



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 **Northern Cape** 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 NORTHERN CAPE PROVINCE



Basic Education Director-General (DG), Mr Hubert Mathanzima Mveli, met with the Northern Cape senior officials in Kimberly on 20 August 2018, to assess progress in the effective implementation of school improvement plans aimed at improving curriculum coverage in Grade 3, 6 and 9. Mr Mveli further monitored the state of the provincial readiness in terms of administering the forth coming National Senior Certificate (NSC) examinations.

The Northern Cape has since tasked the key education officials to embark on a mission to leverage performance in both Language and Mathematics, focusing on both the General Education and Training (GET) and the Further Education and Training (FET) Bands.

The improvement of participation rate and throughput rate in Mathematics and Physical Science has dominated discussion in most of the provincial engagement meetings organised so far. The teaching and learning of Mathematics has also been enhanced through participation of learners in Mathematics challenges and Olympiads, reported the Northern Cape.

Addressing the meeting, Mr Mveli said the province should monitor its intervention support programmes in ensuring that all categories of learners including progressed, borderline and top achievers receive structured support. Mr Mveli advised the provincial senior officials to remain consistent when tracking learner performance through monitoring of formal and informal assessments in the classroom context. "Education system should be data driven to determine an improvement trend of learning outcome. Our education system is good in increasing access to basic education in the country. However, it encounters difficult on profiling each learner per subject per grade," said Mr Mveli. The Director-General added that, "if learners are profiled effectively, it will be easy to identify shortfalls in the entire sector".

In its presentation, the province has reported the curriculum deficits in the intermediate and senior phases, particularly on the issues of Languages and Mathematics competency, saying that key education officials will need to work hard to ensure that learners in the concerned phases receive adequate support. "Our plan for this year is to improve learner performance in several content subjects for learners to become familiar with the standard of Inclusive Basket of Criteria, the Northern Cape explained. The Inclusive Basket of Criteria is a DBE assessment mechanism designed to fast-track quality passes as opposed to overall pass rate.

The province has indicated that it aspired to reach an overall performance of 80% and above this year, adding

that it was necessary to come up with drastic systems to ensure that every school is monitored and supported to achieve high volume of distinctions and bachelor passes.

The challenges of poor learner performance in the senior phase is no exception of Northern Cape. "The improvement of teacher competencies in Mathematics and Language teaching appeared to be a strong component of the school improvement plan," added the province.

The Northern Cape stated that it will appoint teach SA ambassadors at identified underperforming schools, focusing in Grade 8 and 9 to cover challenging topics in various content subjects. "Officials are working jointly to ensure that schools have adequate resources. Officials were also urged to dedicate their energy in improving content and methodology of teachers through cluster sessions, Subject Committee Meetings, empowerment sessions and subject clinics," highlighted the province.

Still on the issue of curriculum coverage in the GET and FET, the province continues to host MST Training for Grade 4 -7 and Grade 12 Teachers.

The strengthening of the quality of school based assessment was also thoroughly discussed during the visit. Curriculum, Examination and Circuit Managers were told to implement a quantitative and qualitative tracking processes for districts to master school based assessment administration.

During the visit, the province confirmed that responsible officials are ready for administering a successful NSC examinations this year; adding that all systems are in place to ensure proficiency in all examination centres.

"The Provincial Based Accommodation Committee (PBAC) has been established to manage the adjudication on accommodations and concessions. The PBAC meets regularly and there are clear records of applications for different types of accommodations together with the outcomes of the adjudication. Security measures at the Provincial Education Department (PED) has been improved considerably; the PED installed security gates at the entrance of both wings of the administration building and all strong rooms are accessed through a double-locking system," reported the province.

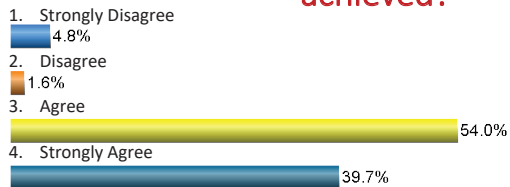


QUANTITATIVE FEEDBACK FROM PROVINCIAL AND DISTRICT OFFICIALS

NORTHERN CAPE
20 AUGUST 2018

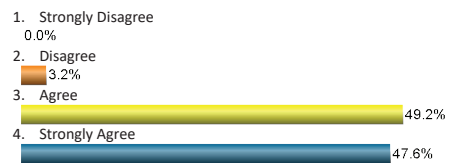


Q1 Has the purpose of the meeting been achieved?



The graph above shows that 39.7 % of officials **strongly agreed** that the purpose of the meeting was achieved, whilst 54.0% of the officials **agreed** that the purpose of the meeting was achieved. 1.6% of officials **disagreed** that the purpose of the meeting was achieved whilst 4.8% of officials **strongly disagreed**.

Q2 Was the information and guidance shared by DBE relevant?



The graph above shows that 47.6% of officials **strongly agreed** that the information and guidance shared by the DBE was relevant whilst 49.2% **agreed**. Only 3.2% and 0.0% of officials **disagreed** and **strongly disagreed**, respectively, that the information and guidance shared by the DBE was relevant.



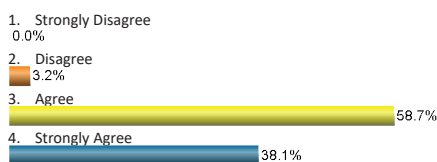


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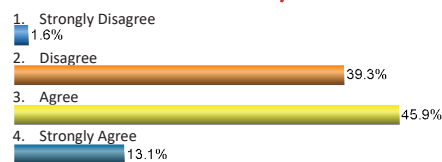


Q3 Were the presentations for the meeting well structured?



The graph above shows that 38.1% of officials **strongly agreed** that the presentations for the meeting were structured, whilst 58.7% of officials **agreed** and 3.2% of officials **disagreed**. Only 0.0% 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 that 13.1% and 45.9% of officials **strongly agreed** and **agreed**, respectively, that learners are ready to write end of year examinations. 39.3% of officials **disagreed** whilst 1.6% **strongly disagreed** that learners are ready to write end of year examinations.



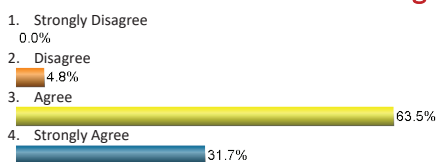


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Q5 Is the system ready for the administration of the examinations including the NSC?



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 NORTHERN CAPE PROVINCE







PROVINCIAL ENGAGEMENTS 2018

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

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