

Spring Break Classes 2018

THE DIRECTOR-GENERAL SUPPORTS SPRING CLASSES IN PROVINCES



The Basic Education Director-General, Mr HM Mveli addressed hundreds of learners at more than 50 provincial Spring Classes centres across the country during the 2018 Spring Break. These classes were the last provincially organised programme for more than 796 542 candidates who will be sitting for the National Senior Certificate (NSC) examinations, which will commence on 22 October 2018.

The Director-General, in reflecting on the Spring Classes noted that the real focus in monitoring the spring classes and other learners support programmes this year, was to ensure that the state of learners readiness takes centre stage and assumes dominance in the sector. This became crucial in changing the historical trajectory where system Readiness overshadowed everything. The motivation and the rationale behind this is that the class of 2018 had to write 12 new subjects this year which are three areas of specialization in Electrical, Mechanical, and Civil Technology, Technical Mathematics and Sciences as well as South African Sign Language. Home Languages especially African Home Languages have seen an increase in the number of new genres. It therefore goes without saying that it couldn't just have been business as usual. All provinces, districts, and schools heightened their efforts to ensure that learners are indeed ready for the examinations.

Mr Mveli was complementary about the standard of the Spring Classes and the sacrifices of teachers and officials. In some residential camps, learners started classes at 06h00 and carried on with lessons until 20h00- a testimony to a commitment to leaving no stone unturned in pursuit of excellence! In addressing learners, and acknowledging the sacrifices of teachers, Mr Mveli said "these teachers have family members whom they love dearly, but they found it imperative to come to spring classes to support you. You owe your success, firstly to yourself, your parents, teachers and the nation as a whole."

Based on feedback from learners and officials, learners thoroughly enjoyed listening to Mr Mveli and were equally encouraged that the highest ranking official, at the helm of the administration of basic education in the country could spare the time to visit the different centres to ensure that learners get all the necessary "last push" support so that they are well prepared for their final examinations!

I'm not telling you it's going to be easy, I'm telling you it's going to be worth it!



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





SPRING CLASS



The province has dedicated its resources to equip learners with special needs, particularly learners who will be writing Sign Language for the first time this year. The province further conducted workshops with teachers specialising in technical subjects to improve its overall performance this year. Subject specialists were deployed in several underperforming schools to facilitate demonstration lessons.



As part of improving quality passes in gateway subjects, the province partnered with various institutions of higher learning including the University of Witwatersrand, and Central University of Technology where final year students assisted learners with challenging topics. Parents also played a crucial role as they worked with various school camps in support of learners.



The Province supported learners throughout the examination period to increase the number of bachelor passes and distinctions in high enrolment subjects. This year, the province has set a target of 80% of bachelor and distinction passes.



Learners in Gauteng province are utilising the Sci-Bono Discovery to improve learning outcomes in Mathematics, Science and Technology. Annually, more than 700 000 learners visit Sci-Bono for experiment purpose. The province is also running classes in various districts to support progressed and borderline learners. The province also organised a special class for top achievers to sustain bachelor passes in this category of learners.



The province is confident that its learners will do well this year. Concurrent with the spring classes, the province initiated radio broadcasting lessons with Ukhozi FM, where subject specialists interacted with learners on various aspects of the high enrolment subjects. The spring camp classes in the province were targeted at high flyers, progressed and borderline learners. The main focus was also on Technical Mathematics and Physical Sciences subjects. These subjects will be written for the first time this year.

Each district arranged classes for talented learners. The progressed and borderline learners were also given special attention. The province has partnered with the University of Stellenbosch and the Department Science and Technology to run a class called Talent Development Programme. The main objective of the programme is to increase distinctions in Mathematics and Physical Science. The programme was designed specifically for high performing learners selected from all districts. According to the province, only learners, who scored 70% and above could be classified as high flyers.

ES IN PROVINCES



The province focused its spring classes on the talented learners, learners offering technical Mathematics and Physical Science, progressed and boardline learners. It further organised walk-in classes focusing on underperforming schools in various districts.



Most districts in this province concentrated more on underperforming schools and first time Grade 12 learners. All high enrolment subjects, including Accounting, Mathematics, Physical Sciences, Geography and Life Sciences were offered as part of the spring classes programme. The province expected teachers to revise the work using the diagnostic report as a baseline to deal with challenging topics per subject. The province is anticipating a significant improvement of the results due to several intervention programmes been implemented in various districts. These included Saturday classes, autumn, winter and spring classes.



The province held lock-in sessions on Saturdays to address challenges experienced by learners in the high enrolment subjects. Schools also conducted Saturday and afternoon classes as part of the school academic improvement plan to improve quality passes in these subjects. Subject advisors and coordinators were also utilised to facilitate demonstration lessons for teachers specialising in the gateway subjects to address content gaps identified through pre and post-tests written as part of the autumn and winter classes programmes.



The province initiated a programme called Telmatics Programme. As part of this programme lessons in high enrollment subjects such as Physical Sciences, Mathematics and Accounting are broadcasted live from the University of Stellenbosch by subject specialists for learner to revise the work that they covered in the previous terms. 100 schools identified according to their level of performance were targeted. The province has also provided workshops for teachers specialising in Technical Mathematics and Physical Science to master content knowledge in these subjects.



