



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

THUTO



NEWSLETTER

Director-General hosts Global Development Partners' Forum

The Director-General of the Department of Basic Education, Mr Mathanzima Mveli, hosted a Global Development Partners' Forum at the DBE in Pretoria on 24 February 2016. The event was attended by representatives from various embassies, United Nation Agencies, development agencies, sister departments and Provincial Education Departments (PEDs).

Global partnerships are formed between international actors with the aim of assisting in development. South Africa still faces great challenges as highlighted in the 27 goals of the *Action Plan to 2019, Towards the Realising of Schooling 2030*. Through partnerships with other governments and donor agencies, the country is able to meet challenges and objectives. The DBE receives support from organisations such as the European Union, the United States Agency for International Development, the Flemish Association for Development Co-operation and Technical Assistance, the United Nations International Children's Emergency Fund, the Japan International Co-operation Agency and the governments of China, Venezuela and France, to name a few.

Mr Mveli gave a presentation on the *Action Plan*, as well as the repositioning of the basic education sector. Ms Carol Nuga Deliwe, Chief Director of Strategic Planning, Research and Co-ordination, made a presentation on the overview of the status and priorities of the basic education sector. Input was also received from the World Bank and UNICEF, with several other representatives and international development agencies sharing best practices during the discussions.



Strengthening quality learning and teaching in the Foundation Phase through the effective utilisation of Learning and Teaching Support Materials

61 Foundation Phase Subject Advisors from across the nine provinces have undergone training aimed at improving the utilisation of Learning and Teaching Support Materials (LTSM) in the Foundation Phase. The DBE has developed *Guidelines for the Utilisation of LTSM* in the Foundation Phase, to show teachers in a user-friendly and engaging way, how they could make the best use of their textbooks and other teaching and learning materials. The workshop is taking place at the DBE in Pretoria from 23 to 26 February 2016.

The Subject Advisors were hand-picked by provinces to be part of the National Core Training Team whose task will be to train Foundation Phase teachers in their respective provinces. Through this workshop, the subject advisors have been equipped with skills to present teachers with a basket of creative ideas for integrating a variety of LTSM in their teaching practice to ensure that learners are able to read, write and count in a fun and effective way.

All the initiatives aimed at improving quality and efficiency in the Foundation Phase fall within the scope of goals 1 to 6, embedded in the *Action Plan to 2019, Towards the Realisation of Schooling 2030*.

The Director of LTSM Policy Development and Innovation, Ms Kulula Manona, highlighted the need to invest efforts and energy in the Foundation Phase because it is a pillar of strength for the whole schooling system: “The Foundation Phase lays the foundations for further learning. It therefore makes sense that we target this phase, particularly when one considers the range of materials and components used in this phase.”

“We are grateful to provinces for their support. This collaboration is critical because it will culminate in this training being used to the benefit of learners in the classroom,” remarked Ms Manona. She also reminded the subject advisers of the *Read to Lead Campaign*, which was launched to cultivate a culture of reading. Ms Manona emphasised to the Subject Advisors what the campaign aims to achieve and what role they can play in realising this objective.

Click on the below link to read the full article:

<http://www.education.gov.za/Strengtheningqualitylearningandteaching/tabid/970/Default.aspx>



Challenging homophobic bullying in schools

Bullying in schools is not acceptable. Bullying has two key components: *repeated harmful* acts and an *imbalance of power*. It involves repeated physical, verbal or psychological attacks or intimidation directed against a victim who cannot properly defend him or herself because of size or strength, or because the victim is outnumbered or less psychologically resilient. The DBE approved guideline entitled *Challenging Homophobic Bullying in schools*, is aimed at addressing bullying in various forms.

The Acting Director for School Safety, Dr Charles Wilson, said that this guideline will be used by teachers and learners alongside the training materials developed by the Department of Basic Education's *Prevention and Management of Bullying in Schools Programme*, which demonstrates the Department's commitment to challenging bullying in general and homophobic bullying in particular. Homophobic bullying is also linked to sexual harassment and gender discrimination, therefore the DBE's *Guidelines for the Prevention and Management of Sexual Violence and Harassment in Schools* offer important advice in conjunction with the *Speak Out Youth Report Sexual Abuse* handbooks and posters which educate learners about sexual abuse. Both the topic of homophobic bullying and sexual harassment can be addressed in the Life Orientation subject area. Schools are also expected to draw up their own school-specific Codes of Conduct for learners which address bullying in general as well as homophobic bullying.

"Bullies generally want to have power over someone that they think is inferior or worthless. Teasing is different from bullying and is generally not of concern unless people are picked on repeatedly and in a one-sided way that leads to emotional or physical pain. Bullies also like to have an audience and this audience may ignore what is happening, laugh at the bullying, take photos and videos, or even encourage the bully. Bystanders may also make the problem worse by encouraging and prolonging the bullying," explained Dr Wilson. This guide explains what homophobic bullying is and what teachers, parents and learners can do to make schools safer for all learners. It provides clear and simple steps that teachers and learners can take in challenging homophobic bullying in schools. Reducing violence and homophobic bullying in schools is not only possible but benefits all learners, teachers and the school community as a whole, said Dr Wilson.

