

LEARNING RECOVERY PROGRAMME

GUIDELINES FOR CIRCUIT MANAGERS SUPPORT AND MONITORING OF SCHOOL MANAGEMENT TEAMS



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

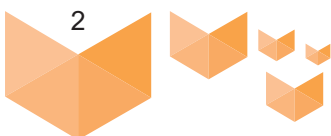


LEARNING RECOVERY PROGRAMME, GUIDELINES FOR CIRCUIT MANAGERS SUPPORT AND MONITORING OF SCHOOL MANAGEMENT TEAMS



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Acronyms and Abbreviations

AAPR	Annual Academic Performance Report
AfL	Assessment for Learning
AoL	Assessment of Learning
ATP	Annual Teaching Plan
CIP	Circuit Improvement Plan
CM	Circuit Manager
COVID-19	Corona Virus Disease
CPTD	Continuous Professional Teacher Development
DBE	Department of Basic Education
EFAL	English First Additional Language
ELRC	Education Labour Relations Council
FET	Further Education and Training
GET	General Education and Training
LA	Learner Achievement
LO	Learning Outcomes
LOLT	Language of Learning and Teaching
LRP	Learning Recover Period
LRP	Learning Recovery Programme
NSC	National Senior Certificate
PAM	Personnel Administration Measure
PED	Provincial Education Department
PLC	Professional Learning Committee
QMS	Quality Management System
SACE	South African Council of Educators
SASA	South African Schools Act
SIP	School Improvement Plan
SMT	School Management Team
SSE	School Self Evaluation
UNICEF	United Nations International Children's Emergency Fund
WSE	Whole School Evaluation



1. GUIDELINES FOR SCHOOL MANAGEMENT TEAMS DURING THE LEARNING RECOVERY PERIOD



Welcome

Welcome to the Learning Recovery Programme (LRP)! This is your introduction to the whole module. We hope you will be stimulated and inspired by the ideas, practices and the knowledge you gain through your active participation and engagement with your fellow participants and programme providers.

National Development Plan

Improving the quality of Basic Education has been articulated in the National Development Plan (NDP), Vision 2030, Our future – Make it work.

“By 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The performance of South African learners in international standardised tests should be comparable to the performance of learners from countries at a similar level of development and with similar levels of access.”

Legislative Framework

The Department of Basic Education (DBE) is a juristic person which is guided and guarded by the law and policy, rules and regulations and all the instructions are disseminated through circulars and memorandums. The Learning Recovery Programme (LRP) is also developed from the premise of the following legalities:

- National Education Policy Act 27 of 1996;
- Employment of Educators Act 76 of 1998;
- PAM Document as Amended in 2016;
- CAPS Document for all Subjects – Chapter A.4 and A.5;
- National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12;
- National Protocols for Assessment;
- Collective Agreement 4 of 2017; and
- Circular S33 of 2022.

Purpose of the Programme

This guide is for School Management Teams (SMTs) to use in line with the 2023 Annual Teaching Plan (ATPs) as they are expected to guide, advising and support educators to reboot, recover and rebuild time and content lost as the sector was/is hard hit by the waves of corona virus, floods, community protests and load shedding.

The aim of this programme is to improve the delivery of quality education across the school system by;

- ❖ Realising and acknowledging the gap experienced by the sector as a result of the COVID 19 pandemic;
- ❖ Improving collaborative and critical guidance of the CMs to school managers;
- ❖ Prioritising support to SMTs in leading and managing the programme;
- ❖ Ensuring that teachers clearly understand and implement the LRP guidelines;
- ❖ Achieve deeper levels of learning recovery processes;
- ❖ Develop core tools of support to the instructional core;
- ❖ Share the learning practises; and
- ❖ Ensuring schools:
 - are run as efficient and effective learning organisations
 - realise and implement the recovery programme
 - conduct an in-depth Assessment for Learning (AfL)
 - thoroughly prepare learners for Assessment of Learning (AoL)
 - contribute to continual strengthening of the school system.

Rationale

The rationale underpinning the programme is to provide a structured professional guiding pathway for recovery of content and time lost during the COVID 19 Pandemic manage schools effectively, and in alignment with national goals.

The learning approaches

A sociocultural approach to training and academic literacy development is taken from the guideline materials developed by PILO and the amended 2023 ATP developed by the DBE.

The underpinnings of this approach are rooted in an understanding of learning as a 'social practices'. We learn from, and with others (the social) and this is embedded in the contexts in which, we live (the 'cultural'). Learning in isolation, therefore is not considered to be 'natural practice'. These social practices; the 'ways of being, doing and believing', involve contestation, struggles for dominance and cannot be neutral, or ordained. Issues of power and identity are, therefore, always present and cannot be ignored.

Through this approach, it is envisaged that participants' Professional Learning Communities (PLCs) will encourage co-operation, collaboration and shared learning, whilst respecting the need for individual independence and autonomy. It is hoped these communities will extend to the school with range of stakeholders who can work collectively over the years of LRP the programme, continue after the completion of the programme, and branch out to a more inclusive engagement with other role-players such as unions, subject advisors, parents and community members.



Learning principles

The following learning principles underpin the implementation of the LRP:

- ❖ Directed and self-directed learning in teams and clusters
- ❖ Site-based learning (dependent on the content i.e. PLCs, support visit by District Officials etc.)
- ❖ Variety of learning strategies i.e. training (workshops), practice and research amongst others
- ❖ Parallel use throughout of individual and group contexts of learning
- ❖ Collaborative learning through interactive group activities, e.g. simulations, debates
- ❖ Problem-focused deliberation and debate in group contexts
- ❖ Critical reflection on group processes and group effectiveness; and
- ❖ Critical reflection and reporting on recovery and learner improvement; and
- ❖ Acquiring intensive knowledge accountability processes.

