOTAL RESPONSIBILITY FOR DECISIONS MADE**  PERFORMANCE INDICATORS   1. ACCEPTS RESPONSIBILITY FOR ALL DECISIONS EVEN IF DECISIONS ARE PROVED TO BE WRONG 2. UP FRONTS OWNERSHIP FOR DECISIONS TAKEN EVEN IF THEY WERE TAKEN IN CONSULTATION 3. IS PREPARED TO BE HELD ACCOUNTABLE FOR DECISIONS | **ACCEPTS TOTAL RESPONSIBILTY FOR DECISIONS AND IS PREPARED TO BE HELD FULLY ACCOUNTABLE FOR THE DECISION MAKING PROCESS**  PERFORMANCE INDICATORS   1. ACCEPTS TOTAL RESPONSIBILITY FOR ALL DECISIONS EVEN IF DECISIONS ARE PROVED TO BE WRONG 2. UP FRONTS OWNERSHIP FOR DECISIONS TAKEN EVEN IF THEY WERE TAKEN IN CONSULTATION WITH OTHERS 3. IS PREPARED TO CORRECT DECISIONS TAKEN IF THE NEED ARISES 4. IS PREPARED TO BE HELD TOTALLY ACCOUNTABLE FOR DECISIONS AND THE DECISION MAKING PROCESS 5. DECISIONS ARE OFTEN PRO-ACTIVE RATHER THAN REACTIVE |

# PERFORMANCE STANDARD TEN : DECISION MAKING AND ACCOUNTABILITY

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| MOTIVATION  **[ D ]** | **IS NOT DECISIVE AND IS NOT MOTIVATED TO TAKE ON A LEADERSHIP ROLE**  PERFORMANCE INDICATORS   1. IS INDECISIVE 2. BUCKLES UNDER PRESSURE 3. DOES NOT EARN THE RESPECT OF STAFF WITH REGARD TO QUALITY OF DECISIONS TAKEN 4. IS NOT MOTIVATED TO ASSUME LEADERSHIP ROLE | **IS DECISIVE AND IS MOTIVATED TO TAKE ON A LEADERSHIP ROLE**  PERFORMANCE INDICATORS   1. IS DECISIVE 2. DOES NOT BUCKLE UNDER PRESSURE EASILY 3. EARNS THE RESPECT OF STAFF MEMBERS WITH REGARD TO THE QUALITY OF DECISIONS TAKEN 4. IS MOTIVATED TO ASSUME A LEADERSHIP ROLE 5. MOTIVATES OTHERS TO PARTICIPATE IN DECISION MAKING | **IS VERY DECISIVE AND IS VERY MOTIVATED TO TAKE ON A LEADERSHIP ROLE**  PERFORMANCE INDICATORS   1. IS VERY DECISIVE 2. RESPONDS VERY WELL TO PRESSURE 3. IS HIGHLY RESPECTED FOR THE QUALITY OF DECISIONS TAKEN 4. ASSUMES LEADERSHIP ROLE WITH EASE AND CONFIDENCE 5. STAFF ARE FULLY MOTIVATED TO PARTICIPATE FULLY IN THE DECISION MAKING PROCESS 6. STAFF RESPECT THE DECISIONS TAKEN | **TOTALLY CONFIDENT AND A HIGHLY COMMITTED AND STRONGLY MOTIVATED LEADER**  PERFORMANCE INDICATORS   1. IS TOTALLY CONFIDENT AND DECISIVE 2. RESPONDS VERY WELL UNDER PRESSURE 3. IS RESPECTED FOR THE OUTSTANDING LEADERSHIP ROLE TAKE IN RESPECT OF DECISION MAKING 4. AFFIRMS PEOPLE AND IS VERY INVITING TO STAFF 5. STAFF RESPOND WELL TO REQUESTS FOR DECISION MAKING 6. MAKES STAFF FEEL VALUED FOR THEIR INPUT 7. EMBRACES A PARTICIPATORY MODEL OF DECISION MAKING 8. HAS INTEGRITY AND STAFF TRUST IN HIS/HER JUDGEMENT |

