SESSION 1

CURRICULUM MANAGEMENT

PRINCIPAL AS CURRICULUM MANAGER

INTRODUCTION

• Principals are often challenged by the diverse roles which they have to play, as managers of a school. The management of the curriculum is in some instances delegated to Heads of Departments or Deputy Principals tasked with the academic programme of the school.

INTRODUCTION

The Minister of Basic Education received many complaints and comments regarding the implementation of the NCS:

• The overburdening of teachers with administrative tasks
• Different interpretations of the curriculum requirements
• The levels of learner underperformance in literacy and numeracy
INTRODUCTION
The appointment of a Ministerial Task Team and a Curriculum Review process recommended the following:

- Rationalise the current NCS documents into a single set of simple and coherent curriculum documents
- Conduct regular external annual assessment in Grades 3, 6 and 9
- Introduce the teaching of English as a subject, from Grade 1
- Reduce the overload in the intermediate phase by reducing the number of subjects to six
- Ensure that teacher training is strengthened
- Re-assert the role of textbooks and develop a national catalogue of textbooks.

INTRODUCTION

- Reduce teachers’ workload i.e. allow more time for teaching;
- Clarify Subject Advisors’ roles nationally i.e. specify the exact nature of in-classroom and school support they should provide to teachers.
- Portfolios by all learners as separate compilations of assessment tasks will no longer be required.
- CTAs at Grade 9 have been discontinued with effect from 2010.
- Curriculum and Assessment Policy Statement (CAPS) documents per subject per phase were developed in 2010
- The number of projects required for each learning area/subject will be reduced to one project per year per learning area/subject
- Teachers are required to develop a single Teacher File for planning purposes

PLANNING: LEGISLATIVE FRAMEWORK

The planning function of the principal is governed by the following frameworks:

1. Legislative Framework
   1.1 National Education Policy Act 27 of 1996 (Section 3 (4) (I)):
       - NEPA identifies the 7 roles of educators which stipulates the curriculum related activities which should be performed by teachers:
         - Learning mediator
         - Interpreter and designer of learning programmes and materials
         - Leader, administrator and manager
         - Scholar, researcher and lifelong learner
         - Community, citizenship and pastoral role
         - Assessor
         - Learning area / subject / discipline / phase specialist

   1.2 South African Schools Act 84 of 1996 (Section 6 A)
       – According to this act the Minister must determine:
         (a) A national curriculum statement indicating the minimum outcomes or standards; and
         (b) A national process and procedures for the assessment of learners achievement.
       Which provides the curriculum framework in which public schools are to function.
PLANNING: NATIONAL CURRICULUM STATEMENT

National curriculum policies which should be referred to when planning school policy:

- Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R - 12
- CAPS Subject policies
- National Protocol for Assessment Grades R – 12
- National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)

PLANNING: NATIONAL CURRICULUM STATEMENT

The following supplementary policy documents should be referred to in compiling a school policy:

1. Education White Paper 1 on Education and Training
2. Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System
4. The Language-in-Education Policy 1997
5. Norms on Roles and Responsibilities of Education Districts

PLANNING: NATIONAL CURRICULUM STATEMENT

NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT S R-12

The first policy which forms constitutes the National Curriculum Statement is the National Policy Pertaining to the Programme and Promotion Requirements of the NCS. This policy was promulgated in Government Gazette No. 36042 (28 December 2012) and it determines the minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement. The following is covered by the policy:

- Approved subjects
- Programme requirements
- Grouping of subjects
- Time allocation
- Gr 10-12 Subject changes
- Assessment
- Concessions
- Progression / Promotion requirements
- Recording and Reporting

NPPPR: PROGRAMME REQUIREMENTS

<table>
<thead>
<tr>
<th>Foundation Phase</th>
<th>Intermediate Phase</th>
<th>Senior Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language</td>
<td>Home Language</td>
<td>Home Language</td>
</tr>
<tr>
<td>First Additional Language</td>
<td>First Additional Language</td>
<td>First Additional Language</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Life Skills</td>
<td>Natural Sciences and Technology</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Social Sciences</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Life Skills</td>
<td>Technology</td>
</tr>
<tr>
<td>Personal and Social Well-being</td>
<td>Creative Arts</td>
<td>Economic and Management Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Life Orientation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acts and Culture</td>
</tr>
</tbody>
</table>

NPPPR: PROGRAMME REQUIREMENTS

<table>
<thead>
<tr>
<th>FET Phase</th>
<th>Language at Home Language Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics / Mathematical Literacy / Technical Mathematics (Vocational)</td>
<td></td>
</tr>
<tr>
<td>Not Designated Subjects</td>
<td>Designated Subjects</td>
</tr>
</tbody>
</table>

3
• A candidate:
  – May not offer Mathematics and Mathematical Literacy
  – May not offer Consumer Studies and Hospitality Studies
  – Learners offering Sport and Exercise Science must offer either Physical Sciences or Life Sciences.

Along with programme requirements of NPPPR Circular S13 of 2014 should be considered which advises that Mathematics be offered with:
  – Physical Sciences
  – Agricultural Science
  – Accounting
  – Economics
  – Geography
  – Life Science

The duration of the National Senior Certificate is 3 years, namely Grades 10 - 12. A learner must:
• (1) offer all subjects selected for all three grades, Grades 10-12 and complete the programme requirements for these grades separately;
• And (2) comply with the SBA requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12 as contemplated in the policy document National Protocol for Assessment Grades R – 12, and the Curriculum and Assessment Policy Statements of the various subjects listed in Annexure B.

A learner may change a maximum of two subjects in Grade 10, provided this is done by the beginning of the third term, subject to the approval of the Principal of the school where the learner is registered.

A learner may change two subjects in Grade 11, provided this is done before 28 February subject to the approval of the Principal of the school where the learner is registered.

In exceptional cases a learner may change one subject in Grade 12, provided this is done before 31 January of the Grade 12-year.

Approval for changing a subject in Grade 12 must be obtained from the Head of the assessment body.

The following documents are needed:
  a) a letter of motivation from the learner’s parent or guardian;
  b) a letter from the Principal, either supporting or providing reasons for not supporting the change; and
  c) a letter from the subject teacher, outlining the programme to be followed to assist the learner in covering those aspects of the Curriculum and Assessment Policy Statements for the previous grade that were not completed.

Note:
• Instructional leadership is needed in managing the situation.
• A principal should be mindful of the SBA marks of the subject to which the change is made.
• Parents’ Evenings should be used to inform parents of dates and implications
According to the South African Schools Act 84 of 1996 (section 6):
- The Minister may determine norms and standards for language policy in public schools.
- The governing body of a public school may determine the language policy of the schools subject to the Constitution, this Act and any applicable provincial law.
- No form of racial discrimination may be practised in implementing policy determined under this section.
- A recognised Sign Language has the status of an official language for purposes of learning at a public school.

According to the Language in Education Policy, 1997 the rights and duties of the school are that:
- The governing body must stipulate how the school will promote multilingualism.
- Incremental Implementation of African Languages:
  - This is a new initiative based on the previous statement from the LiEP.
  - This initiative seeks to have learners offer an African Language from Grade 1.
  - This initiative has already been piloted in 2013 and is said to implement in 2014.

Intermediate and Senior Phase
- Schools offering an optional language on at least Second Additional Language level may not use the time allocated for the subjects listed.
- Optional languages may only be offered if the school can make an arrangement for the allocation of additional time to the allocated 27.5 hours.
- The Additional Language will be regarded as an additional subject not to be taken into account for promotion requirements.

The relevant time allocation for each subject, as well as, proviso's in terms of the subject combinations should be taken into consideration.
- Instructional time is set per subject per grade.
- Time allocated to breaks, assemblies and extramural activities is excluded from the time allocation.
- Time must be available to support learners who experience barriers to learning within the instructional time.

