

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 **Limpopo Province** is featured.



FAST FACTS

LIMPOPO HAS 5 EDUCATION DISTRICTS:



CAPRICORN

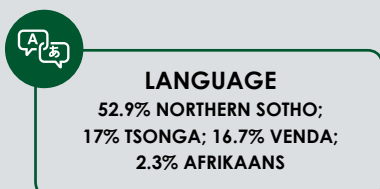
GREATER SEKHUKHUNE

MOPANI

VHEMBE

WATERBERG

IN 2016 THE LIMPOPO PROVINCE HAD:



PROVINCIAL ENGAGEMENT IN THE LIMPOPO PROVINCE



The provincial engagements in Limpopo took place in five (5) venues, namely, Burgersfort, Lebowaikgomo Civic Centre, Modimolle, Thohoyandou and Tzaneen on 2, 8, 13, 16 and 22 March 2017 respectively. The meetings were attended by 4821 participants in total and these included officials and principals.

In his opening remarks the Director-General (DG), Mr HM Mveli indicated that education remains one of the apex priorities of Government to achieve the goals of the National Development Plan (NDP); and that education stakeholders should collaborate in supporting all underperforming districts to improve their performance. He further indicated that the purpose of such provincial engagements was to exchange ideas and engage in a robust discussion for improving quality learning and teaching in public schools.

As part of his oversight visit programme in provinces, the DG dedicated five days to Limpopo province, where he met with provincial and district officials and school principals from Lebowaikgomo on 02 March 2017, Burgersfort on 08 March 2017, Thohoyandou on 13 March 2017, and Modimolle on 16 March 2017. The oversight visit to the province concluded in Tzaneen on 22 March 2017.

During an interactive session with school principals, the DG pointed out that Limpopo's performance trajectory is on the rise. Mr Mveli told the education senior officials that "it is very critical to monitor the district performance for trends of learner pass rate in each subject. More efforts should be made to ensure that teachers have the necessary resources to improve quality passes in various subjects, including challenging subjects such as Mathematics, Physical Science and Life Sciences". The DG stated that one of the objectives of these engagement meetings was to encourage schools to promote Mathematics participation and success rate.

Circuit manager for Vhembe district, Mr Baloyi Falaza said: "This meeting has been very fruitful; the presentation that the DG's team made was very informative because they gave us a clear picture on how our province has performed in the 2016 National Senior Certificate Examinations. The DBE's intervention through this kind of engagement will empower us to guide schools effectively to deliver quality education."

Mr Baloyi further thanked the DG for meeting with school principals in the province, saying that it will encourage schools to work hard in improving learning outcomes. "We have to continue focusing on maintaining discipline to prepare learners for greener pastures. The information that was shared in this meeting will have to be contextualised to match circuit priorities, plans, targets and strategies as well as activities designed for elevating the curriculum coverage in schools," remarked Mr Baloyi.

The Bela Bela Circuit Manager, Ms Sabina Thabete highlighted that education stakeholders would need to understand the education sector better if they want to improve school functionality. The knowledge gained is very critical because it will help them to compare the province with other provinces that produce excellent results. "While the province is gradually improving, more efforts need to be made for schools to achieve great results" she said. She thanked the DG for coming down to the province as his presentation has enlightened them such that they are now able to understand the education system better.

Officials and Principals were engaged in three 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

LIMPOPO

2, 8, 13, 16 & 22 MAR 2017



THE NATIONAL SENIOR CERTIFICATE RESULTS (2016)

(a) I learnt:

- That a number of contextual factors contribute to performance.
- That schools should strive to increase bachelor passes as that will show quality results.
- The importance of assessment data and how learners in Grade 12 performed in different subjects in 2016.

(b) How will I use what I learnt?

- I will encourage teacher collaboration in order to improve results.
- I will improve the support given to teachers, especially subjects that did not do well.
- To plan empowering sessions.
- Encourage educators to put more content coverage so as to assess effectively.

(c) I require more information on:

- How to best reduce the chances of our SBA results from being rejected.
- SBA implementation and data capturing.
- Support interventions for progressed learners and calculation of standard deviation.
- What the Department is doing to ensure that Maths and Science subjects are taught by qualified educators at lower grades.

(d) Any other comment:

- Schools should be supported more on SBA implementation so that there are minimal rejections.
- Gazetted Assessment Programme should be sent to the province as soon as possible.
- Resources like Science kits should be supplied like textbooks to schools.

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS) 2015

(a) I learnt:

- There's an upward trend in terms of performance in Maths and Science.
- That the diagnostic report should be followed to enhance pass rate in various subjects.
- The need to make our learners globally competitive.

(b) How will I use what I learnt?

- I will encourage educators to use the diagnostic report to analyse the subject they teach.
- I will allow learners to collaborate and work in groups in tackling different Mathematical problems.