Click on the below link for more information:

<http://www.education.gov.za/LinkClick.aspx?fileticket=0kjouBh6Ks8%3d&tabid=36&mid=1548>

Call for comments on proposed 2018 School Calendar

Minister Angie Motshekga has, after consultation with the Council of Education Ministers and in terms of Section 3(4)(k) of the *National Education Policy Act, 1996*, published the Proposed 2018 School Calendar for comment. All interested parties, including School Governing Bodies and members of the public, are invited to comment on the Proposed 2018 School Calendar by making submissions addressed for the Attention of Mr Sihle Mlambo, fax: 012 328 3532 or e-mail: mlambo.s@dbe.gov.za, and copy manaka.l@dbe.gov.za.

Submissions should be clearly articulated and submitted in writing, accompanied by the name, fax number and/or e-mail address of the person or organisation submitting the comments. All comments should reach the Department no later than 08 March 2016. For more information and to view a copy of the proposed 2018 School Calendar, kindly visit www.education.gov.za or contact Lindiwe Manaka on (Tel no.: 012 357 3449).

Tales Untold: Ms Nozipho Xulu – helping to build a brighter future for all our people



“I was born in the turbulent political era of the 70’s, in a township called Ngweleza, in KwaZulu-Natal. Being influenced by the political situation at the time, I joined the ANC when I was 14 years old. With violence erupting heavily in the late 80’s, boarding school was the only refuge for me as my parents feared for my life. I completed Matric at Dlangezwa High School, an all-girls school. I furthered my studies at the University of Durban Westville (UDW) - attaining a teaching degree in Mathematics - and later completed my Further Diploma in Mathematics Education at the University of KwaZulu-Natal (UKZN). I joined the Department of Education as the Director for School Safety and Enrichment programme in 2009, and I am currently Acting Chief Director: Social Mobilization and Enrichment in Education.

I strongly believe on clarity of focus. As a leader, one is always required to know exactly what goals need to be achieved and work very hard to attain them. Throughout my entire career, I found the following leadership qualities to be vital: be a goal orientated person and know the goal of the organisation that you are leading; team work is important and to lead the team by example, instead of telling them what to do; and to believe in the potential of your team members, regardless of rank and acknowledge efforts made by the team and provide immediate feedback and encouragement. The education sector provides an opportunity to shape and inspire the lives of young people in

our care. This is a most rewarding experience, influencing the choices that young people make and the direction they take in their lives. Education is the main instrument any person requires to deal with hardships, and since education is a societal issue, society needs to assist the sector to deal with hindrances faced by schools.

I will therefore be leaving the DBE on 29 February 2016 to join the Motsepe Foundation on a new journey, but continuing to provide quality public education through my contributions as it is an opportunity to “build a better future for all our people”. With a global view for upliftment, sustainability and growth, the Motsepe Foundation takes action to improve the lifestyle and living conditions of the poor, the disabled, the unemployed, women, the youth, the workers and marginalised South African’s. The Foundation focuses on various initiatives, grants and projects to assist and support beneficiaries, communities and businesses to become more self-sustaining and independent. Globally, the Foundation contributions towards health research for HIV/AIDS, cancer, nature conservation, water and sanitation, environmental protection, and education. In Africa, the Foundation supports the African Union to work with and to encourage other African Governments to develop economies that can sustain and support efforts aimed at addressing poverty, joblessness, illiteracy and disease.

I want to be part of this amazing legacy!”

International Mother Language Day: Quality education, language(s) of instruction and learning outcomes

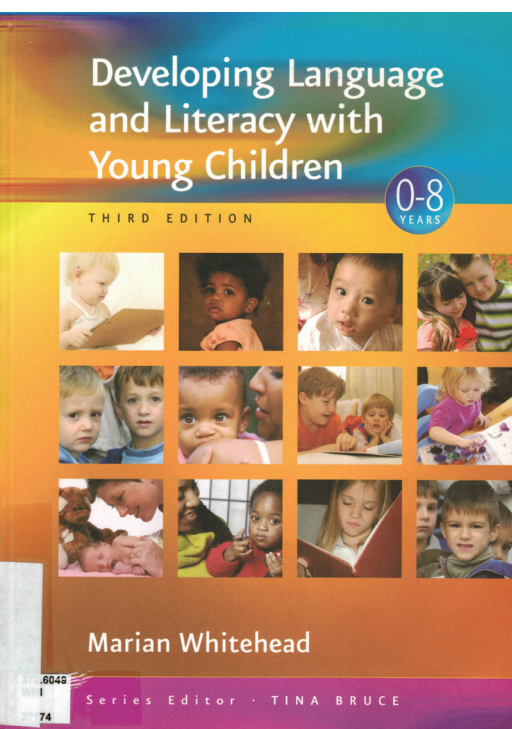
International Mother Language Day was commemorated on 21 February 2016 under the theme: “Quality education, language(s) of instruction and learning outcomes”. International Mother Language Day was proclaimed by the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in November 1999. International Mother Language Day has been observed annually since February 2000 to promote linguistic and cultural diversity and multilingualism.