It is the responsibility of the principal to ensure school effectiveness through Educational Leadership, specifically with regard to HR Management and time management.
### NPPR: Time Allocation in Foundation Phase (25 Hours)

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language</td>
<td>10 hours</td>
</tr>
<tr>
<td>First Additional Language</td>
<td>2/3 hours</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7 hours</td>
</tr>
<tr>
<td>Life Skills</td>
<td></td>
</tr>
<tr>
<td>• Beginning Knowledge</td>
<td>(1) 6 hours</td>
</tr>
<tr>
<td>• Creative Arts</td>
<td>(2) 6 hours</td>
</tr>
<tr>
<td>• Physical Education</td>
<td>(2) 6 hours</td>
</tr>
<tr>
<td>• Personal and Social Well-being</td>
<td>(1) 6 hours</td>
</tr>
</tbody>
</table>

### NPPR: Time Allocation in Intermediate Phase (27.5 Hours)

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language</td>
<td>6 hours</td>
</tr>
<tr>
<td>First Additional Language</td>
<td>5 hours</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 hours</td>
</tr>
<tr>
<td>Natural Sciences and Technology</td>
<td>3.5 hours</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3 hours</td>
</tr>
<tr>
<td>Life Skills</td>
<td>4 hours</td>
</tr>
<tr>
<td>• Creative Arts</td>
<td>(1,5) 4 hours</td>
</tr>
<tr>
<td>• Physical Education</td>
<td>(1) 4 hours</td>
</tr>
<tr>
<td>• Personal and Social Well-being</td>
<td>(1,5) 4 hours</td>
</tr>
</tbody>
</table>

### NPPR: Time Allocation in Senior Phase (27.5 Hours)

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language</td>
<td>5 hours</td>
</tr>
<tr>
<td>First Additional Language</td>
<td>4 hours</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.5 hours</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3 hours</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3 hours</td>
</tr>
<tr>
<td>Technology</td>
<td>2 hours</td>
</tr>
<tr>
<td>Economic and Management Sciences</td>
<td>2 hours</td>
</tr>
<tr>
<td>Life Orientation</td>
<td>2 hours</td>
</tr>
<tr>
<td>Arts and Culture</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

### NPPR: Time Allocation Further Education and Training Phase (27.5 Hours per Week)

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language</td>
<td>4.5 hours</td>
</tr>
<tr>
<td>First Additional Language</td>
<td>4.5 hours</td>
</tr>
<tr>
<td>Mathematics or Mathematical Literacy</td>
<td>4.5 hours</td>
</tr>
<tr>
<td>Life Orientation</td>
<td>2 hours</td>
</tr>
<tr>
<td>A minimum of ANY THREE subjects</td>
<td>4 hours x 3</td>
</tr>
</tbody>
</table>

### NPPR: Progression / Promotion Requirements

The second aspect which is dealt with in the document National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement, is the progression requirements for each Grade. The policy is governed by two principles: Progression and Promotion

- **Progression** – No more than 4 years per phase
- **Promotion** – Grades 10-12

“Progression” –
- means the advancement of a learner from one grade to the next, excluding Grade R, in spite of the learner not having complied with all the promotion requirements.
- Progression can be used to prevent a learner from being retained in a phase for a period exceeding four years as stipulated in the Admission policy, provided that the underperformance of the learner in the previous grade is addressed in the grade to which the learner has been promoted.
“Promotion” –
• means the movement of a learner from one grade to the next when that learner meets the minimum required level of achievement per subject in a particular grade, as well as complying with the promotion requirements of that grade as contemplated in the document; National policy pertaining to the programme and promotion requirements of the NCS Grades R-12;
• Guidelines for determining a learner’s progress.
• Progression in Grades 10-12 does not guarantee the final certification of a learner in Grade 12.

### NATIONAL SENIOR CERTIFICATE
(HESA provisions for 3 different qualifications. A further requirement is 30% in FAL if that is the language of learning and teaching at the HEI)

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>Gr. 8</th>
<th>Gr. 9-10</th>
<th>Gr. 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language at Home</td>
<td>4 (50-59)</td>
<td>4 (50-59)</td>
<td>4 (50-59)</td>
</tr>
<tr>
<td>Language Level</td>
<td>(and)</td>
<td>(and)</td>
<td>(and)</td>
</tr>
<tr>
<td>Language at First Additional Language</td>
<td>3 (40-49)</td>
<td>3 (40-49)</td>
<td>3 (40-49)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 (40-49)</td>
<td>3 (40-49)</td>
<td>3 (40-49)</td>
</tr>
<tr>
<td>OTHER:</td>
<td>3 in any TWO other subjects</td>
<td>3 in any THREE other subjects</td>
<td>2 in any TWO of the other subjects</td>
</tr>
</tbody>
</table>

### IMMIGRANTS
(a) An immigrant candidate is:
(i) a child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or
(ii) a person who:
(aa) first enrolled at and entered a South African school in Grade 7 or a more senior grade, or
(bb) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent and has subsequently returned to South Africa

### NATIONAL SENIOR CERTIFICATE WITH ENDORSEMENT
Learners with special needs:
• Neurological barriers
• Hearing impairments
• Visual barriers to learning
• Physical barriers to learning
• Mild to severe intellectual barriers to learning
• Multiple barriers to learning.
• Severe behavioural and emotional barriers to learning.
c) (c) However, instead of offering another subject from Group B in lieu of the one official language that is not offered, an immigrant candidate may, subject to subparagraph (b), offer his or her home language in lieu of that one official language, subject to requirements.

NPPPR: CONCESSIONS

d) To be classified as an immigrant candidate, such a candidate must be in possession of:

i. the relevant official documentation issued by the Department of Home Affairs; and

ii. the relevant official documentation issued by the school where the learner entered the South African school system for the first time.

NPPPR: CONCESSIONS

(2) Learners who experience barriers to learning

a) The following concessions may apply to learners who experience the following barriers to learning:

NPPPR: CONCESSIONS

(i) A learner who is Deaf may offer one (1) official language at First Additional Language level which is the language of learning and teaching, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such Deaf candidate complies with the promotion requirements as contemplated in paragraph 29(1).

Note: Proposed amendments in line with South African Sign Language

NPPPR: CONCESSIONS

ii. Learners with communication and language impairments, e.g. aphasia and dyslexia may offer only one (1) official language at First Additional Language level which is the language of learning and teaching, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such aphasic or dyslectic candidate complies with the promotion requirements as contemplated in paragraph 29(1).

NPPPR: CONCESSIONS

iii. Learners who have been diagnosed to have a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject from Group B is offered in lieu of Mathematical Literacy or Mathematics, provided further that such candidate complies with the promotion requirements as contemplated in paragraph 29(1).
NPPPR: CONCESSIONS

National Senior Certificate with Endorsement (30%)

(aa) One (1) official language provided that the official language is offered on at least First Additional Language level, and provided further that the language is the language of learning and teaching.

(bb) Mathematics or Mathematical Literacy

(cc) Life Orientation

(dd) A minimum of any two (2) subjects selected from Group B

SESSION 2

PLANNING

CAPS SUBJECT POLICIES

• The second set of policy documents which forms part of the National Curriculum Statement is the CAPS subject policies.

• Revisions have already been made to the CAPS policies with the addition of subjects to the programme:
  – South African Sign Language
  – Specialisation in Technology subjects

• CAPS 2
  – Revision of Technology subjects:
    • Civil Technology
    • Electrical Technology
    • Mechanical Technology
  – Introduction of 2 new Technology subjects:
    • Technical Science
    • Technical Mathematics
  – The current debate on Mathematics and Mathematical literacy:
    • Inclusion of Mathematics Paper 3 in the current curriculum
Various amendments are proposed to the CAPS Subject Policies:

- CAPS SUBJECT POLICY DOCUMENTS:
  - S4 (2013) – Editorial and Layout changes
  - S5 (2013) – Life Sciences
  - S6 (2013) – Tourism
  - S7 (2013) – Business Studies
  - S11 (2013) – Editorial and Layout Changes
  - S9 (2014) – Work plans Consumer Studies, Hospitality Studies, Tourism Gr 12
  - 2014 – African Languages Errata

- Changes to IT and CAT:
  - Repeal of proposed amendments to IT and CAT

- Natural Sciences CAPS document (Grades 7-9). A task team has been appointed to review the amendments which were made to the document.

