

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 **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



Basic Education Director-General encourages education experts to aim at advancing radical socio-economic transformation in schools

The provincial engagements in KwaZulu-Natal took place in four (4) venues, namely, Empangeni, Ladysmith, Durban and Ixopo on 20, 27 and 28 February 2017 and 01 March 2017 respectively. The meetings were attended by 6405 participants and these included officials and principals.

Basic Education Director-General (DG), Mr HM Mveli, undertook a four day oversight visit to the KwaZulu-Natal Province, to engage on critical educational matters with provincial and district officials; and principals from all districts in the province between 27 February and 01 March 2017. Some issues that surfaced during the discussions included, Government's call for South Africans to focus on advancing radical socio-economic transformation in the country; strengthening of early grade teaching; teacher recruitment and the improvement of literacy and numeracy. The DG's objective was also to encourage teachers to continue working hard in increasing Mathematics participation and success rate. More than 54% of learners in the province chose Mathematics and Physical Science in the 2017 academic year. This visit forms part of the broader national intervention programmes aimed at encouraging schools to equip learners with the critical skills such as analytical, critical thinking and problem solving.

The Department of Basic Education is currently in the process of consolidating various assessment methods to apply a broader approach in measuring school or learner performance. From this year onwards, the department aims to implement a new assessment model, namely the inclusive basket, which will play an integral role in ensuring that the education sector measures learner performance using a more holistic approach. The inclusive basket consists of attributes such as overall pass percentage, Mathematics pass percentage, Physical Science pass percentage, Bachelor attainment percentage, distinction percentage, Mathematics participation rate and throughput rate.

The DG also encouraged all education experts to have a shared vision and to strive for improving the standard of education in the country; and also to nurture a love for Mathematics and Physical Science among learners. "If learners have no interest in Mathematics or Physical Science it will be very difficult for them to pass the subjects," said Mr Mveli.

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

KWAZULU-NATAL

20, 27-28 FEB & 01 MAR 2017



THE NATIONAL SENIOR CERTIFICATE RESULTS (2016)

(a) I learnt:

- That there is an improvement in Maths and Science and a number of Bachelor passes.
- Important information on SBA adjustments
- Technical Vocational Stream which we are encouraged to introduce at our schools.

(b) How will I use what I learnt?

- To motivate and develop awareness amongst stakeholders to put more effort towards improving results.
- Deal with contextual factors i.e bullying to decrease the number of drops outs.
- Use the information to strengthen our District Development Plan and assist schools with their SIP.
- I'll support pre-school and the Grade RR class with equipment because the learners will end up in the mainstream.

(c) I require more information on:

- Developing excellent maths teachers and developing English proficiency amongst content subject teachers.
- Why is Tourism not in the pack of subjects that are recognised for Bachelor Pass?
- Policy on Learner Progression
- How to motivate teachers to be able to produce good results consistently.
- SBA management workshops for schools.
- To help learners with learning difficulties so as to channel them into their schools in early ages.

(d) Any other comment:

- It's a concern that many of our maths teachers are either unqualified or underqualified to teach maths.

- How does progressed learners differ from failed learners in case of Modularisation?
- There should be equal focus of attention on Primary School level performance.

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS) 2015

(a) I learnt:

- Maths participation in our province is improving, we must focus on improving the results
- There are more learners taking up Maths and Science.
- We should encourage more learners to take up Maths and Science.

(b) How will I use what I learnt?

- To SWOT our schools and come up with the relevant improvement plan.
- Make learners love Maths and Science and encourage teachers to be confident in teaching the subjects.
- Learners should be taught Maths and Science from an early age.

(c) I require more information on:

- Critical thinking skills and problem solving strategies.
- How to help progressed learners in Maths and Science.
- Increasing performance in numeracy and literacy to 60%
- The use of ICT to improve Maths and Science.

(d) Any other comment:

- The information is very useful, if used correctly it can bring improvements in our education system.

PROGRESS IN IMPROVING LEARNING OUTCOMES

(a) I learnt:

- Team work will improve the quality of education in our school.



QUALITATIVE FEEDBACK FROM PRINCIPALS AND OFFICIALS cont...

KWAZULU-NATAL

20, 27-28 FEB & 01 MAR 2017

- I should measure performance in terms of access, redress, equity, efficiency and quality.
- New entry teachers are more knowledgeable but do not have the skills of the older teachers.

(b) How will I use what I learnt?

- Teach learners to be critical thinkers, problem solvers, creative, and innovative about team work, social justice and human rights.
- I will improve in terms of quality and efficiency.
- I will encourage collaboration and team work amongst teachers especially amongst the younger and older teachers.

(c) I require more information on:

- How to teach learners to be critical thinkers.

(d) Any other comment:

- More engagements such as these are needed to motivate principals and rectify our mistakes.
- A clear state of our country's academic performance has been clearly outlined.
- For camps to work, good teachers from other schools should be roped in to assist schools that are struggling.