# PERFORMANCE STANDARD TEN : DECISION MAKING AND ACCOUNTABILITY

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| OBJECTIVITY AND FAIRNESS  **[ E ]** | **LACK OF OBJECTIVITY AND FAIRNESS IN DECISIONS TAKEN**  PERFORMANCE INDICATORS   1. DECISIONS ARE BASED ON SUBJECTIVE CRITERIA SUCH AS (NEPOTISM, RACE, GENDER , CREED) 2. DISSATISFACTION AMONGST STAFF REGARDING DECISION 3. OPERATES ON A DIVIDE AND RULE STRATEGY 4. DECISIONS MADE ARE OFTEN OF A SELFISH NATURE | **DECISIONS TAKEN REFLECT THAT OBJECTIVITY AND FAIRNESS WAS CONSIDERED**  PERFORMANCE INDICATORS   1. USES LOGIC AND EXPLICIT CRITERIA TO ARRIVE AT DECISIONS 2. MAKES SATISFACTORY ATTEMPT TO APPLY CRITERIA CONSISTENTLY 3. ATTEMPTS TO ARRIVE AT DECISIONS BY CONSENSUS 4. CONSIDERS GROUP SOLIDARITY OVER SELF INTEREST IN ARRIVING AT A DECISION | **OBJECTIVE AND FAIR DECISIONS ARE TAKEN AFTER FACTORING IN CONTEXTUAL FACTORS**  PERFORMANCE INDICATORS   1. APPLIES LOGIC AND EXPLICIT CRITERIA CONSISTENTLY IN ARRIVING AT A DECISION 2. ARRIVES AT CRITERIA BY KEEN STAFF PARTICIPATION 3. ARRIVES AT DECISIONS BY CONSENSUS 4. CONSIDERS GROUP SOLIDARITY OVER SELF INTEREST IN ARRIVING AT A DECISION 5. CONTEXTUAL FACTORS ARE CONSIDERED IN ARRIVING AT A DECISION 6. STAFF SUPPORT DECISION SINCE IT IS FAIR AND OBJECTIVE | **DECISIONS ARE ALWAYS OBJECTIVE AND FAIR**  PERFORMANCE INDICATORS   1. APPLIES LOGIC AND EXPLICIT CRITERIA CONSISTENTLY IN ARRIVING AT A DECISION 2. ARRIVES AT CRITERIA BY KEEN STAFF PARTICIPATION 3. ARRIVES AT DECISIONS BY CONSENSUS 4. CONSIDERS GROUP SOLIDARITY OVER SELF INTEREST IN ARRIVING AT A DECISION 5. CONTEXTUAL FACTORS ARE CONSIDERED IN ARRIVING AT A DECISION 6. STAFF SUPPORT DECISION SINCE IT IS FAIR AND OBJECTIVE 7. DECISION MAKING PROCESS IS TRANSPARENT AND INCLUSIVE 8. STAFF TRUST ALL DECISIONS TAKEN 9. PROCESS IS CREDIBLE AND RELIABLE 10. DECISIONS ARE EVALUATED AGAINST EXPLICIT CRITERIA TO ENSURE FAIRNESS AND OBJECTIVITY |

# PERFORMANCE STANDARD ELEVEN : LEADERSHIP, COMMUNICATION AND SERVICING THE GOVERNING BODY

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| LEADERSHIP  **[ A ]** | **DEMONSTRATES POOR OR NO LEADERSHIP QUALITIES**  PERFORMANCE INDICATORS   1. IS RELUCTANT TO TAKE THE LEAD 2. FAVOURS AUTOCRATIC STYLE OF LEADERSHIP 3. ALWAYS FEELS THREATENED 4. IS ABRASIVE AND UNAPPROACHABLE 5. LACKS INTEGRITY AND TRUST 6. FAILS TO MENTOR AND DEVELOP STAFF 7. IS ALWAYS CRITICAL 8. FAILS TO EMPOWER OTHERS | **HAS GOOD LEADERSHIP SKILLS**  PERFORMANCE INDICATORS   1. IS PREPARED TO TAKE THE LEAD 2. FAVOURS A MORE OPEN DEMOCRATIC STYLE OF LEADERSHIP 3. IS SUPPORTIVE AND ENCOURAGES OTHERS 4. IS TRUSTWORTHY AND HAS INTEGRITY 5. EMPOWERS COLLEAGUES 6. INVOLVES OTHERS IN MAKING DECISIONS 7. IS APPROACHABLE AND DISPLAYS EMPATHY | **HAS STRONG LEADERSHIP SKILLS**  PERFORMANCE INDICATORS   1. ASSUMES LEADERSHIP ROLE WITH EASE 2. FAVOURS A STRONG DEMOCRATIC STYLE OF LEADERSHIP 3. CONSIDERS ALTERNATE VIEWS 4. HAS HIGH LEVELS OF EMPATHY 5. IS TRUSTWORTHY AND DEPENDABLE 6. HAS EXCELLENT PEOPLE SKILLS 7. ENGENDERS TRUST AND RESPECT 8. IS VERY ETHICAL IN ALL RELATIONSHIPS 9. IS VERY APPROACHABLE 10. PROVIDES STRATEGIC DIRECTION FOR THE ORGANISATION | **HAS EXCELLENT LEADERSHIP SKILLS**  PERFORMANCE INDICATORS   1. IS A NATURAL LEADER 2. FAVOURS A STRONG DEMOCRATIC STYLE OF LEADERSHIP 3. CONSIDERS ALTERNATE VIEWS 4. HAS HIGH LEVELS OF EMPATHY AND A WELL DEVELOPED EMOTIONAL INTELLIGENCE QUOTIENT 5. IS TRUSTWORTHY AND DEPENDABLE 6. HAS EXCELLENT PEOPLE SKILLS 7. ENGENDERS TRUST AND RESPECT 8. IS VERY ETHICAL IN ALL RELATIONSHIPS AND 9. IS VERY APPROACHABLE 10. PROVIDES STRATEGIC DIRECTION FOR THE ORGANISATION 11. TRANSLATES STRATEGIC OBJECTIVES INTO ACTION PLANS 12. INSPIRES AND MOTIVATES COLLEAGUES |