CAPS SUBJECT POLICIES LAYOUT AND STRUCTURE OF DOCUMENTS

All CAPS documents are structured on the same principle:

- Section 1: Generic policy
  This provides the policy documents which constitutes the NCS, the governing principles as well as information such as the envisaged learners.

- Section 2: Overview of phase content
  This provides the rationale for the subject, teaching methodologies specific to the subject as well as the progression from content from phase to phase.

- Section 3: Curriculum content per grade
  This stipulates the content which should be covered per term, as well as different strategies recommended to teach specific content.

- Section 4: Assessment
  Assessment programmes for each grade is indicated. In some documents assessment methodology is prescribed.

The purpose of the NCS Grades R - 12 is to:

- equip learners, with the knowledge, skills and values necessary for self-fulfillment, and meaningful participation in society as citizens of a free country;
- provide access to higher education;
- facilitate the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner’s competences.
PLANNING: NATIONAL CURRICULUM STATEMENT

The third document which constitutes the National Curriculum Statement is the National Protocol for Assessment. This document was promulgated in Government Gazette No 36042 (28 December 2013).

- The policy standardises the recording and reporting processes.
- The policy provides a policy framework for:
  - the management of school assessment,
  - school assessment records and
  - basic requirements for learner profiles,
  - teacher files,
  - report cards,
  - record sheets and
  - schedules for Grades 1-12
- The policy focuses on assessment policy for both
  - Internal assessment comprising School-Based Assessment and Practical Assessment Tasks
  - End-of-year examinations

NATIONAL PROTOCOL FOR ASSESSMENT

<table>
<thead>
<tr>
<th>Grades</th>
<th>School-Based Assessment % Weighting</th>
<th>Final Examination % Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>R - 3</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>4 - 6</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>7 - 9</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>10 – 12</td>
<td>25%</td>
<td>75%</td>
</tr>
</tbody>
</table>

NPA: ASSESSMENT METHODOLOGY

The policy indicates that assessment is a continuously planned process of

- Collecting
- Analysing and
- Interpreting information about the performance of learners, using various forms of assessment.

Types of Assessment:

- Assessment should be both formal and informal.
- Feedback should be provided to learners after assessment to enhance the learning experience.

NPA: ASSESSMENT WEIGHTING PER GRADE

- All assessment is internal and school-based
- The only exception is the National Senior Certificate in Gr 12.
- School-Based assessment is a compulsory component of the promotion marks.

EXCEPTION:

- Grade 10 and 11 Life Orientation where the SBA component will comprise 100% of the total mark. SBA will be externally moderated.
- Grade 12 Life Orientation where SBA will be 100% of the total mark, based on internal assessment (externally moderated) as well as a Common Assessment Task (externally set and moderated).
- With the increased emphasis on the final examination at the end of the year internal moderation plays a key role.

NPA TYPES OF ASSESSMENT

The policy document refers to two types of assessment within the NCS which focuses on providing feedback to learners through collection of adequate evidence of achievement by using various forms of assessment.
CURRICULUM MANAGEMENT FOR EDUCATION MANAGERS WITH REFERENCE TO SCHOOL PRINCIPALS

**NPA: FORMAL AND INFORMAL ASSESSMENT**

**ASSESSMENT**

- **Informal**
  - Daily Assessment (Assessment FOR learning)
    - Not required to record
    - Used to improve learning
  - Recorded
  - Used for promotion / Certification

- **Formal**
  - Programme of Assessment (Assessment OF learning)
  - Recorded
  - Used for promotion / Certification

**NPA: INFORMAL ASSESSMENT**

- Assessment for learning
- Informal assessment is the monitoring and enhancing of learners’ progress and is done through teacher observation and teacher-learner interaction.
- Informal assessment builds towards formal assessment.
- Teachers are not required to record performance in informal or daily assessment tasks.

**NPA: FORMAL ASSESSMENT**

- **Assessment of learning**
  - Provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject in a grade.
  - Formal assessment comprises assessment by means of assessment tasks performed by the learners
  - Formal assessment programmes are provided in the CAPS subject documents. These should be considered the minimum outcomes to be assessed.
  - Formal assessment tasks are recorded for reporting purposes.

**NPA: FORMAL ASSESSMENT**

- Composition of formal assessment:
  - School-Based Assessment
  - Practical Assessment Task (where applicable)
  - The Practical Assessment Task mark must count 25% of the end of year examination mark.
  - Final End-of-year examination

**NPA: EXTERNAL ASSESSMENT**

External assessment refers to any assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and, coordinated by Provincial Education Departments and the Department of Basic Education either collectively or individually.

**Examples of various types of external assessments:**

- **District or Provincial Assessment:**
  - Common tasks, (i.e. Common tasks in Life Orientation especially for Grades 10 and 11)
  - Common tests, (i.e. Provincial Annual Assessments conducted annually or quarterly, GPLMS or Litnum tests)
  - Common examinations
- **National Examinations:**
  - Annual National Assessments
  - National Senior Certificate Examinations
- **International Assessments:**
  - Trends in International Mathematics and Science Studies (TIMMS)
  - Progress in International Reading Literacy Studies (PIRLS)
  - Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ)
NPA: RECORDING AND REPORTING

- **Recording** is a process in which the teacher documents the level of a learners performance.
- Recording of learner performance is against the assessment tasks completed
- Promotion of a learner is based on the composite marks obtained in all four terms.
- **Reporting** is a process of communicating learner performance to learners, parents, schools and the other stakeholders.
- Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card.

NPA: MANAGEMENT OF SCHOOL ASSESSMENT RECORDS

The National Protocol on assessment indicates that the following documents should form part of the assessment practices:

- RECORD SHEETS
- REPORT CARDS
- SCHEDULES
- LEARNER PROFILES

The management, maintenance and the safety of the learner profiles, schedules and report cards is the responsibility of the SMT.

SESSION 3

SCHOOL ASSESSMENT PLAN

- **Assessment Policy**
  - Policy reflecting assessment practices
  - National policies:
    - National Policy on Programme and Promotion Requirements
    - National Protocol on Assessment
  - National policy on the conduct, administration and management of the National Senior Certificate

- **Assessment Plan**
  - How to implement policy?
  - CAPS weighting in subjects and terms

- **Assessment Programme**
  - When to implement policy?
  - School Calendar
  - School Time table
  - Term planner

SCHOOL ASSESSMENT PLAN

- Portfolio project: Use the CAPS documents provided for the Intermediate Phase (Annexure A to F) to compile a school assessment plan for TERM 1 Grade 4
- Refer to the School Calendar (Annexure G) to compile an Assessment plan for TERM 1 Grade 4
SESSON 4

SETTING OF SBA ASSESSMENT TASKS
THE EXAMPLE OF EXAMINATION PAPERS AND COMPILATION OF THE MARKING AND MODERATION POLICIES

AIMS OF THIS SESSION

At the end of this presentation everyone in the function as curriculum manager will be knowledgeable about:

- Role of the Principal in managing the examination process
- The requirements of the End of year examinations
- Moderation of examination papers
- Compilation of policies: marking policy, moderation policy and marking management plan

ROLE OF PRINCIPAL IN EXAMINATIONS

Legislation:

- National Policy on the Conduct, Administration and Management of the National Senior Certificate (CAM)
- National Policy on Assessment

provides guidelines on the requirements of assessment specifically examinations.

A principal should ensure the development of:

1. A marking policy
2. A marking management plan
3. A moderation policy
4. Feedback guidelines to staff, learners and parents

END-OF-YEAR EXAMINATIONS

The purpose of the end-of-year examination is to provide reliable, valid and fair measures of the achievements of learners in the subjects offered from Grade 4 onwards.

