

NATIONAL ASSEMBLY

WRITTEN REPLY

QUESTION 691

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Mr W M Madisha (Cope) to ask the Minister of Basic Education:

Whether her department had taken any steps to ensure that teachers in all schools were (a) coming to school regularly, (b) on time, (c) in their classrooms busy teaching and (d) delivering quality content; if not, why not; if so, what (i) are the details for the period 1 January 2012 up to the latest specified date for which information is available and (ii) have been the outcomes? NW775E

REPLY

- (a) Yes, over and above the work that provinces do in taking steps to ensure that teachers were coming to school regularly, on time in class and teaching my Department utilises the Integrated Quality Management (IQMS) and Whole School Evaluation (WSE) processes to evaluate and monitor schools in all provinces for the period in question.

Schools were evaluated in the provinces by 132 WSE supervisors while the Department of Basic Education (DBE) deployed 69 IQMS external moderators to monitor the implementation of the Integrated Quality Management System (IQMS) in schools.

789 schools were evaluated by WSE supervisors from 2012 to 2014. The findings show that 757 (i.e. 96%) of the evaluated schools had established procedures to deal with absence, control of leave and the signing of the attendance register by teachers. It was also found that at the evaluated schools, principals ensured that these procedures were implemented so that the school functions optimally and learning and teaching is uninterrupted.

Furthermore, in 2012, moderators also monitored 5 581 schools in the Eastern Cape and collected data on teacher absenteeism. The findings showed that a total of 7 804 teachers were absent on the day of the moderator's visits from 23 July to 23 October 2012. The data showed that on average at least one (1) educator per day was absent at each of the schools in the province. 803 (i.e. 10%) of the 7 804 teachers absent from schools were principals. The reasons for their absence ranged from sick and family responsibility leave to attending meetings in the district.

The above information has been used for effective planning and to make decisions and support districts on teacher attendance in order to improve the quality of teaching and learning.

- (b) The WSE supervisors report on whether teachers are in classes on time. The findings of WSE supervisors show that the 757 (i.e. 96%) of the evaluated schools had established procedures to deal with lateness and the signing of the early departure registers by teachers. Principals ensured that the established procedures were implemented to support school functionality.
- (c) The WSE and IQMS processes are used to monitor teaching in the classroom.

During visits to 5 612 schools in 1 April 2012 to 30 June 2013, moderators found that Heads of Departments (HoDs) as well as school principals were conducting classroom observations in order to provide support to teachers and enhance the quality of lessons in the various subjects. The quality of these reports ranged from 'good' in Gauteng to 'meeting minimum standards' in the Eastern Cape.

The WSE supervisors' reports indicate that 97% of evaluated schools use period registers to monitor class attendance by teachers. The finding was that teachers honour their periods and teaching takes place in these schools.

- (d) Yes, most of the teachers are delivering quality content. However, there are a number of teachers who require support in their subject knowledge.
- (i) Moderators observed the lessons of 1 481 teachers from 2012 to 2013. The purpose of these observations was amongst others:
- to verify the lesson observation reports of the School Management Teams (SMTs);
 - to identify best practices and areas in need of improvement; and
 - to strengthen classroom teaching by providing support and development to teachers.

The findings showed that while teachers were prepared for lessons in most schools, there was a need to increase learner participation in lessons.

The utilisation of the DBE workbooks was monitored in 2012 and 2013. In 2012 the national average on the utilisation of workbooks was 77%. This increased to an average of 81% at the 1 759 schools monitored during the first quarter of 2013/14. The findings showed that the level of utilisation was highest in the Western Cape (96%), followed by North West (88%) and Free State (87%).

During visits to profile 12 884 schools from June 2013 – March 2014, moderators found that:

- Teachers at 8 838 (i.e. 69%) of the schools completed an itemised analysis of Annual National Assessment (ANA). The purpose of the item analysis is to assist teachers to select and implement classroom-based interventions for improving learner performance, especially in Languages and Mathematics; and
- Teachers at 7 229 (i.e. 56%) of schools were implementing an ANA performance improvement plan.

WSE supervisors conducted an average of 5 lesson observations during a school evaluation. Since 2012, it was found that in 751 (i.e. 95%) of the 789 evaluated schools, teachers displayed relevant subject content knowledge and used teaching aids such as posters and subject related materials to enhance learning and teaching. Teachers also employed relevant pedagogy and assessment strategies. These teachers prepared comprehensive lesson plans that were pitched at the correct level for the grades.

The IQMS appraisals of teachers also identified teachers with “unacceptable” levels of performance. The IQMS appraisal instrument comprises classroom observation in the first four performance standards as follows:

- Creation of a positive learning environment;
- Knowledge of curriculum and learning programmes;
- Lesson planning, preparation and presentation; and
- Learner assessment and achievement

The IQMS appraisals of teachers also identified those teachers who were not performing at an acceptable level in terms of the IQMS. These are summarised over two years as follows:

Year	Educator (PL 1)	HOD (PL 2)	Deputy Principal (PL 3)	Principal (PL 4)	Total
2012	730	397	210	342	1 679
2013	649	182	161	206	1 198

Teachers who were not performing at acceptable levels were provided with the required support by the provinces through mentoring and further training where necessary.

Furthermore, in 2013, a total of 75 224 teachers on all post levels participated in developmental activities in areas identified in the School Improvement Plans as well their Personal Growth Plans (PGPs). As a result, in 2013, there was a decrease in the number of teachers who were not performing at an acceptable level in terms of the IQMS.

Information on above is available as at 31 March 2014.

- (ii) In 2013, there was a decrease in the number of teachers who were not performing at an acceptable level in terms of the IQMS.