

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 **Eastern Cape Province** is featured.

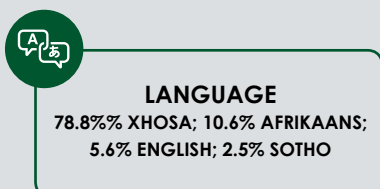
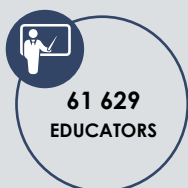


FAST FACTS

EASTERN CAPE HAS 23 EDUCATION DISTRICTS:

BUTTERWORTH	LUSIKISIKI
COFIMVABA	MALUTI
CRADOCK	MBIZANA
DUTYWA	MT FLETCHER
EAST LONDON	MT FRERE
FORT BEAUFORT	MTHATHA
GRAAFF-REINET	NGCOBO
GRAHAMSTOWN	PORT ELIZABETH
KING WILLIAMS TOWN	QUEENSTOWN
LADY FRERE	QUMBU
LIBODE	STERKSPRUIT
	UITENHAGE

IN 2016 THE EASTERN CAPE PROVINCE HAD:



PROVINCIAL ENGAGEMENT IN THE EASTERN CAPE PROVINCE



Basic Education Director-General appeals to the Eastern Cape provincial officials to focus on the basics in order to advance radical socio-economic transformation

The provincial engagements in the Eastern Cape took place in three (3) venues, namely, Lusikisiki, Mthatha and Cofimvaba on 23-24 and 27 March 2017 respectively. The meetings were attended by 4011 participants and these included officials and principals.

As part of the ongoing provincial engagements, the Director-General (DG) of Basic Education, Mr HM Mveli, accompanied by a team met with provincial and district officials; and school principals from all districts over three meetings. As one of the provinces with the lowest pass rates in the 2016 National Senior Certificate (NSC) examinations, the Eastern Cape officials indicated some of the challenges, mainly socio-economic which negatively affect the process of teaching and learning.

The DG emphasised the need for collective involvement from all stakeholders in the quest for the provision of quality education. It was agreed that creative and sometimes hard decisions will have to be made in order for radical transformative solutions to be formulated and aggressively implemented to deal with some of these challenges.

The HSRC, reported on the results of the Trends in Mathematics and Science Study (TIMSS) 2015. The presentation pointed to the need to create teacher communities where teachers collaborate, share best practices and new ideas and the same could apply at district level where districts support each other.

While the HSRC presentation focussed on the General Education Band, the presentation on the 2016 NSC examination gave a district-specific performance report. There were a few districts whose performance had improved from the previous years. The message was clear "Improvement in the overall national results starts with you and the schools you are responsible for", said Dr Poliah, the Chief Director for Public Examinations and Assessments.

In wrapping up sessions, DG Mveli gave a presentation on the progress made in improving learning outcomes. "In education, there is only one way to succeed, and that is hard-work; hard-work by learners, teachers and officials," he concluded.

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

EASTERN CAPE

23,24 & 27 MARCH 2017



THE NATIONAL SENIOR CERTIFICATE RESULTS (2016)

(a) I learnt:

- That there is a lot of psycho-social problems that affect learner performance.
- District officials need to strengthen pedagogical support to teachers at school level.
- That as a province, districts, schools, we need to do a critical analysis of ourselves and be true to ourselves for positive change to occur.

(b) How will I use what I learnt?

- Train teachers on how to promote numeracy at school and within the community.
- I will conduct a workshop with subject teachers using the provided CD as my point of departure.
- It will assist me to plan and set the school's target for 2017.

(c) I require more information on:

- How to assist progressed learners in order for them to improve their performance.
- Why hostels, teacher cottages, rural allowance and resources are not being provided.
- How to get library books.

(d) Any other comment:

- There will never be quality learning and teaching without adequate human resources.
- There should be more visibility of subject advisors at schools.
- The Department to please look at also inviting educators to such engagements.
- Are districts being monitored if they are providing schools with the support needed?