# PERFORMANCE STANDARD ELEVEN : LEADERSHIP, COMMUNICATION AND SERVICING THE GOVERNING BODY

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| SUPPORT  **[ B ]** | **IS UNABLE TO PROVIDE SUPPORT**  PERFORMANCE INDICATORS   1. FAILS TO MENTOR OR DEVELOP COLLEAGUES 2. OFTEN UNDERMINES COLLEAGUES 3. IS NOT APPROACHABLE 4. IS OFTEN CONFRONTATIONAL | **IS ABLE TO PROVIDE SUPPORT TO COLLEAGUES**  PERFORMANCE INDICATORS   1. TAKES THE LEAD IN ENCOURAGING OTHERS 2. IS A TEAM BUILDER 3. IS APPROACHABLE AND SUPPORTIVE 4. IS A MENTOR 5. PROVIDES ASSISTANCE FOR MEMBERS TO IMPROVE | **IS ABLE TO PROVIDE GOOD SUPPORT TO COLLEAGUES**  PERFORMANCE INDICATORS   1. VALUES COLLEAGUES AS INDIVIDUALS 2. ACKNOWLEDGES THEIR IDEAS 3. IS AN EFFECTIVE MENTOR 4. OFFERS GOOD SUPPORT 5. PROMOTES A SENSE OF COLLEGIALITY AMONGST 6. IS ACCESSIBLE TO COLLEAGUES AND IS VERY APPROACHABLE | **PROVIDES EXCELLENT SUPPORT**  PERFORMANCE INDICATORS   1. VALUES COLLEAGUES AND WORKS EFFECTIVELY WITH THEM 2. ACKNOWLEDGES THEIR IDEAS 3. WORKS WITH COLLEAGUES TO EFFECT IMPROVEMENTS ON AN ON-GOING BASIS 4. IS VERY APPROACHABLE AND SHARES INFORMATION 5. PROVIDES SUPPORT WHILST ENCOURAGING INDEPENDENT THINKING AND INNOVATION |

# PERFORMANCE STANDARD ELEVEN : LEADERSHIP, COMMUNICATION AND SERVICING THE GOVERNING BODY

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| COMMUNICATION  **[ C ]** | **DOES NOT COMMUNICATE WELL**  PERFORMANCE INDICATORS   1. DOES NOT COMMUNICATE WITH COLLEAGUES OR MEMBERS OF THE GOVERNING BODY 2. DOES NOT DISSEMINATE INFORMATION 3. IS NOT PREPARED TO TO LISTEN TO ALTERNATIVE VIEWS | **COMMUNICATES EFFECTIVELY**  PERFORMANCE INDICATORS   1. HAS A GOOD RAPPORT WITH COLLEAGUES AND MEMBERS OF THE GOVERNING BODY 2. DISSEMINATES INFORMATION 3. IS OPEN TO ALTERNATIVE VIEW POINTS 4. PROVIDES REPORTS BACK 5. IS TRANSPARENT | **COMMUNICATES VERY EFFECTIVELY**  PERFORMANCE INDICATORS   1. CONSULTS WIDELY WITH COLLEAGUES, MEMBERS OF THE GOVERNING BODY AND OTHER STAKEHOLDERS 2. DISSEMINATES INFORMATION EFFECTIVELY AND EFFICIENTLY 3. SHARES IDEAS 4. IS AN EFFECTIVE SPOKESPERSON 5. LISTENS AND EVALUATES ALTERNATIVE POINTS OF VIEW 6. IS TRANSPARENT 7. PROVIDES EXCELLENT FEEDBACK | **COMMUNICATES EXCEPTIONALLY**  PERFORMANCE INDICATORS   1. CONSULTS WIDELY WITH COLLEAGUES, MEMBERS OF THE GOVERNING BODY AND OTHER STAKEHOLDERS 2. DISSEMINATES INFORMATION EFFECTIVELY AND EFFICIENTLY 3. SHARES IDEAS 4. IS AN EFFECTIVE SPOKESPERSON 5. LISTENS AND EVALUATES ALTERNATIVE POINTS OF VIEW 6. IS TOTALLY TRANSPARENT 7. PROVIDES EXCELLENT FEEDBACK 8. IS ABLE TO ANALYSE AND CRITQUE IDEAS IN A CONSTRUCTIVE MANNER 9. RESPONDS POSITIVELY TO CONSTRUCTIVE CRITICISM |

