



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

THUTO



NEWSLETTER

The Reintroduction of Mathematics Project piloted in six schools in Ekurhuleni South



The DBE, through its Reintroduction of Mathematics Project (RoMP), and in collaboration with TEACH SA and the British Council, formally concluded a three week training programme in six Ekurhuleni South schools on 03 June 2016. Deputy Minister of Basic Education, Mr Enver Surty, delivered the keynote address at a report back meeting held at the district offices. In attendance were school principals, teachers, TEACH SA Ambassadors and managers, the British Council Country Director, Mr Colm McGivern, DBE Maths, Science and Technology (MST) Project Manager, Ms Elspeth Khembo and RoMP Project Manager, Mr David Silman.

Having concluded Memoranda of Agreements with both TEACH SA and the British Council, the DBE has placed ninety-seven academically qualified Maths and Science graduates in schools in Gauteng and KwaZulu-Natal. The graduates, referred to as TEACH SA Ambassadors, are recruited and screened by TEACH SA from university campuses across the country.

Following an engagement between Deputy Minister Surty and the British Council, a plan was developed by the DBE's MST Directorate and the British Council, to integrate the TEACH SA programme with a high-tech teacher training and support programme. This element of the overall RoMP was aimed at the Ambassadors, in order to provide them with on-going classroom support, because this group has had no professional teacher training, aside from a two week residential induction programme managed by TEACH SA.

Click on the below link to read the full article:

<http://www.education.gov.za/ArchivedDocuments/ArchivedArticles/RoMP.aspx>

Teacher Development initiative in support of Youth Month 2016



40 Years

of Youth moving South Africa forward

16
June
2016

callcentre@dbe.gov.za

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www.education.gov.za



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As part of the Youth Month commemorations, the Director-General of the DBE, Mr Mathanzima Mveli, has approved a June 16 commemoration programme for young teachers. The theme of the commemoration is: *This is our day* and each province has been tasked to select teachers to present their work on the meaning of June 16 on their lives in the form of an essay, artwork, posters, video or audio clips. The teachers will also reflect on what can be done to keep the legacy alive. This initiative is part of the continuing Teacher Appreciation and Support Programme (TASP).

These teachers will be invited to commemorate the event with the Minister of Basic Education, Mrs Angie Motshekga, during a Youth Seminar scheduled for 15 June 2016 in Alexandra Township where, together with the present generation, the teachers will display and discuss their contributions. The teachers will also visit the Hector Pieterstone tombstone and lay wreaths in commemoration of the fallen youth; and join the main commemoration at Orlando Stadium in Soweto where President Jacob Zuma will be addressing the nation during the Youth Month celebrations.

The contributions by the young teachers will also be published and launched by Minister Motshekga during the 2016 World Teachers' Day celebrations during October 2016.

Early Grade Reading Assessment (EGRA) - an effective tool to measure reading competencies

The DBE recently hosted a workshop on the Early Grade Reading Assessment (EGRA) in Pretoria to orientate the National Education Evaluation Development Unit (NEEDU) evaluators on the EGRA project that is currently being implemented in 1000 schools nationally in all the official languages. The EGRA is a diagnostic reading test that is administered orally, one learner at a time. In about 15 minutes, a teacher, through using the four main assessment components (recognition of initial sounds, word recognition, passage and reading), is able to assess the learner's ability to perform fundamental pre-reading and reading skills.

The EGRA project was launched in 2015 in Grades 1-3 in 100 project schools per province. It has been successfully implemented and sustained in Grades 2 and 3 in 2016. The Western Cape is implementing the EGRA in their 100 Focus School Project; the Northern Cape in 10 additional schools in each district; and the Namakwa District (Northern Cape) is implementing it in Grades 1-3 in all of its 65 primary schools.

NEEDU will implement EGRA using the DBE EGRA toolkit in the next semester during their follow-up visits to schools. These schools were visited during 2012 and 2013 when EGRA was implemented in them, but only Grade 5 learners were assessed. The current DBE EGRA pilot is an off-shoot of one of the recommendations made in the NEEDU Report (State of Literacy Teaching in the Foundation Phase) which concludes that teachers are not able to conduct diagnostic assessments on reading and provide appropriate didactic interventions to enhance individual reading levels.

