

*How to play your part in support of Quality Public
education*

A GUIDE FOR QLTC STRUCTURES

Making QLTC a reality



ensuring quality learning and teaching for all

English



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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FOREWORD FROM THE MINISTER OF BASIC EDUCATION

In the State of the Nation Address presented to the Joint sitting of Parliament in Cape Town on 03 June 2009, the President of the Republic of South Africa, Mr. JG Zuma, stated that '*...Education will be a key priority for the next five years. We want our teachers, learners, and parents to work together with government to turn our schools into thriving centres of excellence...*'

The President further stated '*... We reiterate our non-negotiables. Teachers should be in school class, on time, teaching, with no neglect of duty and no abuse of pupils! The children should be in class, on time, learning, be respectful of their teachers and each other, and do their homework...*'

On Friday, 11 August 2008, the Government launched a health and education campaign at Walter Sisulu Square in Kliptown (the birthplace of the 1955 Freedom Charter). This campaign arises from the recognition that health and education should be at the centre of the Government's social transformation programme for the next five years.

On the education front, Government's campaign calls on all individuals and organizations to assume responsibility for improving the quality of education. The education elements of the campaign will:

- inform citizens about the importance of education, and their roles, responsibilities and obligations towards education;
- mobilise communities to monitor and support schools, teachers and learners;
- improve the quality of education for all children, especially the poor, and
- demonstrate this improved quality through better learner achievements.

The achievement of quality education for all depends on the actions of Members of Parliament, Basic Education Ministry, provincial members of executive councils, department officials, school principals, teachers, students, parents, school governors and community members.

At the Government's launch of the health and education Campaign representatives of all the crucial role players in education committed themselves to a Code for Quality Education which committed themselves and their members to accepting responsibility for improving the quality of learning and teaching in our schools. Each of these role-players are called upon to make a commitment to a 'Code for Quality Education', which describes the responsibilities and discipline required of them. If all sections of society work together - government, communities, health care workers, civil society, business media and other sectors - we can ensure that all learners benefit from quality education. The Code is as follows:

The power to improve education lies with all of us. We call on all department officials, teachers, students, parents and community members to make a commitment to a 'Code for Quality Education'.

This Code drives the **Quality Learning and Teaching Campaign (QLTC)**, also launched in 2008. It is also a point of departure for the following vision of where we would like to be in 2025. Making sure that every young South African receives quality schooling is an urgent need. Yet we realise that this cannot be realised overnight.

Campaign co-ordinating structures are being set up at national, provincial, regional, local and school levels and Government now calls on all South Africans to join us in this campaign, as part of the ongoing effort to achieve a better life for all.

Through the Quality Learning and Teaching Campaign the Department and its partners aim to make education a societal issue. Working together, as school communities, districts, provincial and national departments as well as other relevant stakeholders, we will achieve the commitments made in the *Delivery Agreement* and the objectives set out in the *Action Plan to 2014: Towards the Realisation of Schooling 2025*. It is crucial to mobilise and galvanise the entire nation to rally around the cause of the achievement of quality education for all.

Thus the Quality Learning and Teaching Campaign calls on all individuals and organisations to assume responsibility for improving the quality of education. The QLTC aims to mobilise all members of communities, both big and small throughout South Africa to heed the President's call. QLTC structures will be established at all levels of the education

system in order to ensure that all role players in the system adhere to the pledges they took to carry out their roles and responsibilities to the best of their abilities. It is only when each role player- official, principal, teacher and learner- carries out their role with dedication, motivation and commitment will we be able to achieve excellence in education.

This campaign is bearing fruit through the signing of the NEDLAC Accord in July 2011 at the Union Buildings, Pretoria, by leaders of organised labour; Business Unity South Africa; community constituencies present in NEDLAC and the Minister of Basic Education on behalf of Government. The main thrust of the Accord is to work with identified schools in order that they may, through directed support, meet the challenges that they face.

The QLTC is building on existing partnerships with stakeholders in business and community organisations and forging new ones in order to ensure that no school is left without the assistance it needs. The *Adopt a School* Programme will link our partners with individual schools in order to ensure that they will begin to follow a path of steady improvement with the support of those organisations which are committed to excellence in education. This is an historic moment for education as it marks the beginning of a new era through which all education role players, stakeholders and social partners commit their organisations to support the drive to achieve quality teaching and learning in South Africa.

With my best wishes

MRS AM MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION
DATE:



The Minister of Basic Education, teaching Literacy to Grade 3 learners during her school visit to Winnie Ngwekazi Primary School, Soweto, July 2010



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There is growing realisation by the nation that government alone cannot address all of the challenges of the educational system and it needs to thus create space for social partners. The President has made a call to the nation to join hands in improving the education system and make partnerships a priority to achieve this.

At the heart of the QLTC is the commitment to South Africa's children. Each child deserves a quality education. It is up to all of us to ensure that quality learning and teaching occurs in all our schools so that improved learner performance and achievement becomes a reality.

The National QLTC Steering Committee aims to ensure that QLTC structures are established at all levels of the education system from national to provincial, district to circuit if necessary, and in particular, at school level. Each QLTC structure should strive to make an impact on learning and teaching and to ensure that the *non-negotiables* in education are realised. It is also their task to mobilise all South Africans to rally around the call of quality learning and teaching.



COMMITMENT TO QUALITY PUBLIC EDUCATION

CODE FOR QUALITY EDUCATION

At the Government's launch of the health and education Campaign at Kliptown in 2008, representatives of all the crucial role players in education committed themselves to a Code for Quality Education which committed themselves and their members to accepting responsibility for improving the quality of learning and teaching in our schools. Each of these role-players are called upon to make a commitment to a 'Code for Quality Education', which describes the responsibilities and discipline required of them. If all sections of society work together - government, communities, health care workers, civil society, business media and other sectors - we can ensure that all learners benefit from quality education. The Code is as follows:

The power to improve education lies with all of us. We call on all department officials, teachers, students, parents and community members to make a commitment to a 'Code for Quality Education'.

PLEDGES BY ALL MAIN ROLE PLAYERS IN EDUCATION

Extract from the Kliptown Pledges

As a **DEPARTMENTAL OFFICIAL**, I promise to:

- ensure all schools receive the necessary resources in time for teaching to commence;
- ensure all schools have their full staff allocation, and that any vacancies are filled without delay;
- improve my own knowledge and skills base to be more effective;
- always be available to assist schools, principals and teachers;
- respond to requests or concerns of education stakeholders;
- visit all schools within the district on a regular basis;
- monitor teacher and student attendance, and ensure no child is out of school;
- assist all schools to improve their performance, ensuring regular tests are conducted, and results are reported to parents.

As a **SCHOOL GOVERNING BODY MEMBER**: I promise to:

- promote the best interests of the school and strive to ensure its development;
- strive to ensure the provision of quality education for all learners at the school;
- take all reasonable steps to ensure that stakeholders at the school are involved with the activities of the school;
- take all reasonable steps to ensure that the school funds and assets are administered within good business practice;
- support the principal, educators and other staff of the school in the performance of their professional functions;
- conduct myself in accordance with the obligation placed on me to stand in a position of trust towards the school and my fellow governors;
- at all times to act in the best interest of the school.

As a **PRINCIPAL**, I promise to comply with all aspects of the SACE code of professional ethics and to:

- promote the development of loyalty and respect for the profession by fulfilling my management and leadership roles to the best of my ability;
- be punctual, well prepared for and enthusiastic about my roles as the professional leader;
- strive to be a lifelong learner;
- encourage and support my staff in their professional development endeavours;
- actively work to eliminate unprofessional behaviour such as inappropriate teacher-pupil relationships and drunkenness;
- ensure that all relevant circulars, documents and information are shared with relevant stakeholders as soon as possible;
- take the required steps to ensure that the PED/District receives all required information necessary for the timely delivery of resources for learning and teaching;
- ensure the PED/ District receives all the necessary information to facilitate the prompt filling of vacant posts;
- monitor teacher attendance;
- monitor learners' attendance and strive to ensure that no child is out of school unnecessarily;
- provide regular information to parents on their children's progress;
- to ensure that the QLTC at my school is implemented to the best of my ability and to ensure that the significance of the campaign is understood by all role players but particularly by the parents and the local community;
- to support the SGB in the performance of its duties.

As a **LEARNER**, I promise to:

- accept that the main reason for being in school is to learn and develop academically, socially and culturally;
- adhere to school rules;
- respect the legitimacy and authority of teachers;
- participate in Learner Representative Councils (LRCs) to safeguard my interests;
- show respect to other learners and not to discriminate;
- avoid anti-social behaviour like theft, vandalism, assault, sexual harassment, alcohol and drug use, and other activities that disrupt the learning process.

As a **TEACHER**, in line with the SACE Code of Professional Ethics, I promise to:

- teach, to advance the education and the development of learners as individuals;
- respect the dignity and rights of all persons without prejudice;
- develop loyalty and respect for the profession;
- be punctual, enthusiastic, well prepared for lessons, and of sober mind and body;
- improve my own knowledge and skills base to be more effective;
- maintain good communication between teachers and students, among teachers themselves; and between teachers and parents;
- provide regular information to parents on their children's progress;
- eliminate unprofessional behaviour such as teacher-pupil relationships, drunkenness, drug use, assault, sexual harassment and others;
- make myself available to provide extra-mural activities.

As a **PARENT**, I promise to:

- involve myself actively in the activities of the school, including school governance structures;
- have regular discussions with my children about general school matters;
- cultivate a healthy, open and co-operative relationship with my children's teachers;
- create a home environment conducive to study;
- assist in the protection of educational resources such as textbooks, chairs, tables and others;
- Contribute, within my means, the necessary resources to the schooling of my children.

As a **COMMUNITY**, we promise to:

- ensure that every school-going child is at school;
- ensure a safe and crime-free environment for schooling, and to protect the school and its assets from vandalism;
- monitor the performance of schools, and report problems to relevant authorities.

THE QUALITY LEARNING AND TEACHING CAMPAIGN (QLTC)

QLTC aims to mobilise the entire nation in support of quality education. In order to achieve this, co-ordinating structures are to be established at national, provincial, district (circuit) and school levels. Each QLTC structure, that is school, districts, provincial and the national QLTC committees, are to monitor the adherence of the different role players to their respective pledges to assist in the improvement of the quality of learning and teaching.

In response to all these initiatives and commitments by the Government and the President, the Department of Basic Education in collaboration with the social partners launched the Quality Learning and Teaching Campaign (QLTC). QLTC strives to bring into reality the delivery of quality learning and teaching through a collaborative effort between the Department of Basic Education, Teacher Unions, School Governing Bodies, Parents, Learners, Traditional Leaders, Business, Communities, ELRC, SACE and other interested parties inside and outside the education domain.

Each of the parties has committed to the campaign by pledging publicly to uphold and abide by their relevant pledges and through the QLTC structures to have their commitment to the pledges scrutinised and upheld. QLTC envisages a situation where all inclusive QLTC structures will be established to monitor amongst other issues the enforcement of non-negotiables, pledges and other Departmental programmes.

