



IQMS Personal Growth Plans and Developmental Needs of Educators

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Background

- **NDP – Vision for 2030** emphasises the importance of accountability in the education sector –
 - ❖ schools need to be accountable to education authorities; and
 - ❖ Focus to improve learning outcomes in schools and districts by addressing weaknesses in teaching, management, administrative support and accountability through intervention and on-going monitoring.
- **MTSF** strategic approach is to aim for policy and implementation stability by strengthening key interventions:
 - ❖ Strengthening education accountability, planning and management system
 - ❖ Existing policies should be aligned – this signals clearly that the DBE monitors performance to make the system run better.

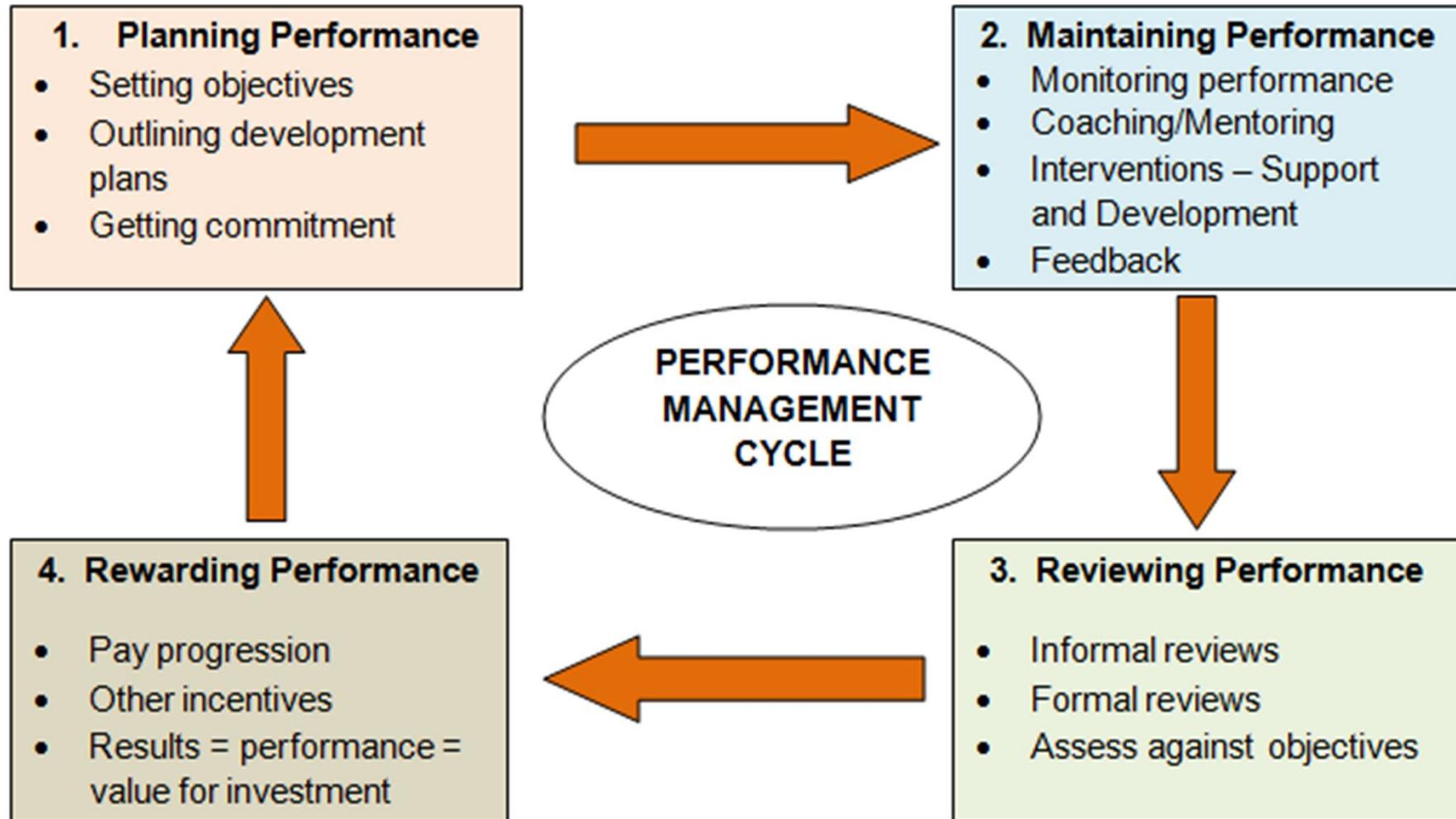
Background (cont.)