IDENTIFIED PROBLEM AREAS

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language as a barrier</td>
<td>Most learners cannot express themselves</td>
</tr>
<tr>
<td>Interpretation of questions</td>
<td>Literally from vernacular to English</td>
</tr>
<tr>
<td>Teacher content knowledge</td>
<td>Performance on specific topics poor – whole centres</td>
</tr>
<tr>
<td>Lack of basic knowledge</td>
<td>Background knowledge, content that should have been mastered in lower grades, e.g. basic calculations such as calculating %</td>
</tr>
<tr>
<td>Basic calculations</td>
<td></td>
</tr>
<tr>
<td>Lack of higher order thinking</td>
<td>Learners cannot answer high level questions</td>
</tr>
<tr>
<td>Understanding of verbs, e.g. explain, list, describe, etc.</td>
<td>Learners do not know how/what to answer</td>
</tr>
</tbody>
</table>

FORMS OF ASSESSMENT

- What is assessment and why is it done?
  - Any action aimed at assessing a learner’s progress in terms of intended learning outcomes
  - Always comprises an assessment form and corresponding assessment instrument
  - The same skills described in setting an examination paper can also be used in setting any other assessment task
**FORMS OF ASSESSMENT**

<table>
<thead>
<tr>
<th>FORM</th>
<th>INSTRUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Observation, check list, rubric</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Observation, check list, rubric</td>
</tr>
<tr>
<td>Written: essay, assignment, question / answers</td>
<td>Rubric, worksheet</td>
</tr>
<tr>
<td>Test, examination</td>
<td>Question paper and memorandum</td>
</tr>
<tr>
<td>Project/investigation</td>
<td>Rubrics</td>
</tr>
</tbody>
</table>

**EXAMINATION AS A FORM OF ASSESSMENT**

- Examination as a form of assessment
  - Assessment which requires a learner to answer questions put to him/her
  - A written examination comprises a question paper and memorandum as assessment instrument

---

**KEY ASPECTS OF AN EXAMINATION QUESTION PAPER AND MEMORANDUM**

- Aimed at assessing achievement in terms of intended outcomes
- Maintains a specific standard (level of difficulty) into an external standard
- Provides for vertical differentiation: weaker but hard working candidates can pass while stronger and hard working ones can excel
- Covers the content specified by the curriculum
- Reflects a specific weighting of the contents
- Enables the candidate to decide how much time to spend on each question and to what depth to answer the question
- Uses appropriate language
- Makes provision for unanticipated but correct answers
- Questions sequenced in a specific order
- Includes different types of questions

---

**PAPER AIMED AT ASSESSING ACHIEVEMENT IN TERMS OF INTENDED OUTCOMES**

- Assessing in terms of outcomes does not mean OBE – it is a feature of all meaningful education
- Outcomes/objectives always comprise a knowledge component and skills component
- Skills include intellectual and motor skills
- Verbs are used to specify the skill that is required
- Examples:
  - The learner should be able to:
    - List (verb) the features of a successful business (knowledge);
    - Design (verb) an electrical circuit (knowledge);
    - Explain (verb) the working of a battery (knowledge).

---

**PAPER MAINTAINS A SPECIFIC STANDARD (LEVEL OF DIFFICULTY)**

- Use an external standard as norm – not the group
- Aim at achieving a bell-curve distribution

---

**PAPER MAINTAINS A SPECIFIC STANDARD (LEVEL OF DIFFICULTY)**

- Work according to a taxonomy
  - DBE taxonomy based on Bloom’s Taxonomy
  - Bloom’s Taxonomy
  - Language subjects based on Barrett’s Taxonomy
CURRICULUM MANAGEMENT FOR EDUCATION MANAGERS WITH REFERENCE TO SCHOOL PRINCIPALS

16

SAOU: STRIVING FOR EXCELLENCE

PAPER MAINTAINS A SPECIFIC STANDARD (BARRETT)

- **Literal Comprehension**
  - Label, List, Name, Relate, Recall, Repeat, State

- **Inferential Comprehension**
  - Predict, Infer, Guess

- **Evaluation**
  - Analyse, Appraise, Evaluate, Justify, Reason, Criticise, Judge

- **Appreciation**
  - Critique, Appraise, Comment, Appreciate


SAOU: STRIVING FOR EXCELLENCE

PAPER MAINTAINS A SPECIFIC STANDARD (BLOOM)

- **Understanding**
  - Memorising, reproducing learnt application

- **Applying (New)**
  - Understand new content

- **Analysis**
  - Interpret, project, anticipate

- **Synthesis**
  - Predict, distinguish, compare, analyse, give your view with reasons, criticise, comment on

- **Evaluation**
  - Explain (new context), draw a graph


SAOU: STRIVING FOR EXCELLENCE

PAPER MAINTAINS A SPECIFIC STANDARD (DBE – NSC GUIDELINES)

- **Knowledge** (30%)
- **Comprehension and Application** (50%)
- **Analysis, Evaluation and synthesis** (20%)


SAOU: STRIVING FOR EXCELLENCE

PAPER COVERS CONTENTS OF CURRICULUM, REFLECTS A WEIGHTING OF THE CONTENTS

- Work according to the policy documents (CAPS) and ensure that the contents are covered
- Use the mark distribution or other ways of content weighting provided in Chapter 4 of the CAPS to achieve a corresponding balance in the paper
- Use the CAPS to formulate questions (do not use a textbook for this purpose)
- Use a number of textbooks to develop the memorandum


SAOU: STRIVING FOR EXCELLENCE

PAPER INDICATES HOW MUCH TIME SHOULD BE SPENT ON A QUESTION & THE REQUIRED DEPTH

- The mark allocation in the memorandum and the total mark for a question must give the candidate a clear indication of the time he/she should spend on the question and to what depth he/she should answer the question
- To achieve this:
  - Avoid writing the memorandum to match the marks awarded for the question (the memorandum must determine the final marks for the question); and
  - be consistent with the allocation of marks in terms of time required and/or length of answer.


SAOU: STRIVING FOR EXCELLENCE

PAPER USES APPROPRIATE LANGUAGE

- Put the questions as simple as possible – the language should not make it difficult for the candidate to understand what is being asked
- Do not use terminology which the candidates might not know the meaning of

16
MEMORANDUM MAKES PROVISION FOR UNANTICIPATED BUT CORRECT ANSWERS

- Make sure that the candidate can be compensated for correct answers that are not included in the memorandum (in the case of open ended questions, include a note in the memorandum e.g. “......or any interpretation that shows that the candidate understands the content”)

QUESTIONS ARE SEQUENCED IN A SPECIFIC ORDER

- A question paper should start with questions which most of the candidates should be able to answer (the same applies to sub-questions within a question)
- Put questions which will take a long time to answer, towards the end of the paper

PAPER INCLUDES DIFFERENT TYPES OF QUESTIONS

- Use as many as possible different types of question within the framework provided by policy, e.g.
  - Short objective questions (multiple answer etc)
  - Paragraph questions
  - Essay questions
  and among these, variations in terms of skills required e.g. “present data in the form of a graph”, “interpret data”, “express own view and explain why”, etc.

PAPER COMPLIES WITH POLICY REQUIREMENTS

- The following documents apply until end 2011:
  - The National Curriculum Statements (NCSs) for the respective subjects
  - The Subject Assessment Guidelines for the subjects

STEPS IN THE SETTING OF A QUESTION PAPER

1. Consult policy documents → 2. Decide on approximate marks – content weighting and question types → 3. Compile questions and memorandum →

4. Put question paper together: fine-tune; check → 5. Internal moderator → 6. Amend in terms of comments →

7. External moderator → 8. Amend in terms of comments → 9. Language edit and translate

MODERATION OF ASSESSMENT

- Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable.
- Moderation should be implemented at school, district and, if necessary provincial levels.
- Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.
- In Grades 7, 8 & 9 the formal School-based assessment (including the practical assessment tasks) should be moderated by the relevant subject specialist(s) at district level and if necessary at provincial level in consultation with the moderators at school.
MODERATION OF ASSESSMENT

Moderation serves the following purposes:
1. It should ascertain whether the subject content and skills have been taught and assessed. (sufficiently covered)
2. It should ensure that the correct balance of cognitive demands is reflected in the assessment.
3. It should ensure that the assessments and marking are of an acceptable standard and consistency.
4. It should identify areas in which the teacher may need further development and should lead to support for such development.
5. It should reflect the scope covered by the teacher in line with the term’s requirement.