Credits

Module 1:

Credits are a measure of the learning time it would take the average student of this level of programme to achieve the prescribed outcomes. This includes contact time, structured learning, workplace learning, assessment and self-study (1 credit = 1 notional hour).

Time

As the over-arching module, running for the full period of the programme, and carrying 15 credits, this means that Module 2 will take you approximately 8 notional learning hours (which includes 30 minutes break), this roughly translates into eight (8) hours per day over the one-day period of the programme.

Do not be worried by this as these hours include everything; contact time, reading time, participation time and the time required to complete activities (assessment tasks).

This module as well as in the other two (2) modules make up the Learning Recovery Programme.

Golden threads

There are three 'golden threads' that run through the programme. These are: contact sessions, learning support and assessment (Figure 1.1). These are viewed as integral to your understanding of the module which means you will find them referred to in all the topics.



Figure 1.1: The 'golden threads' that run through the Learning Recovery Programme

As a SMT member, it is expected you will continuously strive to improve the education context in which you work. This improvement will be measured in your leadership and management practices of you provide to your educators in incorporating the LRP into their normal teaching and related assessment tasks that result in an improvement of your learners' performance. Improving in these practices means you will be required to solve problems, make evidence-based decisions, participate and share work with others, and engage in activities which require reflection. The theory of change which frames a programme such as this one i.e. with a focus on applied competency in the workplace, recognises that your *context* is central to everything.

The components of the programme and its relationship to the 2023 Annual Teaching Plan (ATP)

The programme is comprised of three (3) modules.

1. LRP Guidelines to Circuit Managers	2. LRP Guidelines to School Management Teams	3. LRP Guidelines to Teachers
Circuit Managers have a critical role to play in this national task – not as subject or phase specific curriculum experts – but as the leaders who will guide School Management Teams Circuit Managers ¹	School Management Teams must provide routine curriculum leadership, co-ordination and management support to teachers	Teachers are required to implement the actions that the LRP guides them in their daily work noting that the learning recovery will happen in classrooms

Table 1.1: Fundamental and core of the LRP

Module 2, Guidelines for School Management Teams During the Learning Recovery Period is the second module you engage with. It also provides an overview of the programme, with its main purpose to introduce SMTs to the LRP developed to close the learning gap and time lost during the pandemic. It provides an overview analysis of the learning time lost since April 2020 to February 2022.

Please note: Module 2 is also the *exit requirement of the programme for School Management Teams*

¹ It is noted that that in Gauteng, the work of IDSO would be included in references to CM in this document.

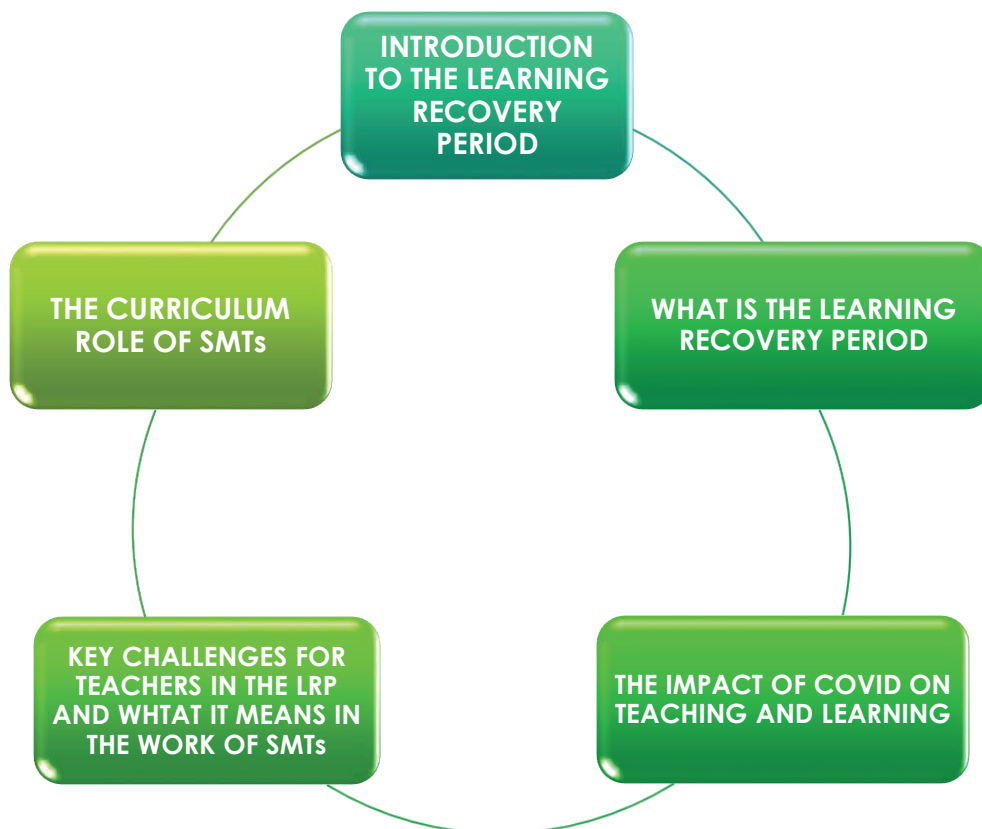


Figure 1.2: The topics (Units) of the LRP for CMs.

Delivery of the Training of the Learning Recovery Programme

The training of this programme is completed within a day. It is suggested topics/units be delivered in numerical sequence, to expedite school-based work, in particular, implementation of the workplace project. It is however encouraged that the topics/units be cross-referenced to the 2023 ATP throughout.

