

2018

Winter School Programme

THE DIRECTOR-GENERAL REFLECTS ON THE 2018 WINTER SCHOOL PROGRAMME



On reflecting on his 78 visits to the winter school classes in the nine provinces, the Director-General, Mr HM Mweli made a profound statement: “ $6+3=9$ but so does $5+4$, - the way you do things isn’t always the only way to do them. The innovative and creative ways in which the programmes ran across provinces, conjured a deep respect and great admiration for the work that provinces are doing, to not only offer a remedial component in the programme, but also to motivate learners to love learning, by using innovative and creative methodologies, especially in the field of ICT. Most provinces successfully managed to increase the scope of the winter school programme in an attempt to consistently improve learner performance”.

This edition, of the Winter School brochure, will focus on an analysis of feedback from provinces on various aspects of the winter school programme. The analysis is to showcase areas of strength that the sector can build on as well as areas of weakness for improvements.



***“NO COUNTRY CAN REALLY DEVELOP UNLESS ITS CITIZENS ARE EDUCATED”—
Nelson Mandela***



basic education

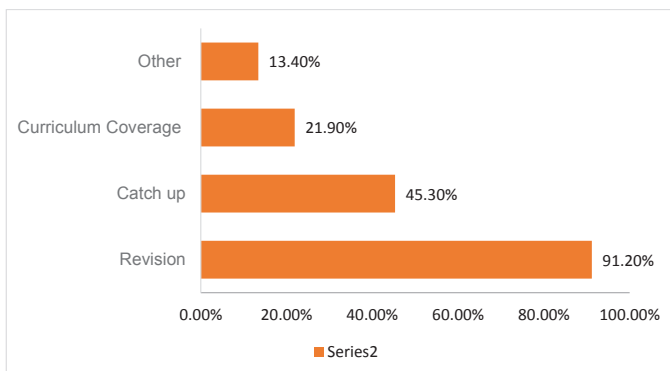
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





QUANTITATIVE FEEDBACK FROM THE WINTER SCHOOL PROGRAMME

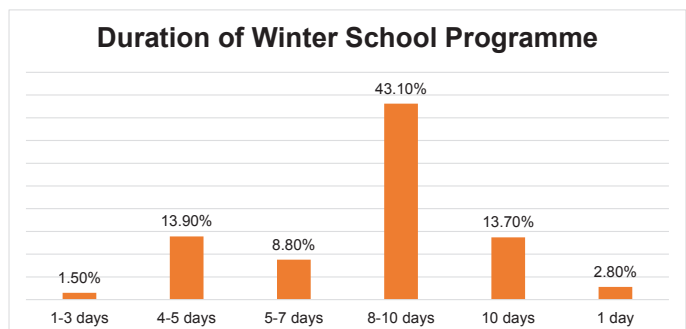
1. PROVINCIAL FOCUS OF WINTER SCHOOL PROGRAMMES



The focus of the 2018 winter school programme in most provinces was largely for revision purposes. These provinces, offered dedicated classes for moderate to high achievers to improve the number of distinctions and the number of passes with entry into bachelor degree studies. This intervention that focused on moderate to high achievers should be sustained and other provinces should be encouraged to include this group of learners, if the sector is to reach its targets in terms of quality improvement.

The focus and purpose of some provinces' winter schools was to address challenges as pointed out in the 2017 NSC diagnostic report. In some of the schools visited, the focus was on catch-up of work missed or completing term three work. This is particularly true in schools that offered their own programmes.

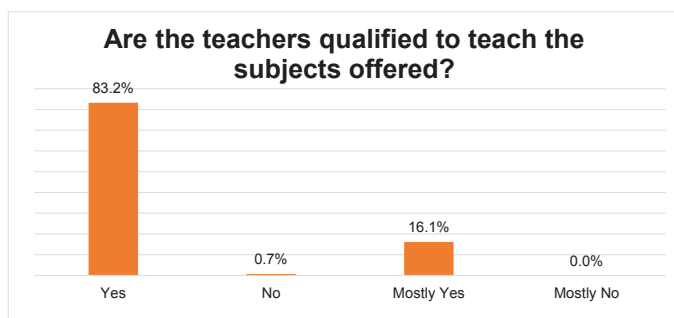
2. DURATION OF WINTER SCHOOL PROGRAMME



Classes offered, ranged from 1 – 15 days. Although the winter recess is three weeks, most enrichment programmes were scheduled for ten (10) days, mostly in the first and second weeks of the recess. However, 13 % of the centres monitored offered classes for more than 10 days.