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS) 2015

(a) I learnt:

- That LOLT influences achievement in Maths and Science.
- The importance of subject content knowledge.
- That the use of CAPS documents and regular feedback is most important in tracking the progress of learners.

(b) How will I use what I learnt?

- I will introduce more activities that will aid in improving performance in Maths and Science.
- I will visit the HSRC website to see what resources are available.
- Focus on how our learners perform in the FET phase.

(c) I require more information on:

- Why former model C schools still force parents to buy books and pay money to rent textbooks, where is their LTSM money?
- How to use e-learning to improve results.
- Comparative analysis of SBA and examination combination.

(d) Any other comment:

- Remove Maths Literacy in schools, it doesn't benefit learners.
- If schools could all be given administrative assistants it will lighten up the work load.
- Train more teachers
- It would be better if such presentations could be done in January of every year.

PROGRESS IN IMPROVING LEARNING OUTCOMES

(a) I learnt:

- It was important to understand the mission and vision of the school as it reminds you of what you seek to achieve.



QUALITATIVE FEEDBACK FROM PRINCIPALS AND OFFICIALS cont...

EASTERN CAPE
23,24 & 27 MARCH 2017

- There is still a lot to do in order to improve our skills in terms of making sure that our learners acquire the desired outcomes at the end of each phase.

(b) How will I use what I learnt?:

- Embark more on team work by working together with SMT, Educators, Parents and Curriculum section.
- I will use learning outcomes to monitor the performance of my teachers.
- I will work hard in a cooperative manner and also ensure that I motivate all my teachers.

(c) I require more information on:

- How to teach multi-grade classes from subject advisors.
- The full statistical picture on pass rates overall and subject performance (also over time) so that I can use the information effectively.
- How other provinces managed to get better results.

(d) Any other comment:

- The DBE needs to issue a school leavers' certificate to all learners, which will get rid of failing and allow focus to shift from pass/fail to the quality of the passes matrices have.

GENERAL COMMENTS

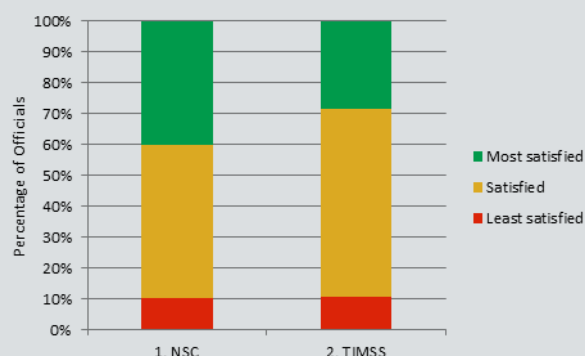
- I am encouraged by the manner in which relevant data is utilised to uncover the realities prevailing in different layers of the schooling system.
- Thank you for showing interest and concern for our province.
- Best practices needs to be adopted and networking in this regard needs to be done.



QUANTITATIVE FEEDBACK

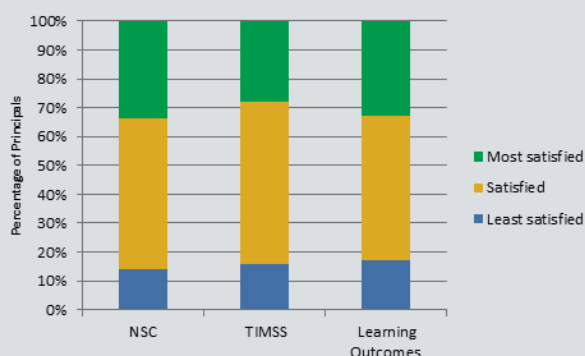
Analysis from Officials:

The graph below shows that the majority (50%) of officials were satisfied with the quality of the engagements on the 2016 NSC results, whilst 40% were most satisfied and only 10% were least satisfied. On the TIMSS presentation, a large percentage (61%) of officials were satisfied, whilst, 28% were most satisfied and only 11% were least satisfied. A large percentage of participants were satisfied with both the NSC and TIMSS presentation.