GENERAL COMMENTS

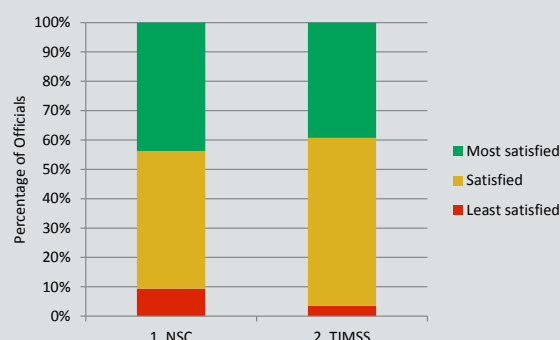
- Let us support learners in Grade R and not realise only when they are in Grade 12 that they need our support.
- Commerce subjects need to be emphasised, the country needs more people who will create jobs and not seek jobs.
- This was a fruitful session.



QUANTITATIVE FEEDBACK

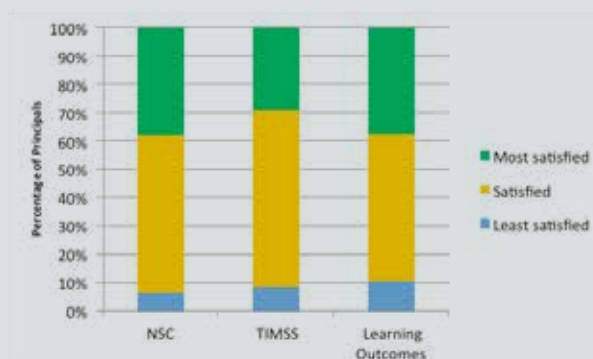
Analysis from Officials:

The graph below shows that the majority, 47% of officials were satisfied with the quality of the engagements on the 2016 NSC results, whilst 44% were most satisfied and only 9% were least satisfied. On the TIMSS presentation, 58% of officials were satisfied, whilst, 39% were most satisfied and only 2% were least satisfied. A large percentage of participants were satisfied with the TIMSS presentation.



Analysis from Principals:

A large percentage (56%) of principals indicated that they were satisfied with the analysis provided on the 2016 NSC results, and 38% were most satisfied and only 6% were least satisfied. Also on the TIMSS presentation, the majority (63%) of participants were satisfied and 29% were most satisfied whilst 8% were least satisfied. With regards to progress in improving Learning Outcomes, the majority of principals were satisfied (52%), whilst 38% were most satisfied and 10% 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

KWAZULU-NATAL

20, 27-28 FEB & 01 MAR 2017



Name: Ms B. Ngubane
School: Ngqayizivele Primary School
District: Umlazi

The engagement was very interesting. The stats that came out of the presentations, especially the TIMSS was very enlightening. Even though I am a principal of a primary school I managed to see the direct link between poor performance that is not supported at primary school and what it can do at FET phase. My daughter went to a very good school that puts a lot of emphasis on Maths and Science at a school in Umlazi. Most of the children that study there come out tops and the school is making us as a province very proud. Generally our 2016 performance was bad and embarrassing, but with such engagements as this, we learn more on what to focus on in order to improve.



Name: Mr Tshidiso Papo
School: Ntathakusa Primary School
District: Ilembe

The engagement was worth a lot. The DBE presentations added value to what we already know because it diagnoses where challenges are to assist us improve. The engagement is basically a reality check for us principals to go back to the drawing board. The comment by the DG about consequences for non-performing principals is also helpful and will help us pull up our socks and do things differently to improve our results





Name: Mr N Bharath
School: Highlands Primary School
District: Umlazi

The engagement is indeed valuable to us as principals because we can see the comparison to other districts and provinces. We are now able to go back to our schools and re-strategize. Even though most of the presentations were focussed on Grade 12 results, we as primary school principal also learned that the foundation to achieve good results at high school begins in primary school.



Name: Ms M De Waal
School: Eshowe Primary School
District: Uthungulu

The engagements were good for high school principals. I think the major part of the presentations focussed on Grade 12. However, the TIMSS report was very informative. Our teachers in schools complain about the age at which learners start school. At the moment Grade 1 admission is 5-6 but I think the policy can be looked at where learners have to be a full 7 years to attend Grade 1. Unfortunately there was no focus on foundation phase, but I hope colleagues from the FET will benefit much more. These engagements are very crucial and thanks to the DBE but perhaps primary school principals need to be engaged with more.



Name: Mr M Ngubande
School: Kwa Dukuza High School
District: Pinetown

The engagements are important but not necessarily productive. For instance this venue, the church was too small to accommodate all principals from primary and high schools. Also the fact that district officials attend both morning and afternoon sessions is unnecessary. In terms of the presentations, the TIMSS makes a lot of sense but many of us could not focus fully due to the number of people inside a venue. So I think next time the DBE can call these meetings in small chunks so that we can fully engage.



**PHOTOGRAPHIC
RECORD OF THE DG
ENGAGEMENT IN THE
KWAZULU-NATAL
PROVINCE**



PROVINCIAL ENGAGEMENTS

2017

NSC 2016

TIMSS 2015



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A system on the rise.

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