# PERFORMANCE STANDARD ELEVEN : LEADERSHIP, COMMUNICATION AND SERVICING THE GOVERNING BODY

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| SYSTEMS  **[ D ]** | **DOES NOT WORK TO ANY SYSTEMS**  PERFORMANCE INDICATORS   1. IS DISORGANISED 2. IS UNABLE TO MANAGE OR CONTROL ANY PROJECTS OR INITIATIVE 3. PRODUCTIVITY IS LOW 4. IS OVERWHELMED BY VOLUME OF WORK 5. IS UNABLE TO DELEGATE | **WORKS TO A BASIC SYSTEM**  PERFORMANCE INDICATORS   1. IS ORGANISED 2. IS ABLE TO MANAGE OR CONTROL SPECIFIC PROJECTS OR INITIATIVES WITH A MEASURE OF SUCCESS 3. LEVELS OF PRODUCTIVITY IS SATISFACTORY 4. IS ABLE TO DELEGATE TO OTHERS | **WORKS TO IMPROVED SYSTEMS**  PERFORMANCE INDICATORS   1. IS WELL ORGANISED 2. IS ABLE TO MANAGE AND CONTROL PROJECTS OR INITIATIVES WITH SUCCESS 3. LEVELS OF PRODUCTIVITY IS HIGH 4. HAS IMPROVED SYSTEMS THAT ARE APPROPRIATE FOR SPECIFIC CIRCUMSTANCES 5. PRODUCTIVITY IS ABOVE AVERAGE 6. IS ABLE TO TRACK PROGRESS AND EFFECT REMEDIAL/CORRECTIVE MEASURES IF NECESSARY | **WORKS TO STREAMLINED AND EFFICIENT SYSTEMS**  PERFORMANCE INDICATORS   1. IS EXTREMELY WELL ORGANISED 2. IS ABLE TO MANAGE AND CONTROL PROJECTS OR INITIATIVES WITH GREAT SUCCESS 3. LEVELS OF PRODUCTIVITY IS VERY HIGH 4. HAS CREATED EFFECTIVE SYSTEMS THAT ARE APPROPRIATE FOR SPECIFIC CIRCUMSTANCES 5. PRODUCTIVITY IS EXCELLENT 6. HAS DEVELOPED EXCELLENT SYSTEMS ABLE TO TRACK PROGRESS AND EFFECT REMEDIAL/CORRECTIVE MEASURES IF NECESSARY 7. IS HIGHLY INNOVATIVE |

# PERFORMANCE STANDARD ELEVEN : LEADERSHIP, COMMUNICATION AND SERVICING THE GOVERNING BODY

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| COMMITMENT AND CONFIDENCE  **[ E ]** | **LACKS COMMITMENT AND CONFIDENCE**  PERFORMANCE INDICATORS   1. INDECISIVE 2. EASILY SWAYED WHEN CHALLENGED 3. DOES NOT FOLLOW THROUGH ON TASKS 4. IS EASILY DISTRACTED 5. IS NOT TASK FOCUSED 6. TIME MANAGEMENT IS POOR OR WEAK | **IS CONFIDENT AND COMMITTED**  PERFORMANCE INDICATORS   1. CAPABLE OF MAKING DECISIONS 2. IS NOT SWAYED EASILY WHEN CHALLENGED 3. IS ABLE TO COMPLETE TASKS 4. HAS SATISFACTORY TIME MANAGEMENT 5. MAINTAINS SUSTAINED INTEREST IN PROJECT 6. IS COMMITTED TO WORKING WITH ALL STAKEHOLDERS 7. IS FOCUSED AND PERSISTENT | **IS VERY COMMITTED AND CONFIDENT**  PERFORMANCE INDICATORS   1. IS AN OBJECTIVE DECISION MAKER 2. IS ABLE TO STATE HIS/HER POSITION AND DEFEND IT 3. HAS ACCUMULATED SUFFICIENT EXPERIENCE 4. IS ABLE TO SEE A PROJECT FROM INCEPTION TO COMPLETION 5. HAS VERY GOOD TIME MANAGEMENT 6. IS ABLE TO ACHIEVE DEADLINES | **IS EXTREMELY COMMITTED AND CONFIDENT**  PERFORMANCE INDICATORS   1. IS AN OBJECTIVE DECISION MAKER 2. IS ABLE TO STATE HIS/HER POSITION AND DEFEND IT 3. HAS ACCUMULATED VAST SUFFICIENT EXPERIENCE 4. IS ABLE TO SEE A PROJECT FROM INCEPTION TO COMPLETION 5. HAS EXCELLENT TIME MANAGEMENT 6. IS ABLE TO ACHIEVE DEADLINES WITH EASE 7. IS CONSTANTLY REVIEWING PROGRESS IN ORDER TO IMPROVE THE SYSTEM 8. WORKS IN SYNERGY WITH ALL STAKEHOLDERS 9. IS VERY COMMITTED TO CO-OPERATIVE GOVERNANCE |