(c) I require more information on:

- Mathematics strategies to improve.
- Assessment techniques.
- Practical ways to making Maths more enjoyable, simple and interactive.

(d) Any other comment:

- Request training on quality assessment tasks for SBA at school level.
- There is a serious shortage of Maths teachers in our schools.
- Institutionalise career paths related to Maths and Science to promote and evoke interest in the subjects.

PROGRESS IN IMPROVING LEARNING OUTCOMES

(a) I learnt:

- That all cognitive levels should be catered for in administering tasks and that team work is important.
- That reading should be emphasised.



QUALITATIVE FEEDBACK FROM PRINCIPALS AND OFFICIALS cont...

LIMPOPO

2, 8, 13, 16 & 22 MAR 2017

- I have to produce learners who have the skill of critical thinking, problem solving, creativity and innovation.
- That stakeholders should work together in improving learner performance.

(b) How will I use what I learnt?

- Develop management plans and monitoring tools.
- Set questions that allow high involvement of learners during learning and teaching sessions.
- Have meetings with subject educators and provide support.
- To link teachers with their qualifications during distribution of workload.

(c) I require more information on:

- Policy and elements of progression.
- Advancing socio economic transformation.
- Creative ways to develop higher cognitive skills in learners.
- Managing Finances.

(d) Any other comment:

- Quality of moderation records should be improved.
- More teaching hours to be increased by policy for the language of teaching and learning through which four or more subjects are to be taught.

GENERAL COMMENTS

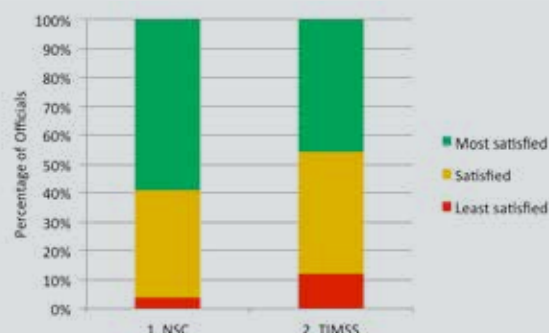
- The frequency of such meetings should be increased.
- The TIMSS Report should be presented to the Subject Advisors for these subjects.
- The whole presentation was enlightening and the provision of CDs greatly appreciated.



QUANTITATIVE FEEDBACK

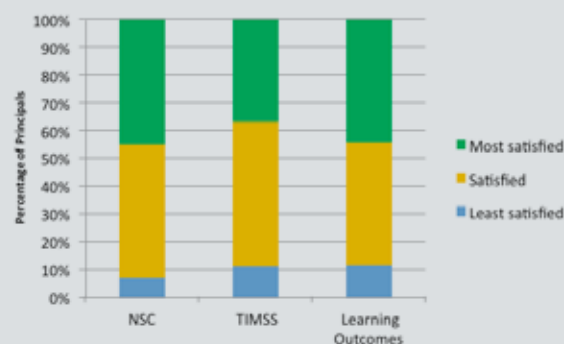
Analysis from Officials:

The graph below shows that the majority, 59% of officials were most satisfied with the quality of the engagements on the 2016 NSC results, whilst 37% were satisfied and only 4% were least satisfied. On the TIMSS presentation, 45% of officials were most satisfied, whilst, 43% were satisfied and only 12% were least satisfied. A large percentage of participants were most satisfied with both the NSC and TIMSS presentation.



Analysis from Principals:

A majority (48%) of principals indicated that they were satisfied with the analysis provided on the 2016 NSC results, and 45% were most satisfied and only 7% were least satisfied. On the TIMSS presentation, the majority (53%) of participants were satisfied and 36% were most satisfied whilst 11% were least satisfied. With regards to progress in improving Learning Outcomes, the majority of principals were most satisfied (45%), whilst 44% were satisfied and 11% were least 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

LIMPOPO

2, 8, 13, 16 & 22 MAR 2017



Name: Ms MF Laka
School: Maope High School
District: Waterberg

Indeed the engagement was very useful because it provided us with knowledge to help us as a province to improve. In the slides we saw how Limpopo is doing compared to other provinces. I saw in the presentations that our province does not offer arts, music and drama. It is a chance for us as principals to consider including these in our management plans. I also learned much more about progressed learners, that we have to monitor and support them from as early as Grade 10.



Name: Ms M. Ledwaba
School: Lebone Special School
District: Mogalakwena

The meeting was useful, but I think you need to invite principals according to the type of schools. I'm a principal of a special school of learners that are severely impaired, and therefore I did not take much out of the presentations. Perhaps the DG can arrange a special session for principals of schools like mine.







**PHOTOGRAPHIC
RECORD OF THE DG
ENGAGEMENT IN THE
LIMPOPO
PROVINCE**



PROVINCIAL ENGAGEMENTS

2017

NSC 2016

TIMSS 2015



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Limpopo

A system on the rise.

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