



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 **Limpopo** is featured.



FAST FACTS

LIMPOPO HAS 5 EDUCATION DISTRICTS:




CAPRICORN
GREATER SEKHUKHUNE
MOPANI
VHEMBE
WATERBERG

IN 2016 THE LIMPOPO PROVINCE HAD:


1 765 555
LEARNERS


54 418
EDUCATORS


4 018
SCHOOLS


LANGUAGE
52.9% NORTHERN SOTHO;
17% TSONGA; 16.7% VENDA;
2.3% AFRIKAANS

PROVINCIAL ENGAGEMENT IN THE LIMPOPO PROVINCE



Limpopo Education provincial officials believe that with the level of intervention being made in support of schools, the 2017 National Senior Certificate (NSC) examination results will be better this year. This was reported during the Basic Education Director-General, Mr Mathanzima Mweli's provincial engagement visit, conducted at the Flora Park Comprehensive High School in Polokwane on 01 September 2017.

According to the information shared during the meeting, the province is on track in improving learner performance in Mathematics, Physical Science and English First Additional Language as it prioritised quality teaching and learning in the Foundation Phase to prepare learners for higher grades.

The Director-General (DG), visited the province as a follow-up to the previous visits he conducted in the first semester, to monitor the state of readiness for the NSC examinations. More than 245 provincial officials acknowledged the DG's visit to the province, saying it will inspire education stakeholders to share best practices, especially in Mathematics teaching, the implementation of Incremental Introduction of African Language (IIAL) and the provision of support to progressed learners. During this engagement meeting, the Limpopo Head of the Department, Ms NB Mutheiwana made a welcome address and thanked the DG for consistently visiting the province in ensuring that it delivers quality education.

In his presentation, the Deputy Director-General for Curriculum, Dr Mphahlele, stated that the area that the province needs to address is the low levels of teacher competencies in Mathematics content knowledge and skills, the promotion of reading across the curriculum, and further train and support teachers on writing quality lesson plans, setting standardised question papers and qualitative marking. The other areas that need special attention include;

- Improvement of teaching techniques to give learners feedback regularly;
- Increase Mathematics exercises given to learners to maximize practice; and
- To ensure an effective teaching in all subjects and ensure that teachers cover all topics stipulated in CAPS.

"As part of improving reading across the curriculum, the province is proud to announce that 268 schools are implementing the Primary School Reading Improvement Programme (PSRIP). Subject advisors have been training teachers in PSRIP since they attended a training organised by the Department of Basic Education (DBE) and the National Education Collaboration Trust (NECT) recently. During school visits conducted at provincial and district level, we ensure that teachers are involved in the promotion of reading and encourage them to establish reading clubs and reading corners. The province is working very hard to identify schools which did not implement IIAL and start preparing them for implementation," said Dr Mphahlele.

The Deputy Director for Examination and Assessment, highlighted that the province is in a strong position to administer the NSC Examination this year. "More than 48 centers ran the face to face sessions in 11 selected subjects. We await results to determine the impact of the Programme. Phase 3 of the Programme commenced on 13 August 2017 and will run until 25 October 2017. DBE has delivered learning and teaching materials in the form of Mind the Gap and Question and Answer booklet to assist learners in the preparations for their examination," said the Deputy Director-General.

"The province is also in the process of establishing Radio Broadcast Lessons, to be broadcasted from 04-25 September 2017. Expert subject teachers have been identified and are currently finalising their teaching plans. A team of expert teachers and subject advisors have been identified and selected to make this project a success," said the Deputy Director-General."

In his address, the DG was impressed with the manner in which the province is approaching educational matters in supporting schools. The Examination and Curriculum Units have integrated intervention support programmes aimed at addressing poor performance in the sector. The DG encouraged provincial officials to rely on the assessment data as it will inform their decisions when supporting schools. "As education experts, we are compelled to understand how our schooling system operates through utilisation of the assessment data. If we track learner performance well



in advance, it will be easier for the sector to produce well-groomed learners in Grade 12,” remarked Mr Mweliso, adding that, “the province should monitor effectiveness of teaching thoroughly to ensure that the Grade 12 learners achieve good raw marks before standardisation process.”

The Director-General informed the provincial officials that through this project, he managed to assess the level of progress each province has made in terms of preparing for the examinations. However, the DG emphasised that the sector will need to focus more on the progressed learners in order to address dropout rate in schools. Mr Mweliso acknowledged the province for making efforts in implementing the Second Chance Matric Support Programme, adding that it will assist members of society in obtaining National Senior Certificates to better their lives.



PROVINCIAL ENGAGEMENT IN THE LIMPOPO PROVINCE 01 SEPTEMBER 2017





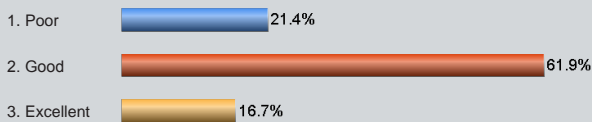
QUANTITATIVE FEEDBACK

LIMPOPO
01 SEP 2017

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

Analysis from Managers: Confidence Level on Tracking Learner Performance

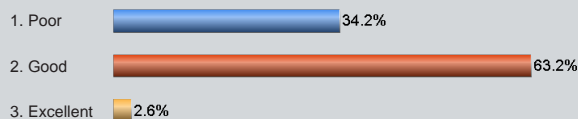
The graph below shows that the majority (61.9%) of managers in Limpopo indicated that their confidence level was good with regard to tracking learner performance at district and provincial level, whilst 21.4% indicated that their confidence level was poor and 16.7% rated it as being excellent.



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

Analysis from Managers: Progress in Reading

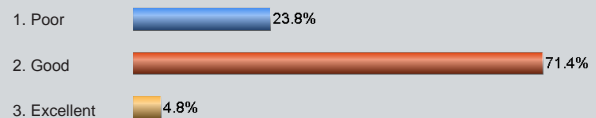
The graph below shows that the majority (63.2%) of managers in Limpopo indicated that the province was making good progress with regard to reading, whilst 34.2% of managers indicated that there was poor progress being made in reading and only 2.6% of participants believed that there was excellent progress 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

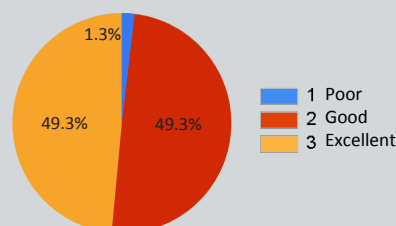
The graph below shows that a large percentage (71.4%) of managers in Limpopo indicated that there was good progress being made pertaining to the state of learner readiness to write the 2017 NSC examination, whilst 23.8% felt that the state of readiness was poor and only 4.8% indicated that the state of readiness to write the 2017 NSC examination was excellent.



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

Analysis from managers: Limpopo Readiness to Administer the 2017 NSC Examination

The graph below shows that 49.3% of managers indicated that the state of readiness for the province to administer the 2017 NSC examination was good, and the exact number (49.3%) felt that the state of readiness to administer the 2017 NSC examination was excellent and only 1.3% rated it as being poor.





**PROVINCIAL
ENGAGEMENT IN
THE LIMPOPO
PROVINCE
31 SEPTEMBER
2017**





NSC 2016

A SYSTEM ON THE RISE

TIMSS 2015



SACMEQ

Southern and Eastern Africa Consortium
for Monitoring Educational Quality

SACMEQ IV STUDY
Results
SOUTH AFRICA