# PERFORMANCE STANDARD ELEVEN : LEADERSHIP, COMMUNICATION AND SERVICING THE GOVERNING BODY

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| INITIATIVE AND CREATIVITY  **[ F ]** | **LACKS INITIATIVE AND IS NOT CREATIVE**  PERFORMANCE INDICATORS   1. WILL NOT ATTEMPT TASKS WITHOUT CLEAR DIRECTIVES 2. TASK IS DONE FOR THE SAKE OF IT 3. IS LACKADAISICAL IN APPROACH | **HAS SOME INITIATIVE AND IS REASONABLY CREATIVE**  PERFORMANCE INDICATORS   1. HAS INITIATIVE AND SEEKS TO IMPROVE THE SYSTEM 2. IS CAPABLE OF CRAFTING CREATIVE SOLUTIONS IF SUFFICIENT MOTIVATION EXISTS | **IS INNOVATIVE AND HAS HIGH LEVELS OF CREATIVITY**  PERFORMANCE INDICATORS   1. IS PREPARED TO TRY NEW WAYS OF DOING THINGS 2. REFINES AND IMPROVES EXISTING SYSTEMS AND PROCESSES 3. ADDS VALUE TO CURRENT SYSTEMS OR PROCESSES 4. IS DRIVEN BY THE NEED TO CONSTANTLY IMPROVE 5. IS HIGHLY MOTIVATED | **IS HIGHLY INNOVATIVE AND HAS VERY HIGH LEVELS OF CREATIVITY**  PERFORMANCE INDICATORS   1. IS PREPARED TO TRY NEW WAYS OF DOING THINGS AND EXPLORE UNCHARTED TERRITORY 2. REFINES AND IMPROVES EXISTING SYSTEMS AND PROCESSES 3. ADDS VALUE TO CURRENT SYSTEMS OR PROCESSES 4. IS DRIVEN BY THE NEED TO CONSTANTLY IMPROVE 5. IS HIGHLY MOTIVATED 6. IS WILLING TO TEST NEW WAYS IN ORDER TO IMPROVE THE EFFICIENCY OF THE SYSTEM/PROCESS 7. IS DRIVEN BY THE NEED FOR SUCCESS |

**PERFORMANCE STANDARD TWELVE : STRATEGIC PLANNING, FINANCIAL PLANNING AND EDUCATION MANAGEMENT DEVELOPMENT**

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| STRATEGIC PLANNING  **[ A ]** | **NO EVIDENCE OF STRATEGIC PLANNING AND EMD**  PERFORMANCE INDICATORS   1. SCHOOL IMPROVEMENT PLAN IS NON EXISTENT 2. EDUCATORS ARE UNAWARE OF THEIR DUTIES AND RESPONSIBILITIES 3. EVIDENCE OF CRISIS MANAGEMENT 4. DECISIONS TAKEN ARE MORE REACTIVE THAN PROACTIVE 5. ESSENTIAL MANAGEMENT DUTIES AND RESPONSIBILITIES ARE UNCLEAR 6. NO SHORT, MEDIUM OR LONG TERM GOALS FOR THE SCHOOL 7. STAKEHOLDERS NOT CONSULTED | **HAS SOME EVIDENCE OF STRATEGIC PLANNING AND EMD**  PERFORMANCE INDICATORS   1. STRATEGIC PLAN IS IN PLACE 2. SCHOOL IMPROVEMENT PLAN IS AVAILABLE 3. SCHOOL IMPROVEMENT PLAN IS DEVELOPED WITH OUT CONSULTATION OF ALL STAKEHOLDERS 4. EDUCATORS HAVE A LIMITED UNDERSTANDING OF THEIR ROLES AND RESPONSIBILITY 5. ESSENTIAL MANAGEMENT DUTIES HAVE BEEN ALLOCATED BUT THERE IS SOME UNCERTAINITY ABOUT THESE DUTIES 6. SOME GOALS HAVE BEEN FORMULATED BUT NO SYSTEM IS IN PLACE TO MONITOR PROGESS | **PREPARES STRATEGICPLANS WITH THE INTENTION OF ACHIEVING THE SCHOOL GOALS**  PERFORMANCE INDICATORS   1. STRATEGIC PLANS HAVE BEEN DEVELOPED IN CONSULTATION WITH STAKEHOLDERS 2. STRATEGIC PLANS INFORM THE SCHOOL IMPROVEMENT PLANS 3. SCHOOL IMPROVEMENT PLAN IS EFFECTIVE IN THAT GOALS AND TARGETS ARE SPECIFIED 4. EDUCATORS HAVE A GOOD UNDERSTANDING OF THEIR ROLES AND RESPONSIBILITIES 5. MANAGEMENT DUTIES HAVE BEEN EQUITABLY DISTRIBUTED 6. PROGRESS MONITORING MECHANISMS ARE IN PLACE 7. STRATEGIC PLANS ARE CONSTANTLY REVIEWED TO ENSURE THAT THE PLANS ARE RESPONSIVE TO THE OVERALL NEEDS OF THE STAKEHOLDERS AND THE ORGANISATION | **EFFECTIVE STRATEGIC PLANS ARE DRAWN UP AND ALIGNED TO THE VISION, MISSION AND GOALS OF THE ORGANISATION**  PERFORMANCE INDICATORS   1. STRATEGIC PLANS HAVE BEEN DEVELOPED IN CONSULTATION WITH STAKEHOLDERS 2. STRATEGIC PLANS FORM THE BASIS OF SCHOOL IMPROVEMENT PLANS AND GIVE DIRECTION TO THE MEMBERS OF THE ORGANISATION 3. STRATEGIC PLANS ARE DRAWN UP IN WIDE CONSULTATION WITH ALL STAKEHOLDERS AND HENCE THERE IS OWNERSHIP OF THE PLANS 4. EFFECTIVE MONITORING MECHANISMS ARE IN PLACE AND THE PLANS ARE CONSTANTLY REVIEWED 5. MEMBERS OF THE ORGANISATION RECEIVE CONSTANT PROGRESS REPORTS 6. MANAGEMENT DUTIES ARE CLOSELY ALIGNED TO THE STRATEGIC PLANS 7. STRATEGIC PLANS HAVE BUILT IN MECHANISMS FOR ACCOUNTABILITY |