Thus the Quality Learning and Teaching Campaign calls on all individuals and organisations to assume responsibility for improving the quality of education.

Current situation in many schools includes the following:

- Poor learner performance in many schools;
- High rate of absenteeism and late coming amongst many teachers, departmental officials and learners;
- Low morale and commitment of many teachers and departmental officials;
- Shortage of text books and poor infrastructure and facilities in many schools;
- Lack of acknowledgement and recognition of excellent teachers, successful schools and stakeholders who contribute positively to education; and
- Delays in attending to labour disputes and disciplinary matters, which have negative consequences on learning and teaching
- The predicament of some learners with learning barriers in ELSEN schools

QLTC Mission

To encourage compliance with the non-negotiables across all South African public schools on behalf of the Department of Basic Education, the Unions (SADTU, NAPTOSA, SAOU, PEU and NATU), all social partners and other education role players, thereby contributing to the improvement of service delivery, the eradication of poverty and the development of the social well-being of South African children.

QLTC Vision

The partnership between the Department of Basic Education, the Unions and other education role players and stakeholders is the model that aims to promote and protect the culture of learning and teaching by inculcating the Code for Quality Education amongst all role players, in order to achieve quality learning and teaching for all.

Fundamental Principles

- The QLTC aims to build partnerships with all stakeholders, particularly between the DBE and Teacher Unions and parents and schools;
- The Department has committed itself to supporting teachers, holding its officials accountable, ensuring that the necessary resources are provided on time, and that vacancies are speedily filled;
- All teacher unions have committed their members to be on time, in class, prepared and teaching;
- All partners have committed themselves to creating a climate where all role players display dedication to professionalism;
- All partners have committed themselves to the promotion of and the development of a culture of learning, teaching and discipline in all schools;
- All partners have committed themselves to the attainment of quality service at all levels;
- All role players have committed themselves to comply with their respective duties and responsibilities; and
- All role players have committed themselves to establish all schools as centres of excellence.
- Form strong partnerships and ensure their successful implementation as with NEDLAC.

4 main objectives

- To manage and co-ordinate the establishment of QLTC structures at all levels of the education system in order to implement the education related non-negotiables in all our schools;
- To ensure that the non-negotiables are realised so as to ensure the delivery of quality learning and teaching across the country;
- To mobilise communities and create awareness to the roles and responsibilities of all citizens in terms of the importance of a quality education;
- To monitor and support the implementation of the QLTC and delivery of quality learning and teaching in all public schools.

QLTC Values

- **Integrity** is the foundation of QLTC, so that all people will be treated fairly and all education role players will operate in terms of the legislative frameworks and policies.
- **Professionalism** is the key to success in achieving our mission. It means being committed to the Code for Quality Education and carrying out individual responsibilities and functions in the best possible way to achieve our education goals;
- **Respect** is the basis for our dealings with colleagues, learners, SGBs, communities, Traditional Leaders and others. It means being sensitive and responsive to the rights of individuals.
- **Co-operation** is the foundation for meeting the challenges of the future. It means building partnerships and working together toward common goals



Aspects that inform the strategic objectives and operational plan of QLTC

- To ensure that the *non-negotiables* are realised to ensure the delivery of quality learning and teaching across the country;
- To ensure the advocacy of QLTC founding principles are cascaded to Departmental officials, Teachers, Learners, Parents, Community structures and to all members of the society;
- To mobilise all stakeholders at all levels within and outside education to contribute to the intentions of the non-negotiables and QLTC principles.
- To ensure the national and provincial QLTC structures assume full responsibility for monitoring and supporting the roll out and sustainability of QLTC programmes,
- To contribute to curbing high absenteeism and late coming amongst officials, teachers and learners.
- To contribute, in collaboration with the ELRC, towards creating labour peace amongst parties at the ELRC.
- To galvanise all stakeholders to honour and recognize pockets of excellence and good performance in, or positive contribution towards, education, e.g. teachers, principals, schools, businesses, individuals, NGOs, etc.
- To sensitise communities, corporates, organisations and members of society to adopt both underperforming and successful schools
- To ensure the establishment and empowerment of all inclusive functional QLTC structures at all levels, i.e. Provinces, Districts and Schools

The Implementation Strategy of the Key Deliverables

The following key deliverables are key to the successful implementation of the **non negotiables** and to close the gap between the current situation and the desired future situation and to influence positively the delivery of quality teaching and learning in schools through :-

- The establishment and empowerment of QLTC structures
- The adoption of underperforming and highly performing schools
- The recognition of excellence and high performance
- The curbing of high absenteeism and late coming amongst departmental officials, teachers and learners
- Creating labour peace and speedy process for disciplinary matters
- Timely appointment and allocation of teachers to schools
- School nutrition improvement
- The supply of appropriate learner teacher support material
- The improvement of scholar transport scheme
- The improvement of basic school infrastructure
- The improvement of the overall performance of the departments, districts, circuits and schools
- Adequate financial management
- The management of risk and safety and security
- The curbing of fraud and corruption
- The improvement of curriculum management capacity
- The improvement of responses to emergencies that disrupt schooling such as natural disasters, accidents, veld fires, etc.



The Deputy Minister, Mr Enver Surty, teaches a class at Segonyane Primary school in the Northern Cape, August 2011

Strategic Indicators to measure the success of the Programmes

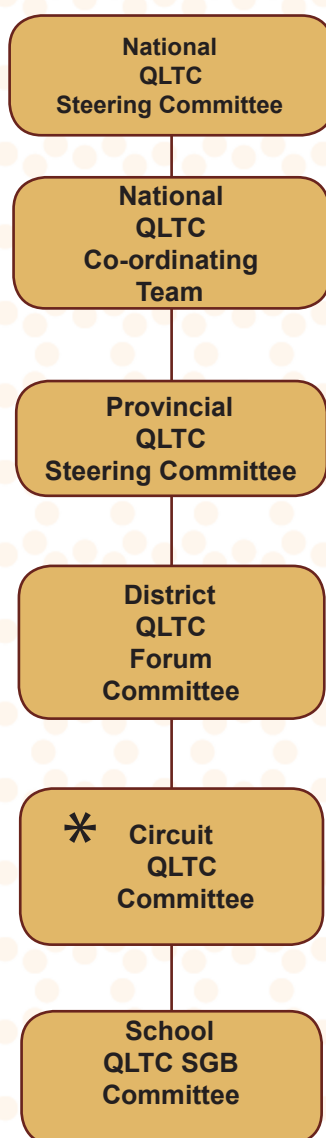
- Improved learning and teaching in schools
- The attendance policy and its practices implemented
- Reduced rate of absenteeism and late coming
- Teachers spending more time in class teaching and at least 7 hours spend at school
- Sufficient provision and delivery of text books
- Finding balance between teachers' attitude and recognition of excellence
- Improved learner attainment levels in adopted underperforming schools
- Strengthened partnerships with the stakeholders
- Development of a culture of learning, teaching and discipline in all schools
- Attainment of quality service at all levels
- All role players to comply to their respective duties and responsibilities
- The establishment of all schools as centres of excellence



HOW TO ACHIEVE OUR OBJECTIVES

(1) ESTABLISHMENT OF QLTC STRUCTURES

The QLTC Structure



* where applicable

QLTC STRUCTURES

Responsibility

The political responsibility of the QLTC will be that of the Minister or respective MEC's. The responsibility for the implementation and management of the QLTC will be that of the Director General(DG) and provincial Heads of Department(HoD).

The implementation and management responsibilities by the DG/HODs should include but not limited to the following:

- a. Establishment of the inclusive stakeholder QLTC structures at all levels of the department i.e. provincial, district and school.
- b. Co-ordinating and monitoring the implementation of the campaign at all levels.
- c. Monitoring of the adherence of the stakeholders to the QLTC pledges.

The National QLTC Steering Committee (NQLTCSC)

National QLTC Steering Committee meetings should be chaired by the Minister/Deputy Minister or the Director-General only and should meet at least once per quarter.

The NSC comprises of senior officials in the Department of Basic Education, Principals of all Teacher Unions, Heads of Provincial Education Departments, representatives of the Governing Body Federations, the Congress of Traditional Leaders of South Africa, (CONTRALESA), South African Council for Educators (SACE), the Education Labour Relations Council (ELRC) and the Congress of South African Students (COSAS).

The National QLTC Co-ordinating Team (QCT)

A QLTC Quality Co-ordinating Team (QCT) comprises of a project manager and Teacher Union representatives who have been seconded to the Department of Basic Education to operationalise the implementation and roll out of QLTC programmes across the country.

- The QCT compiles reports for the National QLTC Steering Committee
- The QCT responds promptly to the complaints from the general public on issues that are impeding the delivery of quality learning and teaching;
- Programmes and workshops are conducted by the QCT in support of the campaign.
- The Quality Coordinating Team (QCT) is required to monitor the compliance by parties to the non-negotiables



The Provincial QLTC Steering Committees (PQLTCSC)

The responsibility for the QLTC in the province resides in the Office of the MEC.

The responsibility for the implementation and management of the QLTC will be that of the Heads of Department (HODs) in each province. The implementation and management responsibilities by the HOD's should include and not limited to the following:

- a. Establishment of the all inclusive stakeholder QLTC structures at all levels of the provincial department, especially at schools.
- b. Monitoring of the adherence to the stakeholders to QLTC pledges.
- c. Co-ordinating and monitoring the implementation of the campaign at all levels within the province.

Each province will establish a Provincial QLTC Steering Committee. Provincial structures should take into consideration the importance of equity, representivity and the uniqueness of each province. The principle of broad representivity must pertain but must be balanced against a reasonably sized and balanced committee. Provincial QLTC Steering Committee meetings should be chaired by the MEC or HOD only

As the QLTC strives to make education a societal matter, all levels of the QLTC structures should be as inclusive as possible. Depending on the dynamics of the province, district and school concerned, the QLTC structures could include, but not limited, to the following:

- SGB representatives
- Teacher Union representatives
- Representatives of Learner formations and or RCLs
- Religious formations
- Traditional leaders
- Community organisations
- Business people or organisations

The Provincial QLTC Steering Committee will comprise the following:

- the Head of Department who will convene and chair meetings,
- the QLTC Provincial Co-ordinator,
- District representatives,
- Provincial Union Leaders of each of the unions provided they have membership within the province,
- a representative per Governing Body Federation,
- a representative of parents or local leaders or traditional leaders or community structures which are representative of communities within the province, and learner/student structures.

Roles and Responsibilities.

The PQLTCSC is responsible for the following:

- co-ordinating the QLTC programme within the Province;
- ensuring the establishment of QLTC structures at district and school levels;
- monitoring the implementation of the QLT campaign at all levels within the province;
- compiling reports, on a quarterly basis, on levels of compliance by schools and districts with regard to the implementation of the campaign;
- liaising with the Provincial Education Department, Districts and Schools;
- compiling reports and making recommendations to both the PDEs as well as the NQLTCSC with regards to the findings of reports.

The PQLTC should meet at least once a quarter.