COMPONENTS	TOPICS/UNITS	
OVERVIEW	1	Introduction to the Learning Recovery Programme.
	2	What Is the Learning Recovery Programme? What does it Mean for the Work of the SMTs.
	3	The Impact of COVID 19 on Teaching and Learning.
CONTENT AND CON-TEXT	4	Key Challenges for Teachers in the LRP and What this Means for the Work of the SMT.
	5	The Curriculum Leadership Role of SMTs - Necessary always but Essential for Implementing the LRP.

Table 1.2: Suggested sequence of Guidelines to the SMT on LRP

Assessment in the Learning Recovery Programme

Assessment is focused on understood competence by means of;

- ❖ Brainstorming, reflections, Assessment for Learning and Assessment of Learning within topics/units which are scenario-, case study- and/or practice-based;
- ❖ Group and peer discussions and debates;
- ❖ Group and peer feedbacks; and

- ❖ An assessment strategy that includes a workplace project to be completed during the course of the programme and aimed at identifying, and then addressing, a contextual challenge within the school with learners as the primary beneficiaries.

Module Outcomes

By the end of this module you should be able to:

1. Understand the core challenges experienced by the Education Sector as a result of COVID you should be able to:
 - assist learners to recover lost learning and close their learning gaps by the end of Grade 9 so that they are ready for the FET phase; and
 - structure professional supportive conversations with teachers that build trust.
2. Understand their roles and responsibilities in guiding and supporting SMTs on learning recovery be able to:
 - Understand the process of planning, reflecting and re-planning the programme which are embedded within ATP, personal teaching plan and the lesson plan.
3. Realize the need for strong personal and professional relationships to support the instructional core.
4. Ensure the implementation of strategies devised through LRP and 2023 ATPs to recover the content missed by learners.
5. Recognize the value of recovering time lost as central to improving learner performance.

2. TOPIC 1: INTRODUCTION TO LEARNING RECOVERING PERIOD

The programme topics/units

Topic 1, which introduces you to the Learning Recovery Programme is based on the following:

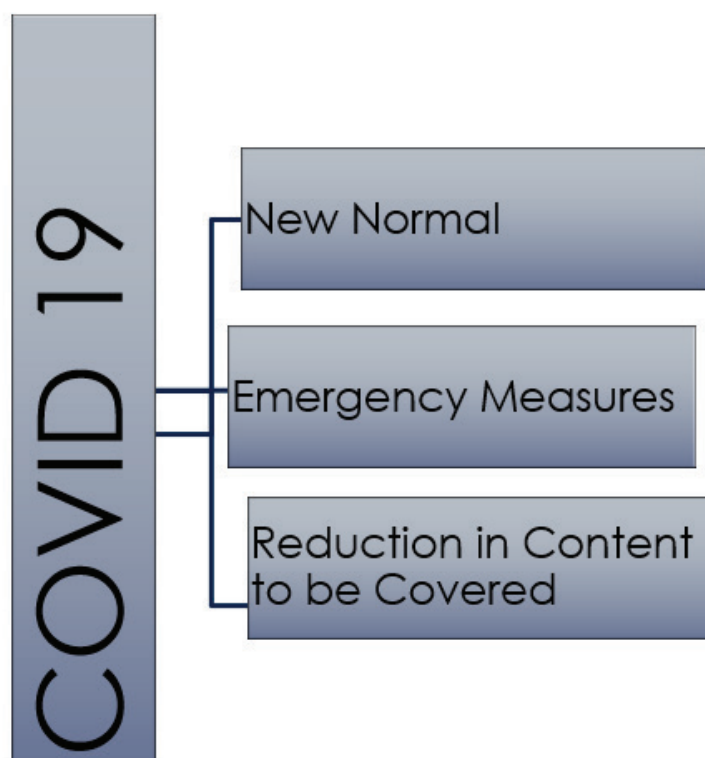


Figure 1.3: Introduction of the Learning Recovery Programme

TOPIC 1 Learning Outcome

There are four (4) learning outcomes for this topic.

By the end of it, you should be able to:

- | |
|-------------------------------------------------------------------------------------------------------------|
| Understand the pre-context and the post context of the pandemic |
| Recalling what they, as school leaders had to go through in ensuring that systems were in place and running |
| Be aware and ready to support teachers who are currently working under weak foundations |

Preparation for Topic 1

Before starting with Topic 1, please familiarise yourself with the Guidelines developed as a road map for this module.

Prescribed reading:

- **Guidelines for School Management Teams During the Learning Recovery Period' (Appendix 5).**
- School Recovery Plan in Response to COVID 19 by Dr Pillay – DBE Chief Director in Examinations and Assessment (Appendix 1.2).



Picture 1.1: Depicting the social distancing observed in the classroom during COVID 19 Pandemic

Briefing Notes to Participants

As the COVID-19 pandemic spread rapidly across the globe, many schools struggled to react both quickly and adequately. Schools were one of the most important societal institutions to be affected by the pandemic. However, most school leaders have little to no training in crisis leadership, nor have they dealt with a crisis of this scale and this scope for this long.

By now it is evident that the pandemic has created an unprecedented challenge for school leaders. Although principals and their management teams are used to handling smaller crises such as underperformance, absenteeism, and late-coming, most school leaders have never dealt with such a challenge. Even the immediacy of larger crises that often force school closures—such as a community protests, strong floods, or a school shooting—typically expires after a few days or weeks. Like no other crisis before, the COVID-19 pandemic has illustrated the deficiencies of our educational systems in using technology as not all schools were able to have lessons conducted online.



A number of specific challenges were of focus to SMTs, e.g. large class sizes, physical distancing requirements, and the use of online and digital learning platforms to facilitate education, and how this style of teaching and training is not practical for most of the South African school population. In addition, the problems posed by the rotational time-table and the time that has been lost, the effect of curriculum trimming, and random closure of schools due to reported cases were also affecting the emergency measures taken to at least curb the pandemic challenges.

