



DIRECTOR-GENERAL'S 2018 2ND ROUND OF PROVINCIAL ENGAGEMENTS



Espousing the tenets of great leadership, the visionary, innovative, inclusive and trustworthy Director-General, Mr Hubert Mathanzima Mveli, took to the provinces on the second round of provincial engagements in July 2018.

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.

In pursuit of advancing the agenda of continual improvement in learning outcomes, the Director-General, in his engagement with provinces, has ably demonstrated the four critical values that govern his leadership style: As a **principled** leader who is a life-long learner, he is using the opportunities presented to learn from provinces so that best practice can be applauded and replicated across the country. In listening to presentations made by provinces on the state of readiness for the forthcoming examinations, Mr Mveli does not renege on motivating officials to hold themselves and others to a high standard of excellence in contributing to the overall success of the education sector - a hallmark of an **ethical** leader. In offering guidance on various issues that emanate from the discussions with senior officials in the provinces, an honest appraisal, together with sound advice, recognising the strengths and areas for improvement in the next two months before the start of the examinations, are evidence of the Director-General's ability to engage **authentically** in open, honest communication; while at the same time offering compassionate and **kind** listening to needs and challenges. The quality of **PEAK** leadership, motivation and support that provinces are receiving from the Director-General's engagements, can only instill hope, optimism, possibility and promise that see the Basic Education Sector maintain its upward trajectory in the 2018 examinations!

As these engagements are concluded, an article will be published on Thuto on each province. In this week's edition, the engagement with the **Mpumalanga** is featured.

"Do not judge me by my successes, judge me by how many times I fell down and got back"

Nelson Mandela

"Everyone can rise above their circumstances and achieve success if they are dedicated"

Nelson Mandela

"When people are determined they can overcome anything."

Nelson Mandela



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



2ND ROUND OF PROVINCIAL ENGAGEMENTS IN MPUMALANGA PROVINCE



Improving the African Language and Mathematics competency in the Foundation and Intermediate Phases remain one of the most critical aspects of the basic education sector, demanding a focused intervention.

Basic Education Director-General (DG), Mr Hubert Mathanzima Mveli, continued his visit to Mpumalanga province to monitor the quality of support provided by provincial officials in effective implementation of the improvement plans aimed at enabling schools to excel in the National Senior Certificate Examinations.

DG Mveli stated that getting the African Languages and Mathematics competency right in the early years of schooling is a cornerstone approach towards strengthening learner performance in the Senior Phase. Mr Mveli said: “Mpumalanga has demonstrated a high level of proficiency in dealing with learner support from Grade 3 up to Grade 9. However, he urged the province to put more effort on the technical subjects to groom learners with the practical aspects in the academic arena”.

Delivering an in-depth presentation on curriculum coverage in Grades 3, 6 and 9, the province said it will continue to monitor districts to ensure that school-based assessment are strengthened. The province further reported that its districts will work diligently to identify several areas of improvement that still need more attention. These included:

- Poor monitoring of curriculum coverage in schools at all levels (schools do not implement recommendations of Subject Advisors and Subject Advisors do not do follow-up visits);
- Lack of additional classes to address challenges identified through learner performance analysis;
- Lack of focused interventions to manage the transition from Grade 3 to Grade 4 in terms of Language of Learning and Teaching (LOLT);
- Poor implementation of Subject Performance Improvement Plans and lack of adjustments that address challenges identified through the analysis of quarterly learner performance;
- Underutilisation of Learning and Teaching Support Material (LTSM) including Information Communication and Technology (ICT) and e-learning resources provided to schools to improve learner performance;

- Poor implementation of Languages Across the Curriculum Strategies; and
- Poor monitoring of implementation of strategies discussed during workshops for educator development.

The province added: “The provincial officials would need to revisit all schools that were found to be behind the Annual Teaching Plan in the first and second term. The provincial officials would conduct one-on-one sessions with subject advisors, teachers and schools that are grossly underperforming in specific subjects to ensure that interventions are informed by the analysis of learner performance”. The districts would be required to encourage schools to conduct extra classes for Grades 3, 6 and 9 to address challenges identified through learner performance analysis. The province has prioritised the revision of Subject Performance Improvement Plans and monitoring the utilisation of LTSM including ICT and e-learning resources provided to schools to improve learner performance. Mpumalanga is also determined to ensure that an effective strategy is in place to monitor the implementation of Languages across the Curriculum.