# PERFORMANCE STANDARD TWELVE : STRATEGIC PLANNING, FINANCIAL PLANNING AND EDUCATION MANAGEMENT DEVELOPMENT

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| FINANCIAL PLANNING  **[ B ]** | **LITTLE OR NO EVIDENCE OF FINANCIAL PLANNING**  PERFORMANCE INDICATORS   1. SCHOOL HAS NO BUDGET 2. ESSENTIAL FINANCIAL RECORDS ARE NOT MAINTAINED 3. SCHOOL FEES ARE NOT EFFECTIVELY MANAGED 4. NO FINANCIAL MONITORING SYSTEMS ARE IN PLACE 5. SCHOOL FEES ARE DETERMINED UNILATERALLY BY THE SCHOOL HEAD 6. NO FINANCIAL POLICY IS IN PLACE 7. REGULAR FINANCIAL REPORTING DOES NOT TAKE PLACE 8. SCHOOL GOVERNING BODY ARE NOT CONSULTED WHEN FINANCIAL DECISIONS ARE MADE 9. SCHOOL FAIL TO ADHERE TO THE REGULATIONS AND REQUIREMENTS OF THE DEPARTMENT 10. FRUITLESS EXPENDITURE IS THE NORM 11. PROPER PROCUREMENT POLICY IS NOT FOLLOWED 12. NO FINANCIAL ACCOUNTABILITY EXISTS 13. CROSS SUBSIDISATION OCCURS FREQUENTLY 14. NO FINANCE COMMITTEE | **EVIDENCE OF BASIC FINANCIAL PLANNING**  PERFORMANCE INDICATORS   1. SCHOOL HAS A BUDGET 2. ESSENTIAL FINANCIAL RECORDS ARE IN PLACE BUT ARE NOT ADEQUATELY MAINTAINED 3. A BASIC SYSTEM IS IN PLACE TO MANAGE SCHOOL FEES 4. SCHOOL FEES ARE DETERMINED IN CONSULTATION WITH STAKEHOLDERS AT A BUDGET MEETING 5. A BASIC FINANCIAL POLICY IS IN PLACE BUT NOT ADHERED TO 6. SOME FINANCIAL REPORTING TAKES PLACE 7. AN ATTEMPT IS MADE TO ADHERE TO THE DEPARTMENTAL REGULATIONS AND REQUIREMENTS 8. THERE IS AN ATTEMPT TO CURTAIL FRUITLESS EXPENDITURE 9. A PROCUREMENT POLICY IS IN PLACE BUT DEVIATIONS ARE NOTED 10. A DEGREE OF FINANCIAL ACCOUNTABILITY EXISTS 11. CROSS SUBSIDISATION OCCURS BUT IS INFREQUENT 12. SMALL FINANCE COMMITTEE EXISTS BUT DYSFUNCTIONAL | **EFFECTIVE FINANCIAL PLANNING IS UNDERTAKEN**  PERFORMANCE INDICATORS   1. SCHOOL HAS A WELL DEVELOPED BUDGET INFORMED BY VARIOUS LEVELS OF CONSULTATION AND FINANCIAL FORECASTING 2. ESSENTIAL RECORDS ARE ACCURATELY MAINTAINED 3. SCHOOL FEES ARE DETERMINED BY CONSIDERATION OF THE OPERATIONAL REQUIREMENTS OF THE SCHOOL 4. A DETAILED FINANCIAL POLICY IS IN PLACE AND GOVERNS FINANCIAL ISSUES AT SCHOOL 5. REGULAR FINANCIAL REPORTING TAKES PLACE AT THE SCHOOL GOVERNING BODY MEETINGS 6. A PROCUREMENT POLICY IS IN PLACE AND IS ADHERED TO AND IF THERE ARE DEVIATIONS THESE ARE DECISIONS TAKEN BY THE FINANCE COMMITTEE 7. COMPLETE ADHERENCE TO THE DEPARTMENTAL REGULATIONS AND REQUIREMENTS 8. NO CROSS SUBSIDISATION IS NOTED 9. FINANCE COMMITTEE EXISTS AND IS FUNCTIONAL | **OUTSTANDING FINANCIAL PLANNING IS UNDERTAKEN**  PERFORMANCE INDICATORS   1. SCHOOLS BUDGET IS CAREFULLY DEVELOPED AND IS ALIGNED TO THE   ORGANISATIONAL GOALS   1. BUDGET IS DEVELOPED IN WIDE CONSULTATION AND FACTORS THAT IMPACT ARE CLOSELY CONSIDERED 2. SCHOOL FEES ARE CAREFULLY DETERMINED AFTER A CAREFUL ANALYSIS OF THE OPERATIONAL REQUIREMENTS OF THE SCHOOL 3. A COMPREHENSIVE FINANCIAL POLICY IS IN PLACE AND IS ADHERED TO AND IS CONSTANTLY REVIEWED FOR IMPROVEMENT PURPOSES 4. REGULAR FINANCIAL MONITORING OCCURS IN ORDER TO TRACK EXPENDITURE AND INCOME AGAINST THE BUDGET 5. REGULAR FINANCIAL REPORTS ARE TABLED AT THE FINANCE COMMITTEE AND SGB MEETINGS 6. A COMPREHENSIVE PROCUREMENT POLICY IS IN PLACE AND IS ADHERED TO 7. A DULY ELECTED FINANCE COMMITTEE EXISTS AND IS EFFECTIVE |