- **Performance management** is a cyclical process that supports accountability of educators at school and district/provincial level:
 - ❖ The **IQMS** (ELRC Collective Agreement No. 8 of 2003) forms part of the broader framework of performance management – promotes accountability of teachers and schools.
 - ❖ The **WSE** policy (Government Gazette: Vol. 433, No. 22512 - 26 July 2001) - policy to determine the holistic functionality of schools and restore accountability on learner performance.
 - ❖ **Skills Development** Act No. 97 of 1998 - provides an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills.

IQMS external moderators deployed by DBE since 2008 to monitor implementation of the IQMS processes & procedures



Enhancing accountability through Performance Management



What is IQMS?

Integrated Quality Management System (IQMS) is a performance management system that consists of 3 programmes:

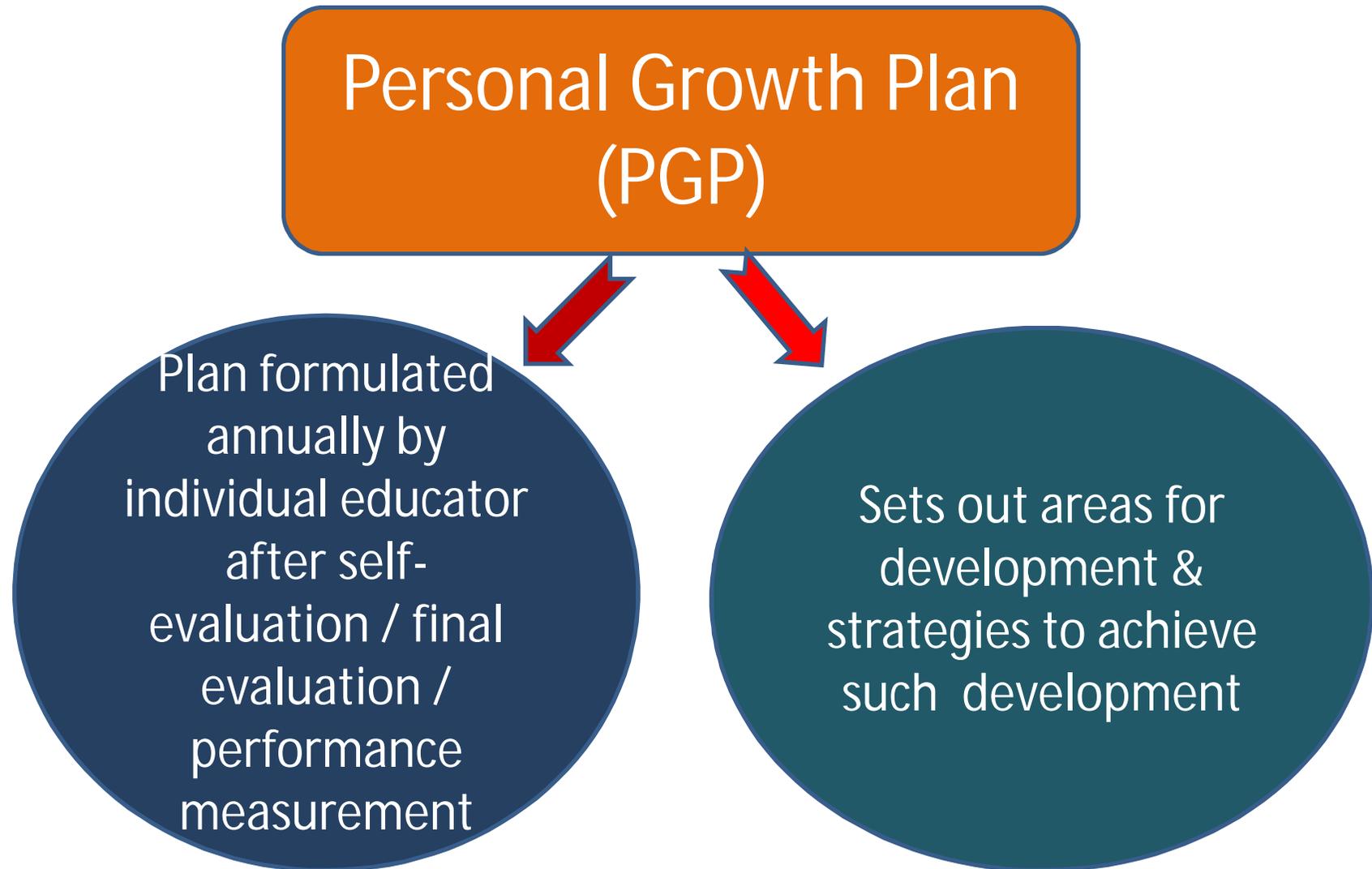
- (1) Developmental Appraisal
- (2) Performance Measurement
- (3) Whole School Evaluation

