



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 Mweli, 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 Mweli 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 Mweli 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 **Western Cape** is featured.




FAST FACTS

WESTERN CAPE HAS 8 EDUCATION DISTRICTS:


CAPE WINELANDS
EDEN & CENTRAL KAROO
METRO CENTRAL
METRO EAST
METRO NORTH
METRO SOUTH
OVERBERG
WEST COAST

IN 2016 THE WESTERN CAPE PROVINCE HAD:


1 116 572
LEARNERS


37 518
EDUCATORS


1 687
SCHOOLS


LANGUAGE
49.7% AFRIKAANS;
24.7% XHOSA; 20.2% ENGLISH

PROVINCIAL ENGAGEMENT IN THE WESTERN CAPE PROVINCE



On 25 August 2017, about 130 provincial officials attended the provincial engagement at the Cape Teaching and Leadership Institute (CTLI) in Kuils River, called by the Director-General (DG) of Basic Education. The facial expressions of provincial officials acknowledged the positive impact this kind of engagement has on motivating officials to do their best in the areas in which they work. The engagement allows the education stakeholders to share their views on reports on progress and challenges in a very constructive way; reflecting on their shortcomings and outlining a plan of action designed for elevating performance of the education sector.

In his welcoming address, the Head of the Western Cape Education Department, Mr Brian Schreuder said that, since the DG has embarked on these visits, the sector is becoming more and more transparent as the information is cascaded to the key role players who are in charge of curriculum delivery. Mr Schreuder acknowledged the DG's efforts in sustaining these meetings which continue to strengthen the delivery in the province. He recognised the commitment of the province in striving for improving Mathematics teaching in the lower grades and Mathematics participation rate. Currently the province's participation rate stands at 37% nationally. "We seriously need to up our game to do things better. Mathematics uptake will be monitored in grade 3, 6 and 9 so that by the time learners reach Grade 10 they will already have mastered critical components in these gateway subjects," said Mr Schreuder.

"As a province we continue to honour our teachers for the good work that they do daily. Teachers need to be upskilled to serve the nation with pride. We will collectively empower teachers in the area of curriculum coverage," concluded the HoD. The Province adopted a motto: "Enter to Learn and Learn to Serve"

Addressing the attendees, Mr Mweli commended the Province for the manner in which it uses data to plan interventions in schools. "The analysis of data should be used as a point of departure to improve the functionality of schools," Mr Mweli said.

Chief Director for Curriculum, Mr Haroon Mahomed indicated that the province has already started with a number of activities in preparation for the final year examination. "A revision booklet for all subjects was compiled by the subject specialists. This served a dual purpose; firstly it provided learners with revision activities and secondly it demonstrated ICT integration. Booklets have been delivered to all schools. It has also been made available to schools electronically. Revision booklets concentrate on various subjects including; English HL, Afrikaans FAL, Accounting, Mathematics, Mathematical Literacy, Geography, Life Sciences, Physical Sciences question papers," added Mr Mahomed.

"A range of afternoon and Saturday classes, are planned and are taking place during the third term as a last attempt to support and prepare learners for the final NCS examination. Residential camps are planned to support learners in the gateway and high enrolment subjects. We also provide workshops for subject advisers in methodology and content in English First Additional Language. The purpose of this intervention is to strengthen reading across the curriculum," highlighted Mr Mahomed.



However, the Director-General, stipulated that the province should monitor progress in the underperforming schools and identify mechanisms to assist them to perform at the level they should. "Concentrating on pass rate is not enough, Provincial intervention in schools should be broadened to assist schools in increasing the number of learners who participate in Mathematics and Physical Science stream. The DG also advised the province to plan its interventions more effectively to ensure that they addresses the shortcomings in the schooling system. Our interventions should not be generic but should target specific issues such as progressed learners, problematic subjects and dropout rate," highlighted the Director-General.



PROVINCIAL ENGAGEMENT IN THE WESTERN CAPE PROVINCE 25 AUGUST 2017





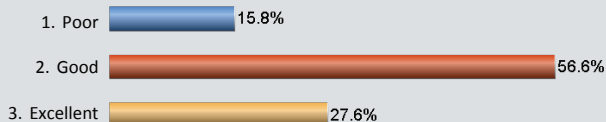
QUANTITATIVE FEEDBACK

WESTERN CAPE
25 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

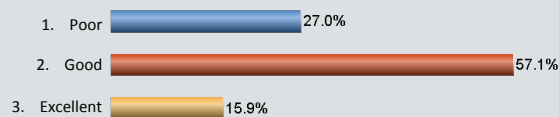
The graph below shows that the majority (56.6%) of Managers in WC indicated that their confidence level was good with regards to tracking learner performance at district and provincial level, whilst 27.6% indicated that their confidence level was excellent and only 15.8% rated their confidence level with regards to tracking learner performance as being poor.



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

Analysis from Managers: Progress in Reading

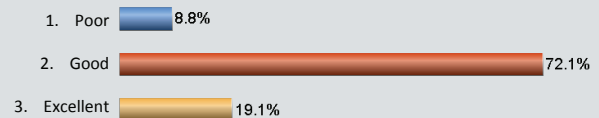
The graph below shows that the majority (57.1%) of Managers in WC indicated that the province was making good progress with regards to reading, whilst 27% indicated that there was poor progress being made when it came to reading and only 15.9% indicated that the progress on reading was excellent.



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

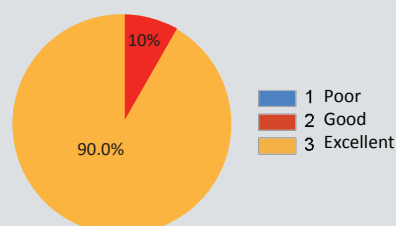
The graph below shows that a large percentage (72.1%) of Managers in WC indicated that there was good progress being made pertaining to the state of learner readiness to write the 2017 NSC, whilst 19.1% felt that the state of readiness was excellent and only 8.8% indicated that the state of readiness 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 (90%) of Managers indicated that the state of readiness for the province to administer the 2017 NSC was excellent, whilst 10% felt that the state of readiness to administer the 2017 NSC was good and none rated it as being poor.





**PROVINCIAL
ENGAGEMENT IN
THE WESTERN CAPE
PROVINCE
25 AUGUST 2017**





A SYSTEM ON THE RISE

TIMSS 2015



SACMEQ

Southern and Eastern Africa Consortium
for Monitoring Educational Quality

SACMEQ IV STUDY

Results

SOUTH AFRICA