Analysis from Principals:

A large percentage (52%) of principals indicated that they were satisfied with the analysis provided on the 2016 NSC results, and 34% were most satisfied and only 14% were least satisfied. On the TIMSS presentation, the majority (56%) of participants were satisfied and 28% were most satisfied whilst 16% were least satisfied. With regards to progress in improving Learning Outcomes, the majority of principals were satisfied (48%), whilst 34% were most satisfied and 18% 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

EASTERN CAPE
23,24 & 27 MARCH 2017



Name: Ms Qholani
School: Vukukhanye Primary School
District: Queenstown

I found it useful but I have a question of whether the TIMSS was conducted in township/urban schools or deep rural areas. It seems like it was done with township schools as there's a part that says that learners, especially those in Grade 5 who have assistance, in terms of reading, from parents do better. I have a problem with the part that says parents should assist learners; parents in the rural areas are uneducated, how are they going to assist their children? It's good that there is a promise to provide schools with resources, but who is going to monitor those resources that will be provided to schools? If there will be proper monitoring of those resources teaching and learning will take place effectively at our schools.

One of the highlights was on performance of the province. We always hear that we're at the bottom but we do not come up with strong or enough strategies to make Eastern Cape move forward. Take for instance Gauteng and Western Cape: their teachers have planning (skills), the planning is with the teachers in the classroom, and the implementers do the planning. How are we going to perform if we do not have these supporting materials in our institutions? The Department must ensure that the districts distribute the information to schools where it is needed. We need to sit down and do an analysis of results, see what needs to be done and who is supposed to support the school. Who must come down and support the school when we need support? There should be follow-up from the districts to schools. I've gained a lot in the sense that I know how to analyse results and where the problem lies.



Name: Mr M. Pikoli
School: Empumalanga Primary School
District: Grahamstown

There was not much value to the engagement. The presentation was based on Grade 12 results, without highlighting what emanates from the primary school level. As a primary school principal we have a problem of not knowing what to correct from foundation phase. The DG should separate the engagements so that he can deal with issues affecting that particular level of schooling. The TIMSS presentation attempted to address and inform us about progress in Grade 5 but it stops there. In three words I could say, the engagement was of not much value to me personally.



Name: Mr N. Bhovungana
School: Gcuwa Junior Secondary School
District: Ngcobo

The engagement was very useful. I found the question of inclusivity in diversity interesting; I learnt a lot from this discussion. The highlight was the discussion on the subjects that we underperformed in, for example in sciences. There's a lot that must be done by the district to capacitate educators. The engagement was successful.



Name: Mr S. Kheva
School: Whittlesea Primary School
District: Queenstown

I found the day's engagement very useful as we received information that we needed and clarity on a few things. My highlight was on curriculum, as it became clear that there's a lot that still needs to be done, we still need to engage with the curriculum so that the performance can be improved. We'll have to engage all the stakeholders that have to take part in our education system. In order to improve our education, we need to make parents understand what the aim of education is. Even the teachers have to understand the importance of engaging with the curriculum. I have gained a lot.



Name: Mr M. Qingana
School: Ngubezulu Primary School
District: Ngcobo

The engagement was useful as we have learnt so many things, especially about our school performance. We've found out which areas we need to pull up our socks in. I will use what I have learnt in my school's improvement plan because I have heard about how to deal with challenges that we also experience in my school, e.g. making a teacher account for their performance. It was clear that I have met with the Director-General, a man with a good policy background.





**PHOTOGRAPHIC
RECORD OF THE DG
ENGAGEMENT IN
THE EASTERN CAPE
PROVINCE**



PROVINCIAL ENGAGEMENTS

2017

NSC 2016

TIMSS 2015



Publication 3 of 9
first semester 2017
Eastern Cape

A system on the rise.

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