Purpose of Performance Management : IQMS

- To monitor an institution's overall effectiveness.
- To evaluate an educator's performance.
- To identify specific needs of educators for support and development.
- To promote accountability.
- To prepare the environment for teacher development.



Personal Growth Plan



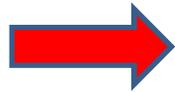
Personal Growth Plan – cont.

- PGP - developed by educator in consultation with Development Support Group (DSG) – after lesson observation & evaluation
- PGP used to inform the School Improvement Plan (SIP)
- PGP forms an important record of identified developmental needs of teacher

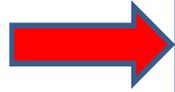


Levels of Growth

Areas of improvement



Educator has full control (e.g. punctuality).



DSG (immediate senior and/or mentor) or someone else in the school is able to provide guidance (e.g. record-keeping).



Circuit / District office (e.g. Subject Advisor) should provide support / development (e.g. CAPS)



Educator is un - or under-qualified or needs re-skilling in order to teach a new subject (e.g. CAT, Information Technology). Information is fed through the District and features in the Work Skills Plan (WSP) of the Province as its Critical, Scarce or Pivotal Training Needs



Analysis of training / interventions in provinces

Source:

- IQMS annual report – 2013/14
- 2013/14 Annual Report on Training Interventions and 2014/15 Work Skills Plan



Training/Workshops on IQMS implementation 2013/14

| Province | Number of newly appointed educators who received training | Number of existing educators who received training | Total |
|---------------|---|--|--------------|
| Eastern Cape | 0 | 0 | 0 |
| Free State | 443 | 5239 | 5682 |
| Gauteng | 355 | 1247 | 1602 |
| KwaZulu-Natal | 768 | 699 | 1467 |
| Limpopo | 124 | 5352 | 5476 |
| Mpumalanga | 8130 | 4133 | 12263 |
| North West | 850 | 3703 | 4553 |
| Northern Cape | 0 | 0 | 0 |
| Western Cape | 160 | 907 | 1067 |
| Total | 10830 | 21280 | 32110 |

- Included in the above figure is the training of **934** educators who were promoted to Post Levels 2-4 during 2013-14
- A total of **32 110** educators participated in training/workshops on the implementation of the IQMS.
- The majority of educators who received support on the implementation of the IQMS were from Mpumalanga followed by Limpopo and Free State.

Training on identified areas in SIPs and PGPs 2013/14

| Province | Number of PL 1 educators who participated | Number of PL 2 - 4 educators who participated | Total Number of educators who participated |
|---------------|---|---|--|
| Eastern Cape | 1106 | 578 | 1684 |
| Free State | 12015 | 771 | 12786 |
| Gauteng | 2272 | 1289 | 3561 |
| KwaZulu-Natal | 6300 | 1655 | 7955 |
| Limpopo | 0 | 496 | 496 |
| Mpumalanga | 1715 | 4211 | 5926 |
| North West | 26084 | 0 | 26084 |
| Northern Cape | 3204 | 20 | 3224 |
| Western Cape | 13508 | 0 | 13508 |
| Total | 66204 | 9020 | 75224 |

- **75 224** educators on all post levels participated in developmental programmes on areas identified in the SIP and PGP.
- Most of the support was provided to teachers in the North West, Western Cape and Free State.
- The duration of the workshops/training varied from 1 – 3 days.

