

ADVANCING RADICAL SOCIO-ECONOMIC TRANSFORMATION IN THE BASIC EDUCATION SECTOR



DIRECTOR-GENERAL'S 2017 PROVINCIAL ENGAGEMENTS

Taking his cue from the Minister of Basic Education, Mrs AM Motshekga, MP, that in 2017 there should be two provincial engagements with school principals, district and provincial officials, the Director-General of Basic Education, Mr Hubert Mathanzima Mveli began the first phase of day-long meetings in February 2017. The aim of the engagements is mainly to provide detailed province specific analysis of both the 2015 Trends In Mathematics Science Study (TIMSS) report and the National Senior Certificate 2016 results. The desired outcome is that the different layers in the education system will be able to use the analysis to develop credible plans to improve educational outcomes

for their respective provinces. Twenty-seven engagements are planned to reach all provincial and district officials; and both primary and secondary school principals across the nine provinces. In the next semester (Aug - Oct 2017), follow up engagements will take place with the same audience which will then deal with the state of readiness to determine progress made in implementing improvement plans.

The importance and impact of these engagements are not to be underestimated, as they serve to provide direction, leadership, inspiration and a shared vision, geared towards improved quality education, at all levels of the system. Some comments from the participants at the meetings held thus far attest to the value of these engagements:

"The highlight of the engagement for me was the presentation on the performance of different subjects against the performance of the district and the Province"

"I believe in future this opportunity will be created again so that we as principals can be better in education"

"Like in Technology, we have gadgets like K-Maths and IBPs but today it was highlighted that the most important thing is the teacher"

Readers are encouraged to watch this space as feedback from each province will be made available from this platform at the conclusion of the engagements in each province. In this week's edition, the engagement with the Free State Province is featured.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



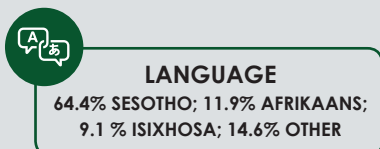
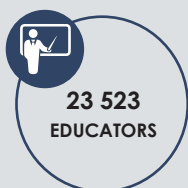
FAST FACTS

FREE STATE HAS 5 EDUCATION DISTRICTS:



- **Fezile Dabi**
- **Lejweleputswa**
- **Motheo**
- **Thabo Mofutsanyana**
- **Xhariep**

IN 2016 THE FREE STATE PROVINCE HAD:



PROVINCIAL ENGAGEMENT IN THE FREE STATE PROVINCE



The provincial engagements in the Free State took place at two venues, namely Bloemfontein and Kroonstad on 13 and 14 February 2017 respectively. The meetings were attended by 207 officials and 1 304 principals from Thabo Mofutsanyana, Motheo, Xhariep, Lejweleputswa and Fezile Dabi districts.

The Superintendent-General of the Free State Department of Education, Advocate Tsoarelo Malokoane, expressed his genuine gratitude to the Director-General and his team for visiting the province. He said: "This engagement will empower the district officials and school principals to keep up the good work". Advocate Malokoane promised that the Free State will continue to work hard to produce quality passes in the 2017 academic year.

The Director-General (DG), Mr Hubert Mathanzima Mweli, acknowledged the efforts of the District Directors, Subject Advisors, Chief Education Specialists, Circuit Managers and School Principals who made time to attend the meeting. Mr Mweli said that the main objective of the meeting was to cascade information from the Basic Education Sector Lekgotla outcomes within the schooling system in order for teachers to have a shared vision, geared towards improved quality education. The DG further emphasised that the underperforming schools should be targeted so that they too achieve quality passes in subjects such as Mathematics, Physical Science and Accounting.

DG Mweli also drew attention to another important objective, that of encouraging provinces to advance the Radical Socio-economic Transformation in education by increasing the number of learners who take Physical Science and Mathematics. The DG also said that more resources and efforts should be invested in improving early grade teaching, particularly focusing on Home Languages, Literacy and Numeracy.

The DG thanked the participants for their collaborative efforts in achieving the 2016 National Senior Certificate results, adding that the province should work hard to maintain its number one position this year.

Officials and Principals were engaged on 3 presentations which are: the 2016 National Senior Certificate Results, 2015 Trends in Mathematics and Science Study (TIMSS) and Progress in Improving Learning Outcomes. The engagement concluded with feedback received from Principals and Officials using two methods of data collection, namely, a questionnaire and semi-structured interviews. Feedback follows on the next pages.