Moderation is therefore an ongoing process and not a once-off event at the end of the year. There is no national moderation in the Senior Phase.

MODERATION OF EXAM PAPERS

The DBE has defined a taxonomy for question papers based on Bloom’s taxonomy:

- **Higher Order:** Analysis, evaluation and synthesis (20% of question paper)
- **Middle Order:** Comprehension and Application (50% of question paper)
- **Lower order:** Knowledge (30% of question paper)

### MODERATION OF EXAM PAPERS

<table>
<thead>
<tr>
<th>CATEGORIES OR COGNITIVE DEMAND</th>
<th>KEY VERBS OR ACTION VERBS</th>
<th>EXPLANATION OF CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower order</td>
<td>Remembering or knowledge</td>
<td>Remembering something previously learned; recognise, recall relevant information. React facts. Define and describe basic facts. Straight-recall from a textbook. Explain particular terminology. Identify answers from a textbook.</td>
</tr>
<tr>
<td>Higher order</td>
<td>Classify, analyse and compare, solve, resolve, distinguish, identify and describe similarities and differences, interpret case studies, sort</td>
<td>Analyze information in a new or unfamiliar context, solve problems based on unfamiliar contexts, use reasoning to solve non-routine problems, identify the problem and then use appropriate methods to solve the problem, solve non-routine problems based on real contexts.</td>
</tr>
<tr>
<td>Evaluating or evaluation</td>
<td>Judge, evaluate, give an opinion, give a viewpoint, critique information, provide a solution and explain why, support, justify, find some substantiation, argue, defend an opinion</td>
<td>Make judgements, critique and make recommendations, weigh possibilities and make recommendations, judge the value of something using criteria.</td>
</tr>
<tr>
<td>Creating/synthesising or synthesis</td>
<td>Compose, design, create, invent, modify the existing into new, develop</td>
<td>Synthesize, create or find innovative solutions, formulate new ideas, use critical argument linked to abstract tests, fully substantiate answers, work with complex problems involving insight.</td>
</tr>
</tbody>
</table>

### SESSION 5

PLANNING ACCORDING TO OUTCOMES
AIMS OF THIS SESSION

• At the end of this presentation everyone in the function as curriculum manager will be knowledgeable about:
  – International standards for quality education
  – National standards for quality education
  – Management within the school policy
  – Management requirements

PLANNING

• The National Development Plan indicates that: “The curriculum will need to be tailored to the needs of South African society. This will require principals and management teams to fulfil their roles as leaders in implementing the curriculum.”

PLANNING

• The primary goal of the South African education authorities is to establish a quality education system.
• This will be driven by international and national educational objectives.

PLANNING

• It is therefore necessary that the principal be knowledgeable about these objectives so that school policy objectives can be formulated which are consistent with the national objectives.

PLANNING

• Proactive planning is one of the aspects which influences school management teams in the allocation of resources.
  – Human resources,
  – Textbooks and workbooks,
  – The matching of objectives and resources is an additional focal point.

PLANNING

• The DBE utilises the system of IQMS as an appraisal system in South Africa.
• The addition of the requirements of SACE as to the professional accountability of teachers, linked to professional development, becomes an additional driving force.
INTERNATIONAL OBJECTIVES

- One of the international objectives which is set by all organisations, is quality education for all.
- Minimum norms and standards for education are outlined in the National Curriculum Statements and policies of a country.

UNESCO measured efficiency by the following key indicators:
- Policies and strategies for resource efficiency
- Priorities for action
- Cognitive development: reading, writing, numeracy
- Creative and emotional development and the promotion of attitudes and values necessary for effective life in the community.
- Core curriculum
- Rate of net enrolment
- Rate of repetition

INTERNATIONAL OBJECTIVES: UNESCO

1. Early childhood care and education
2. Ensuring that by 2015 all children have access to, and complete, free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
4. Achieving a 50% improvement in levels of adult literacy by 2015.
6. Improving all aspects of the quality of education and ensuring excellence of all that recognized and measurable.

INTERNATIONAL OBJECTIVES

- In South Africa the internal efficiency is measured through national and international standardised tests and research initiatives.

NATIONAL INITIATIVES

- National Development Plan
- Delivery Agreement of the Minister of Basic Education
- Schooling 2025
- Action Plan 2014
- ISPFTED (Integrated Strategic Planning Framework for Teacher Education and Development)
CURRICULUM MANAGEMENT FOR EDUCATION MANAGERS WITH REFERENCE TO SCHOOL PRINCIPALS

Output goals focusing on minimum quality standards
- Increase the number of learners in Gr 3 – master the minimum language and numeracy competencies (2014: 60% for both subjects)
- Increase the number of learners in Gr 6 – master the minimum language and mathematics competencies (2014: 60% for both subjects)
- Increase the number of learners in Gr 9 – master the minimum language and mathematics competencies
- Increase the number of Gr 12 learners who become eligible for Bachelors programme (2014: 175 000)
- Increase the number of Gr 12 learners who pass mathematics (2014: 180 000)
- Increase the number of Gr 12 learners who pass physical science (2014: 170 000)

Output goals focusing on access and progression
- Ensure that all children remain enrolled until they turn 15 (2014: 99%)
- Improving access to ECD
- Improving the grade promotion of learners through the Grades 1-9 phases of school
  - 2014: Aged 9 (completed Grade 3) 65%
  - 2014: Aged 12 (completed Grade 6) 52%

Teachers
- Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

SMT
- Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment

District Offices
- Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

NATIONAL INITIATIVES: INTERVENTIONS (ISPFTED)

- FIGURE 21: Schematic diagram of the production and utilisation outcomes in South Africa

NATIONAL INITIATIVES: INDEPENDENT PROGRESS REPORTS

ANA (NEEDU Report) NSC (Umalusi Report)

NATIONAL INITIATIVES – PROGRESS REPORT ANA

ANA as a form of systemic evaluation aims to:
- Measure and improve learner performance (specifically in Languages and Mathematics). The results should be used to measure and monitor improvement, identify critical areas for improvement and plan resource provisioning;
- Help Provincial departments and district offices to make informed decisions on specific interventions for schools which perform poorly;
- Inform government as well as the general public on the country’s literacy levels and to enable learners to make informed decisions on choosing subjects and careers;
CURRICULUM MANAGEMENT FOR EDUCATION MANAGERS WITH REFERENCE TO SCHOOL PRINCIPALS

NATIONAL INITIATIVES – PROGRESS REPORT
ANA

ANA as a form of systemic evaluation aims to:
• Inform teachers on the foundational skills required for learning at the beginning of the school year and inform learning and teaching methodologies, design of assessment programmes and assessment strategies to obtain success;
• Inform parents on the learners’ level of achievement in a school and encourage greater parental involvement in decision-making through school governing bodies;
• Enable governing bodies to draw up meaningful school-based intervention programmes; and to
• Identify the shortcomings in teacher training and to develop focused in-service training programmes

REASONS OFFERED FOR UNSATISFACTORY RESULTS

• Schools’ failure to use ANA diagnostically to identify areas of weakness and the inability to develop school-based interventions.
• The high value departmental officials place on compliance with bureaucratic procedures and filling in of forms rather than enhancing quality teaching.
• The increased focus on universalisation of Gr R.
• The status of departmental workbooks may increase limited exposure to content.

NATIONAL INITIATIVES – PROGRESS REPORT
ANA

FOLLOW UP STRATEGIES ENVISAGED BY THE AUTHORITIES TO ADDRESS SHORTCOMINGS

Through the process of Annual National Assessment DBE aims to:
• Expose teachers to best practices in assessment;
• Target interventions to schools that need them most;
• Give schools the opportunity to pride themselves in their own improvement; and to
• Give parents better information on the education of their children.