The DBE together with the PEDs also developed a school recovery plan to make up for the lost time by reorganisation and trimming the content of the curriculum. Teaching plans were revised in all grades and the June examinations were cancelled to allow for more teaching time. However, the curriculum for Grade 12 was left intact, but teaching plans were

reorganised to allow for more efficient and effective utilisation of the time available for teaching.

The school closures also had implications on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year due to varying completion of teaching plans by schools. Hence, the decision was made for all schools to administer final controlled tests in only key subjects in Grade 4 to Grade 11, and learning gaps be remediated in the subsequent grade. Thus, the promotion requirements for the year 2020 were revised to avoid that no learner is unfairly disadvantaged.

Activity 1: Introduction to the Learning Recovery Programme

Suggested Time: 20 Minutes

Aim: The purpose of this activity is to give you the opportunity to recall the journey travelled by the sector from the time the President announced the lockdown of the whole country and the Standard Operating Procedures which were stipulated by the Department of Health in collaboration with the Department of Basic Education, and share with others.

I have learned...our background and circumstances may have influenced who we are, but we are responsible for who we become (Cicero, 106-43 BC).

The programme is about your development as a leader. It also creates opportunities to develop supportive relationships with others on a similar journey, over the duration of the programme.

Get together for the first time with your fellow participants! With a group:

- ❖ Introduce yourself and share your information;
- ❖ Find the areas you experienced in common, and those that are new to you; and
- ❖ Your expectations of the programme.

Reflect on:

- (a) Your understanding of the individual school contextual backgrounds which are differentiated and developmental;
- (b) Time loss and learning gaps; and
- (c) The role you play in supporting and supervising the SMTs in recovering the time lost.

Our comment

Learning from pre-context and past experiences is a crucial stepping stone to reach your intended goals hence this programme is based on social learning theory. Sharing your reasons for embarking on this leadership journey and stating what you want to achieve in the context in which you work, creates the beginning of relationships and networks related to, and hopefully beyond, the scope of this programme.

When listening to others' stories brings awareness of the many things we have in common, whilst affording us an opportunity to learn about circumstances that differ from our own. You will find, going forward, that it is through discussions, debates and constructive criticisms, your knowledge and skills improve in your leadership and management practices.

3. TOPIC 2: WHAT IS LEARNING RECOVERY PERIOD? WHAT DOES IT MEAN FOR THE WORK OF THE SMT?

The programme topics/units

Topic 2, which is the second part of the programme focuses on the concept of Learning Recovery Period and its meaning to the work of the School Management Teams, as indicated below:

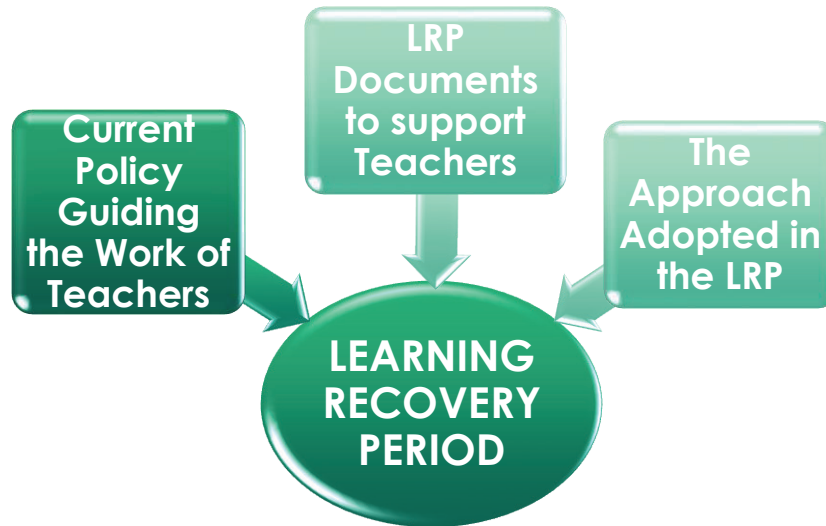


Figure 2.1: The LRP Concept Guiding the Work of Teachers

TOPIC 2 Learning Outcome

There are three (3) learning outcomes for this topic.

By the end of it, you should be:

Familiar with the departmental policies in leading and managing curriculum delivery
Be able to understand and follow the routines of management and leadership and infuse these into learning recovery period
Actively involved in professional and supportive conversations with your Circuit Manager

Preparation for Topic 2

Before starting with Topic 2 - Units 1 - 4, familiarise yourself with the content of the teacher guideline developed as a key resource for this module.

Prescribed reading:

- Guidelines for Teachers in the LRP.
- Guidelines for SMTs in the LRP.

Briefing Notes to Participants

Since the Annual Teaching Plans (ATPs) were amended (revised) in accordance with the trimmed/re-organised curriculum for Grades R-11 and Year 4, and in the case of Grade 12, the ATP was not tempered with to ensure a focus on the key aspects of the curriculum, since the NSC was already set. The 2023 ATPs had been structured in such a way that the trimmed/re-organised curriculum is recovered in fact, in all Grades. Teachers will be supported in terms of the recovery ATPs to ensure that quality learning is not compromised.

The Learning Recovery Programme is structured in such a way that it provides a broad framework for a nationally diverse system. Each school, with its own specific content gaps for each subject as situations were different when it comes to cases reported, will ensure compliance with the parameters of the DBE programme. The LRP ensures that we remain responsive to the sector's needs across diverse contexts

SMTs are expected to lead and manage the implementation process and provide the necessary support to their teachers. The success of the programmes will depend on effective school leadership and management and the extent to which SMTs are able to adequately capacitate and support teachers to deal with the high demanding roles they will be confronted with. The role of the principal and the deputy principal(s), if available is to oversee the implementation of the recovery programme at school level, provide the necessary support to the Departmental Heads; and keep parents informed of the LRP and the changes to be implemented.