The District QLTC Forum (DQLTCF)

District structures should take into consideration the importance of equity representivity and the uniqueness of their province. The principle of broad representivity must pertain but must be balanced against a reasonably sized and well balanced committee. The DQLTCFSC should meet at least once a quarter.

The District QLTC Forum will comprise the following:

- the District Manager who will convene and chair the DQLTCF at all times ;
- the QLTC District Co-ordinator;
- a representative per school or of schools;
- union leaders of each of the unions provided they have membership within the District;
- a representative per Governing Body Federation;
- a representative of parents or local leaders or Chiefs or community structures which are representative of communities within the District; and
- Representatives of Learner formations and/ or RCLs

Roles and Responsibilities of the DQLTCF

The District Forum is responsible for the following:

- meeting initially at least once a month with once a quarter being considered once the process has been successfully implemented;
- co-ordinating and monitoring the implementation of the campaign on all levels within the district: District, Circuit and School levels;
- ensuring compliance to the non negotiables by role-players
- ensuring the establishment of the different QLTC structures within circuits and schools;
- reporting, at least quarterly, on the effectiveness of the campaign at circuit and school and levels to the Provincial QLTC Steering Committee;
- ensuring that reports are received from every school as and when determined by the PQLTCSC;
- Liaising with the PDE, Districts and Schools around issues raised in circuit and school reports; and
- compiling reports and make recommendations to both the PDEs and the SQLTC SGB committee with regards to the findings of the reports.

The School QLTC SGB Committee (SQLTC SGBC)

This structure should be seen as the most important QLTC structure as it involves teachers, parents, departmental officials, learners and the community directly. It is the most important vehicle to achieve the goal of quality education for all by making and mobilising all members of society around education.

Composition of the SQLTC SGBC

The SQLTC SGBC will be a School Governing Body committee and should comprise of the following:

- a member of the SGB who will chair the sub committee;
- the Principal;
- appropriate teacher representation (i.e. one from each union represented on the staff);
- parent or community or faith based organisations if and when appropriate;
- RCL representative at secondary schools; and
- a district or circuit representative (where possible).

Roles and Responsibilities

The roles and responsibilities of the SQLTC SGB committee are as follows:

As a SGB committee of the SGB, it is important that the SGB committee reports regularly to the SGB on its findings, proposed actions and community outreach so as to avoid duplication of activities. There are two main aspects to the roles and responsibilities of the SQLTC SGB committee. These are:

- To monitor compliance to the non negotiable at school
- To report on challenges and planned actions to be taken within the school and the community to the SGB and the District QLTC structure; and
- To mobilise the school and broader community in support of the QLT campaign in order to achieve quality education for all.

More broadly this means that the QLTC SGB committee should

- ensure that all role players uphold their respective pledges within the school and that the school meets the QLTC campaign obligations and imperatives;
- ensure that all role-players at school – including the principal and teaching and administrative staff, learners, parents and members of the community- understand the significance and scope of the QLTC campaign and participate fully within the SQLTC SGB committee structure;
- monitor and report on the challenges and successes of the QLTC campaign and its effectiveness on mobilising all school role players to meet the obligations of the QLT campaign and the non-negotiables;
- ensure that there is sufficient advocacy afforded to the campaign through communicating with parents and the community; and
- submit regular reports as required to the DQLTCF on the effectiveness of the campaign at the school level. (See Annexure A, Pages 58 - 59 , for examples of agendas and monitoring templates);

HOW TO ACHIEVE OUR OBJECTIVES

(2) UNDERSTANDING THE NON-NEGOTIABLES

UNDERSTANDING THE NON-NEGOTIABLES

The main objective of QLTC is to manage and co-ordinate the establishment of QLTC structures at all levels of the education system in order to implement the education related non-negotiables in all our schools

Monitoring tools for school QLTC SGB committee

The QLTC requires all teachers and officials to comply with the *non-negotiables* in an endeavour to provide quality education for all and as such the aspects to be monitored are pertinent to the campaign.

The task of the QLTC school committee is:

- To monitor and report on how the school functions and to highlight any challenges and successes
- To meet regularly to discuss school progress
- To mobilise the community in support of the school

The QLTC school committee should ask itself the following important questions:

- What do the non-negotiables mean in terms of our school? Is our school working?
- What can we do to ensure that we overcome any challenges to meeting the non –negotiables?
- How can we involve the community in support of our efforts to achieve quality learning and teaching?

It is important to unpack the implications of the non –negotiables:

We reiterate our non-negotiables. Teachers should be in school class, on time, teaching, with no neglect of duty and no abuse of pupils! The children should be in class, on time, learning, be respectful of their teachers and each other, and do their homework...'

President Zuma, State of the Nation Address, 03 June 2009

The President also emphasised the *Three Ts* that are necessary for learning to take place. These are “*teachers on time, teaching with relevant textbooks, given appropriate training and adherence to the non negotiables*”.



The following table indicates **non-negotiables** and gives possible explanations as to why the **non-negotiables** are not being met:

Non negotiable	Indications	Possible reasons
<i>Teachers in class and officials at their work stations or place of work</i>	High absenteeism	Attendance at training workshops or meetings during school time Unmotivated/depressed Sick or unwell Lack of acknowledgement and recognition of excellent teachers and officials
<i>Teachers teaching and officials delivering as per their job description</i>	In class physically but not prepared to teach In office physically but not providing the necessary resources and support to districts and schools	Unmotivated No curriculum planning at Province, District and school Lack of teachers and officials development Teachers teaching subjects they are not qualified to teach/Officials appointed as specialists in subjects they are not qualified Shortage of teachers /curriculum specialists Overcrowded classrooms
<i>No neglect of duty</i>	Teachers are not prepared, do not mark learners' work regularly, do not give regular feedback to parents and learners Do not conduct themselves in a professional manner	Unmotivated No curriculum planning at school, District and Province Lack of teacher /officials development
<i>No abuse of learners</i>	Physical or sexual abuse of learners	
<i>Give regular feedback to parents and learners</i>	Absenteeism Drop outs Bunking school during the day Being sent on errands for teachers	Unmotivated Lack of responsibility for learning No guidance about future career opportunities No successful role models Lack of support from home Suffering from physical or sexual abuse Victim of bullying Substance abuse Criminality
<i>Children should be in class</i>	Absenteeism Drop outs Bunking school during the day Being sent on errands for teachers	Unmotivated Lack of responsibility for learning No guidance about future career opportunities from the school, district and Province No successful role models Lack of support from home and no programmes from school, district and Province to assist learners or parents Suffering from physical, emotional or sexual abuse Victim of bullying Substance abuse Criminality
<i>Children should be on time</i>	Late coming to school	Unmotivated Lack of responsibility for learning and for supporting vulnerable learners Lack of support from home, e.g., Orphans or child headed families No scholar transport

Non negotiable	Indications	Possible reasons
<i>Children should be learning</i>	Poor learner achievement	Poor communication between school and learner regarding expectations Code of Conduct not adhered to No workbooks or textbooks No desks or chairs Poor maintenance of buildings Hungry Tired - No scholar transport Sick or unwell No culture of responsibility for learning amongst learners and their families
<i>Children, teachers and officials should be respectful</i>	Bullying Disruptive behaviour in class Lack of care and support for learners Negative attitude , no sense of urgency and ill treatment of people	No culture of respect and other values at school ,District and Province School Code of Conduct and Code of Ethics for public servants not adhered to
<i>Children,teachers and officials should do their work</i>	Children, teachers and officials ignore instructions to do their work Poor service delivery Delays in responding to school and district requests	Have excuses No supportive family at home/no support and guidance from the management Too many family responsibilities Lack of facilities at home, school, district and school
<i>The three Ts</i>		
<i>Teaching with texts</i>	No or few textbooks or workbooks available to learners and teachers in class or at home	No delivery or late delivery of workbooks and textbooks Shortages of workbooks or textbooks – not every learner has a textbook or workbook Workbooks and textbooks received at school but not distributed Children lose books or damage them No school textbook retrieval system in place
<i>Regular teacher and officials development support</i>	Insufficient support of teachers and officials	Limited resources within the schools, districts and Provinces



HOW TO ACHIEVE OUR OBJECTIVES

(3) MONITORING AND REPORTING AT ALL QLTC LEVELS

MONITORING AND REPORTING AT ALL LEVELS OF QLTC STRUCTURES

Monitoring and reporting at all levels of QLTC structures are vital aspects of the campaign to improve the quality of learning and teaching in all our schools.

Members of any of the QLTC structures, be it School, Circuit, District, Provincial or National committees, while monitoring their specific tier of the system, have a direct link with the other and complementary committees. Problems and successes experienced at school level, for example, need to be included in the reports required of the committee and which are forwarded to the next level.

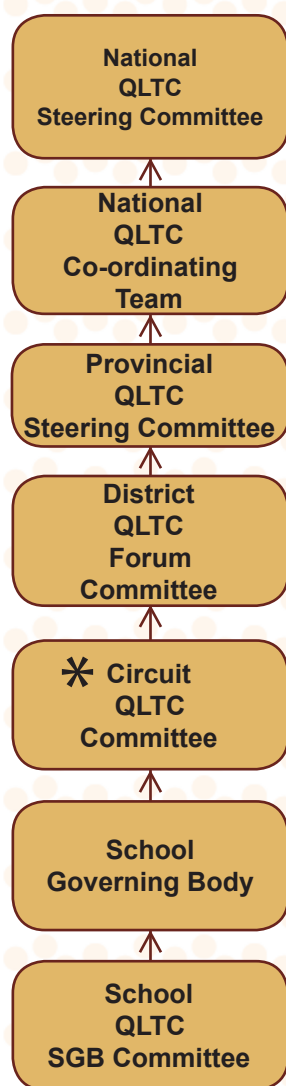
The results of the monitoring of the implementation of the “*non-negotiables*” at school level must be reported to the SGB and the Circuit or District after every committee meeting.

All monitoring reports, as well as any problems identified, must ultimately reach the national QLTC structure, particularly if they have not been appropriately addressed by the other provincial, district and school levels of the QLTC structures.

A second mechanism which is to be used by stakeholders is to ensure that the results of the monitoring are reported to their stakeholder representatives at the Circuit, District, Provincial and National levels to ensure that these are addressed and in so doing supporting the school process.

Discussions and agreement on the very important report compiled by the QLTC school committee, which records both successes and problems, is to be forwarded to both the SGB and the District/Circuit QLTC committee.

QLTC Levels of Reporting



* where applicable

QLTC Monitoring and Reporting on Taking forward the Annual National Assessment results and NSC Grade 12 results

AA refers to ANA, NSC and any other annual assessment that is sanctioned by the DBE and or PED.

Governance

The importance of the Monitoring of the actions taken in each class, in the school, particularly on a circuit and district level, as well as on a provincial level, with regards to the “improvement plans”, resulting from the assessments cannot be over emphasised.