NEEDU envisages evaluating the impact of the DBE EGRA process in Grade 4 (2016 Grade 3 cohort) in 2017. Therefore, the implementation of EGRA in assessing reading proficiency levels in Grades 3 in the follow-up visits to schools nationally will hold the NEEDU evaluators in good stead to assess the impact of the DBE EGRA Pilot.

Click on the below link to view the full article:

<http://www.education.gov.za/ArchivedDocuments/ArchivedArticles/EGRA.aspx>



Call for nominations for the UNESCO King Hamad Bin Isa Al-Khalifa Prize for the Use of ICTs in Education 2016



The call for nominations for the 2016 edition of the UNESCO King Hamad Bin Isa Al-Khalifa Prize for the use of Information Communication Technologies (ICTs) in Education has been officially launched. The theme for the 2016 edition is *The use of ICTs in education for disadvantaged groups*. Funded by the Kingdom of Bahrain, the UNESCO King Hamad Bin Isa Al-Khalifa Prize was established in 2005 to recognise innovations in teaching and learning that leverage technology to improve educational outcomes. The 2016 edition of the Prize will reward the organisations and individuals that are carrying out innovative practices to leverage ICTs to expand access to education for disadvantaged learners and improve its quality and relevance. The winning project should also promote the values and attitudes that underline the *Education 2030 Agenda* and the broader *Sustainable Development Agenda*.

The *Education 2030 Agenda* attaches high importance to equity in education. It calls on the international community to develop interventions and innovations to assist groups that face educational hardships. The remarkable expansion of ICT and the concurrent rise of digital educational content has made technology a powerful tool to bridge learning divides and improve education for historically underserved groups, including refugees, internally displaced persons, socio-economically disadvantaged learners, people with disabilities, cultural, ethnic and religious minorities and vulnerable women and girls.

Two prize winners will be designated by UNESCO's Director-General on the basis of the recommendations of an international jury. Each winner will receive a monetary award (USD 25,000) and a diploma. Winners of the 2016 Prize will be announced during a ceremony at UNESCO Headquarters in Paris in early 2017. The deadline for submissions is 30 September 2016.

Click on the below link for additional information:

<http://www.education.gov.za/ArchivedDocuments/ArchivedArticles/Callfornominations.aspx>

ASIDI continues to deliver change with the hand-over of Kosana Primary School

The Department's Accelerated Infrastructure Delivery Initiative (ASIDI) Programme continues to provide sustainable change to rural education with the official hand-over of Kosana Primary School in Elliotdale in the Eastern Cape on Thursday, 02 June 2016.

Kosana Primary School, built at a cost of R22 million, offers state-of-the-art facilities to the 132 learners of the school, including a science laboratory, a media and resource centre, as well as a Grade R centre. ASIDI continues to play a vital role in eradicating mud schools and restoring the dignity to rural education.



Internal Audit Activity (IAA) Charter defines the organisational status, purpose, authority and responsibility

Internal Audit Activity

Forensics and Risk Management

The role of Internal Audit Activity (IAA) is to provide an independent, objective assurance and consulting services to the Accounting Officer and the management members of government departments. It also adds value by improving departmental processes and operations. It assists the various departments to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. The IAA is established by the Accounting Officer, Audit Committee (AC) or the level of governing body. The IAA's responsibilities are defined by the AC as part of their oversight role.

The IAA must evaluate risk exposures and evaluate the adequacy and effectiveness of controls relating to the organisations governance, operations and information systems regarding: the achievement of the Department's strategic objectives; reliability and integrity of financial and operational information; effectiveness and efficiency of operations and programmes; safeguarding of assets; and compliance with laws, regulations, policies, procedures and contracts to enhance and protect organisational value by providing risk-based and objective assurance, advice, and insight.

The Internal Audit Activity (IAA) Charter is drawn up in order to define the organisational status, purpose, authority and responsibility of the IAA within the DBE to adequately perform its duties as required by the *Public Finance Management Act (PFMA)*, (Act No. 1 of 1999) and its related Treasury Regulations. The IAA Charter is consistent with the standards defined by the Institute of Internal Auditors (IIA).

The principle of progressive discipline by David Ntloana, Director: Labour Relations



Progressive discipline is an employee disciplinary system that provides a graduated range of responses to employee performance or conduct challenges. Most large companies use some form of progressive discipline, whether they are referred to as positive discipline programmes, performance improvement plans or corrective action procedures. All are based on the principle that the company's disciplinary response should be lawful, appropriate and proportionate to the employee's conduct.

