



NSC 2016

TIMSS 2015



## DIRECTOR-GENERAL'S SECOND ROUND OF 2017 PROVINCIAL ENGAGEMENTS



Diverting his energies to ensure that the trajectory of a “system on the rise” is upheld throughout the education system, Mr Hubert Mathanzima Mveli, the Director-General of Basic Education took to the provinces on the second round of provincial engagements in August 2017.

In his engagement with provinces, the Director-General clearly articulated his view that the purpose of the Department of Basic Education (DBE) conducting these engagements is to refocus the sector towards achieving the important goals set out in the Action Plan to 2019: Towards the Realisation of Schooling 2030. When asked about the impact of these engagements, Mr Mveli said with confidence that they “encourage the provincial officials to become even more accountable”. Provincial officials viewed the Director-General’s engagement as a “game-changer”, providing them a platform to share best practice and seek collective guidance on addressing challenges.

Being a “hands-on” leader, with a perceptive understanding of the mechanics of the system, Mr Mveli was able to provide provinces with clear, unambiguous guidance on the four key deliverables that align with the four quarters of the school calendar year; which frame the tasks for each quarter.

### Providing Clear Direction

- Quarter 1: Using the assessment data of previous years to firm up plans for the ensuing school calendar year;
- Quarter 2: Measuring the impact of the plans to improve learner performance;
- Quarter 3: Evaluating the state of readiness for the end of the year; and
- Quarter 4: The administration of assessments.

The Director-General explained: “The **first theme** is geared towards the utilisation of assessment data for the development of credible academic improvement plans. This theme forms the basis for the first round of provincial engagements during the first quarter of the school year. In our mission of providing quality education, we have to monitor the academic improvement plans to improve the functionality of the education sector. The purpose of the **second theme** is to measure the impact of the implementation of the improvement plans. The **third theme** is used to determine the state of the examination readiness as well as the state of learner readiness in provinces, district and schools. The **fourth theme** enables the DBE and provinces to evaluate system and learner readiness in order to prepare the sector for the next academic year. These are the four themes that drive basic education.”

The focus of the Director-General’s second engagement with provinces was widely known as it was based on the key deliverable for the third quarter: **Evaluating the state of readiness for the end of the year**. These **one-day** engagements are currently being conducted in all provinces. Preliminary feedback from engagements that have already concluded indicate that provinces are sharing their state of readiness for the forthcoming examinations, demonstrating that “**ACCOUNTABILITY** is the glue that ties **COMMITMENT** to **RESULTS**”, the results being learner improvement in the system. Frank and honest assessments of preparedness for the examinations are paving the way for intensifying more focused support to learners in subject areas of need in the last few weeks before the final examination.

As these engagements are concluded, an article will be published on Thuto on each province. In this week’s edition, the engagement with the KwaZulu-Natal Province is featured.



# FAST FACTS

## KWAZULU-NATAL HAS 12 EDUCATION DISTRICTS:

AMAJUBA  
 HARRY GWALA  
 ILEMBE  
 PINETOWN  
 UGU  
 UMGUNGUNDLOVU  
 UMKHANYAKUDE  
 UMLAZI  
 UMZINYATHI  
 UTHUKELA  
 UTHUNGULU  
 ZULULAND

## IN 2016 THE KWAZULU-NATAL PROVINCE HAD:

2 877 544  
LEARNERS

89 799  
EDUCATORS

6 142  
SCHOOLS

### LANGUAGE

77.8% ZULU; 13.2% ENGLISH;  
3.4% XHOSA; 1.6% AFRIKAANS

# PROVINCIAL ENGAGEMENT IN THE KWAZULU-NATAL PROVINCE



The second provincial engagement by Mr HM Mveli, Director-General of the Department of Basic Education, in KwaZulu-Natal, a follow-up from the first engagement which took place in April this year, was held on 21 August 2017 at the KZN Provincial Public Service Training Academy.

The meeting was attended by 400 provincial and district officials.

While curriculum implementation issues are common across the provinces, the unique contexts in provinces call for customised interventions that differ from province to province, depending on the needs and the depth of support the interventions provide to learners and schools. The engagement with KwaZulu-Natal provided a lens through which the province's readiness for the 2017 examinations was viewed.

The acting Deputy Director-General of the KwaZulu-Natal Education Department, Dr JB Mthembu made a valuable presentation based on the state of readiness for the 2017 NSC examination on the following aspects:

1. The development of the "Provincial Academic Improvement Plan" and target setting;
2. The preparation of School Management Teams (SMT) with the intention to create a balance between school management and curriculum management;
3. The preparation of learners through curriculum delivery and interventions to participate successfully in the 2017 NSC examinations; and
4. The readiness of the system to administer a credible examination with integrity.

In his presentation, Dr Mthembu stated that the province had developed comprehensive 'Academic Improvement Plans, aimed at improving the functionality of the twelve districts. "Generally the plan seeks to improve the overall pass percentage of KwaZulu-Natal by at least 10% and further improves the quality of passes. In fact, this plan consists of nine focal areas including; basic school functionality; effective curriculum delivery and learner attainment; teacher development; district monitoring and support; special support for learners with special educational needs and promotion of reading," said the Deputy Director-General.

The other critical aspect that the province is striving to achieve is the strengthening of language teaching. "We have also put more emphasis on early grade reading by encouraging teachers to intensify support to learners in the area of literacy. To get the language teaching right, we conduct Language workshops in the First Additional and Home Languages, participate in the Spelling Competitions, and further encourage schools to create reading clubs," remarked Dr Mthembu.