In line with *Sustainable Development Goal 4 on education of the 2030 Agenda*, this year’s theme emphasizes the importance of appropriate languages of instruction, usually mother tongues, in the early years of schooling. It facilitates access to education, whilst promoting fairness for population groups that speak minority and indigenous languages, in particular girls and women; and it raises the quality of education and learning achievement by laying emphasis on understanding and creativity. Languages are the most powerful instruments of preserving and developing our tangible and intangible heritage. All efforts to promote the dissemination of mother tongues will serve not only to encourage linguistic diversity and multilingual education, but also to develop fuller awareness of linguistic and cultural traditions throughout the world and to inspire solidarity based on understanding, tolerance and dialogue.

“Mother languages in a multilingual approach are essential components of quality education, which is itself the foundation for empowering women and men and their societies.” - *Irina Bokova, UNESCO Director-General*

Information Resource Centre (IRC) Review

In this month's Information Resource Centre (IRC) Review we look at the following books:



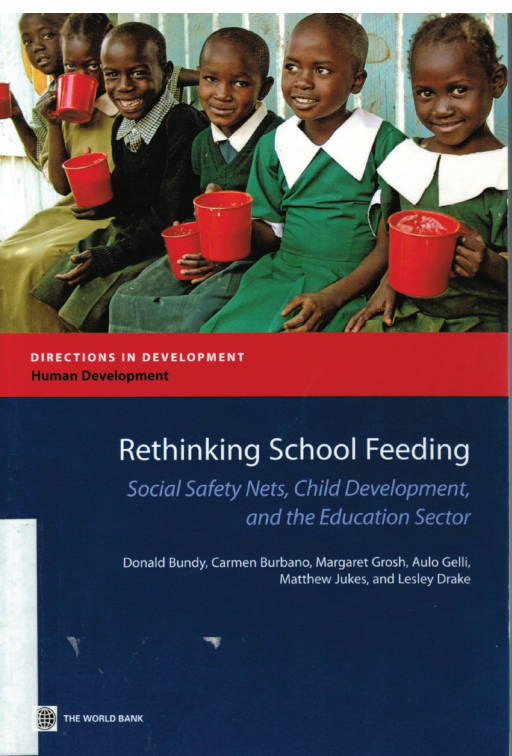
Developing Language and Literacy with Young Children

Author: Whitehead, M

Dewey number: 372.6049 WHI

Reviewed by: Nthabeleng Kgoale

This title gives parents, teachers; and other professionals who work and play with young children a confident understanding of communication and language development for children from birth to age eight. This resource examines the range of elements that are typical of communication and language activities: thinking, feeling, imagining, talking, listening, drawing, writing, and reading.



Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector

Author: Bundy, D

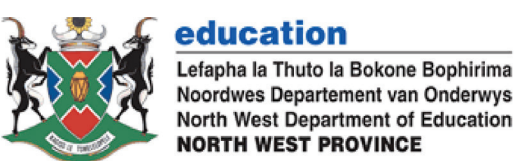
Dewey number: 371.716 BUN

Reviewed by: Nobuhle Nkuna

The global food, fuel, and financial crises have given new prominence to school feeding as a potential safety net and as a social support measure that helps keep children in school. “Rethinking School Feeding: Social Safety Nets, Child Development, and the Educator Sector” was written jointly by the World Bank Group and the World Food Programme (WFP), building on the comparative advantages of both organisations. It examines the evidence base for school feeding programs with the objective of better understanding how to develop and implement effective school feeding programs in two contexts: as a productive safety net that is part of the response to the social shocks of the global crises and as a fiscally sustainable investment in human capital, as part of long-term global efforts to achieve Education for All and to provide social protection to the poor.

Provincial Round-up

North West



The North West Education and Sport Development Department has procured 60 mobile classrooms to alleviate the problem of overcrowding in schools. Priority will be given to overcrowded schools such as Mphe-Bana Secondary School in Reagile near Koster and Noto Secondary school at Kopela. Mphe-Bana made headlines in January 2016, when it was reported that the school was overcrowded to such an extent that one classroom had 133 pupils and that the school had enrolled 1 690 pupils while it had the capacity to enroll only 650 pupils.

Upcoming Events

- 27 February 2016: 16th Annual National Teaching Awards (NTAs) at Gallagher Convention Centre, Midrand
- 07 March 2016: Minister Motshekga to launch planetarium at Sci-Bono Discovery Centre in Newtown, Johannesburg
- 08 March 2016: Closing date for the call for comments on the proposed 2018 School Calendar
- 14 March 2016: Minister's Excellence in Schools, Districts and NSNP Awards at the Presidential Guesthouse in Pretoria