Activity 2: What is Learning Recovery Period? What Does it Mean for The Work of the SMT?

Suggested Time: 15 Minutes

Aim: The aim of this activity is to assist you in supporting your teachers as they are key in implementing the LRP and bring to your attention the LRP documents developed to guide the implementation thereof.

With reference to the guideline provided answer the following questions:

- (a) In your own understanding define the concept 'Learning Recovery Period'.
- (b) How will you ensure its full implementation in your school?
- (c) Explain the adopted approach located on your line of function as the leader and the manager of teachers.

4. TOPIC 3: THE IMPACT OF COVID ON TEACHING AND LEARNING

The programme topics/units

Topic 3, which is the third part of this module, comprises of four (4) units which exposes you to the impact of COVID on teaching and learning as ensues:

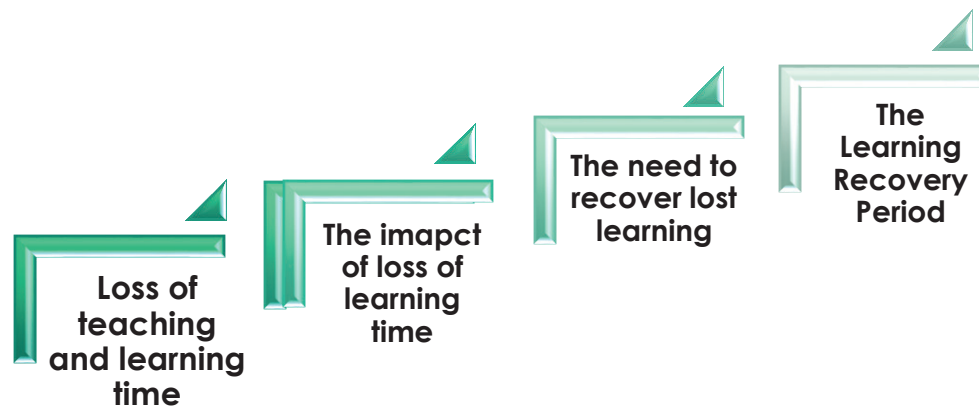


Figure 3.1: The sequence of the impact of COVID on teaching and learning

TOPIC 3 Learning Outcome

There are three (3) learning outcomes for this topic.

By the end of it, you should be able to:

- | |
|---------------------------------------------------------------------------------|
| Understand the negative impact that COVID had on quality teaching and learning. |
| Be able to analyse the guiding principles of learning recovery. |
| Be able to identify the impact of contextual factors affecting the LRP. |

Preparation 3

Before starting with Topic 2 - Units 1 - 4, make yourself familiar with the Guideline developed as a road map for this module.

Prescribed reading:

- **Case Study Extracted from: UNICEF South Africa/2021/Schermbrucker**
Pretoria 22 July 2021 (Appendix 2.1).

TOPIC 3: THE IMPACT OF COVID ON TEACHING AND LEARNING

Case Study Extracted from: UNICEF South Africa/2021/Schermbrucker

Pretoria 22 July 2021

Learners in South Africa up to school year behind where they should be

On the eve of the re-opening of school, UNICEF calls for urgent action to protect schools from vandalism and urges ongoing compliance to COVID-19 safety measures so that every child can be in class, every day.

The impact of disrupted education since the COVID-19 outbreak has been devastating, with the gap of about two (2) full school year behind where learners should be, according to latest statistics. Rotational attendance, teachers applying and getting approved for comorbidities, sporadic school closures due to cases being reported and days off for specific grades, have resulted in school children losing approximately 54 per cent of learning time.

Some 400,000 to 500,000 learners have reportedly also dropped out of school altogether over the past 16-months. This is most likely for children living in informal urban and rural settings, with household poverty also playing a critical role. The total number of out of school children is now up to 750,000

“The reality is that South Africa cannot afford to lose another learner or another hour of learning time,” said Christine Muhigana, UNICEF South Africa Representative. “It is urgent that we get every child back into the classroom, safely, now,” Muhigana added.

Being out of school not only leads to learning loss but mental distress, exposure to violence and abuse, missed school-based meals and reduced development of social skills. In the longer-term, the skills needed to transition into working lives will be affected. Evidence also shows that when children are out of school, women are twice as likely to take on childcare responsibilities, affecting their ability to work or search for work.

The switch to blended learning, following the COVID-19 outbreak, was quick and included rotational classes, as well as access to online, radio and TV educational resources.

“Remote learning has been a lifeline for some children but for the most vulnerable in South Africa, even this was out of reach,” said Muhigana. Access to the devices, data and skills necessary to navigate online resources are simply not possible for many children. “We need to ensure that we prioritize vulnerable girls and boys in all our efforts to keep children in classrooms,” added Muhigana.

The education system can’t afford any further shocks, such as the recent unrest which resulted in more than 140 schools being vandalized in KwaZulu-Natal and Gauteng. This comes on the back of the more than 2,000 schools that were looted and damaged during the hard COVID-19 lockdown last year.

All teachers are prepared and supported to address learning losses among their learning and to incorporate digital technology into their teaching.

Challenges: Teachers are in an unprecedented situation in which they must make up for substantial loss of instructional time from the previous school year and teach the current year's curriculum. Planning at macro to micro level will help ease the burden of poor performance as problems encountered and solutions to be applied will be better dealt with collectively. They must also protect their own health in school. Teachers will need training, coaching, and other means of support to get this done. They will also need to be prioritized for the recovery programme, since they are at the fore front of the classroom and learners grow academical under their noses. School closures also demonstrated that in addition to digital skills, teachers may also need support to adapt their pedagogy to deliver instruction remotely.