QLTC School SGB committee - Responsibilities

- AA results are shared with QLTC SGB committee
- Improvement plan is shared with QLTC
- Agreement is reached on how both the results as well as the improvement plan are shared with the parents and community.
- Agreement is reached on how the monitoring of the plan is to take place and how progress or the lack thereof will be communicated to the community.
- School QLTC to use the monitoring template, designed by the QLTC Provincial SC to report to Circuit/District..

Circuit/District QLTC - Responsibilities

- Relevant AA results are shared with Circuit/District (C/D) QLTC committees.
- C/D Improvement Plan is shared with committees
- Agreement is reached on how the monitoring of the plan is to take place on a C/D level.
- Committee to evaluate the reports received by the schools and to recommend strategies to address identified problems.
- C/D QLTC to use the monitoring template, designed by the QLTC Provincial SC to report to the SC.

Circuits/Districts

Circuit and District plan could consider:

- Level of management, curriculum and PD support given to the school.
- Management competency of the principal.
- Collective management competency of the SMT.
- Vacant posts at the school, which includes SMT.
- Qualifications and experience of the teachers, in the subjects where poor performance is noted.
- Availability of LTSM at the school, in the identified subjects (e.g. Mathematics).
- Are teachers spending the required time on the subject?

Subject Support for Schools

The subject specialist must:

- Take responsibility for addressing all the subject related issues, which may include:
- Addressing knowledge and skills deficiency in subjects/areas.
- Assisting with school, class, school planning, teaching programmes and preparation .
- Development of an assessment programmes.
- Development of assessment tasks that are of an appropriate standard.
- Train the teachers in conducting item analysis at school level.
- Development of remedial programmes targeting specific areas of weakness.

The QLTC Provincial Steering Committee SC Responsibilities

- The HoD shall share with QLTC SC the strategies in place on a provincial level which will respond to the results of the assessments including the turnaround strategies, what monitoring processes are in place and what the timeframes around the monitoring are.
- SC to evaluate the reports received by CD and to recommend strategies to address identified problems.
- SC to use their monitoring template to report to the National SC.



Parent in Limpopo at the Provincial QLTC Launch, May 2010

MONITORING AND REPORTING ON SCHOOL READINESS
MONITORING TOOL FOR PROVINCIAL READINESS

Name of Province: _____

Address of the Office: _____

Name of Head of Department: _____

Contact Number(s): _____

Fax: _____

Email Address: _____

QLTC Co-ordinator(s): _____

1. CURRICULUM RESOURCES:-

	Non negotiables	Findings/Evidence	Remarks/Challenge
1.	Ensured the delivery of the LTSM to all schools before the end of the previous year.		
2.	Advertised all vacant posts and ensured that appointments have been finalised		
3.	Managed the identification and placement of all excess educators.		
4.	Ensured that funds of the previous year have been paid to all schools and that of the current academic year are on schedule		
5.	Audit reports and intervention plans for scarce subjects and skills in the Province have been compiled		
6.	Provincial curriculum training programme for the year has been distributed to all Districts		
7.	Distributed both learner and Teachers attendance registers to Districts and are monitoring the implementation of the policies		

2. CURRICULUM PROVISION:

8.	Managed and monitored the admission processes of learners in all schools and compiled comprehensive report		
9.	Put in place mechanisms to monitor the District performance in relation to supporting schools regarding curriculum implementation, Teacher Development and strategies to address the results of the ANA and other indicators.		
10.	Finalised and distributed Provincial Curriculum guideline plans, including year and term work plans to Districts		
11.	Provided Districts with the Provincial guidelines on subjects timetable, relief time table, ground duty roster, etc		

3. SAFETY AND SECURITY:

12.	Provided Districts with the Safety and Security mechanisms for controlling visitors' movements and policy guidelines		
13.	Drafted and distributed the Provincial Risk Assessment and Intervention Plans and guidelines for storm, health hazard factors, measures to combat crime, drugs and violence		

4. SCHOOL INFRASTRUCTURE:

14.	Management plan for remedying the major infrastructure problems is in place with clear delivery time frames and budget allocations, e.g. leaking roof, falling walls, classroom shortages, storm damaged schools		
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5. GOVERNANCE AND LEADERSHIP:

15.	Established Provincial QLTC structures with clear Terms Of Reference and a plan to monitor the implementation of the non-negotiables		
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Provincial Head of Department/Designated Official: _____ **Date:** _____

MONITORING AND REPORTING ON SCHOOL READINESS

MONITORING TOOL FOR DISTRICT READINESS

District: _____
Address of the Office: _____
Name of District Director: _____
Contact Number(s): _____
Fax: _____
Email Address: _____
QLTC Co-ordinator(s): _____

1. CURRICULUM RESOURCES:-

	Non negotiables	Findings/Evidence	Remarks/Challenge
1.	Ensured that the LTSM are timeously delivered to all schools		
2.	Ensured that all schools have finalised short listing and interviewing processes and finalised appointments.		
3.	Completed the identification and placement process for all excess educators.		
4.	Ensured that funds for the current academic year have been paid to all schools		
5.	An audit report and intervention plan for scarce and critical subjects has been compiled and forwarded to the Province.		
6.	Provided schools with the curriculum guidelines on the subject timetable, relief time table, ground duty rooster, etc		

2. CURRICULUM PROVISION:

7.	Managed and finalised the admission processes in all schools		
8.	Distributed both Learners' and Teacher attendance registers to schools and are monitoring the implementation of the attendance policies		
9.	Developed and distributed District Curriculum management plans, including year and term work plans to all schools.		
10.	Assisted schools in the development of their curriculum plans based on the results of the ANA or grade 12 results or any other indicator		

3. SAFETY AND SECURITY:

11.	Schools have been provided with the Safety and security, mechanisms for controlling visitors' movements and other policy guidelines		
12.	Distributed the Risk Assessment Plan and Intervention Plan for storm, health hazard factors, measures to combat crime, drugs and violence and monitored the implementation thereof		

4. SCHOOL INFRASTRUCTURE:

13.	Drawn up a management plan for all the major infrastructure problems reported by Schools e.g. leaking roofs, falling walls, classroom shortages, storm damaged schools		
14.	Attended to infrastructure and other problems reported to the Province e.g. Storm damaged schools, classroom shortages, inferior infrastructure, etc		

5. EDUCATOR DEVELOPMENT:

15.	Developed and distributed the District Teacher Development Training Programme Plan for the academic year		
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6. GOVERNANCE AND LEADERSHIP:

17.	Established District QLTC forums with clear Terms of Reference to monitor the adherence to and implementation of the non-negotiables		
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Provincial Head of Department/Designated Official: _____ **Date:** _____

MONITORING AND REPORTING ON SCHOOL READINESS
MONITORING TOOL FOR SCHOOL READINESS AT SCHOOL LEVEL

Name of School: _____
Address of the School: _____
District: _____
EMIS Number: _____
Name of Principal: _____
Contact Number(s): _____
Fax: _____
Email Address: _____
QLTC Coordinator(s): _____

1. SCHOOL INFRASTRUCTURE:

PRINCIPAL AND SCHOOL MANAGEMENT TEAM		
Non-Negotiables	Findings/Evidence	Remarks/Challenge
Are there sufficient desks and chairs for every learner?		
If not, how many learners are affected?		
Is the school properly fenced and secured?		
Does the School have a functional and resourced library?		
Is the Science laboratory stocked with resources and functioning?		
Does the school have adequate water and sanitation facilities?		
Is the nutrition programme operating efficiently?		
Does the school have sporting facilities		
Is the school generally clean?		
Is a maintenance Plan to attend to infrastructure problems in place?		
Are there Infrastructure Problems and have they been reported to the District, e.g. leaking roof, falling walls, classroom shortages?		

2. CURRICULUM PROVISION:

PRINCIPAL AND SCHOOL MANAGEMENT TEAM		
Non-Negotiables	Findings/Evidence	Remarks/Challenge
The School has Curriculum management plans, including: <ul style="list-style-type: none"> • year and term work plans • Lesson time tables with extra-curricular activities & duty lists 		
Has the school been informed of expectations in relation to the curriculum implementation?		
Have the ANA results, grade 12 results or any other indicator been used as the basis on which the curriculum plans have been designed?		
Was the admission of learners for the current academic year finalised on time?		
Learner and teacher attendance registers are in place and controlled?		
Is the Learner attendance policy in place?		
Does every learner have a textbook for every subject?		
If not why, how many do not have and in which areas?		

Are all educators allocated to Subjects that they are qualified to teach?		
If not why, how many and in which areas?		
Been allocated to classes for the current academic year		
Are there any classes or subjects without educators?		
State the subjects/ grades/phases and number of learners affected?		
If any learners are affected what action has been taken to rectify that?		

3. CURRICULUM RESOURCES:

Non-Negotiables	Findings/Evidence	Remarks/Challenges
Post Provisioning finalised <ul style="list-style-type: none"> Vacant posts filled Excess Educators identified and utilized 		
Was all (ordered) stationery delivered to the school before re-opening of the new school year?		
Has it been distributed to all learners?		
Are there any shortages?		
Have workbooks in correct language been received?		
Is there a textbook retrieval system in place?		
If yes, is the system successful?		
Been allocated to classes for the current academic year		

4. EDUCATOR DEVELOPMENT:

Non-Negotiables	Findings/Evidence	Remarks/Challenges
Is the Teacher Development Plan in place?		
Has the School Received the necessary support from the district office i.e. District conducted workshops to inform teachers about curriculum changes?		
District Teacher Development Training Programme have been developed and distributed		

5. SCHOOL SAFETY AND SECURITY:

Non-Negotiables	Findings/Evidence	Remarks/Challenges
Knowledge of the safety measures, disciplinary procedures and their subsequent roles		
Are the key policies in place Admission, Safety, Discipline, Teacher and Learner Conduct, Pregnancy and other required policies including Codes of Conducts in place?		
Appraised of and have signed the Code of Conduct		
The School's Code of Conduct is been signed by all stakeholders		
Is a Risk Assessment and Intervention Plan in place (storm, health hazards, to crime combating measures, drugs, violence, etc.)?		
Is the access control register for visitors in place?		

6. GOVERNANCE AND LEADERSHIP:

Non-Negotiables	Findings/Evidence	Remarks/Challenges
Been appraised of their roles and responsibilities		
Ensured that the safety and disciplinary policies are developed and in place		

Developed a schedule for parents meetings		
Ensured that the parents are appraised of the –scheduled meetings		
Established the QLTC SGB committee to monitor the non-negotiables		
Is the SGB committee active, meeting regularly and reporting to the SGB		
If not, why?		
Established other relevant SGB committees, e.g. Finance, Disciplinary, etc.		
Ensured that all vacant posts are advertised and recommendations forwarded to the Department. for posts to be filled		
Attended to infrastructure problems and others reported to the District e.g. leaking roof, falling walls, classroom shortages		
Has the School Budget for the following year been approved?		

Principal: _____

Date: _____

School Stamp

How can a school QLTC SGB committee monitor and report on challenges?