NATIONAL INITIATIVES – PROGRESS REPORT
ANA

The expectation is that monitoring of curriculum coverage in 2014 will intensify and whole school evaluation in schools will focus on:
• Improving the quality of assessment tasks;
• Giving more written work to learners;
• Optimal use of learning and teaching time;
• Instilling and maintaining a culture of discipline;
• Ensuring regular attendance of teachers and learners; and the
• Compulsory use of DBE workbooks.

At School level
- Teacher marks literacy & Numeracy papers
- Graders coordinate moderates papers
- All learners data and marks entered on a Mark Schedule for each grade
- Grade coordinator signs and give to principal
- School to send a report to parents on their learner’s ANA performance
- Principal signs and sends hardcopies AND softcopies of all Mark Schedules (one for each grade) to District

District level
- District to collect ALL the schools’ Mark Schedule for each grade and sign on receipt
- District to send ALL the schools’ hardcopies & softcopies to province/national with signed checklist

Provincial level
- Selected provinces will collate their “schools” marks and generate district, provincial and school reports
- ALL Provinces to forward hardcopies & softcopies & signed checklists to National
- Provinces without capacity National will collate schools’ marks and generate district, provincial and school reports

National level
- National to capture and collate schools’ marks and generate district and provincial reports for provinces without capacity
- National to collate all provincial marks and reports and prepare a national report
The NEEDU report made the following recommendations to school management teams which would enable them to direct the curriculum delivery at school level:

- "Principals are responsible for maintaining efficient time management practices in school" (NEEDU, 2013: 72)
- A second recommendation is that principals should work more closely with their SMTs and SGBs to ensure that:
  - Late arrivals of both teachers and learners in the morning are limited
  - Days lost to extra-curricular activities are restricted and that plans are put in place to ensure that teaching time is maintained.
  - A zero tolerance policy with respect to teachers not teaching when they should be, should be implemented.

NEEDU ascribes the lack of performance in the Foundation Phase to the following aspects:

1. Teacher knowledge:
   1. Subject (disciplinary) knowledge
      This constitutes the teacher’s knowledge of a subject, phase or grade.
   2. Curriculum knowledge
      Knowledge of different curricula especially the requirements of CAPS

2. Educator competence
   Knowledge of the different kinds of strategies which are effective in teaching certain topics, classroom competence is the practical ability to deploy these strategies with learners as to effect good learning

3. Pedagogical content knowledge
   It includes an understanding of what makes the learning of specific topics easy or difficult:
   - Concepts and preconceptions of different age groups (by implication the Social Curriculum)
   - Teachers’ subject knowledge and general instructional methods are related to the school context.
CURRICULUM MANAGEMENT FOR EDUCATION MANAGERS WITH REFERENCE TO SCHOOL PRINCIPALS

NATIONAL INITIATIVES – PROGRESS REPORT NEEDU

Curriculum
- Central point of planning

Textbook
- Select appropriate texts which are supplementary to the curriculum

Resources
- Used for enrichment, support and homework
- Beware of restrictiveness in resources
- Departmental workbooks

EDUCATOR COMPETENCE

This is the practical ability to deploy strategies which are effective in teaching certain grades or subjects with learners as to effect learning (NEEDU, 2013:28)

Recent changes to the curriculum have caused confusion about what educator competence is. Teachers are uncertain as to the planning and implementation strategies which should be followed.

The NEEDU report on both the lack of knowledge and educator competence, appeals to principals to consider the following recommendations:

- The Language of Learning and Teaching offered in the school should be carefully considered.
- The proficiency of learners and teachers in both the LOLT and the FAL should be improved.

The NEEDU report on both the lack of knowledge and educator competence, appeals to principals to consider the following recommendations:

- Schools should set norms for reading in the subject policy. The SMT should monitor learner reading systematically against the norms.
- SMTs should monitor learner writing throughout the school, as is stipulated in the school policy.
- SMTs should structure and lead systemic learning opportunities for teacher empowerment.

SESSION 6

ANALYSIS OF SCHOOL PERFORMANCE IN LEARNER ASSESSMENTS

• Portfolio project:
  1. Complete the ANA Mathematics paper included in Annexure I.
  2. Annexure J refers to the memorandum for the question paper. Use this memorandum to mark the paper
  3. Annexure K contains the guidelines for easy ANA capturing, Compile a recording sheet
  4. Annexure L Use the ANA Diagnostic report to analyse the results
COMPILING A SCHOOL IMPROVEMENT PLAN

• Portfolio project:

Complete the Annual Academic Performance Report (Annexure M) by using the information gained from the analysis of the Grade 6 Mathematics paper.

SESSION 7

ORGANISING

AIMS OF THIS WORKSHOP

To provide clarity on the organising function of the principal with regard to the compilation of the following documents:

Create systems and structures which will enable the implementation of relevant policies at school level:

1. School policy with reference to curriculum related matters
2. Subject policies
3. Time table

PRACTICAL IMPLEMENTATION

The NEEDU report quotes Parker & Day (1997) who add to the definition of the roles of principals by indicating that a principal is responsible for:

1. Defining and communicating a clear mission and set of objectives for the school, the central focus of which should be learning.
2. Creating an instructional climate, which includes the optimal use of time for teaching and learning, and developing the school as a space where learning is made exciting and where teachers and learners feel supported.

PRACTICAL IMPLEMENTATION

The NEEDU report quotes Parker & Day (1997) who add to the definition of the roles of principals by indicating that a principal is responsible for:

3. Managing the curriculum and instruction. This involves establishing a division of labour among school leaders and distributing the various curriculum management tasks
4. Monitoring learning programmes through tests and other instruments.
5. Identifying areas which require professional support to teachers.
PRACTICAL IMPLEMENTATION

REQUIRED POLICIES

Certain management instruments are recommended to improve quality education:

• School Improvement Plan
• School Timetable
• Attendance registers:
  • Daily teacher attendance registers
  • IQMS instruments
• Appraisals for each teacher
• Teachers’ personal growth plan
• School Summary score sheet
• Internal moderation sheet
• Annual report

PRACTICAL IMPLEMENTATION: SCHOOL POLICY PRIMARY SCHOOLS

SUBJECT POLICY

• The subject policy must
  – Be developed with the departmental policy as point of departure and framework.
  – Form part of school policy and be in line with school policy on other related aspects.
  – Approved by the principal and then be regarded as school policy.

SUBJECT POLICY

• Guidelines for development of the subject policy which should be taken into consideration:
  – Purpose of the policy
  – Utilization of the policy as well as availability
  – List national and provincial documents on which the policy is based.
  – Indication of how the subject / phase policy ties in with school policy.
  – Purpose of the subject
  – Teaching approaches to be followed in the subject
  – LTSM
  – Assessment
  – Subject curriculum
  – Related organisational aspects

LTSM

It is the responsibility of the school to provide the resources.

• Each learner should have:
  – a textbook
  – Workbook
  – Subject specific equipment
• The teacher should have:
  – A variety of textbooks for reference
  – Policies,
  – Relevant legislation
  – Codes of professional bodies
  – Access to a computer and the internet.
Procurement and deployment of LTSM have to be included in policy:
- Workbooks and utilisation in class. Refer to Circulars on the workbooks, as well as teachers’ utilisation of these resources in the classroom.
- Selection of textbooks
- Retrieval and monitoring of textbooks

As part of the Minister of Basic Education’s intervention strategy mention is made of the CAW (Curriculum, Assessment and Workbook) process.
- LTSM plays a key role in the implementation of the National Curriculum Statements.
- The Minister announced a national textbook catalogue with a maximum of 8 titles in each subject.
- Additionally workbooks have been developed
- Study guides

The National policy for an equitable provision of an enabling school physical teaching and learning environment provides the basis for the provisioning of LTSM.
- The policy states that “Equity in the provision of an enabling physical teaching and learning environment is therefore a constitutional right and not just a desirable state.” (2010: 2.6.1)
- The policy lists the following as necessities in the teaching and learning environment: E-education, libraries, science laboratories, ICT’s and textbooks.
- The policy indicates that “Without adaptations to norms and standards for provision of these elements, there is a clear risk of failure to attain the intended benefits of such curricula and pedagogical reforms” (2010: 2.11.1)

The only guideline documents with regard to workbooks are the following circulars from the Department of Basic Education:
- Circular S7 (2012)
  - “Curriculum Advisors, District Directors and School officials are hereby informed that the utilisation of workbooks in everyday lessons is mandatory. Monitoring of utilisation by District, PDEs and DBE officials will be a regular occurrence.”

