

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 **Northern Cape Province** is featured.



FAST FACTS

NORTHERN CAPE HAS 6 EDUCATION DISTRICTS:



Frances Baard

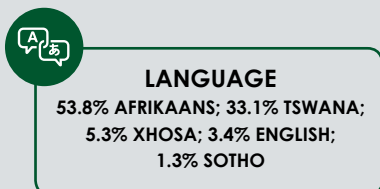
John Taole Gaetsewe

Namaqua

Pixley Ka Seme

Z F MGCWU

IN 2016 THE NORTHERN CAPE PROVINCE HAD:



PROVINCIAL ENGAGEMENT IN THE NORTHERN CAPE PROVINCE



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

The provincial engagements in Northern Cape took place in two (2) venues, namely, Kimberly and Upington on 28-29 March 2017 respectively. The meetings were attended by 859 participants and these included officials and principals.

Basic Education Director-General (DG), Mr HM Mveli, convened two meetings in Kimberly and Upington to engage senior officials and school principals on issues relating to the implementation of the Curriculum Assessment Policy Statements (CAPS) in all public schools.

The Northern Cape Department of Education Superintendent-General, Mr Tshepo Pharasi highlighted that these meetings are very essential because they enable the education constituency to place emphasis on the non-negotiable priorities in order to contribute towards the implementation of the *Action Plan to 2019: Towards the realization of Schooling 2030*.

Deputy Director-General for Curriculum, and Assessment, Dr Michelle Ishmail stated that the presentations made by the DG and the team have enlightened participants to concentrate their attention on improving quality learning and teaching in challenging subjects such as Mathematics, Accounting and Physical Sciences. Dr Ishmail further said: "The presentations were frank, absolutely clear and most importantly an eye opener. We will continue to work hard to improve the National Senior Certificate (NSC) results, in 2017."

John Taole Gaetsewe District Director, Mr Vuyani Teise stated that the DG's visit to the province was of paramount importance as it gave education stakeholders an opportunity to have a robust discussion on the Trends in International Mathematics and Science Study (TIMSS), which reported the significant improvement shown by learners in all nine provinces. The Study also shared insight on the negative factors that continue to affect quality learning and teaching in schools. One of these factors was bullying and it recommended that the Government should put more efforts to create an environment that is conducive to learning. The high quality presentations being made through these meetings will assist in consolidating intervention strategies to improve learner performance.

In closing, the Chief Director responsible for District Operations in the Northern Cape Department of Education, Mr Henry Esau stated: We have learned a lot from this engagement. The TIMSS study shared in this meeting has set a tone of what needs to be done to transform the education system for the better. Mr Esau thanked the DG for restoring the authority of principals. Principals should indeed take charge of their schools in ensuring that the teachers, parents and learners work together as a team to improve quality education in the country.

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

NORTHERN CAPE
28 & 29 MAR 2017



THE NATIONAL SENIOR CERTIFICATE RESULTS (2016)

(a) I learnt:

- That results have improved because emphasis was put on interventions.
- More about inclusive basket.
- That we need to increase the number of candidates in Maths and Science.
- That practical subjects should get the necessary attention and support so that learners do better in those subjects.
- A lot through the analysis that was provided per province, school and subject.

(b) How will I use what I learnt?

- I will work from the analysis of results and put emphasis on intervention programmes to produce better results.
- I will follow policies closely.
- By using data analysis to assist in decision making.
- This will assist me to go the extra mile with regard to my planning, as well as executing regular SBA.

(c) I require more information on:

- SA-SAMS vs CAPS.
- Learner discipline in improving results.
- How we as a province can improve our Maths, Science and Technical subjects.
- Computer Literacy.

(d) Any other comment:

- Emphasis must be put on the Foundation Phase to improve literacy and numeracy.
- The throughput rate is a huge concern, but I will investigate my own data and check the "less than 5% effect."
- If centres can be open in the afternoon to assist progressed learners- it would assist.

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS) 2015

(a) I learnt:

- The level of Maths and Science development in South Africa.
- That to address our socio economic challenges as a country we have to pay more attention in producing more learners in Maths and Science.
- That Maths and Science should be taught within the South African context to ensure understanding by learners.
- About the impact of bullying in schools.

(b) How will I use what I learnt?

- The information gained will be passed to the entire School Management Team and the teachers who are directly involved in the teaching of these subjects.
- Advocate programmes to counter bullying at school.
- To strengthen Maths and Science in lower grades.
- Encourage learners to take Maths and Science.

(c) I require more information on:

- The TIMSS process and how to take part as a school.
- How the top countries achieve good results with regard to Maths and Science.
- The effects of strikes and community unrest on performance.

(d) Any other comment:

- More intervention is needed to change the mind-set of learners towards Maths and Science subjects.



QUALITATIVE FEEDBACK FROM PRINCIPALS AND OFFICIALS cont...

NORTHERN CAPE
28 & 29 MAR 2017

PROGRESS IN IMPROVING LEARNING OUTCOMES

(a) I learnt:

- That the learning outcomes are continuously being improved.
- The need to help underperforming schools.
- That I must do subject analysis and pay close attention to teacher and learner attendance. Focus on the basics.

(b) How will I use what I learnt?

- Improve curriculum implementation.
- Improve SBA and increase reading ability of learners.

(c) I require more information on:

- Whether intervention is done after analysis or one could use previous analysis to impact on current trends.

(d) Any other comment:

- Consider giving incentives to teachers who performed well (monetary incentives).
- Schools should be monitored in implementing the progression policy equally in all schools, being it former Model C or former disadvantaged schools.