Subject based training on identified needs from PGP/SIPs: Foundation Phase 2013/14

| Provinces | Mathematics | English (FAL) | Home Language | Mathematics | Total |
|---------------|-------------|---------------|---------------|-------------|--------------|
| Eastern Cape | 0 | 1126 | 0 | 0 | 1126 |
| Free State | 2949 | 2640 | 127 | 484 | 5716 |
| Gauteng | 528 | 780 | 0 | 0 | 1308 |
| KwaZulu-Natal | 0 | 0 | 288 | 0 | 288 |
| Limpopo | 0 | 0 | 0 | 0 | 0 |
| Mpumalanga | 240 | 354 | 254 | 0 | 848 |
| North West | 0 | 989 | 133 | 0 | 1122 |
| Northern Cape | 688 | 111 | 45 | 45 | 844 |
| Western Cape | 300 | 0 | 0 | 0 | 300 |
| Totals | 4705 | 6000 | 847 | 529 | 11552 |

- Home Language training was provided in five (5) provinces in the following African languages: IsiZulu (288); Sesotho (127); Setswana (278) and Siswathi (254)
- 11 552 teachers participated in subject based training workshops in the Foundation Phase. Included in this figure are 842 members of the SMT.
- The majority of the teachers received training in Mathematics and English (FAL).

This trend is keeping in line with the findings of the NSC and ANA results which have identified these subjects as key levers for improving quality across the system.

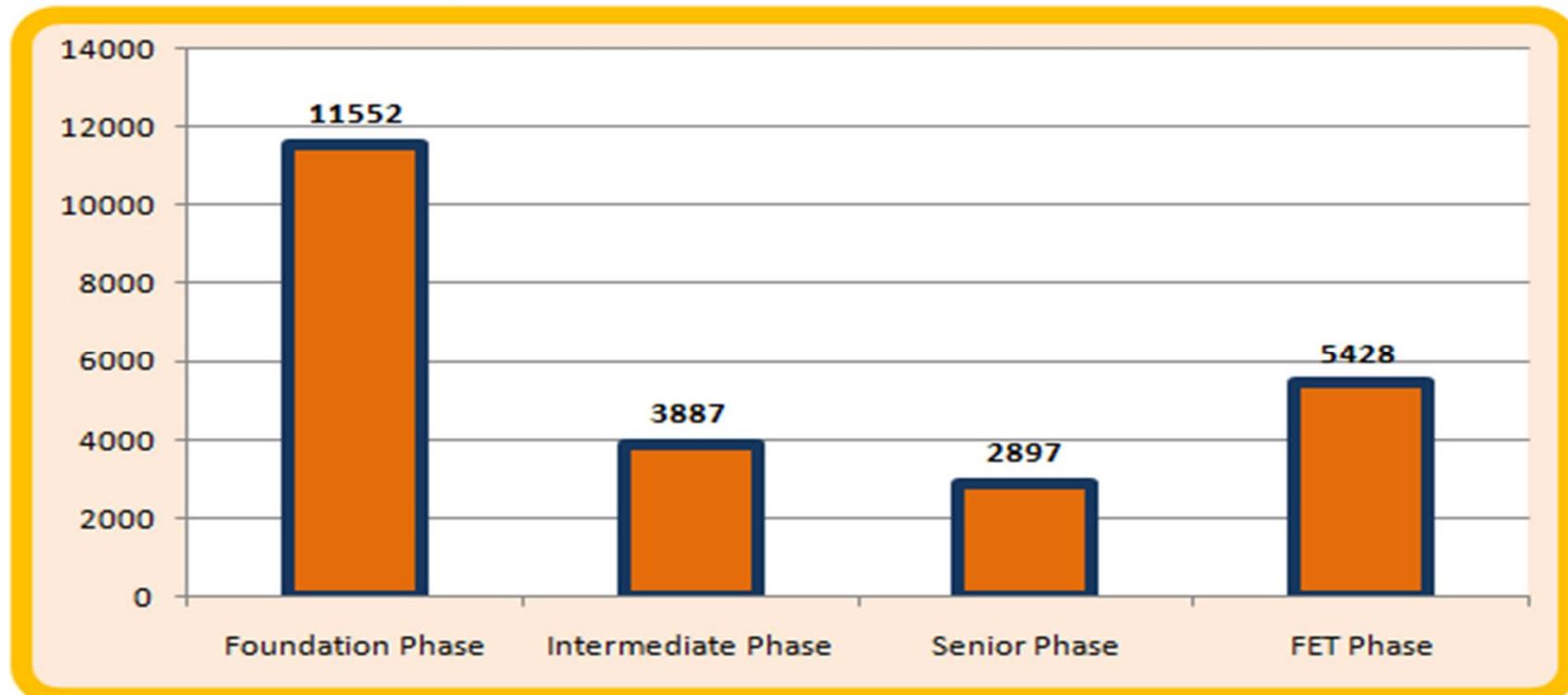
Subject based training on identified needs from PGPs/SIPs: FET Phase 2013/14