The Incremental Introduction of African Languages (IIAL) in the basic education sector was also discussed during the meeting. 40 schools not offering an African language have been identified to implement IIAL. The province highlighted that it would be essential to promote a reading culture in primary schools for learners to improve literacy skills. “Primary schools accessed school library resources through MOBSLIS on a rotational basis. 170 school libraries monitored and supported for effective utilisation of library resources. 187 teacher-librarians were trained in different modules on the promotion of reading and Information Skills Development. Several districts have also arranged language camps for 200 learners from underperforming schools to support them on reading and language structure. More than 1003 teachers were empowered on reading and language teaching,” explained the province.

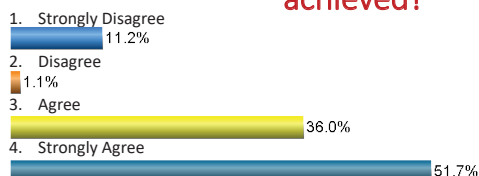
As part of improving quality results in the Further Education and Training band, the province intendeds to put more emphasis on high enrolment subjects including Accounting, Geography and Mathematics. Mathematical Literacy showed a great improvement. However, the province has assured DG Mveli that its provincial officials have been hard at work to ensure that the system is 100% ready to administer the National Senior Certificate Examinations this year.

QUANTITATIVE FEEDBACK FROM MPUMALANGA PROVINCIAL

16 AUGUST 2018



Q1 Has the purpose of the meeting been achieved?



The graph above shows that 51.7 % of officials **strongly agreed** that the purpose of the meeting was achieved, whilst 36.0% of the officials **agreed** that the purpose of the meeting was achieved. 1.1% of officials **disagreed** that the purpose of the meeting was achieved whilst 11.2% of officials **strongly disagreed**.

Q2 Was the information and guidance shared by DBE relevant?



The graph above shows that 46.7% of officials **strongly agreed** that the information and guidance shared by the DBE was relevant whilst 45.6% **agreed**. Only 2.7% and 4.9% of officials **disagreed** and **strongly disagreed**, respectively, that the information and guidance shared by the DBE was relevant.

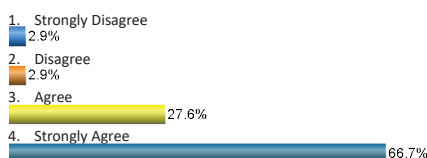


QUANTITATIVE FEEDBACK FROM MPUMALANGA PROVINCIAL AND DISTRICT OFFICIALS

16 AUGUST 2018

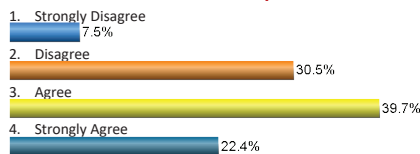


Q3 Were the presentations for the meeting well structured?



The graph above shows that 66.7% of officials **strongly agreed** that the presentations for the meeting were structured, whilst 27.6% of officials **agreed** and 2.9% of officials **disagreed**. Only 2.9% of officials **strongly disagreed** that the presentations for the meeting were structured.

Q4 Are the learners ready to write the end of the year Exams?



The graph above shows that 22.4% and 39.7% of officials **strongly agreed** and **agreed**, respectively, that learners are ready to write end of year examinations. 30.5% of officials **disagreed** whilst 7.5% **strongly disagreed** that learners are ready to write end of year examinations.

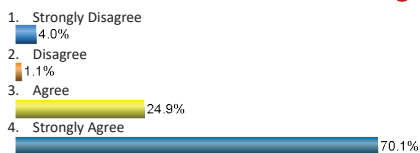


QUANTITATIVE FEEDBACK FROM MPUMALANGA PROVINCIAL AND DISTRICT OFFICIALS

16 AUGUST 2018



Q5 Is the system ready for the administration of the examinations including the NSC?



The graph above shows that 70.1% of officials **strongly agreed** that the system is ready for the administration of the examinations including the NSC and 24.9% of officials **agreed**. Only 1.1% and 4.0% of officials **disagreed** and **strongly disagreed**, respectively, that the system is ready.



PHOTOGRAPHIC RECORD OF THE DG'S VISIT TO MPUMALANGA PROVINCE







PROVINCIAL ENGAGEMENTS 2018

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