The formulation of School policy on LTSM should consider the following factors:
- Criteria for selection
- Procurement processes
- Distribution
- Storage
- Retrieval system?

• Compilation of the Teacher File:
  - The teacher file is a complete record of teaching and assessment
    - Annual teaching plan
    - Assessment plan
    - Formal assessment tasks and memoranda
    - Indication of textbooks and resources used
    - Record sheet of learners marks for each formal assessment task
    - Intervention that is planned
  - The file should be available for monitoring and moderation purposes
  - Failure to maintain a file with assessment tasks constitutes an act of misconduct

• TEACHER FILE

- Comprehensive record of teaching and assessment
- Annual teaching plan
- Assessment plan
- Formal assessment tasks and memoranda
- Indication of textbooks and resources used
- Record sheet of learners marks for each formal assessment task
- Intervention that is planned
- The file should be available for monitoring and moderation purposes
- Failure to maintain a file with assessment tasks constitutes an act of misconduct
LESSON PLANS

• Starting point – Header and Content
  ➢ Identify all content that needs to be covered
  ➢ Identify time available (not according to period / double period)
  ➢ Identify all possible ways this content can be assessed in an exam
  ➢ Identify tasks/activities linked to previous bullet (from textbook or other source)
  ➢ Decide what teaching content and activities will be addressed in each week and period
  ➢ Decide what assessment tasks will be used – both formal and informal

SCHOOL LANGUAGE POLICY

• Language policy:
  – Language in Education Policy (should be reflected in School Policy):
    • Choice of Language of learning and Teaching (SGB)
    • Choice of First Additional Language (SGB)
    • Incremental Implementation of African Language

ADDITIONAL NORMS

• Additional norms to develop and monitor:
  – Language across the curriculum
  – Reading norms to be established and measured
  – Writing norms
  – Handwriting norms
  – Improvement of FAL proficiency of all teachers and learners

SESSION 8

ORGANISING:
TIME ALLOCATION AND TIME MANAGEMENT

TIME ALLOCATION

• Different approaches to timetabling
  – Duration of cycles (e.g. 5 day or 6 day cycle )
  – Lengths of periods not uniform (e.g. 30 or 45 minute periods)
• Subjects have to get the required time needed as indicated in the CAPS policy documents
• Insufficient time for subjects has serious implications for curriculum coverage

• Sufficient time should be allocated to provide for reading, writing, calculation and assessment activities
• Additional time should be allocated for remedial work to provide for learners that require extra support
TIME ALLOCATION

- No time allocated for remedial work
- As a result there is no time allocated for learners that require extra support
- Impacts negatively on learning outcomes and learner performance

TIME MANAGEMENT

The duties and responsibilities of the principal include the following aspects:
- Manages the process in compliance with applicable legislation and regulations.
  - SABA
  - SMT
  - CAPS policy requirements on time allocation
  - Requirements of the school
- Takes note of specific factors within the school - (e.g. the time it takes learners to move from class “a” to class “b”)
- Decides on the length of periods (30; 40; 45; 60 min) and the number of periods per day.
- Sees to an equitable distribution of workload between the various post levels and within a post level.
- Takes the qualification of teachers into consideration.
- Teach if necessary (PAM 4.2)

TIME MANAGEMENT

The principal:
- Involves the SMT in early discussions.
- Ensures that the SMT agrees with the motivation for using a specific teacher in a particular subject or class.
- Finds a way for staff members to express their needs- (e.g. a subject or grade he/she would like to teach.)
- Communicates with the staff.
- Considers team teaching.
- Considers using external teachers
- Constitutes and manages PLCs in a school
- Makes use of a timetabling programme for which various software is available.

TIME MANAGEMENT

PERSONNEL ADMINISTRATION MEASURES (PAM)

Workload of educators (school based) (3.1)
- Each post level within a school has different duties and responsibilities.
- The allocation of subjects, timetable and resultant scheduled teaching time to be determined by the principal in consultation with teaching staff (3.2).
- The time allocated for teaching in respect of different post levels will differ according to the size of the school (3.3)

The division of workload should be reasonable and transparent.

TIME MANAGEMENT

An Educator:
- Must be able to account for 1800 actual working hours per annum
- Should be at school during the formal school day – no less that 7 hours per day - except for
  - Special reasons
  - Prior permission of Principal
- May be required by the employer to attend programmes for professional development (a maximum of 80 hours per annum) outside the formal school day or during holidays. The employer has to give notice ONE term in advance. (Chapter A Par 3)

TIME MANAGEMENT

The following outlines the scheduled teaching time per post level:

**Primary school**
- Post level 1: Between 85% and 92%
- Post level 2: Between 85% and 90%
- Deputy: 60%
- Principal: Between 10% and 92%

**Secondary school**
- Post level 1: Between 85% and 90%
- Post level 2: Between 85%
- Deputy: 60%
- Principal: Between 5% and 60%
**TIME MANAGEMENT**

Formal school day
- Academics
- Sport
- Cultural activities
- Social activities
- Meetings
- Teacher training

**TIME MANAGEMENT**

Instructional leadership should be provided
- Teacher absence has a negative effect on curriculum delivery
- The principal must have an alternative plan to enable teacher absence to be compensated for so that policy prescriptions with regard to time allocations are complied with
- Teacher attendance registers are compulsory and should be kept up to date

**SESSION 9**

**PROVIDING DIRECTION**

Directing:
- Create systems and structures which will enable the implementation of relevant policies at school level

**INTRODUCTION**

The principal as curriculum manager should focus on the following aspects when directing:
- Develop vision, and outline clear aims and policies for the school
- Guide staff
- Inspire and lead staff members
- Supervise activities in order to achieve the desired results

**DIRECTING REFERENCE TO THE NEEDU REPORT**

The principal function of NEEDU is to assess the state of the systems operations of schooling, and to make recommendations for improving their efficiency. (2013: 9)

For principals to be able to provide direction the following information from the NEEDU report is vital:
- It is widely accepted that South African schools perform well below expectations given the country’s state of development and the size of the education budget.
- Accountability is the course government has decided to adopt in attempting to improve the performance of the school system.
DIRECTING REFERENCE TO THE NEEDU REPORT

The NEEDU report centres on the aspects of underperformance in the school system which influence the directing function of the principal as curriculum manager:

Aspects which will be discussed in curriculum delivery are:
1.1 Curriculum delivery
1.2 Time management
1.3 Lack of knowledge
1.4 Educator competence

DIRECTING: CURRICULUM DELIVERY

For curriculum delivery to be successful school leaders should:

- Organise and manage time
- Organise and manage and human and material resources, which must culminate in teaching and learning activities conducted by teachers in classrooms.

DIRECTING: EDUCATOR COMPETENCE

- The directing focus areas for curriculum delivery should be:
  - The formulation and implementation of a school language policy
  - Curriculum planning
  - Construction of school norms for tracking and strengthening reading and writing
  - Procuring and managing LTSM
  - Moderation of assessment
  - Analysis of test results
  - Teacher professional development

SESSION 10

CONTROL MEASURES

Control measures:
- Monitor performance
- Take the necessary action to ensure desired results

CONTROL MEASURES: INTRODUCTION

A Control Measure is a process of monitoring performance and taking action to ensure desired results.

- It maintains compliance with essential organizational rules and policies
- It establishes objectives and standards
- It measures actual performance
- It enables comparison of results with objectives and standards
- It enables the necessary action to be taken.
CONTROL MEASURES: INTRODUCTION

The purpose of monitoring teaching practices and learning outcomes on the part of the SMT is to identify strengths and weaknesses in the school in order to make best use of the strengths and minimise the weaknesses.