QUALITATIVE FEEDBACK FROM PRINCIPALS AND OFFICIALS

FREE STATE
13-14 FEB 2017



THE NATIONAL SENIOR CERTIFICATE RESULTS (2016)

(a) I learnt:

- The importance of using reliable data in improving the quality of results.
- More should be done to enrol more learners to do Mathematics.
- About the new inclusive basket approach that will be used to determine performance of schools and districts from 2017.

(b) How will I use what I learnt?

- Motivate and encourage progressed learners.
- Advise my SMT and Staff how to use data to the benefit of the school.
- I am going to interact with Principals to improve performance of subjects performing below the national and provincial benchmark.
- How primary schools influence NSC results and dealing with problematic aspects of Mathematics at lower grades.

(c) I require more information on:

- How to bring all stakeholders on board.
- Subjects which have performed poorly provincially.
- Good practices by other provinces on GET.
- How progressed learners can be tracked in the system.
- Include basket criteria and how to ensure consistency to improve results.
- Strategies to implement the three stream model.

(d) Any other comment:

- The session was informative.
- The session was motivating.
- The session was interesting and powerful.

- SGBs should be workshopped on how to support and govern schools.
- The Province should provide much more specific item and error analysis.
- The presentation was detailed and very informative.
- More analysis should be done on the impact of functional/dysfunctional SBST on NSC results.

TRENDS IN MATHEMATICS AND SCIENCE STUDY (TIMSS) 2015

(a) I learnt:

- Support learners in Mathematics and Science as early as Grade 4.
- South Africa in comparison with other countries is most improved in Mathematics and Science in Grade 9.
- The importance of ensuring that early interventions are effective and relevant to address serious gaps in performance.

(b) How will I use what I learnt?

- Our interventions will be shared with parents, educators and all critical role players in the primary schools.
- Focus on methodology and make Mathematics and Science enjoyable to learners.

(c) I require more information on:

- Strategies to use in the Foundation Phase to improve the teaching of Mathematics and Science.
- External support programmes for schools on Mathematics and Science.
- Strategies employed by other countries which do well in Mathematics and Science.

(d) Any other comment:

- Informative presentation.
- Majority of Departmental Heads are not specialists in the subjects they are heading.
- Most formal assessments are without moderation reports.



QUALITATIVE FEEDBACK FROM PRINCIPALS AND OFFICIALS cont...

FREE STATE
13-14 FEB 2017

PROGRESS IN IMPROVING LEARNING OUTCOMES

(a) How will I use what I learnt?

- Be inclusive when teaching. Progressed learners are part of the system.
- Share with my colleagues at school and parents.

(c) I require more information on:

- How to engage progressed learners to improve the throughput rate.
- Methods to encourage learner participation in Mathematics and Science.

(d) Any other comment:

- It was a very good information session.

GENERAL COMMENTS

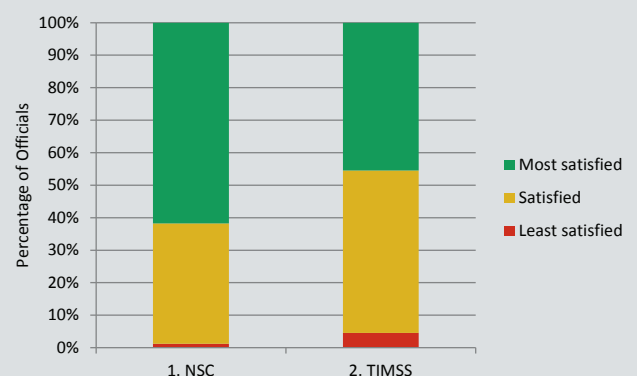
- Sessions to engage provinces in this manner will yield positive results in the acceleration of socio-economic transformation.



QUANTITATIVE FEEDBACK FROM PRINCIPALS AND OFFICIALS

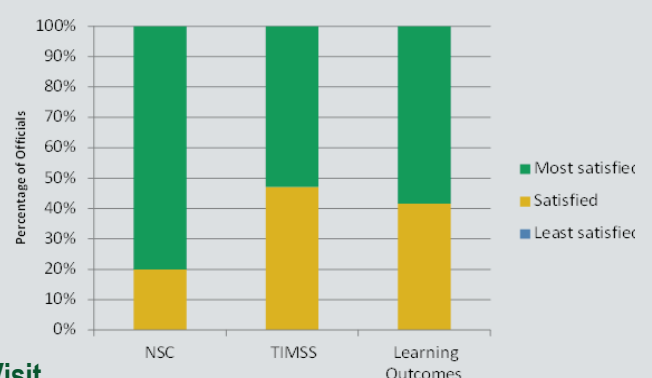
Analysis from Officials:

The graph below shows that 62% of officials were most satisfied with the quality of the engagements on the 2016 NSC Results, whilst about 35% were satisfied and therefore a large percentage of officials were most satisfied. On the TIMSS presentation, 51% of officials were satisfied, whilst 45% were most satisfied and only 4% were least satisfied.