| Province | Mathematics | English (FAL) | Accounting | Physical Sciences | Total |
|---------------|-------------|---------------|-------------|-------------------|-------------|
| Eastern Cape | 27 | 0 | 0 | 0 | 27 |
| Free State | 365 | 315 | 579 | 336 | 1595 |
| Gauteng | 304 | 186 | 52 | 0 | 542 |
| KwaZulu-Natal | 24 | 420 | 144 | 156 | 744 |
| Limpopo | 0 | 0 | 0 | 0 | 0 |
| Mpumalanga | 0 | 0 | 0 | 0 | 0 |
| North West | 0 | 0 | 497 | 31 | 528 |
| Northern Cape | 40 | 75 | 0 | 0 | 115 |
| Western Cape | 90 | 1572 | 82 | 133 | 1877 |
| Total | 850 | 2568 | 1354 | 656 | 5428 |

- **5 428** teachers participated in subject based training workshops in Mathematics, English (FAL), Accounting and Physical Sciences in the FET phase.
- Included in this figure are **560** members of the SMT.
- Most of these developmental programmes were offered in the Western Cape and Free State.

The data on the total number of educators trained in all four (4) phases is limited to **key subjects** as follows: Home Language/s (Foundation Phase), English FAL, Mathematics, Accounting and Physical Sciences.

Number of educators trained in key subjects as identified in the PGPs and SIPs across all provinces in 2013/14



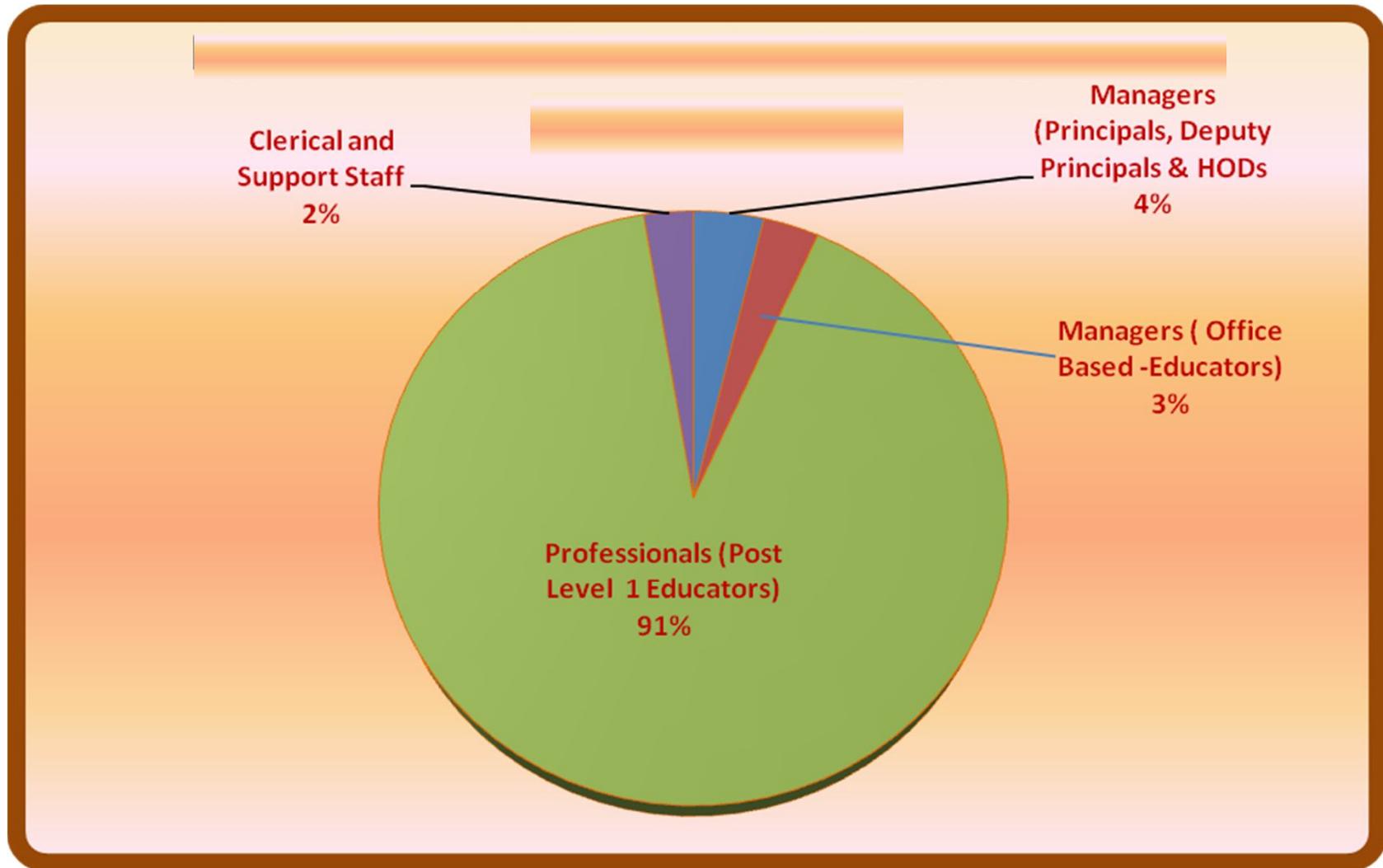
- The data on the total number of educators trained in all four (4) phases is limited to **key subjects** as follows: Home Language/s (Foundation Phase), English FAL, Mathematics (All phases), Accounting and Physical Sciences (FET phase).
- Workshops were also conducted with teachers who teach other subjects.