In terms of the principle of progressive discipline, it is generally not appropriate to dismiss an employee for a first offence unless the misconduct is so serious or untenable that it renders a continued employment relationship intolerable. This principle is based on the philosophy that discipline in the workplace is not punitive, but is intended to secure a standard of performance or conduct by employees that is required by employers. To this end, discipline is progressive and dismissal for a first offence can only be justified if the misconduct makes a continued employment relationship intolerable.

Under this principle relatively minor acts of misconduct are dealt with by a range of warnings, often referred to as verbal, written, or final written warnings. The purpose of the warning is two-fold: to register or record the misconduct and to alert the employee that any further infractions might warrant more serious forms of warnings or dismissal; and to encourage the employee to improve his/her conduct. In the event of recurrent acts or more serious acts of misconduct, the employee faces the prospect of disciplinary proceedings with the very real prospect of dismissal. Consequentially, disciplinary proceedings should generally be instituted in the event of serious acts of misconduct which may warrant dismissal, or in circumstances that are provided for in a disciplinary code or procedure.

The most common reason for dismissal is premised on allegations of misconduct. However, the *Labour Relations Act* (LRA) stipulates that an employee may be dismissed for one of three reasons, namely dismissal for misconduct, incapacity or operational requirements. By implication, a dismissal that is not for a reason based on one of these three categories is likely to be unfair. Significantly, this categorisation also has practical implications for the processing of disputes, giving rise to specific and separate regulation of each category and generating different jurisdictional issues. Given that dismissals for misconduct are, in the main, referred to the Sectoral Councils for conciliation and arbitration, rather than to the Labour Court for adjudication, the jurisprudence in relation to this topic arises mainly from judgements in respect of review applications, where the basis for review of arbitrators' awards are limited.

IEC Update - Prepare for the 2016 Municipal Elections



SOUTH AFRICA

Municipal elections are held every five years to elect councillors who will be responsible for governing a municipality for the next term. The current term of office of municipal councils ended on 18 May 2016. The councillors will serve on the town, city, metropolitan or district councils to ensure services that impact on the daily lives of citizens in their areas including water, electricity and sanitation. The President has announced 03 August 2016 as the date of the 2016 Municipal Elections. In terms of the *Constitution* the election must be held between 18 May and 16 August 2016 so, get ready to have your say in the 2016 Municipal Elections. Your vote is your voice, use it wisely. Call the Independent Electoral Commission (IEC) on 0800 11 8000 with your election queries. The contact centre is open Monday to Friday, from 07:00 to 21:00.

Follow the conversation on social media: #2016LocalElections

Telephone number: 0800 11 8000

Email: info@elections.org.za

Regional Round-up

Free State



Grade 3 to 5 Primary school learners in QwaQwa have written over 100 story books in Sesotho about their life experiences. The aim of the project by the Provincial Education Department is to discover and nurture writers from a young age. The learners have written about their life experiences, which include a tough upbringing in the rural areas compounded by poverty. The project is also intended to train the learners to write in English, which is their first additional language. The 100 books, which offer valuable life lessons, have been distributed to various Free State schools. The Department hopes to expand the programme throughout the province.

Upcoming Events

- 10 June 2016: ASIDI school hand-over of Mawonga Primary School in the Qumbu District, Eastern Cape
- 15 June 2016: Youth Seminar to take place in Alexandra Township, Johannesburg
- 16 June 2016: The 40th anniversary and commemoration of national Youth Day
- 17 June 2016: ASIDI school hand-over of Mahlathini Junior Secondary School in the Cofimvaba District, Eastern Cape
- 23 June 2016: ASIDI school hand-over of Jenca Primary School in the Qumbu District, Eastern Cape
- 23 June 2016: The 3rd Assessment Dialogue to be held at the DBE, Pretoria.
- 30 June 2016: Minister meets with District Directors at the DBE, Pretoria
- 30 June 2016: The closing date for registration to take part in the Sixth National Moot Court Competition
- 30 June – 01 July 2016: 2016 ABC Motsepe Schools Eisteddfod
- 18 July 2016: International Nelson Mandela Day
- 09 August 2016: National Women's Day
- October 2016: Teacher Appreciation Month
- 05 October 2016: World Teachers' Day