Various concerns have been raised in the NEEDU report which could impact on the performance of the South African Education system. It is therefore the function of the principal to not only direct, but also control the curriculum management in the school.

The school principals have several main functions, such as: to lead the school's self assessment, collect and use the data for planning the school development plan, implement and then monitor the plan, working collaboratively with teachers, staff and the school committee.

CONTROL MEASURES: ACCOUNTABILITY

Accountability mechanisms must be directed with professional insight and judgment if they are to be useful in managing curriculum delivery.

In “leading for learning”, leaders of schooling are more likely to achieve success if they are motivated more by a culture of professional accountability than by bureaucratic compliance procedures alone. (NEEDU, 2013:15)

Teacher autonomy should settle on:

- Teaching methods,
- Teaching skills and methods in organising and conducting teaching in the classroom.
- Classroom discipline
- Selection of resources
- Selection of pedagogy
- Supporting learning in school activities
Curriculum management for education managers with reference to school principals

**Accountability**

Teacher autonomy is impacted upon by external constraints:
- Teaching load
- Lack of time
- Salary
- Excessive school paperwork
- External pressures
- Imposed educational policies
- Contrived collegiality
- Lack of collegial and administrative support
- Institutionalised centralised power structures

**Accountability**

The role of the principal and SMT with regard to teacher autonomy is to:
- Delineate the framework of minimum requirements
- Protect the right of the teacher by providing a sufficient set of objectives framed in school policy
- Allow the teacher to participate in the formulation of objectives
- Allow teachers to select appropriate methodological approaches
- Allow teachers to deviate from excessive prescriptiveness based on defensible grounds
- Provide in-service training opportunities
- Support establishment of Professional Communities of Learning
- Provide opportunities to show best classroom practices

**Accountability**

The discretion of the principal is based on:
- Interpreting policies
- Establishing disciplinary sanctioning
- Implementing and following mandated policies

**Accountability**

School policy would be able to reflect:
- Marking policies
- Utilising diagnostic reports of standardised testing: ANA, NSC could be used to inform practices
- Moderation policies
- Monitoring policies

**Control Measures: Monitoring Policies**

**Monitoring Policy**

The purpose of monitoring teaching practices and learning outcomes on the part of the SMT is to identify strengths and weaknesses in the school in order to make best use of the former and minimise the latter.

The IQMS instruments could be used. All documents should be available for monitoring purposes:
- Appraisal for each teacher
- Teachers’ Personal Growth Plan
- School Summary Score Sheet
- Internal moderation sheet (reflecting differences between personal and peer appraisals.)

**Control Measures: Teaching Methodologies**

The Cone of Learning

- Seeded with 10% of what we READ
- Seeded with 20% of what we HEAR
- Seeded with 30% of what we SEE
- Seeded with 50% of what we SEE & HEAR
- Seeded with 70% of what we SAY
- Seeded with 90% of what we SAY & DO

Source: Design data (1999)
CONTROL MEASURES: TEACHING METHODOLOGIES

Active learning technique
- Practice

Think-Pair-Share
- Give participants a task such as a question or problem to solve, an original example to develop, etc. Have them work on this 2-5 minutes alone (think). Then have them discuss their ideas for 3-5 minutes with a partner sitting next to them (pair). Finally, ask or choose pairs to share their ideas with the group (share).

Case Study
- Provide a scenario for them to read. Have them discuss and analyze the case, applying concepts, data, and theory from the class. They can work as individuals or in groups or do this as a think-pair-share. Consider combining this with a brief in-class writing assignment.

Concept mapping
- Enable them to create visual representations of models, ideas, and the relationships between concepts. Have them draw circles around concepts and connect phrases with lines.

CONTROL MEASURES: TEACHER DEVELOPMENT

The NEEDU report urges principals to utilize the ANA results to inform the Control Measures function at school level, through identification of teacher development needs.

- To empower teachers by one or other model of building their knowledge resources must be the most important factor in any reform strategy for schools.
- Formal in-service training (INSET) programmes will be strengthened in the DBE.

THE ROLE OF THE PRINCIPAL

The South African Government has identified Education as a key priority and Continuous Professional Development as a key strategy.

The role of the principal is to:
- Conduct a needs analysis for the compilation of the School Improvement Plan
- Analyse IDMS needs identified and compile a Teacher Development Plan
- Budget for training programmes
- Request training programmes from SAOU, ETDP SETA or PED
- Provide in-service training opportunities: workshops
- Support establishment of Professional Learning Communities

SOUTH AFRICAN GOVERNMENT: EDUCATION MANAGERS WITH REFERENCE TO SCHOOL PRINCIPALS

CURRICULUM MANAGEMENT FOR EDUCATION MANAGERS WITH REFERENCE TO SCHOOL PRINCIPALS

CONTROL MEASURES: TEACHING METHODOLOGIES

Active learning technique
- Practice

Debates
- These can be formal or informal, individual or group. Allow participants the opportunity to take a position and provide information to support that view. Consider asking participants their personal view on an issue and then make them argue the opposite position.

Games
- Games such as jeopardy and crossword puzzles can be adapted to course material and used for review, for assignments, or for exams.

Review session
- Ask each participant to identify at least one question related to the material s/he doesn’t understand, and to try to answer a question raised by another participant. Encourage them to ask questions; and allow others to volunteer answers. Provide participants who ask/answer questions receive a “treat” (i.e., small candy bars, gum, and boxes of raisins).
CURRICULUM MANAGEMENT FOR EDUCATION MANAGERS WITH REFERENCE TO SCHOOL PRINCIPALS

SACE

- 2013: Principal, Deputy Principal
- 2014: Head of Department
- 2015: Post Level 1

- 2014: Principal, Deputy Principal
- 2015: Head of Department
- 2016: Post Level 1

SACE

- Type 1: Teacher Initiated (50)
  - Reading Educational Materials
  - Improving Personal Learning
  - BONUS POINTS: 10 per year

- Type 2: School Initiated (50)
  - School Meetings
  - School workshops / Development and Support sessions
  - BONUS POINTS: Achieving 2 Outcomes in School Improvement Plan: 10

- Type 3: Externally Initiated (50)
  - Check website for PD points - uploaded by service provider

SACE

150 Points
3 year period

- Type 1: Teacher Initiated (50)
  - Self identified and initiated at own cost

- Type 2: School Initiated (50)
  - School / District / Province identified and initiated at cost of school / province

- Type 3: Externally Initiated (50)
  - SACE endorsed service providers present endorsed programmes

RESPONSIBILITY OF THE PRINCIPAL FOR THE SCHOOL

- Register school with SACE before the end of March 2014
- Check website for PD points - uploaded by service provider
- Register school with SACE
- General information sharing session with staff
- Overview of CPTD system
- Ongoing development and support systems for the school
- Support HODs - mentoring
- Combine EQMS and CPTD processes
- Analyze needs identified in diagnostic assessment (ANA, NSC, international assessments)
- Compile a Teacher Development Plan
- Check availability of programmes
- Propose CPTD budget
- Monitor, control and support school and staff development
- Facilitate coaching and mentorship where necessary
- Plan for time allocated to CPTD

Manage process
SACE: RESPONSIBILITY OF THE PRINCIPAL FOR OWN CPTD

Start

Process

• Register for CPTD on self-service portal
• Complete self-evaluation
• Develop a Professional Growth Plan

• Take part in activities
• Record activities in Portfolio
• Upload activities and points to system
• Complete 3 year cycle

COMPILING A SCHOOL IMPROVEMENT PLAN

• Portfolio project:
  – Compile a Teacher Development Plan

CONCLUSION

Good curriculum management is characterised among other things, by:
• Coherent planning and coordination,
• Effective language policies and programmes,
• Good time management,
• Procurement and deployment of books
• Promoting high levels of writing
• Using assessment to improve teaching and learning and
• Fostering professional development among teachers. (NEEDU, 2013: 52)