Number of employed beneficiaries of training interventions in provinces: 2013-14

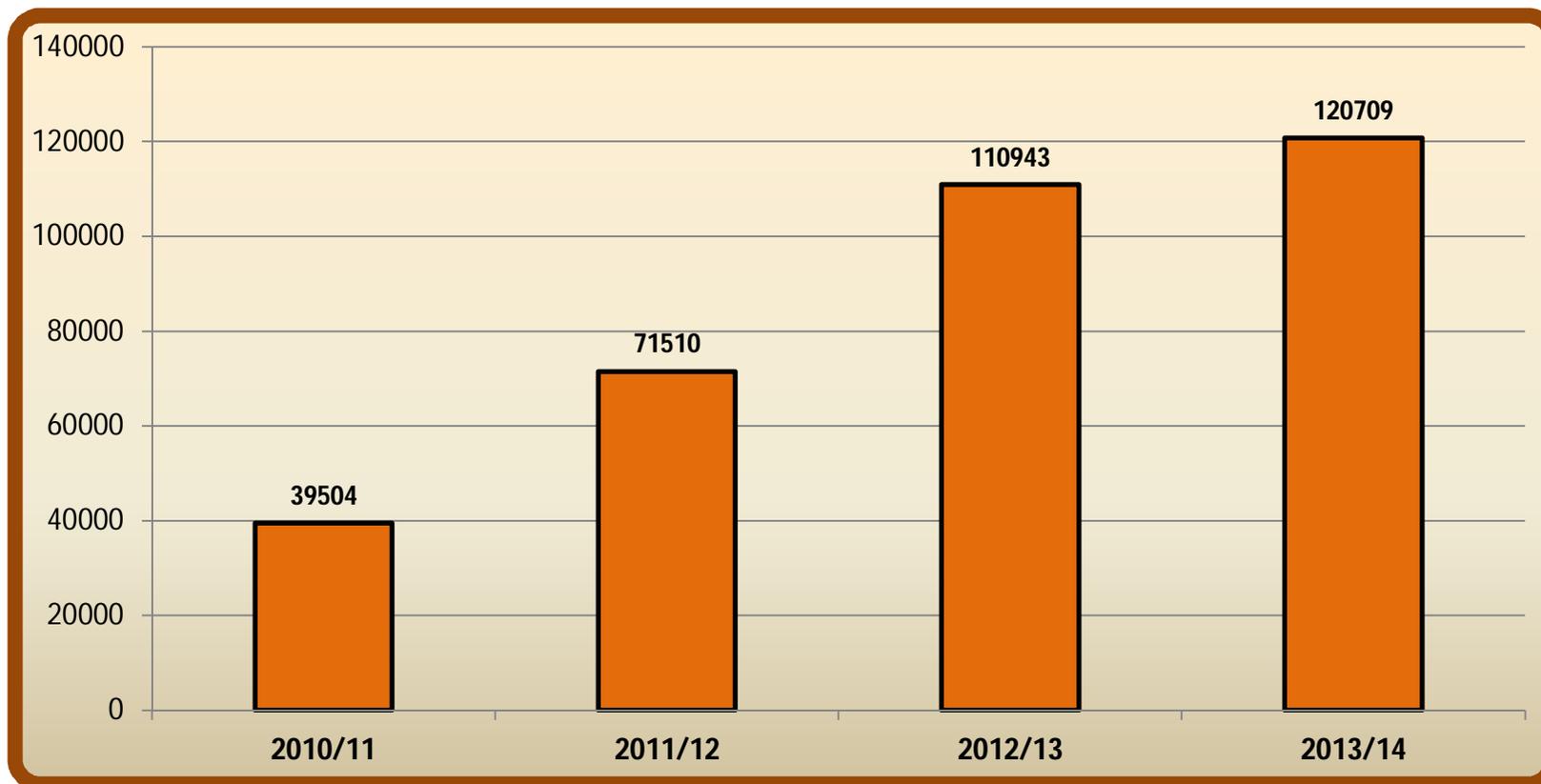
| Province | Managers (Principals, Deputy Principals and HoDs) | Managers (Office-based educators) | Professionals (Post Level 1 Educators) | Clerical and Support Staff | Total number of beneficiaries |
|------------------|---|---|--|-------------------------------|-------------------------------------|
| Eastern Cape | 909 | 740 | 2176 | 431 | 4256 |
| Free State | 0 | 0 | 23553 | 1400 | 24953 |
| Gauteng | 1410 | 37 | 41850 | 137 | 43434 |
| KwaZulu-Natal | 0 | 0 | 4342 | 92 | 4434 |
| Limpopo | 38 | 0 | 19489 | 104 | 19631 |
| Mpumalanga | 511 | 113 | 1738 | 0 | 2362 |
| North West | 593 | 400 | 4220 | 694 | 5907 |
| Northern Cape | 248 | 0 | 11902 | 53 | 12203 |
| Western Cape | 1181 | 2579 | 11439 | 1115 | 16314 |
| Total | 4890 | 3869 | 120709 | 4026 | 133494 |