Areas of action: The Department of Basic Education in collaboration with its partners will have to advocate for teachers to be prioritized in the training for recovery programme campaigns, assisted with strategies to plan effectively and efficiently and be provided capacity-development on pedagogies for remedial learning and digital and blended teaching approaches.

"The twin burden of COVID-19 and recent disruptions equally affects teachers, supporting and improving their well-being should be a priority," said Muhigana. "We are glad that the Department of Basic Education is hosting the first ever 'Teacher Wellness Seminar' and UNICEF is committed to provide its full support to the education sector," she added.

Appendix 3.1: Case Study Extracted from: UNICEF South Africa/2021/Schermbrucker

Activity 3: The Impact of COVID on Teaching and Learning

Suggested Time: 30 Minutes

Aim: This activity will help you to understand the negative impact COVID had on quality teaching and learning, the gap it left on the content in all grades and subjects and time lost since its inception to date. Our objective must be to progressively diminish the 'gap' between what has been taught and learned in GET, and what is required to confidently enter the FET phase. To reflect on this:

Study (Figure 3.2) in conjunction with the Case Study (Appendix 3.1) above, about the negative impact COVID brought to normal teaching and learning and answer the following questions:

- (a) In your own interpretation what was the gist of the "New Normal"?
- (b) As it is the sector's strategic priority to ensure that 'a Grade 4 learner' reads with meaning, reads with an understanding, analyse the time lost as a result of the rotational timetable.
- (c) Christine Muhigana, UNICEF South Africa Representative said, "the reality is that South Africa cannot afford to lose another learner or another hour of learning time". Referring to this statement, what preventive measures will you implement with your teachers to ensure that Christine's statement becomes reality?

5. TOPIC 4: KEY CHALLENGES FOR TEACHERS IN THE LRP AND WHAT THIS MEANS FOR THE WORK OF SCHOOL MANAGEMENT TEAMS

The programme topics/units

Topic 4, which forms the last part of the programme overview, is made up of two (2) units as follows:

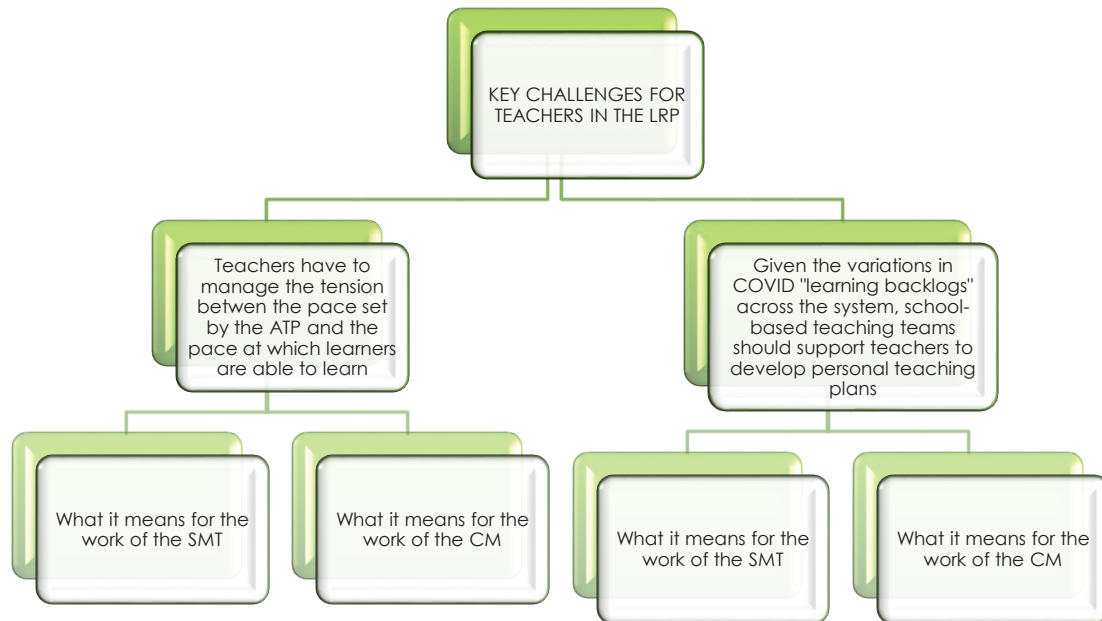


Figure 4.1 Key Challenges for Teachers in the LRP

TOPIC 4 Learning Outcome

There are two (2) learning outcomes for this topic.

By the end of it, you should be able to:

Understand the foundational roles in supporting teachers to close the gap between the pace of the ATP and the pace at which learners are able to learn.

Understand the importance of supporting teachers to develop a personal teaching plan that will assist you in deriving your lesson plans from the ATP.

Preparation for Topic 4

Before starting with Topic 3 - Units 1 & 2, make yourself familiar with the Guideline developed as a road map for this module.

Prescribed reading:

- Guidelines for School Management Teams During the Learning Recovery Period (Appendix 4).
- 2023 ATP and the Guidelines for teachers during the LRP (Appendix 1 and 3).



Summary

Teachers were already in the education spotlight before the pandemic, with a focus on the quality of lessons they teach to learners every day in the classroom and the end of year results thereafter. The implementation of the LRP will see an increase in their challenges as learners' pace of understanding and grasping the content taught is not comparable to the pace of the ATP for all learners. Our teachers will be charged with the heavy lifting when it comes to leading learning recovery. As the education systems is at the verge of recovering time loss and content gaps, additional time and support will be a prerequisite.



With teachers charged with much of the work for recovery in our schools and classrooms, we should reflect on what we are asking them to do. The evidence is clear, the ask is great. Teachers will be required to help learners using a range of methods, including personal teaching plans, catch-up programmes, accelerated education programmes, remedial learning programmes and condensed curricula. They will also need to combine this new and complex response to individual learning needs with support for the mental health and wellbeing recovery of learners – and there will be an urgent need to tailor all of this to meet the complex needs of a range of disadvantaged and vulnerable learners.