Eastern Cape Spring Classes



Gauteng Spring Classes



KwaZulu-Natal Spring Classes



Limpopo Spring Classes



Mpumalanga Spring Classes



North West Spring Classes



Northern Cape Spring Classes



Western Cape Spring Classes

**PHOTOGRAPHIC
RECORD OF THE
SPRING CLASSES
IN PROVINCES**



Eastern Cape Spring Classes



Free State Spring Classes



KwaZulu-Natal Spring Classes



Limpopo Spring Classes

**PHOTOGRAPHIC
RECORD OF THE
SPRING CLASSES
IN PROVINCES**



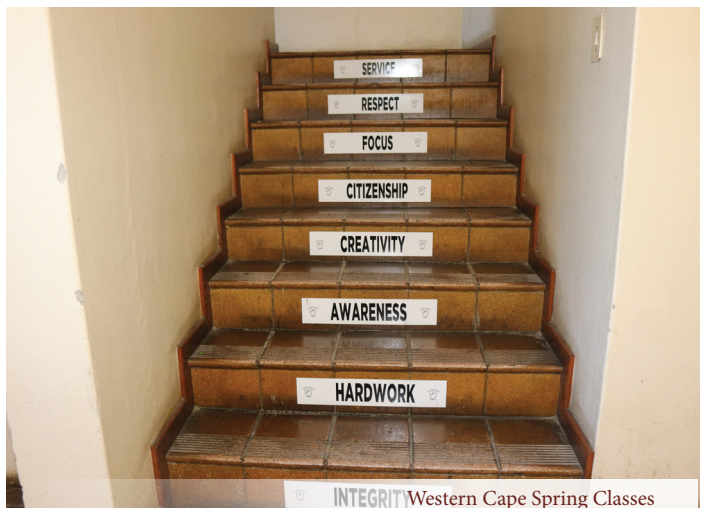
Mpumalanga Spring Classes



North West Spring Classes



Northern Cape Spring Classes



Western Cape Spring Classes



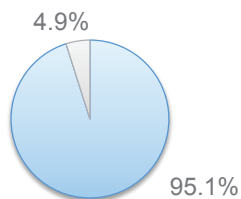
FEEDBACK FROM LEARNERS

Learners acknowledged that better knowledge and understanding of more difficult topics and concepts was achieved through participation in the Spring Classes. The majority of the learners responded positively regarding the impact and benefit of attending the Spring Camp.

The graphs that follow serve to reflect the responses from learners.

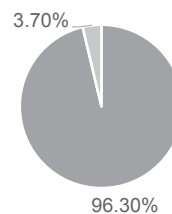
Are previous Question Papers used as examples in class?

■ Yes
■ No



Do you receive activities to complete on your own?

■ Yes
■ No

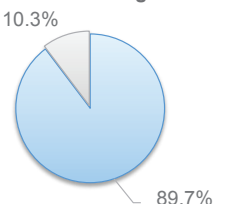


Is revision done of the work previously completed at your school?



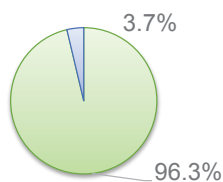
Do you feel more prepared for the final exam after attending the classes?

■ Yes
■ No

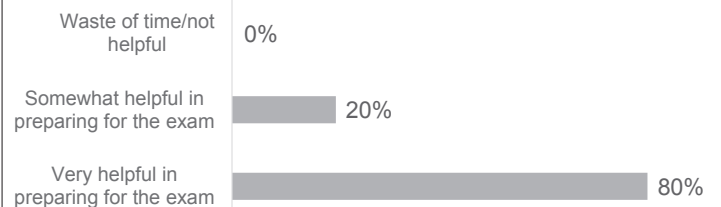


Is the time-table adhered to at the Centre?

■ Yes
■ No



Most appropriate phrase to describe the camp attended?



OBSERVATIONS OF BEST PRACTICE ACROSS THE COUNTRY



- Excellent teamwork, collegiality and work ethics observed at centres that were monitored **(all provinces)**.
- The use of university students to offer classes **(Limpopo)**.
- Collaboration of parents to supervise learners, and to assist with the smooth running of the spring classes **(Limpopo, Mpumalanga)**.
- Secured partnerships with Higher Education Institutions, other departments, NGOs and Private Sector for learner support **(All provinces)**.
- The use of Information Communication Technology as well as different forms of media (including radio) to increase the scope, impact and quality of lessons **(Free State, KZN, and Eastern Cape)**.
- Offering staggered Spring classes for the full duration of the school holidays to accommodate smaller groups for teaching **(Western Cape)**.
- The provision of high quality learner resources that were prepared well in advance for use during the classes. These resources were made available to teachers for preparation **(All provinces)**.
- The increased efforts by provinces to determine impact through pre- and post-testing of the session reflects progress and growth in learner performance **(North West, Free State, Gauteng)**.
- Extra attention paid to the analysis of questions and the process followed to develop complete responses inclusive of all concepts addressed and required in the question **(Gauteng, Mpumalanga, and North West)**.
- Noteworthy are those teachers giving up their free time to support learners without being compensated to work during the holiday **(All provinces)**.
- Learners showing a keen eagerness to learn as well as reflecting a remarkable growth in self-confidence **(All provinces)**.



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