Beneficiaries of training interventions 2013/14 (as a percentage)



Beneficiaries of training interventions 2010/11 to 2013/14 as per WSPR – Annexure 2



The above table shows that the number of educators (PL 1) who benefitted from training interventions increased over the past four years from 39 504 in 2010/11 to 120 709 in 2013/14.

Number of beneficiaries (school and office based educators) identified for interventions in 2014/15

| Province | Number of beneficiaries identified for training in scarce skills | Number of beneficiaries identified for training in critical skills (Top-up) skills | Number of beneficiaries identified for Pivotal training |
|---------------|--|--|---|
| Eastern Cape | 8111 | 8684 | 672 |
| Free State | 940 | 42524 | 35407 |
| Gauteng | 225 | 105 | 46 |
| KwaZulu-Natal | -- | -- | -- |
| Limpopo | 6132 | 1100 | 1170 |
| Mpumalanga | -- | 624 | 2180 |
| North West | 715 | 16006 | 7010 |
| Northern Cape | 4297 | 12065 | -- |
| Western Cape | 100 | 16314 | 60 |
| Total | 20 520 | 97 422 | 46 545 |



Challenges

- **Data accuracy:** Discrepancies in data from PEDs have the potential to impede on the quality of reports
- **Challenges faced by schools:**
 - ❑ Lack of adequate support on PGPs from subject advisors, circuit managers, etc)
 - ❑ Irregular monitoring of PGPs/SIPs
 - ❑ Lack of monitoring, support and development by SMTs

