



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 **North West** 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 NORTH WEST PROVINCE



The impact of tracking learner performance in Grades 3, 6 and 9 in all subjects was identified as a critical aspect tabled for discussion during the Basic Education Director-General's visit to North West Province on 22 August 2018.

In its presentation on the state of readiness in terms of the examination administration and curriculum coverage, the province said, "Quarter 2 performance has not shown a significant improvement compared to Quarter 1. Foundation phase has maintained a consistent performance over the two quarters of 2018 and 2017 respectively. Intermediate phase performance has minimally improved when compared to the 2017 Q2 performance. Grade 4 being the entrance grade is still not performing well in 2018 Quarter 2 across the 3 districts with the exception of Bojanala. Senior phase has registered low performance in Grades 8 and 9".

Reflecting on learner performance in the Further Education and Training (FET) band, the province explained: "The FET band performance has declined from Grade 10 -12 in Quarter 2 compared to Quarter 1 and Quarter 2 of 2017. All subjects have dropped performance compared to Quarter 1 of 2018 except for Agricultural Science, Economics and History. The Physical Science improvement is very marginal. Comparing the Quarter 2 performances with the 2017 year end performance, there is an improvement observed for Accounting, Agricultural Science, History, Economics and Physical Science. A drop is identified for Information Technology, Mathematics, Geography, Mathematical Literacy and Tourism."

The province said it has already trained 282 teachers on learner response analysis. 200 teachers were also trained in fractions to improve the performance Mathematics across the education system.

The province indicated that officials are expected to have intensive subject interventions particularly in underperforming Grades including Grades 8-9. One other aspect that the province prioritised was the revision of the provincial subject improvement plans to improve performance in Term 3 per Grade and accelerate implementation. "It is subject specialists who have to revise individual subject improvement plans and ensure implementation," said the province.

The level of accountability at sub-districts level would need to be strengthened, remarked the province. The province further highlighted that officials have to ensure that subject specialists monitor the utilisation of workbooks, track curriculum coverage, report regularly and further initiate recovery plans.

"Progressed learner performance is low as compared with the past years. The bachelor passes indicate a decline, performance of subjects at 40% and 50% gives evidence of that. 92 new schools under performed in the mid-year examinations and increased underperformance to 189.

"Progressed learners will be the focus of examination techniques and drill in the third quarter. Average targets are emphasised in all performance accountability sessions to ensure that learners balance their subject performance. Each District is given its quota of the inclusive basket of criteria to contribute towards the provincial desired performance. Grade 12 learners will attend revision camps during spring recess informed by School Based Assessment moderation reports," explained the province.

The province also has made significant progress in improving reading. "Early Grade Reading Study (EGRS) has already been implemented in Ngaka Modiri Molema (NMM) and Dr Kenneth Kaunda Districts for Setswana Home Language targeting 100 Primary Schools. Primary School Reading Improvement Program (PSRIP) was also implemented in 126 schools in NMM and Dr Ruth Segomotsi Mompati Districts".

In his address the Director-General (DG) said that the province needs to strengthen learner profiling and ensure that a focus intervention support is provided to each one of them. The DG told the province that it has to work hard to improve the performance of the progressed learners. Mr Mwelile indicated that just like reading, language competency should be strengthened across the curriculum. The DG advised the province to have consolidated reading strategy to monitor efficiency in reading and language teaching to improve quality passes in the senior phase.

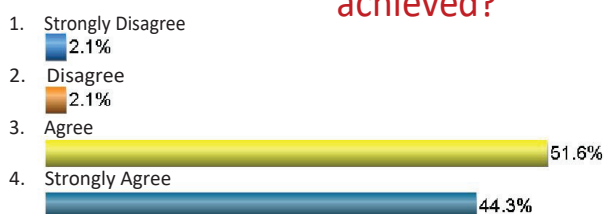


QUANTITATIVE FEEDBACK FROM PROVINCIAL AND DISTRICT OFFICIALS

NORTH WEST
22 AUGUST 2018



Q1 Has the purpose of the meeting been achieved?



The graph above shows that 44.3 % of officials **strongly agreed** that the purpose of the meeting was achieved, whilst 51.6% of the officials **agreed** that the purpose of the meeting was achieved. 2.1% of officials **disagreed** that the purpose of the meeting was achieved whilst the same number of officials **strongly disagreed** that the purpose of the meeting was achieved .

Q2 Was the information and guidance shared by relevant?



The graph above shows that 48.9% of officials **strongly agreed** that the information and guidance shared by the DBE was relevant whilst 47.1% **agreed**. Only 0.9% and 3.2% of officials **disagreed** and **strongly disagreed** respectively that the information and guidance shared by the DBE was relevant.

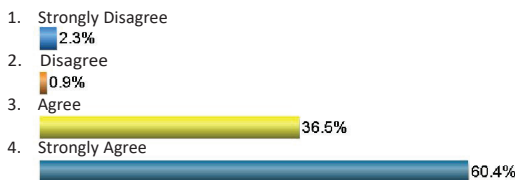




QUANTITATIVE FEEDBACK FROM PROVINCIAL AND DISTRICT OFFICIALS

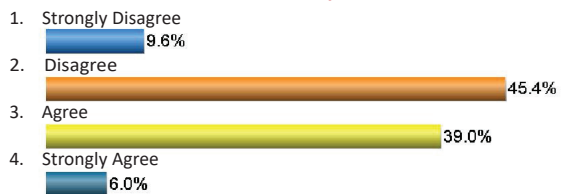
NORTH WEST
22 AUGUST 2018

Q3 Were the presentations for the meeting well structured?



The graph above shows that 60.4% of officials **strongly agreed** that the presentations for the meeting were structured, whilst 36.5% of officials **agreed** and 0.9% of officials **disagreed**. Only 2.3% 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 6.0% officials **strongly agreed** and 39.0% **agreed** respectively that learners are ready to write end of year examinations. 45.4% of officials **disagreed** whilst 9.6% **strongly disagreed** that learners are ready to write end of year examinations.



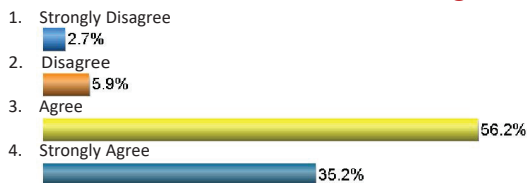


QUANTITATIVE FEEDBACK FROM PROVINCIAL AND DISTRICT OFFICIALS

NORTH WEST
22 AUGUST 2018



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



The graph above shows that 35.2% of officials **strongly agreed** that the system is ready for the administration of the examinations including the NSC and the majority of officials, (56.2%) **agreed** that the system is ready for the administration of the examinations including the NSC. Only 5.9% and 2.7% of officials **disagreed** and **strongly disagreed** respectively that the system is ready for the administration of the examinations including the NSC.



PHOTOGRAPHIC RECORD OF THE DG'S VISIT TO NORTH WEST







PROVINCIAL ENGAGEMENTS 2018

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

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