

STU organises two Regional Meetings on EPMS

The STU organised two Regional Meetings on the Enhanced Performance Management System (EPMS) which becomes effective for all education officers in the year 2005. It will replace the present system of performance appraisal. The EPMS has already been used to appraise HODs and senior officers. The aim was to make them familiar with the system before they started appraising the teachers.

The STU arranged with the Ong Teng Cheong Institute of Labour Studies to get Mr Victor Kow, a leading consultant on performance appraisal, to run the workshops. The participants who attended went away more familiar with what actions they have to take so as to be fully prepared for the EPMS when it is implemented in 2005.

In the boxes we have highlighted the main aspects of Victor Kow's presentation:

EPMS is an enhanced version of the existing system

EPMS emphasises the linkage of achievement of results Key Result Areas (KRAs)

- ✓ KRAs describe the broad areas of work in which a job must achieve results.
- ✓ The KRAs for the Teaching Track are:
 - **Quality Learning of Students**
 - **Pastoral Care and Well-Being of Students**
 - **Co-Curricular Activities**
 - **Contribution to School**
 - **Collaboration with Parents**
 - **Professional Development**
- ✓ Targets set for each KRA can be short statements that describe the priority outcomes for a job linked to KRAs.

Teaching Competency Model Subject Mastery

GEO 1/2

Level 1: Has knowledge in subject area and awareness of educational issues

Shows keen interest in own subject area and related educational issues within subject area

Possible Behaviours

- Has good knowledge and understanding of core concepts of subject area and is able to impart the knowledge and skills pertaining to the subject area
- Has knowledge of pedagogy and is able to demonstrate effective delivery of lesson

GEO 1A2/2A2

Level 2: Keeps abreast of trends and developments in own subject area

Takes initiative to stay current and expand content knowledge in own subject area

Possible Behaviours

- Keep himself updated on subject area through reading beyond curriculum requirements
- Has broad-based knowledge of subject area
- Actively seek new information on subject area through attending training, seminars, courses, etc
- Is pro-active in offering to share expertise and practices in subject area with colleagues

Clear Criteria to Performance

What is it for me?

- Clearer directions of prioritizing my time and energy
- Take control of my professional development
- Focus on important areas and do them well and get due recognition
- Allow me to participate actively in the process
- Framework to train me to envision my career journey

What must I do?

- Understand the framework in small steps
 - List out my doubts
 - List out my limitations and plan to address them
 - List out my areas of assistance needed
 - Get agreement to secure resources and help
 - Review my progress with people who matter
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- Best practice of successful organisations – clear metrics for performance
 - Clear rules of the game – role based
 - Allows preparation for excellent performance – active participation framework
 - Predictable performance yardstick – Key result areas are discussed and agreed

Performance Management is a continuous process

Career Portfolio Management

- Learn to focus and document achievement of competencies
- Learn to reflect along the learning and action journey
- Learn to identify milestones to gauge the level of competency development progress
- Learn to evaluate the returns of efforts, resources and time put in for competency development – Career Development is an Investment

The Leadership Challenge

- The leadership track competencies provide clear requirements for aspiring leaders
- The leaders have clear roadmap for fine-tuning and further developing their leadership skills
- The others have a clear framework to feedback to their leaders on issues of leadership

Factors for Successful Performance Management (1)

- The trust level between staff and Reporting Officer is high
- Performance Culture exists
- Everyone understands performance management is a valuable developmental tool
- The Recognition and Reward system is fair

Factors for Successful Performance Management (2)

Performance Targets and Goals are agreed beforehand and they are:

- **S**pecific and Clear
- **M**easurable and fair
- **A**ligned with Overall Goals/KRA/KPI and **A**chievable
- **R**ealistic
- **T**ime based and traceable with evidence

Better if they can also be:

- **E**nhancing the growth of the staff
- **R**eviewed periodically to make them relevant to changing role and circumstances

Preparation for Appraisal (1)

Staff should prepare for the performance appraisal sessions by preparing the following questions:

- Do I know the “rules of the game” in my profession?
- What particular part of the work you perform well? Why?
- What particular part of the work you did not do well? Why?
- How do you feel you have carried out the main tasks you are responsible for?
- Which tasks could have been performed more effectively and differently?

Preparation for Appraisal (2)

- What, if any, were the reasons preventing you from being more effective in these areas?
- What tasks do you feel you have performed particularly well and why?
- What areas, if any, are unclear in the job?
- What extra help or guidance do you feel you need to do the present job more effectively?
- Where do you see your future in say, three years time?
- What follow-up I need after the session?

The main concerns raised by participants were:

- Are the Reporting Officers (ROs) being trained?
- Since documentation is important, what needs to be documented?
- Wouldn't ROs with good writing skills give an unfair advantage to the jobholders they are reporting on?
- Teachers ranked low are told that they are performing to expectations. What is defined as exceeding expectations?

The feedback given by the participants on the workshops was positive. Some of the comments are given below:

“Am enlightened and feel able to share and reduce colleagues’ anxiety over EPMS.”

“I have better idea now on how I can prepare myself for the EPMS, and will start reflecting on what I have done and keep a record of all my achievements and reflect on them.”

“Very informative. Good job, STU! Will sure make time to attend more seminars and courses you’ve organised for professional development.”

The meeting at Raffles Institution attracted 121 participants while the one at Anglo-Chinese Junior College had 88 participants. Attendance Certificates were given to all those who attended.