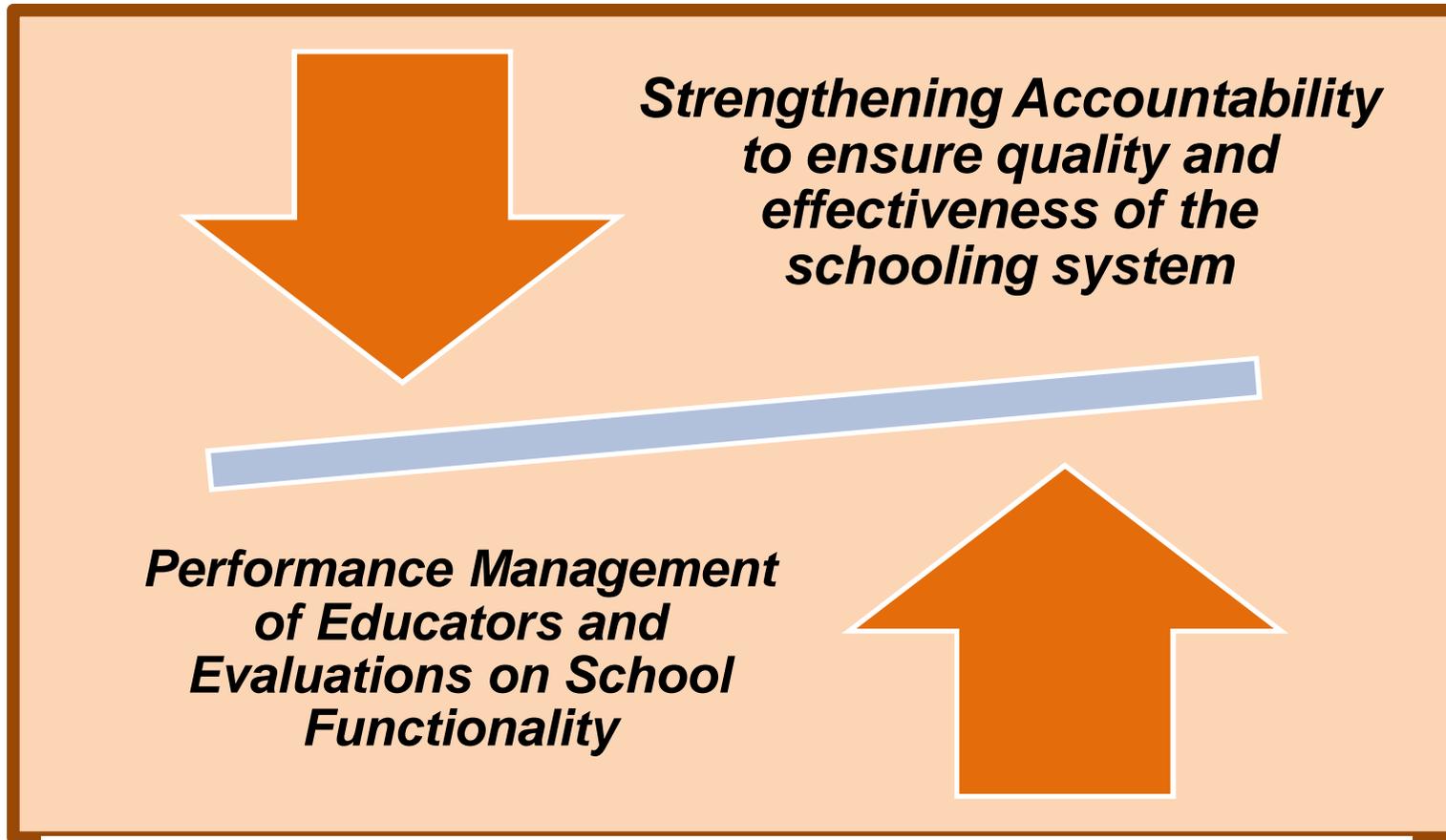


Successes

- Administration of IQMS is now institutionalised within the sector.
- Schools are progressively implementing recommendations in the IQMS moderators' reports.
- Increase in confidence of principals in the implementation of the IQMS
- Increase in levels of training interventions by provincial IQMS coordinators is encouraging.



Way forward: Key Focus



EFFICIENT performance management of teachers and schools raises the bar on *Strengthening Accountability to ensure quality and effectiveness of the schooling system.*



Conclusion

- Every teacher must accept personal responsibility for his/her professional growth.
- Reflective practice supports ongoing learning.
- Finalisation of the Quality Management System (QMS) in the ELRC will enhance accountability and efficiency in schools





Thank you

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Call Centre: 0800 202 933 | callcentre@dbe.gov.za
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