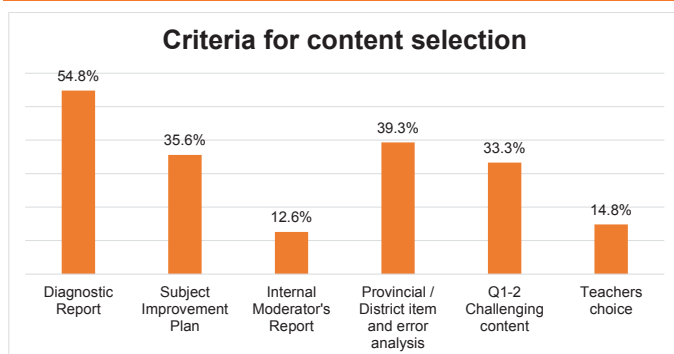


3. TEACHER QUALIFICATION



Most of the teachers participating in the winter schools were qualified to teach the subject. The common criterion used to select them was prior performance in the subject in the schools they teach. However, some recruited former learners currently enrolled in institutions of higher learning and also lecturers who are experts in subjects such as Life Sciences, Physical Sciences and Geography to offer classes.

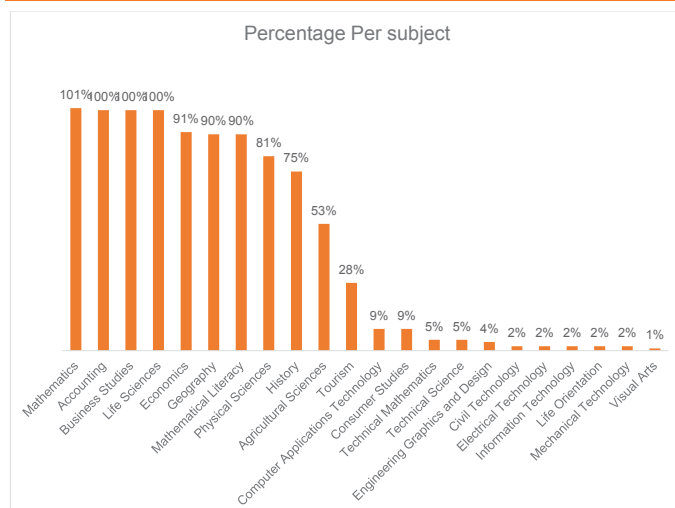
4. TOPIC SELECTION



The criteria for the selection of topics varied from one province to another and further from one centre to the other. In provinces such as Limpopo and Mpumalanga, the department provided topics that should be taught during the enrichment classes. However, centres decided on their own topics depending on their context and need. The highest dominant criteria used to select topics were diagnostic reports, provincial prescripts, subject improvement plans and challenging content in quarter one and two.

5. SUBJECTS OFFERED AT THE CENTRES

MONITORED

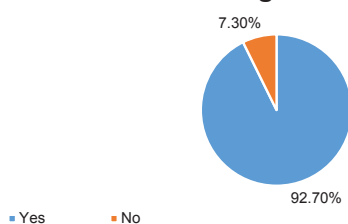


The table above illustrates the subjects offered and the frequency offered at the centres monitored. The high enrolment subjects were offered most frequently in the centres visited. The frequency ranges between 75% - 100% for most. Of note is that a significant number of centres offered smaller subjects such as CAT, Consumer Studies, IT, and Visual Arts. It should also be noted that evidence was also found at centres offering technical subjects including Technical Mathematics, Technical Science and EGD amongst others. Life Orientation classes were also offered at 2% of the centres.



6. SUPPORT FROM OFFICIALS/PRINCIPALS OF ATTENDING SCHOOLS

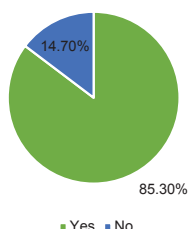
Support from officials/principals of attending schools?



An overwhelming majority of centre managers indicated that there is general support from principals of participating schools, in some districts such as Bohlabela, there was a roster for monitoring of the centres by principals.

7. LEARNER RESPONSES

Learner impressions of the classes



During the interviews conducted with learners, an overwhelming majority of learners interviewed indicated that they find the winter enrichment classes helpful. They mostly expressed appreciation of the collaboration between teachers. They also mentioned that they are able to understand certain difficult topics better when they are presented by a teacher other than their own. It builds their understanding.

8. BEST PRACTICES OBSERVED

- Co-teaching where another teacher is present in class to support the lead teacher and assist with discipline of learners;
- Incidental in-service training by inviting a teacher from an underperforming school to attend with his / her class;
- Selecting of the best teachers (even across provincial borders) to ensure learners are exposed to the best quality teaching
- Secured partnerships with HEIs, other departments, NGOs and Private Sector;
- For diagnostic purposes, learners are subjected to pre and post-test during winter classes and daily informal tasks;

- The use of ICT to increase the scope and quality of lessons;
- The localised nature of the programmes (school based) in most provinces allowed schools the opportunity to offer support for a wide variety of subjects.
- The provision of high quality material for use during the classes.



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