Challenge	Policy Framework reference	Protocol route/s	QLTC
High rate of absenteeism	Learner Attendance policy Leave Policy	SGB, Principal District Forum	Refer the matter to the QLTC committee. Matter to be discussed with the Principal. QLTC to include the matter in their report to the SGB and District QLTC
Late coming amongst teachers, departmental officials and learners	Employment of Educators' Act , Public Service Act School constitution	Principal, QLTC committee SGB and District QLTC	Matter to be discussed with Principal and relevant stakeholders. QLTC to include the matter in their report to the SGB and District QLTC. Community could assist with the monitoring.
Teachers in class on time teaching	National Policy Statements Period Registers	Principal, QLTC committee SGB and District QLTC	Discuss matter with the Principal and SMT and if necessary report matter to the SGB and District QLTC
Shortage of text books/ workbooks	Norms and standards for funding	Principal, QLTC committee SGB and District QLTC	Discuss matter with the Principal followed by report to the SGB and to the District QLTC.
Learners perform below the national bench mark for Annual National Assessments or NCS Grade 12 examinations	Employment of Educators Act National Education Policy Act	Principal, SMT, QLTC committee SGB and District QLTC	QLTC to request a report from the Principal and SMT on the ANA results and ask for an explanation as to why performance is/was lower than required as well as an undertaking as to what will be done in the classes and the school to rectify the results. Report to be forwarded to the SGB and District QLTC. Meetings of the parents and community must be called by the principal where the strategy for improved learner performance is explained publically.
Low morale amongst teachers	Employee Wellness Programme	Staff, Principal, QLTC committee, community, SGB and District QLTC	Discuss matter with the staff and Principal separately. Ascertain main causes of the low morale. Craft a recommendation for the QLTC committee to consider - to be reported to SGB and District QLTC
Lack of acknowledgement and recognition of excellent teachers	National Teaching Awards , World Teachers' Day	Principal, QLTC committee, community. SGB and District QLTC	QLTC committee to find ways of acknowledging excellence and commitment on a school and community level. Ascertain what Principal has done as far as NTA and report to SGB. What has the school done in the past to celebrate World Teachers' Day? How can this be improved on without disrupting the school day or using the school budget? How can the QLTC committee involve the community?
Extending internal capacity	Training, mentoring, twinning correspondence courses, internet programmes	Religious organisations, community forums, school meetings, business, NEDLAC Accord	SGB, Parents, Community leaders and members

Challenge	Policy Framework reference	Protocol route/s	QLTC
Improved governance and compliance	Training, mentoring, twinning correspondence courses, internet programmes	Religious organisations, community, forums, school meetings, business, NEDLAC Accord District	SGB, District, Parents, Community leaders and members
Improved communication with parents and the community	Improved school planning	Principal, SMT, QLTC committee SGB and District QLTC	<p>Discuss matter with the Principal and SMT and if necessary report matter to the SGB.</p> <p>Ensure that the Principal and SMT with the SGB draw up a school year plan, that includes important dates such as school terms, public holidays, dates for ANA and NCS Grade 12 exams, as well as dates for meetings with parents and teachers as well as, important sporting and cultural events that involve the whole school, SGB-parent meetings to discuss the budget, as well as the date for the annual school stock take and the return of textbooks by learners to schools.</p>
Maintenance of school infrastructure including sports and cultural equipment	School Maintenance Policy	Religious organisations, community forums, school meetings, business, NEDLAC accord	<p>Establish the school's maintenance needs and develop a plan for regular maintenance</p> <p>Draw up list of businesses and service providers in the community, particularly those linked to the school with their contact details and present your maintenance needs and plan.</p> <p>Show by example.</p> <p>Participate in the programmes developed for infrastructure maintenance</p> <p>Volunteer in school food and gardening programmes, Repair windows and other minor repairs.</p> <p>Canvas members of the community who are specialists in their field eg plumbers, electricians and builders to assist the school in regular maintenance on a volunteer basis.</p> <p>How can the QLTC committee involve the community?</p> <p>SGB, Parents, Community leaders and members</p>



Reporting Procedures

Reports should be presented at QLTC meetings and approved before they are sent to the next level.

In the case of the QLTC school committee, each report must be submitted to the SGB. It must then be sent to the District QLTC Committee.

Reports should include the following:

- A report by each of the constituents indicating what they have done regarding advocacy around the QLTC within the community.
- Report by each of the constituents on attendance and punctuality levels at school.
- Report by each of the constituents regarding their adherence to their pledges i.e. the learners (where appropriate), parents, SGB members, teachers, the principal and community members
- Report on any community mobilisation:

For example include in the report a programme whereby the community is called to a meeting where the teaching/ curriculum strategies aimed at the improvement of the quality of learning and teaching or results are explained to all concerned and thereafter progress or the lack thereof is reported and monitored.

Meetings are also important for feedback on any actions taken, for example, whether there has been progress or not on a particular issue. The agenda should be circulated to members of the SGB committee with the minutes of the previous meeting at least a week before the next meeting. At the first meeting, the SGB committee should draw up a schedule of dates for meetings for the year. This schedule could follow that of the School Finance Committee and the SGB schedule of meetings, as the QLTC SGB committee should meet before the next SGB meeting so that it can prepare a report.

Below is an example of an agenda drawn up so that the meeting can cover all the issues and reach decisions on the steps that should be undertaken.

Please find examples of an agenda for the school QLTC SGB committee meetings and an example of how a report could be written at Annexure A, Page 58, in this handbook.



HOW TO ACHIEVE OUR OBJECTIVES

(4) ADVOCACY AND MOBILISATION OF SOCIETY

Playing our part in support of Quality Public Education

Mobilisation at National and Provincial levels

“Performance in the schooling system is at the heart of building the skills base for economic growth and development and ensuring that the society is able to achieve our equity and development goals” (Accord 2, 2011: 4).

The Accord

The Minister of Basic Education, Mrs Angie Motshekga, MP, along with senior leaders of labour, community and business organisations within NEDLAC launched the NEDLAC Accord on basic education and partnerships with schools on 02 October 2011 in Butterworth, Eastern Cape.

The Accord was signed in July 2011 by leaders of Organised Labour (Cosatu, Fedusa and Nactu); BUSA; Community Constituency; and the Minister of Basic Education on behalf of Government. The Accord is aimed at galvanising South Africans to support all schools (with an emphasis on poor-performing schools) in the pursuit of quality of basic education outcomes

The Department of Basic Education and organised labour came together to pledge their commitment to quality education with the recent signing of the Accord on Basic Education. This was an historic moment for education as it marks the beginning of a new era through which all education role players, stakeholders and social partners commit their organisations to support the drive to achieve quality teaching and learning in South Africa. The main thrust of the Accord is to work with identified schools in order that they may, through directed support, meet the challenges that they face.

All signatories – organised labour, business and community formations represented at NEDLAC – pledged their support to Minister Angie Motshekga’s commitment to improving the quality of education provided in public schools.

The Accord enriches the programmes of the Quality Learning and Teaching Campaign -- a multi-signatory compact between parents, educators, labour, communities and School Governing Bodies with the goal of achieving quality learning and teaching for all.

Addressing the signatories at Sol Plaatje House in Pretoria on Tuesday, 20 September, Minister Motshekga expressed her excitement for the initiative.

“This is a very exciting programme for us; a major milestone and a huge source of hope,” said the Minister. “Working together with labour and our school communities we can deal with the challenges facing education in South Africa.”

“I am looking forward to what this Accord means and making it work. As a sector we need it,” added Minister Motshekga.

The Minister went on to say that while South Africa has achieved great successes in some areas of the schooling system, a large number of our learners come from a poor environment which has its own set of challenges. There is no doubt that the system is undeniably more equitable and pro-poor than in 1994, and access has improved, but quality and efficiency still pose significant challenges.

“We notice a big jump in the dropout rate between Grades 10 and 12. Sometimes this is the result of poverty, but it also due to inefficiency in the system that forces these kids out of school” said the Minister.

Minister Motshekga stressed that some of the issues affecting learners are societal issues and suggested that the QLTC programmes should be used as a tool for communities to empower themselves and take a more hands on approach to ensuring learners develop into well-rounded adults.

The Accord on Basic Education commits all signatories to agree to work together to change the mindset among teachers, learners and parents in order to rebuild dysfunctional parts of the basic education system and ensure quality education, particularly in poorly-performing schools.

The Adopt a School Campaign

A key commitment of the Accord will see stakeholders endorse the *Adopt-A-School* Campaign which entails adopting a poorly-performing school and implement whole school development interventions to promote proper governance, high standards of teaching, discipline and an adequate supply of essential resources.

The Accord envisions that an initial target of between 100 and 200 schools will be incorporated into the *Adopt-A-School* Campaign in the first year, with this number to increase to more than 500 schools a year in subsequent years.

The Adopt a School Protocol

QLTC has developed a Protocol that sets out the various roles and responsibilities of each role player in the *Adopt a School* Campaign and will guide the involvement of stakeholders, officials, principals, teachers and the SGB in the process of supporting schools to ensure quality learning and teaching.

The purpose of this protocol is to provide an enabling instrument to implement the NEDLAC Accord on Basic Education and Partnership with Schools. This protocol will provide potential Adopters with guidelines for engaging procedurally with schools as set out in the Constitution and national and provincial legislation and policies related to school governance and school safety (South African Schools Act, 1996 (Act NO.84 of 1996) Regulations for Safety Measures at Public Schools).

The objectives of the protocol to adopt poorly performing schools are as follows:

- To building sustainable relationships between donors, the district, provincial department, the schools and the community;
- To protect learning and teaching time and to stimulate a culture of excellence;
- To involve the surrounding community in the interventions that improve their school/s in order to bring about community upliftment through job creation and skills development; and
- To bring about substantive long term improvement for quality learning and teaching.



Learners and their teacher at Tlhopane Primary School, North West Province, receiving a donation of desks and chairs from the management of Sun City Resort, March 2011

Examples of ways in which the District Forum can mobilise the community in the District

Focus areas	Activities	Purpose
Encourage skills development and income generating opportunities at district level within communities	<p>Meet regularly with local businesses and Local Government Community Development Workers regarding local community needs and opportunities for job creation and skills development</p> <p>Encourage schools to establish food gardens in partnership with local communities</p> <p>Develop advocacy campaigns at local level around skills development programmes such as Kha Ri Gude Mass Literacy</p> <p>Engage with Local Government around the issue of community libraries and community centres.</p> <p>District Forum could fundraise for inter-school events at district level.</p> <p>Encourage schools to develop databases of former learners to assist in school programmes.</p> <p>Facilitate funding by local business of school improvement projects – for example – sporting facilities and equipment, musical instruments, school beautification projects and recycling projects.</p>	<p>To help impart skills to the community including literacy and numeracy and computer skills and the value of lifelong learning.</p> <p>Facilitate access to information within the community regarding training opportunities and skills development opportunities.</p>
Mobilise learners to commit themselves to quality learning	<p>District Forum to recognise excellent learner achievement</p> <p>District Forum to host inter-school academic events including <i>Readathons</i>, debates, spelling competitions etc</p> <p>District Forum to facilitate communication and co-operation between schools in the district.</p>	To inculcate a culture of quality learning and commitment to academic excellence and to encourage all learners to take responsibility for their academic achievement.
Mobilise learners and teachers throughout district to play their part in communities.	Develop inter-school competitions for learners and teachers to showcase their community involvement and their commitment to the environment – for example food gardens, recycling projects, etc.	Schools are committed to making a difference

Examples of ways in which the School QLTC SGB committee can mobilise parents and the community to support quality learning and teaching

The key to parental or community involvement in a school's operations is **communication**. Schools belong to the community and it is important for all involved or affected by the school's activities to feel this.