# PERFORMANCE STANDARD TWELVE : STRATEGIC PLANNING, FINANCIAL PLANNING AND EDUCATION MANAGEMENT DEVELOPMENT

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| PROJECT MANAGEMENT  **[ C ]** | **VERY POOR/NO PLANNING AND MANAGEMENT OF PROJECTS**  PERFORMANCE INDICATORS   1. PROJECTS ARE CARRIED OUT IN A CHAOTIC AND HAPHAZARD MANNER 2. NO INSTRUMENT IN PLACE TO TRACK PROGRESS OF PROJECT 3. OUTCOMES OF PROJECT ARE NOT CLEAR 4. NO ACCOUNTABILITY EXISTS 5. DUTIES AND RESPONSIBILITIES ARE NOT CLEARLY DECIDED UPON 6. DUTIES ARE ALLOCATED IN A RANDOM MANNER NOT CONSIDERING THE INDIVIDUALS STRENGTHS AND WEAKNESSES 7. PROJECT IS VERY POORLY MANAGED 8. PROJECT OFTEN END UP CREATING UNBUDGETED EXPENDITURE 9. PROJECT LEADER FAILS TO CONSULT AND BASES DECISIONS ON HIS/HER OWN CRITERIA 10. FAILS TO OFFER INTERVENTION WHEN PROJECTS ARE IN DIFFICULTY 11. UNREALISTIC TIMELINES | **SOME EVIDENCE OF PLANNING AND MANAGEMENT OF PROJECTS**  PERFORMANCE INDICATORS   1. SOME EVIDENCE OF PRE PLANNING EXISTS AND THE PROJECT PROCEEDS IN A REASONABLY SMOOTH MANNER 2. AN INSTRUMENT IS IN PLACE TO TRACK PROGRESS OF THE PROJECT BUT IS NOT FULLY UTILISED 3. DUTIES AND RESPONSIBILITIES ARE CLEARLY ALLOCATED BUT THE STRENGTHS AND WEAKNESSES OF THE INDIVIDUAL ARE NOT CONSIDERED 4. TIMELINES ARE REALISTIC 5. PROJECT IS REASONABLY WELL MANAGED 6. PROJECT HAS A DEFINITE BUDGET BUT DOES REQUIRE ADDITIONAL FINANCES 7. PROJECT LEADER CONSULTS TO A LIMITED DEGREE 8. SOME INTERVENTION OCCURS WHEN IT IS NECESSARY | **EVIDENCE OF GOOD PLANNING AND MANAGEMENT OF PROJECTS**  PERFORMANCE INDICATORS   1. PROJECTS ARE CAREFULLY PLANNED AND MANAGED 2. THE PROJECT IS REGULARLY MONITORED AND PROCEEDS ACCORDINGLY 3. INFORMATION IS EFFECTIVELY GATHERED IN ORDER TO GAUGE PROGRESS AND TO OFFER INTERVENTION 4. CLEAR ACTION PLANS DETAILING RESPONSIBILITIES AND DUTIES ARE DRAWN UP AFTER CONSIDERING THE INDIVIDUALS STRENGTHS AND WEAKNESSES 5. REGULAR PROGRESS REPORTS ARE CONSIDERED 6. PROJECT EXPENDITURE OCCURS ACCORDING TO A BUDGET 7. PROJECT IS MANAGED EFFECTIVELY 8. PROJECT LEADER IS ABLE TO CONSULT WIDELY 9. ACTION PLANS CONTAIN DETAILED TIME FRAMES AND PERFORMANCE INDICATORS FOR THE VARIOUS STAGES 10. PROJECT MANAGER USES DIFFERENT INSTRUMENTS TO MANAGE THE PROJECT | **EVIDENCE OF OUTSTANDING PLANNING AND EFFECTIVE MANAGEMENT OF PROJECTS**  PERFORMANCE INDICATORS   1. PROJECTS ARE EXCELLENTLY MANAGED 2. EFFECTIVE USE IS MADE OF INSTRUMENTS SUCH AS PERT ANALYSIS AND GNATT CHARTS, MS PROJECT 3. PROJECT LEADER IS INNOVATIVE AND CREATIVE IDEAS ARE INTRODUCED IN THE PROJECTS 4. DETAILED ACTION PLANS SPECIFYING ROLES AND RESPONSIBILITIES , COSTS AND MILESTONES ARE EFFECTIVELY USED TO MANAGE THE PROJECT 5. REGULAR PROGRESS REPORTS ARE OBTAINED BASED ON REPORTS FROM DELEGATED INDIVIDUALS 6. PROJECT HAS A DEFINITE AND REALISTIC BUDGET AND EXPENDITURE IS CLOSELY MONITORED 7. TIMELY AND NECESSARY INTERVENTIONS ARE MADE 8. DATA IS OBTAINED FROM VARIOUS SOURCES SO AS TO MAKE INFORMED DECISIONS 9. PROJECT LEADER IS EFFECTIVE IN MANAGING PEOPLE , RESOURCES AND FINANCES |