KwaZulu-Natal





The province is currently hard at work to ensure that learners receive the necessary support. Dr Mthembu informed the Director-General that the province is consistently monitoring the performance of progressed learners. The number of progressed learners in KwaZulu-Natal stands at 25 979. Each progressed learner is provided with the past years' Curriculum and Assessment Policy Statement (CAPS) related question papers for revision and self-testing. A special session in Mathematics and Science is also organised to close knowledge and skills gaps. The province further arranged special camps for all the progressed and other struggling learners in order to support learners towards achieving quality passes.

The Director-General acknowledged the work that the province has done in terms of supporting schools. "The quality of work we do as a sector, should assist us to achieve quality passes with a high volume of Bachelor passes in subjects such as Mathematics, Physical Science and Accounting", said Mr Mveli. The Director-General further encouraged the province to monitor teachers to ensure that they cover all the topics prescribed by CAPS. Mr Mveli thanked the province for the level of commitment it has demonstrated during the engagement, adding that more work still needs to be done in support of underperforming districts in order to rise to the top this year.





## QUANTITATIVE FEEDBACK

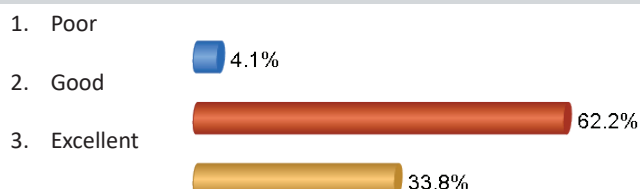
**KWAZULU-NATAL**

**21 AUG 2017**

### WHAT IS YOUR CONFIDENCE LEVEL ON TRACKING LEARNER PERFORMANCE AT DISTRICT AND PROVINCIAL LEVEL?

#### Analysis from Managers: Confidence Level on Tracking Learner Performance

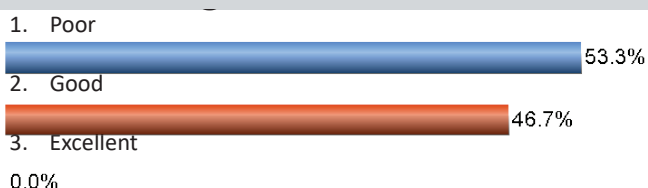
The graph below shows that the majority (62.2%) of Managers in KZN indicated that their confidence level was good with regards to tracking learner performance at district and provincial level, whilst 33.8% indicated that their confidence level was excellent and only 4.1% rated it as poor.



### HOW WOULD YOU RATE THE PROVINCE'S PROGRESS IN READING?

#### Analysis from Managers: Progress in Reading

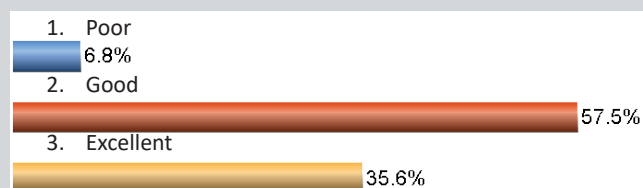
The graph below shows that the majority (53.3%) of Managers in KZN indicated that the provinces progress in reading was poor, whilst 46.7% of Managers indicated that there was good progress being made in reading. None of the participants believed that there was excellent progress being made when it came to reading in the province.



### WHAT IS THE STATE OF LEARNER READINESS FOR WRITING THE 2017 NATIONAL SENIOR CERTIFICATE EXAMINATION?

#### Analysis from Managers: Learner Readiness for Writing the 2017 NSC Examination

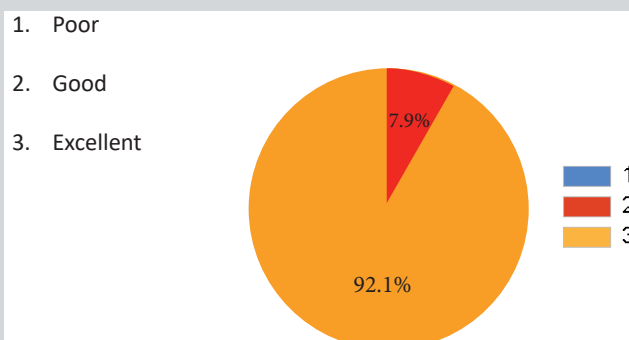
The graph below shows that the majority (57.5%) of Managers in KZN indicated that there was good progress being made pertaining to the state of learner readiness to write the 2017 NSC, whilst 35.6% felt that the state of readiness was excellent and only 6.8% indicated that the state of readiness to write the 2017 NSC was poor.



### HOW WOULD YOU RATE THE PROVINCE'S STATE OF READINESS TO ADMINISTER THE 2017 NATIONAL SENIOR CERTIFICATE EXAMINATION?

#### Analysis from Managers: KZN Readiness to Administer the 2017 NSC Examination

The graph below shows that a large percentage 92.1% of Managers indicated that the state of readiness for the province to administer the 2017 NSC was excellent, whilst only 7.9% felt that the state of readiness to administer the 2017 NSC was good and none rated it as being poor.







**PROVINCIAL  
ENGAGEMENT IN THE  
KWAZULU-NATAL  
PROVINCE  
21 AUGUST 2017**





## A SYSTEM ON THE RISE

TMSS 2015



**SACMEQ**

Southern and Eastern Africa Consortium  
for Monitoring Educational Quality

SACMEQ IV STUDY  
Results  
SOUTH AFRICA