The QLTC team should consider starting conversations and interaction with local churches, temples, mosques and community-based organisations. This will help the school get a better understanding of their learners' backgrounds and at the same time, it will give the organisations a sense of ownership and responsibility for the school.

It is important that the School QLTC SGB committee is able to influence members of the community to play their part in education. The message should be: *Take ownership and get involved in your local school. Schools are the centrepieces of communities and everyone can get involved*



Community volunteers in Mvezo, Eastern Cape, renovating Nkwenkwezi Primary School during Mandela Day, 2010

How the School QLTC Sub Committee can mobilise communities?

What needs to be done?	How to do it?	Whom to involve?
Mobilising all stakeholders to assist in ensuring that learners, teachers and support staff are on time and at school regularly as part of meeting the <i>non-negotiables</i>	Use school data for late coming and initiate consultative meetings with the affected parents and learners. Use the identified challenges for late coming and absenteeism to develop an intervention plan	School Governing Body Teacher unions Parents Learner formations Teachers Role models within the communities

What needs to be done?	How to do it?	Whom to involve?
Advocacy to reduce criminal activities, theft and burglary within the school and protection of resources	Work closely with the Community Policing Forum and the South African Police and jointly design plan of action Is the school linked to the local police station?	Religious groups ,care givers in the Community, the Police forum, parents, and learners
Making communities aware to ensure that every learner has access and goes to school, is safe and supports vulnerable learners to stop them from dropping out of school	Initiating <i>Adopt a learner</i> programme. The role of the participants will be : Motivate learners to complete their studies; -to discuss with the learner their attendance and schoolwork -monitor their performance -Assist with school projects and homework where necessary Initiate partnerships to provide services for learners to be prepared for the school environment and career development	Parents Retired teachers and post school students at universities or FET Colleges as well as graduates. Members of local government Role models in the community from a variety of professions and other skilled occupations. Link up with universities and FET Colleges to provide your school with information on careers and after school opportunities. Request the District office to link up schools in the District and to hold a Careers Day
Calling on the broader community and civil society assist with the personal well-being of orphans and child headed families in support of social cohesion.	Creating a data base in consultation with the School Management of all orphans and child headed families -creating a data base of learners with behavioural problems , -Conducting Home visits to child headed families and learners with serious behavioural problems to assess the situation and engage with the parents ,guardians and neighbours (isn't there a problem with confidentiality here?)	Community care givers and community development officers , Religious organisations, traditional leaders, senior learners, Social workers/Counsellors Doctors Nurses Neighbours Other relevant government departments
Promoting the importance of quality teaching and learning activities	To facilitate an increase in the number of learners who develop an interest in and perform well in Science, Mathematics and Accounting by creating "interest" clubs such as mathematics clubs. Recognising and acknowledging good performance of teachers, parents and learners within the school	Retired professionals College and university students Members of Religious organisations and community members and senior learners
Establish a culture of sporting and cultural activities to support quality learning and teaching	Ensure that there is a timetable for extra curricula activities including a variety of sporting codes and cultural activities. Clubs could include chess clubs, dance clubs etc	Teachers Members of the community to volunteer

What needs to be done?	How to do it?	Whom to involve?
Mobilising for educational support and volunteerism in school activities	<p>Initiating consultative meetings creating conducive and healthy conditions for teaching and learning</p> <p>Fundraising for school feeding schemes or school libraries to facilitate rehabilitation, counselling and support of learners with behavioural problems</p> <p>Creating food gardens within the school</p> <p>Initiating a voluntary project for repairs, painting and cleaning school premises</p> <p>Infrastructure and play grounds maintenance</p>	<p>Community agriculture forums</p> <p>Local government</p> <p>Community members</p> <p>Member of religious organisations</p> <p>Counsellors</p> <p>Business community</p> <p>Traditional leaders</p>

What can parents do to help achieve quality learning

- Report absenteeism amongst learners and teachers
- Do your part to ensure school safety
- Promote the safety of the school, the school property and the safety of the learners and teachers. If you spot something unusual at schools, report it to the relevant authorities
- Make sure that school property is returned to schools
- Volunteer your time to help fix desks or chairs, or volunteer to assist with basic maintenance
- Volunteer your time to help create or maintain the school garden
- Create safe, secure study spaces in the community – create homework, reading and study clubs that are supervised
- Report any signs of child abuse or neglect in the community or child-headed households in order to assist them
- Volunteer to assist teachers with listening to learners reading in class
- Members of the community may be excellent sources of information for learners on a range of topics, from. Local experts can address classes or arrange for visits to local businesses related to what learners are being taught

How can the school support the community?

It is also very important that the school community is seen to be giving back to the community. If the principal, teachers and learners are seen to be willing to initiate or support community efforts, members of the community will be more motivated to support and get involved in supporting the school.

THE School QLTC SGB committee could consider some of the following:

- Establish a community gardening project at school to help impart skills to the community and create food and income for unemployed people in which learners could also participate.
- Mobilise learners of suitable age to help take care of elderly community members – for example start an Adopt-a-Granny/Grandpa programme that encourages young people to serve an elderly person by regularly cleaning their home, doing their shopping or reading to them.
- Mobilise learners and teachers to participate in community clean-ups, tree planting etc so that the community can see that the school is committed to making a difference
- Encourage members of the community to learn to read and write through the Kha Ri Gude programme. Contact the Kha Ri Gude co-ordinator in your area and offer the school premises after hours as a learning site
- If your school has computer equipment, organise computer training for members of the community

- Establish a database of former pupils of the school. Encourage them to take an interest in the school by, for example, mentoring individual learners or adopting poor learners.
- Work closely with the community library. Encourage appropriate learners to offer their time to run reading groups or study groups at the library.
- Invite members of the community to school events, including sporting events and school exhibitions and performances.



How to involve parents in their children's education

Strategies to mobilise parents to support quality learning and teaching

Many of our parents do not feel comfortable at their children's school and are often made to feel unwelcome by principals and teachers. Often parents feel disempowered and helpless concerning their children's learning and as a result feel that they have nothing to contribute or attempt to get involved in the life of the school.

Involvement of parents and caregivers in their children's education

One of the most important ways of promoting and strengthening a culture of learning and teaching in the community is to persuade parents and caregivers that they do have a very important role to play in their own children's learning as well as others.

The School QLTC SGB committee must promote and ensure parental participation.



Limpopo Provincial QLTC Launch, May 2011

HOW TO ACHIEVE OUR OBJECTIVES

(5) PAMPHLETS FOR PARENTS

Playing our part in support of Quality Public Education

FET SUBJECTS (GRADES 10-12)

Compulsory	One official language at the First Additional Language level	Life Orientation Mathematics or Maths Literacy
Optional <ul style="list-style-type: none"> Agricultural Management Practices Agricultural Sciences Agricultural Technology Dance Studies Design Dramatic Arts Music Visual Arts Accounting Business Studies Economics Arabic Second Additional Language French Second Additional Language German Home Language German Second Additional Language Gujarati Home Language Gujarati First Additional Language Gujarati Second Additional Language 	<ul style="list-style-type: none"> Hebrew Second Additional Language Hindi Home Language Hindi First Additional Language Hindi Second Additional Language Italian Second Additional Language 11 Curriculum News Latin Second Additional Language Portuguese Home Language Portuguese First Additional Language Portuguese Second Additional Language Spanish Second Additional Language Tamil Home Language Tamil First Additional Language Tamil Second Additional Language Telegu Home Language 	<ul style="list-style-type: none"> Telegu First Additional Language Telegu Second Additional Language Urdu Home Language Urdu First Additional Language Urdu Second Additional Language Civil Technology Electrical Technology Mechanical Technology Engineering Graphics and Design Geography History Religion Studies Computer Applications Technology Information Technology Life Sciences Physical Sciences Consumer Studies Hospitality Studies Tourism

What is my role as a parent?

- Parents are encouraged to discuss the various options with their child to ensure the appropriate subject choices are made.
- Parents can help their children collect information on a variety of careers and the necessary subjects and NSC grade 12 passes that they will require.
- This is a very important decision that will have an effect on the learners' future, especially their career options.
- Parents can assist their children to make subject choices depending on what the child is interested in doing or the kind of career the child may be considering.
- Almost all types of employment require some kind of training. Further education and Training Colleges and Universities require learners to have particular combinations of subjects in order to study further.
- It is particularly important that learners find out if they need mathematics or mathematics literacy to study further.
- Parents could approach the School Governing Body to request the school to collect information on further study options and careers from the District, Province or FET Colleges and /or universities.



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Tips for parents

Understanding the Curriculum

Read this

What is a curriculum?

A curriculum sets out what teachers must teach and what learners must learn, and decides on what is to be assessed. In other words, the curriculum sets out the knowledge/content of a specific subject and what sort of assessment or testing should be used to measure whether learners understand the content and are able to put the content into practice through a variety of activities. It also sometimes highlights the kind of skills and values that learners should develop.

Every country in the world has a national curriculum that tries to set out for everyone involved in education what kind of knowledge, skills and values that children should have when they have completed their schooling. Each country's national curriculum is shaped by the needs and beliefs of that particular society.

What is the South African National Curriculum Statement?

The National Curriculum Statement (NCS) is the broad, formal curriculum programme that must be followed for each grade from Grade R to Grade 12. The NCS indicates the number of subjects offered in each grade, the content and skills to be taught and learnt and how these should be assessed. The NCS also outlines the promotion requirements for each subject, in each grade.

The Curriculum Assessment Policy Statement, (CAPS), is a component of the NCS. These documents have been introduced by the Minister of Basic Education in order to guide teaching and learning in every class in every public school in South Africa.

The CAPS outline what is taught and learnt in every subject, for every grade from Grade R-12. The CAPS documents for each subject also guide teachers on how to assess that particular subject at different stages of the term and year.

The preparation of the CAPS documents includes changes to 78 subjects at different levels and versioning/translating into all our official languages.

How can parents get access to the CAPS documents?

In order to understand what your children are being taught and must learn in each Grade, you can get the CAPS documents on the Department of Basic Education website: www.education.gov.za

Or you may request the principal and the subject teachers to explain each CAPS to you and other interested parents.

When will the curriculum changes be introduced?

In 2012, CAPS will be introduced to the Foundation Phase (Grades R-3) and Grade 10. CAPS will be introduced to the Intermediate Phase (Grades 4-8) and Grade 11 in 2013 and to the Senior Phase (grades 7-9) and the FET Phase (grade 12) in 2014.