Analysis from Principals:

The graph below shows that none of the principals who submitted the feedback form were least satisfied with the engagements on both NSC and TIMSS. A large percentage (80%) indicated that they were most satisfied with the analysis provided on the 2016 NSC results. However, on the TIMSS presentation almost half the participants were most satisfied and the other half satisfied. With regard to progress in improving Learning Outcomes, the majority of principals were most satisfied (58%), whilst 42% were satisfied. From what is depicted on the graph, it is clear that the engagements are providing a valuable platform for knowledge sharing.





INTERVIEWS WITH PRINCIPALS

FREE STATE
13-14 FEB 2017



Name: Mr T Sehloho
School: Iphateleng Secondary School
District: Lejweleputswa
Date: February 2017

The engagements were of value to me as a principal because they reminded me of my core duties, of what and how I have been doing. This engagement has really encouraged me to do better when I get back to my school.

The highlight was, even though as Free State we did well in the overall pass rate for 2016, when it comes to Maths and Physical Science we did not do well. As principals we need to go back and do better. When I go back I will engage educators to revisit the School Improvement Plan and to put in some strategies we learnt today into place.

It was a great opportunity to meet with DG and Officials from Head Office. I believe in future this opportunity will be created again.



Name: Mr T Mokgothu
School: Marallaneng Secondary School
District: Thabo Mofutsanyana
Date: 13 February 2017

Yes the engagement was useful. It put into clear perspective the critical role of the principal on how to collect data and use it in order to improve the performance of a school.

The highlight was the presentation where a comparison was made for the results of 3 to 7 years back, where we are from, where we are and where we are headed in relation to performance. That becomes very critical because we know which subjects we need to put more emphasis on, what the challenges thereof are, so that we can be able to address them.

When I go back to the school we just need to sit down and look into how graphically we should start planning around our schools, not only in relation to results but in relation to performance and resources, how best to use the statistics presented to improve performance.

My experience is that the engagement was magnificent and informative.





Name: Ms NE Phatudi
School: Cedar Secondary School
District: Fezile Dabi
Date: 14 February 2017

The engagement was valuable, very much so. It was good that this year we were consulted at an early stage in the year, unlike last year when we were consulted very late, at a time when we were looking forward to writing the final examinations. Now that the Department came to us as early as now, we know what we are expected to do and we can use the presentations for our developmental plans.

The highlight was the presentation on the pass percentage of progressed learners. You know in schools, at some stage, we thought these things of progressed learners somehow was going to be a disadvantage to learners, but seeing the pass percentage of our progressed learners it seems that because those learners got a second chance, they can do even better than those who had a clear pass.

My experience of the engagement is that I feel empowered, capacitated and motivated. As a principal I see that we add value to the nation and that inspires us to work harder.



Name: Ms M Lephalo
School: Ntumediseng Secondary School
District: Motheo
Date: 13 February 2017

The meeting was of great value to me as a principal. The reasons are, firstly, it afforded me an opportunity to measure our school's performance against the performance of the District and the Province. Secondly the engagement afforded me an opportunity to reflect on activities of my SMT and all educators in general, to see to what extent we contribute to the good performance of the school, as well as the District and Province.

The highlight of the engagement for me was the presentation on the performance of different subjects against the performance of the District and the Province. Again the presentation gave me an opportunity to reflect. What I take away from the engagement made me take a decision that as a school, we need to revisit our plans, especially taking into consideration the good practices. We need to copy some of these practices in order to achieve what we want to achieve as a school.

To describe my experience, I found this engagement a leadership of discovery.



**PHOTOGRAPHIC
RECORD OF THE DG
ENGAGEMENT IN
THE FREE STATE**



PROVINCIAL ENGAGEMENTS

2017

NSC 2016

TIMSS 2015



Publication 1 of 9
first semester 2017
Free State

A system on the rise.

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