Principals are therefore key to this programme as they are expected to lead, instruct, monitor and support their management teams, in particular Departmental Heads. This will be possible if our SMTs develop and implement their work plans and meet frequently to review what worked well and what needs urgent and moderate interventions.

It is the role of the DH to regularly check the usage of teaching plans, adjustments in the scheduled teaching and backlogs to maximise collaboration in planning and track performance across the grades as learners progress. The DH needs to monitor the teacher's progress against the plan so she can support her if she begins to fall behind. The teacher can use her record of progress against her plan as a tool in reporting to her DH.

Activity 4: Key Challenges for Teachers in The LRP and What this Means for the Work of School Management Teams

Suggested Time: 20 Minutes

Aim: In this activity you will be exposed to the realities of the pace set by the ATP and the actual pace learners learn in the classroom and the importance of planning one's work.

I have learnt that the 6P Rule implies.....'Prior Proper Planning Prevents Poor Performance' (Brian Tracey)

In terms of the Continuous Professional Teacher Development (CPTD), as prescribed by the South African Council of Educators (SACE), professional development can be practised and improved from the level of the school, which is teacher initiated and categorised as Type 1 of development carrying five (5) credit points.

Reflect on:

- (a) The core duties, the roles and responsibilities of educators and the QMS requirements in curriculum delivery;
- (b) The support you can provide in **ensuring that teachers have scheduled collaboration time**; and
- (c) Your engagement to regularly check if Departmental Heads are assisting teachers in managing the tension between the pace set by the ATP and the pace at which learners are able to learn.

With your group, discuss on:

- (a) How you will support your SMT in developing their workplans and ensuring that it addresses the learning recovery programme with clear deliverables.
- (b) The prescript of Goal 18 of the Medium-Term Strategic Framework as stipulated in Action Plan 2024: Towards the Realisation of Schooling 2030; and
- (c) Your engagement in supporting the DH when dealing with challenges teachers might be experiencing as they plan, assess, and replan.

Our comment

Having a full understanding of the sector will enable you to monitor and support your teachers diligently so. Your knowledge, experience and commitment to your work will ease the burden of poor performance and under-performance by both your teachers and learners. It is therefore imperative for you, to be familiar with the role that teachers must play in the learning recovery process and how that role will be supported by yourselves.

6. TOPIC 5: THE CURRICULUM LEADERSHIP ROLE OF SMTs - NECESSARY ALWAYS BUT ESSENTIAL FOR IMPLEMENTING THE LRP

The programme topics/units

Topic 5, which forms part of the programme content and context, identifies the major strategy devised to ensure the implementation of the Learning Recovery Programme as shown below:

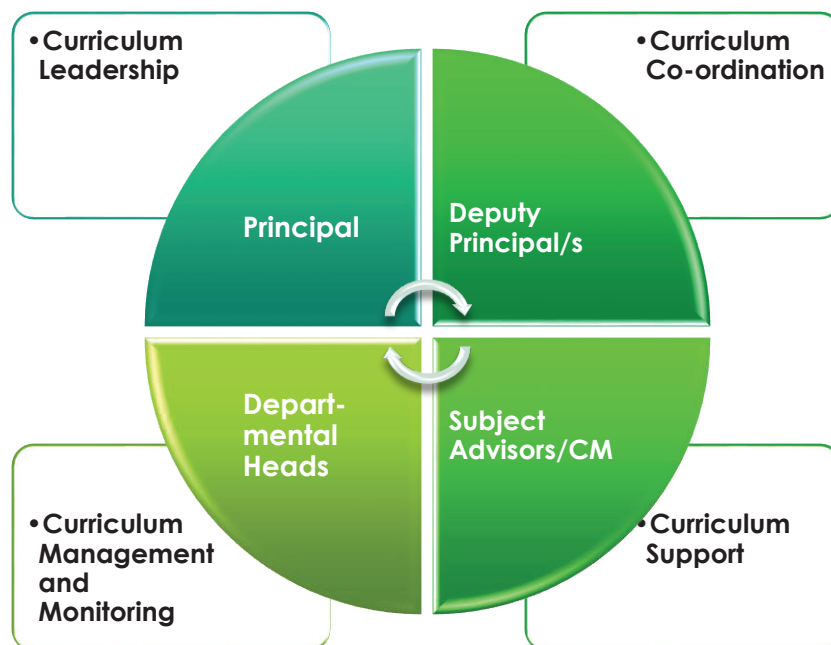


Figure 5.1: Curriculum Processes - A Strategy for the Implementation of the LRP

TOPIC 5 Learning Outcome

There is only two (2) learning outcome for this topic.

By the end of it, you should be able to:

Encourage team work in implementing the LRP

Create a conducive environment for effective and efficient teaching and learning

Track curriculum processes in practise to quality assure curriculum delivery within the LRP

Preparation for Topic 5

Before starting with Topic 5 – note that there are no units in this topic but you need to familiarise yourself with the Guideline for CM developed as a road map for this module.

Prescribed reading:

- 2023 ATP and Guidelines for teachers during the LRP (Appendix 1 and 3).
- **Case Study Extracted from: UNICEF South Africa/2021/Schermbrucker**

Pretoria 22 July 2021 (Appendix 2.1).



Figure 5.1: A management team engaging in a strategy to implement the LRP

Briefing Notes to Participants

The sector embarks on Strategic Planning Meetings in different levels from national education department, provincial education department, education district, education circuit until the school level. This should be used to improve phase/ subject meetings at macro and micro levels. Departmental Heads are expected to plan schedule meetings with all members of the Department within the school to share good practises, develop and empower each other with issues of content, classroom management etc. and devise strategies to mitigate in challenges experienced during instructional leadership. All plans developed by the schools should form part of the School Year Plan.