What subjects will my child be doing as part of the NSC?

FOUNDATION PHASE, GRADES R – 3 (from 2012)

- Official Languages at Home Language level
- Official Languages at First Additional Language level
- Mathematics
- Life Skills

Note: The First additional Language will be introduced from Grade 1 in 2012 to strengthen learners' English language skills.

INTERMEDIATE PHASE, GRADES 4 – 6 (from 2013)

- Official Languages at Home Language level
- Official Languages at First Additional Language level
- Mathematics
- Natural Sciences and Technology
- Social Sciences
- Life Skills

Note: From 2013, learners will do the six subjects instead of eight to allow time for teachers and learners to strengthen learners' language and mathematics skills.

SENIOR PHASE (GRADES 7 – 9) from 2014

- Official Languages at Home Language Level
- Official Languages at First Additional Language level
- Mathematics
- Natural Sciences
- Technology
- Social Sciences
- Life Orientation
- Arts and Culture
- Economic Management Sciences

SUBJECT CHOICE FOR GRADE 10 – 12 AND FUTURE CAREERS

In order to obtain the National Senior Certificate Grade 12, learners must have SEVEN subjects – some compulsory and others ones that they choose

At the end of Grade 9, learners must make subject choices. Learners will have to select four compulsory subjects –

- One Official Language at the Home Language Level;
- one official language at the First Additional Language level;
- Mathematics or Maths Literacy and
- Life Orientation

Learners must also choose three optional subjects to study. Of these a maximum of two additional languages may be selected.

How can parents help their children prepare for the ANA next year?

The important thing to remember is that the ANA are not for promotion or progression, but are meant to help your child's teacher measure learners' progress and see how they are performing.

It is very important that parents get involved in their children's education. Here are some ways to help them get ahead at school:

- You should encourage your child, no matter the result. If learners do have problems, the ANA tests will help their teachers to work out what will be the best methods to help them.
- Ask your child to show his or her literacy and numeracy workbooks regularly. Schools must allow children to take these workbooks home regularly. You can ask your child about particular work that she has done in the workbook or to explain stories or pictures in the workbooks.
- Read with your child as often as possible to show them that reading can be fun.
- Share family stories with your child and encourage them to share stories about their day.
- Use your child's workbook to get them to practice counting, subtracting and shapes.
- Encourage older children (Grades 4 to 6) to read the story, retell the story in their own words then write a few sentences about the story.
- Talk to your child about the events of the day. Encourage them to talk about their interests, friends, favourite books and TV shows.
- Get involved with your child's homework. This will help you understand what they are doing at school and encourage them.
- Set aside a set time for homework each day, free of distractions and noise such as television and the radio.
- Set goals with your child. Make sure they are realistic, and focus on achieving them one at a time.
- Write with your child – provide lots of writing materials and paper and encourage your child to draw and write on her own. Encourage your child to write thank you notes to grandparents, make to do lists, write signs such as road signs etc.
- Praise your child's achievements, however small they may be.



GUIDE FOR PARENTS

Annual National Assessments (ANA)

Read this



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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Call Centre: 0800 202 933

Website: www.education.gov.za

In 2012, all learners in Grades 1-6 and 9 in public schools in South Africa will write Annual National Assessments (ANA). More than seven million learners will be tested and the ANA are meant to provide a benchmark to measure future performance. This standardised test will be administered to primary school learners each year to ensure that every child in every school develops the correct literacy and numeracy skills that are appropriate for the grade in which the child is enrolled. This is the second time ANA is being written after the introduction of the tests in 2011.



Why is the Department setting these tests?

The Minister of Basic Education, Mrs Angie Motshekga, MP and the Government are determined to improve the levels of literacy and numeracy skills of our learners. The Minister has set specific targets to be achieved by 2014. The ANA will be used to measure learners' progress and establish the level they are performing at. The ANA tests will be written from the 18 to 21 September 2012 and the results will be released in December 2012.

What will ANA be used for?

The ANA will not be used for progression or promotion to another grade. Instead it is a tool for teachers to find out whether a child needs extra help or not. Teachers will use the individual results to inform their lessons and to give them a clear picture of where learners need attention. The ANA will assist the DBE find out where it is necessary to intervene if a particular class or school does not perform to the national levels.

Who sets the ANA?

Each ANA question paper is set by the Department of Basic Education in Pretoria to make sure that all children in each grade across the country have the same test.

How is ANA marked?

The ANA will be administered and marked by teachers, then moderated by Districts. At national level, the DBE will also sample scripts for moderation (limited to Grades 3 and 6) to check if marking was done consistently across districts and provinces.

What will learners be tested on?

The test is administered in every public primary school in the country. The learners will be tested on the language and numeracy skills they had learnt in the previous grade.

What is literacy and numeracy?

Literacy is the ability to read for knowledge, write logically and think critically about printed material. Numeracy is the ability to reason with numbers and mathematical concepts such as addition and subtraction for example. Literacy and numeracy are the building blocks of education.

Are there any major changes to the ANA process in 2012?

Learners will be writing assessments to gauge their understanding of literacy and numeracy skills taught in the current year. For the first time state-funded independent schools will participate in the process and exemplars have been made available to schools to aid preparations.

Will parents be informed of the results of the tests?

Parents will be informed of their child's performance when the results are released. Schools will inform parents on their child's results. Parents are encouraged to meet with their child's school to discuss the results. Each school must call a meeting to explain to parents what the results were and how they are going to improve those results.

For further information, please contact your nearest
department of education office or call the Department of Basic
Education's hotline

0800 20 29 33



Tips for parents

Register your child for *Grade R*

Read this



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Have you registered your child for Grade R?

Grade R is very important to help children develop the basic skills for future successful learning.

What age should my child be to go to Grade R?

Children must be 5 years old by 30 June to be eligible to register for Grade R and 6 years old by 30 June to register for Grade 1.

By when should I register my child for Grade R?

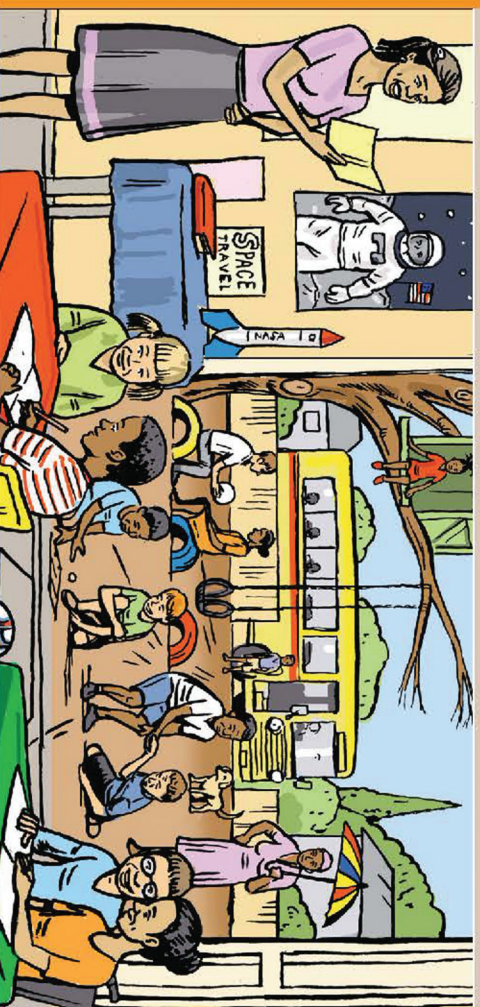
The closing date for registration in public primary schools is 30 September each year.

Where should I register my child for Grade R?

The closest school to where you live.

What documents must I take to register my child?

- Birth Certificate
- Road to Health Card
- Proof of residence
- Report card from previous institution (if applicable)
- Custody papers (if applicable).



Getting ready for school

Tips for parents to prepare their children for school:

Encourage your children to:

- dress themselves, including putting on shoes
- open and close lunch boxes
- go to the toilet on their own
- wash their hands after going to the toilet and before eating
- play with other children
- follow routines e.g. going to bed at a certain time, eating meals at regular times
- make decisions e.g. what to wear, what to do
- become familiar with their new surroundings - visit the school and show your child around the school premises.

Prepare through play

- Encourage your child to name the various parts of his or her body – for example: head, leg, arm, chest, neck etc.
- Help your child practice his or her name, your name and the address where you live.
- Let your child help you with household jobs – for example cooking or laundry – and get them to explain what comes first and what comes next.
- Encourage your child to identify different colours of things inside and outside.
- Ask your child to group things of the same colour – for example plants, flowers, etc.
- Encourage your child to identify different shapes at home – circles, squares, triangles.
- Get your child to compare things of different sizes and to tell you what is bigger or smaller.
- Get your child to compare things of different numbers and to tell you what is more and less.
- Using containers of different sizes encourage children to measure which is bigger or smaller using water or sand.
- Sing songs or nursery rhymes together and encourage them to clap hands in time to the rhythm.
- Tell your children stories and get them involved by asking questions like “What do you think happened next?”
- Encourage your child to use crayons or pencils and to draw shapes or colour in.

- When out walking, ask your child to look out for signs or objects which start with a particular letter. After five successful spots, change the letter.
- When outside ask your child to find and group together things of the same colour or shape or size.
- Involve your child in making a shopping list and when out shopping get them to mark items off the list as they put them in the basket.
- Talk to your child about the events of the day. Encourage them to talk about their interests, friends, favourite books and TV shows.
- Play "I Spy." Say "I spy with my little eye something that starts with the sound 't', for example 't' stands for 'tree' and ask him to try and guess the object. Do this for various sounds.
- Encourage your child to join a library and accompany them. It is a free activity that the whole family can do.

At this stage your child should be able to:

- Write simple sentences.
- Listen to instructions and respond.
- Add or subtract single digit numbers like 5 and 8 and double digit numbers like 11 and 24.
- Count in multiples of 2, 5 and 10 (so 2 times 3 is 6 or 5 times 4 is 20).
- Identify patterns (for example colours, shapes or materials).
- Read aloud and independently.
- Read his or her own writing.



Tips for parents

If your child is in Grades 4 to 6

Read this



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How can you help your child improve his or her numeracy skills?

Your child's numeracy workbook will be a great help for you to see what they are learning. Get them to show you what they have been doing in class every day.

IN THE HOME

- Use your child's workbook to get them to practice counting, subtracting and shapes.
- Set the table counting out the number of knives, forks and plates.
- Help with the cooking - Use cups to measure flour or water or count the number of vegetables.
- Getting your child to help with sorting washing. Putting items of the same colour together and putting things together in pairs will help them with sorting and counting skills.
- Use matchsticks, sticks or bottle tops to add, subtract or make shapes
- Talk about time. Try to get them to try counting days and weeks. E.g. On Monday there will be four more sleeps till Friday.
- After bath time, count off fingers and toes as you wash and dry between them.
- Draw dots on a page and ask your child to join them, forming shapes such as triangles, squares and circles.
- Encourage your child to work out what is bigger or smaller or more or less using objects in the home.
- Make a packet of cards with numbers or dots on them so they can practice adding and subtracting.