GENERAL COMMENTS

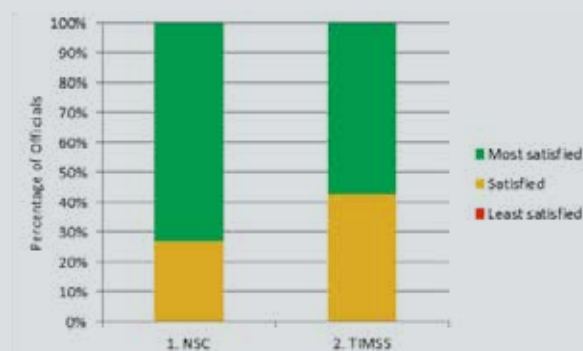
- Facilitators were well prepared, presentations were well structured and shared content information relevant for the school environment/ district level.
- Special schools and schools of skills are absolutely necessary throughout the province so that learners who are differently abled are not forced to perform only in an academic area. The implementation of the SIAS policy is very poor due to the lack of support from all stakeholders necessary to make a difference in the lives of learners who really need the support.



QUANTITATIVE FEEDBACK

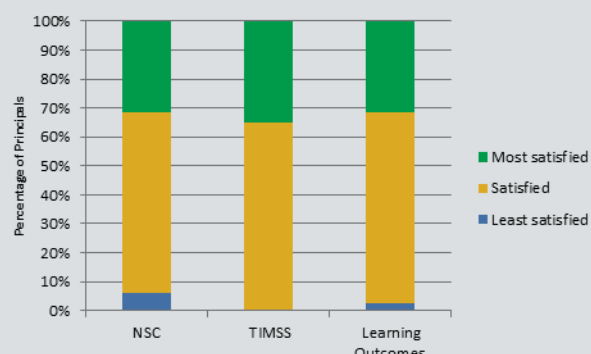
Analysis from Officials:

The graph below shows that a large percentage (73%) of officials were most satisfied with the quality of the engagements on the 2016 NSC results, whilst 27% were satisfied and 0% were least satisfied. On the TIMSS presentation, the majority of officials (58%) were most satisfied, whilst, 42% were satisfied and 0% were least satisfied. A large percentage of participants were most satisfied with both the NSC and TIMSS presentation.



Analysis from Principals:

The majority (64%) of principals indicated that they were satisfied with the analysis provided on the 2016 NSC results, and 31% were most satisfied and only 5% were least satisfied. On the TIMSS presentation, the majority (65%) of participants were satisfied and 35% were most satisfied whilst 0% were least satisfied. With regards to progress in improving Learning Outcomes, the majority of principals were satisfied (67%), whilst 31% were most satisfied and 2% 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

NORTHERN CAPE
28 & 29 MAR 2017



Name: Mr G Van Heerden
School: Laerskool Staats
District: Frances Baard

The engagement was worthwhile. I think it's important for me as a principal to know where my school stands, where my district stands in terms of stats. The presentation shows not only where we stand as a Province but the situation in the country as a whole. I will definitely go back to my school and speak about them to MST and the teachers with the intention to improve. I don't think there is anything different the DG can do. These meetings are very important.



Name: Mr S Julies
School: Neilersdrift Intermediate School
District: ZF Mgcawu

Yes this meeting was very valuable. Being shown stats about the curriculum, the constraints and also the successes in our province especially in our circuit is very important for me. We can now identify the hiccups and be able to improve. Being compared to other districts is also good for us. I'm proud that we've reached position 5 in the country, so being compared is a very positive motivating thing for us as principals.



Name: Mr G Beukes
School: Barkly West Primary School
District: John Taolo Gaetsewe

This meeting was of real value. We learnt a lot, especially the TIMSS presentation. We are now able to see what changes we can make. I will go back and study the reports and interact with the reports together with the teachers. The engagement was very useful.



Name: Mr M Raliboke
School: Rolihlahla Intermediate School
District: Frances Baard

I think it's proper for the DBE to come down to Provinces to give us feedback on what is happening in the system. We are also learning and kept on our toes and on board. It's quite important to know where we stand as a district. The comparison with other districts and Provinces will also ensure that we know where to improve and to pull up our socks.



Name: Ms P May
School: Lukhanyiso Primary School
District: ZF Mgcawu

The engagement was very good for me as a principal. The statistics about our performance made me realize that we are doing well, and I'm proud of the Province. However, what I wanted to mention that the Department needs to concentrate a bit more on primary schools, for us to see the statistics of the primary schools to see what to do

and where to improve. The presentations were very helpful. Compared to other provinces, Northern Cape is either number 5 or number 6 which is not bad. I will go back to encourage our learners and parents to take up those subjects that they are afraid to take up so that we produce learners that can help improve our province.



Name: Mr Fadiel Farao
School: Francois Visser Primary School
District: Namaqua

These engagements are definitely important for us. What I forgot to ask in the meeting was why the focus is so much on the Grade 12 results. When it comes to primary schools there is less focus. I would like to see more focus on especially Grade 7 mathematics as well as home languages. We can also have autumn and winter camps where

mathematics can be revised. The learning area managers should be more involved within the subject itself, creating more opportunities, whether it's courses or competitions, perhaps drama for the languages and so on. Any programme that can develop the learner is more than welcome.



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



PROVINCIAL ENGAGEMENTS

2017

NSC 2016

TIMSS 2015



Publication 6 of 9
first semester 2017
Northern Cape

A system on the rise.

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

© Department of Basic Education

Website
www.education.gov.za

Facebook
www.facebook.com/BasicEd

Twitter
www.twitter.com/dbe_sa