# PERFORMANCE STANDARD TWELVE : STRATEGIC PLANNING, FINANCIAL PLANNING AND EDUCATION MANAGEMENT DEVELOPMENT

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| CRITERIA | SCORE 1 | SCORE 2 | SCORE 3 | SCORE 4 |
| COMMUNICATION  **[ D ]** | **LIMITED OR NO COMMUNICATION**  PERFORMANCE INDICATORS   1. DOES NOT CONSULT WITH STAKEHOLDERS ON DECISIONS THAT AFFECT THEM 2. UNILATERAL DECISIONS ARE MADE 3. NO FEEDBACK MECHANISMS ARE IN PLACE 4. DOES NOT CONSIDER THE VARIOUS OPINIONS AND INPUTS | **EVIDENCE OF SOME COMMUNICATION**  PERFORMANCE INDICATORS   1. ENGAGES IN LIMITED CONSULTATION WITH STAKEHOLDERS ON DECISIONS THAT AFFECT THEM 2. ATTEMPTS TO MAKE SOME DECISIONS IN A PARTICIPATORY MANNER 3. SOME FEEDBACK MECHANISMS ARE IN PLACE BUT ARE NOT FULLY UTILISED 4. IS SELECTIVE IN CONSIDERING OTHERS VIEWS | **EVIDENCE OF GOOD COMMUNICATION**  PERFORMANCE INDICATORS   1. USES A PARTICIPATORY DECISION MAKING APPROACHES 2. CONSULTS WIDELY WITH ALL STAKEHOLDERS 3. MAKES INFORMED DECISIONS 4. ENSURES THAT REGULAR FEEDBACK IS PART OF COMMUNICATION STRATEGY 5. CONSIDERS ALL VIEWS 6. OPERATES IN A VERY OPEN AND TRANSPARENT MANNER | **EVIDENCE OF EXCELLENT COMMUNICATION**  PERFORMANCE INDICATORS   1. ESTABLISHES EFFECTIVE STRUCTURES TO INCLUDE ALL STAKEHOLDERS IN DECISION MAKING 2. COMMUNICATES ALL DECISIONS TO ALL STAKEHOLDERS 3. ENSURES THAT A TWO WAY FEEDBACK MECHANISM IS IN PLACE 4. IS ABLE TO CONSIDER ALL VIEWS AND MAKE AN OBJECTIVE DECISION 5. OPERATES IN AN OPEN AND TRANSPARENT MANNER 6. ENJOYS THE CONFIDENCE OF ALL STAKEHOLDERS |

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