OUT AND ABOUT

- In the supermarket, encourage your child to count the number of items in your shopping basket.
- When shopping, let your child select items by comparing prices or sizes by weight eg the smaller/lighter packet of flour.
- When out walking encourage your child to measure distance by counting the number of steps they are taking.
- When using public transport, involve your child in counting out the fare it will help their counting skills.
- Play number spotting games with your child. If you are out walking and they spot the number five, the first one to shout it out wins.
- Play skipping games will get your child to count.



How can you help your child improve his or her literacy skills?

Your child's literacy workbook will be a great help for you to see what they are learning. Get them to show you what they have been doing in class every day and to talk about the stories that they have read in the workbook.

IN THE HOME

- Read with your child as often as possible to show them that reading can be fun.
- Share family stories with your child and encourage them to share stories about their day.
- Ask grandparents or older members of the community to tell stories to children and ask them questions like "What do you think happened then?"
- Label everything in your home like chairs, tables etc and encourage your child to read the labels out loud.



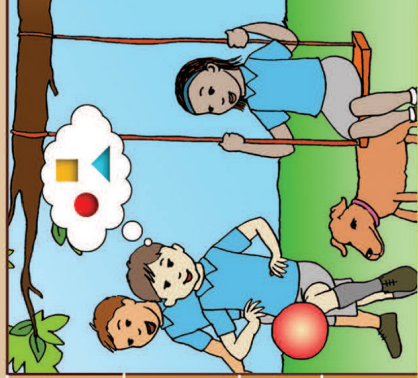
- Sound it out. Say words in parts so your child can understand how they are put together like "S...un" or "win...dow."
- Practice the sound of language. Teach your children rhymes, short poems and songs and use household items such as tins /pots to beat out the rhythms.
- Using a photograph or a picture, get your child to tell you what is in the picture and to make up a story.
- Consider family reading time by setting aside 15 minutes each day where the family reads together.
- Using the newspaper or magazines, help your child to make a story book and to tell the story to you.
- Collect leaflets from supermarkets or newspaper advertisements and get your child to cut out and group all the objects that are for the kitchen, bedroom etc.
- Take your child to the community library and together join the library and get books. Do this regularly. Find out if there is a children's story time at the library and take your child.



- When out walking, ask your child to look out for signs or objects which start with a particular letter. After five successful spots, change the letter.
- When outside ask your child to find and group together things of the same colour or shape or size.
- Involve your child in making a shopping list and when out shopping get them to mark items off the list as they put them in the basket.
- Talk to your child about the events of the day. Encourage them to talk about their interests, friends, favourite books and TV shows.
- Play "I Spy." Say "I spy with my little eye something that starts with the sound 't'", for example 't' stands for "tree" and ask him to try and guess the object. Do this for various sounds.
- Encourage your child to join a library and accompany them. It is a free activity that the whole family can do.

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- Listen to instructions and respond.
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- Count in multiples of 2, 5 and 10 (so 2 times 3 is 6 or 5 times 4 is 20).
- Identify patterns (for example colours, shapes or materials).
- Read aloud and independently.
- Read his or her own writing.



Tips for parents

If your child is in **Grades R to 3**

Read this



How can you help your child improve his or her numeracy skills?

Your child's numeracy workbook will be a great help for you to see what they are learning. Get them to show you what they have been doing in class every day.

IN THE HOME

- Use your child's workbook to get them to practice counting, subtracting and shapes.
- Set the table counting out the number of knives, forks and plates.
- Help with the cooking -Use cups to measure flour or water or count the number of vegetables.
- Getting your child to help with sorting washing. Putting items of the same colour together and putting things together in pairs will help them with sorting and counting skills.
- Use matchsticks, sticks or bottle tops to add, subtract or make shapes.
- Talk about time. Try to get them to try counting days and weeks. E.g. On Monday there will be four more sleeps till Friday.
- After bath time, count off fingers and toes as you wash and dry between them.
- Draw dots on a page and ask your child to join them, forming shapes such as triangles, squares and circles.
- Encourage your child to work out what is bigger or smaller or more or less using objects in the home.
- Make a packet of cards with numbers or dots on them so they can practice adding and subtracting.



OUT AND ABOUT

- In the supermarket, encourage your child to count the number of items in your shopping basket.
- When shopping, let your child select items by comparing prices or sizes by weight eg the smaller/lighter packet of flour.
- When out walking encourage your child to measure distance by counting the number of steps they are taking.
- When using public transport, involve your child in counting out the fare it will help their counting skills.
- Play number spotting games with your child. If you are out walking and they spot the number five, the first one to shout it out wins.
- Play skipping games will get your child to count.

How can you help your child improve his or her literacy skills?

Your child's literacy workbook will be a great help for you to see what they are learning. Get them to show you what they have been doing in class every day and to talk about the stories that they have read in the workbook.

IN THE HOME

- Read with your child as often as possible to show them that reading can be fun.
- Share family stories with your child and encourage them to share stories about their day.
- Ask grandparents or older members of the community to tell stories to children and ask them questions like "What do you think happened then?"
- Label everything in your home like chairs, tables etc and encourage your child to read the labels out loud.
- Sound it out. Say words in parts so your child can understand how they are put together like "S...un" or "win...dow."
- Practice the sound of language. Teach your children rhymes, short poems and songs and use household items such as tins /pots to beat out the rhythms.
- Using a photograph or a picture, get your child to tell you what is in the picture and to make up a story.
- Consider family reading time by setting aside 15 minutes each day where the family reads together.
- Using the newspaper or magazines, help your child to make a story book and to tell the story to you.
- Collect leaflets from supermarkets or newspaper advertisements and get your child to cut out and group all the objects that are for the kitchen, bedroom etc
- Take your child to the community library and together join the library and get books. Do this regularly. Find out if there is a children's story time at the library and take your child.



How can we use the workbooks at home?

You should encourage your child to show you their work in their workbooks regularly so that you can see what they are doing at school.

You can also ask your child to explain the exercises that he or she has been doing at school or get them to read the stories to you or to explain what is going on in the pictures.

What can I do if I am concerned about my child's progress?

It is important that you get involved in your child's education. If you are concerned in any way, you should make an appointment to see your child's teacher or the principal to discuss your concerns.

Can I get more copies of these workbooks?

Yes. All the workbooks can be found on the Department's website and can be downloaded and printed for free.

Workbook facts



Tips for parents

Workbooks

Read this



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REPUBLIC OF SOUTH AFRICA

Minister's message

Congratulations to the Class of 2011, particularly those who performed well in the National Senior Certificate examinations. While many of you have succeeded in achieving the goals you set for yourself at school, you may still be unsure about what to do now. In addition, some of you may be disappointed with your results. This is not the time to give up. There are many options open to you to improve your results or to choose an alternative career path.

You have completed at least twelve years of schooling that has been at considerable cost to yourselves, your parents, family and the country. You should not give up now, but should take responsibility to make use of every opportunity available to you to improve your life chances and to make your contribution to South Africa.

We want to have a country which has a modern infrastructure and a vibrant economy and where the quality of life is high. South Africa faces critical skills shortages in areas such as engineering and medicine, but you should also look to alternative careers. What country can prosper without artisans, such as carpenters or plumbers? In addition to the traditional further education options, such as universities and universities of technology, you should also consider the vocational options available to you, such as Further Education and Training colleges.

Read the following information carefully. It will assist you with your future options and choices.

Remember: If you are disappointed with your results, do not panic or think you must deal with it on your own. Seek advice and support from your teachers or Department counsellors. You may also wish to contact CHILDLINE on their toll free number – 0800 055 555 - and you will be redirected to the appropriate regional office.

How do I apply for re-marking or re-checking of examination answer scripts?

- Candidates may apply for re-marking or re-checking of examination answer scripts immediately after receiving their results.
- The closing date for application for a re-mark or re-check is Monday, 23 January 2012. Late applications will be accepted until 27 January 2012.
- Application forms for re-marking or re-checking of examination answer scripts are available from schools or centres where the candidates sat for the examination.
- The fees R70 for re-marking, R12 for re-checking and R150 for viewing of an examination script. Before a script can be viewed you need to have done re-checking and re-marking.
- Candidates from no-fee schools and learners whose parents have applied and have been granted a concession on the payment of schools fees are exempted from payment of re-marking and re-checking fees.

What is the point of the workbooks?

They provide every learner with worksheets to practice the language and numeracy skills they have been taught in class. They are also meant to help teachers find out whether each learner is progressing as they should through checking their written work in the books so that the teacher can provide extra support if the learner needs it.

Do the workbooks replace textbooks?

No. These are meant to be used with textbooks. Learners must write in their workbooks but must not write in textbooks as textbooks should be returned to the school at the end of the year. Workbooks save the teacher time from writing exercises on the board and preparing their own worksheets.

Which workbooks are available in 2011?

- Literacy/language workbooks for Grades 1 to 6 in all 11 official languages
- Numeracy workbooks are available Grades 1 to 3 in all official languages and in English and Afrikaans for Grades 4 to 6.

Will workbooks be given to learners every year?

Yes. Government has made a plan to distribute these workbooks every year from 2011.

From 2012, the workbooks will also be distributed to learners Grades 7 to 9.

- Numeracy workbooks will be available for Grades 7 to 9 in English and Afrikaans.
- First Additional Language workbooks will be made available in English from Grades 1 to 9.
- The Braille version of all the workbooks will be available in 2012 for visually impaired learners.
- Teacher guides for each workbook will also be distributed.

Can my child take them home?

Yes. Every learner must be allowed to take the workbooks home regularly. Your child will own the workbooks. This means they can take them home and write in them.

Annexure A

EXAMPLE OF AN AGENDA

- Welcome
- Attendance and apologies – (register to be kept)
- Adoption of minutes of previous meeting
- Examples of Items for discussion
 - Were all teachers teaching and learners learning from Day 1 of the school year?
 - Staffing situation – Are all posts suitably filled and were they filled in time?
 - Have learning resource materials been delivered on time?
 - Have learning resource materials been distributed to learners?
 - General maintenance of the school – Have repairs been done and what repairs still need to be done and by whom?
 - What is the level of the cleanliness of the school?
 - Is funding from the PED received on time or not.
 - How is the attendance by learners monitored and what strategies are in place to improve the situation?
 - How is the attendance by teachers monitored and what strategies are in place to improve the situation?
 - How is the punctuality of learners monitored and what
 - Strategies are in place to improve the situation?
 - How is the punctuality of teachers monitored and what strategies are in place to improve the situation?
- Report to district
- Community mobilisation
- Any other items for discussion
- Date of next meeting

Example of a Reporting Template

Please indicate the successes and challenges in as far as the following non-negotiables are concerned at your school:

Example of QLTC Activities/Programmes:

1. Post Provisioning and Filling of Vacancies

Successes

Challenges

2. Admission Process and Registration of Grade R Learners

Successes

Challenges

3. Procurement of LTSM (both Section 20&21 schools)

Success

Challenges

4. What mechanisms are put in place to address challenges identified

• General Comments

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