These meetings should include strategies to support teachers in unpacking the LRP, that is its:

- implementation;
- reporting; and
- accountability

as standing agenda items.

The Personnel Administration Measure (PAM) Document creates time and space for SMTs and educators to identify area of good practise and areas of development encountered during teaching and learning through Continuous Professional Teacher Development (CPTD), Professional Learning Committees (PLCs) and Communities of Practise (CoPs)

Curriculum delivery is the instructional core in the sector, therefore, quality should not be compromised at all. Curriculum processes involves district, i.e. CMs and subject advisors who must ensure that monitoring and support are given to SMTs and teachers in totality as stipulated in the National Education Policy Act 27 of 1996, Section 8 (by analysis of data gathered by means of education management information systems, or by other suitable means, in co-operation with PEDs.

This will be made possible if CMs engage in Key Individual and Collective Practices that are based on:

- a) Professional Conversations;
- b) Supporting Systems;

- c) Gathering Relevant Evidence; and
- d) Reporting and Accountability.

The school principal has a role of leading the implementation of all programmes developed by the department and partners in education. The purpose of these programmes is to improve teaching and learning aimed at improved learner performance, recover lost learning time and ensure that there is effective and efficient curriculum leadership. The principal as a curriculum leader must practice the following styles:

- a) Strategic Leadership;
- b) Executive Leadership;
- c) Instructional Leadership;
- d) Situational Leadership; and
- e) Transformational Leadership.

Central to Curriculum Leadership are the expected learning outcomes defined by data collected from assessment reports and holding managers accountable of the performance. The totality of knowledge, understanding, attitudes, values, skills, competencies, or behaviours a learner should master upon the successful completion of the curriculum is determined by the intensive recovery of lost time and content gap.

The co-ordination of curriculum, i.e. ensuring that all required resources are organised and available will rely entirely on the Deputy Principal who is at the tactical level of curriculum implementation. These resources include:

- a) Physical Resources;
- b) Human Resources;
- c) Financial Resources;
- d) Material Resources;
- e) Technical Resources; and
- f) Time – a free resource.

The curriculum framework, including the expected learning outcomes, communicates what teachers and learners should know and do. Curriculum is a description of what, why, how, and how well learners should learn in a systematic and intentional way.

The operational level, which is the core of the SMT and spearheaded by the DH, should entail:

- a) Curriculum Management;
- b) Curriculum Monitoring;
- c) Curriculum Assessment and Moderation; and
- d) Curriculum Reporting and Accountability.

An effective curriculum provides teachers, learners, school leaders and community stakeholders with a measurable plan and structure for delivering a quality education. The curriculum identifies the learning outcomes, standards and core

competencies that learners must demonstrate before advancing to the next level.

To improve education quality special efforts are needed to align the intended curriculum (the official guidance), the implemented curriculum (what teachers and learners actually do), and the attained curriculum (what learners actually learn) with the Learning Recovery Programme in order to catch-up on lost time and content and improve learner performance.

Activity 5: The Curriculum Leadership Role of SMTs - Necessary always but Essential for Implementing the LRP

Suggested Time: 20 Minutes

Aim: The aim of this activity is to help you to understand the core business of managing a school as a learning organisation that delivers effective curriculum which should embeds the Learning Recovery Programme through role playing. It is anticipated that this exercise will become integral to your practices. Those in leadership positions demonstrate a combination of Curriculum Leadership styles.



Figure 5.4: Daily activities of the SMT

Study the above picture (Figure 5.4), about elements that have impact on your daily operation as a CM and engage in a role play in pairs/group on:

- a) Your feelings about your daily activities?
- b) Your roles and responsibilities as outlined in policy documents?
- c) What will you be doing best to prioritize support to teachers in the recovery of lost learning by learners in different grades by:
 - i. Putting in place effective monitoring and support systems for teaching and learning;
 - ii. Advocating for functional teacher Professional Learning Communities (PLCs);
 - iii. Promoting daily tracking of teaching and reflection by teachers; and

- iv. Holding frequent (weekly) SMT meetings focusing on teaching and learning monitor and support curriculum delivery and the implementation of LRP?

Conclusion

The Learning Recovery Programme is one of the strategies to be implemented as an accelerated learning programmes comprising of three dimensions, namely:

- **Condensed or compressed content**

In any grade, much of the new knowledge that learners must learn builds on knowledge they should have learnt in previous grades. The Education Sector takes responsibility for condensing or compressing the current academic year curriculum content with the missed/gap content, that is, identifying essential aspects of the curriculum (based on the official curriculum) that learners lost in previous grades due to trimmed ATPs;

- **Interactive and learner-centred pedagogy**

Teachers are trained in a rights-based, interactive methodology, which in its simplest form means that teachers should use their professional judgement to identify the gaps between the pace of the ATP and learners' pace of grasping the matter and in-depth understanding by provoking learners with questions, encouraging them to ask and answer questions freely, set up group work, and utilize a range of teaching activities to recover learning lost; and

- **Longer instruction time**

SMTs should ensure that extra time is provided in the school day/week for the other ways of learning, i.e. co-curriculum such as, drop all and read, PAT, experiments, debates. For this intervention, accelerated learning will focus on the creation of opportunities that would facilitate learning in a longer period of time. It will not only be about faster learning; it must also be about deeper and more effective learning.

This must involve covering essential elements of the official curriculum and rapidly covering learning content missed without compromising the quality of education. The features of accelerated learning within the context of this intervention will be slightly different from those of the official curriculum, as the intention will be to facilitate recovery by learners whose basic education has been delayed, in this instance, by the outbreak of COVID-19.

Review of assessment and examinations requirements in general, examinations and assessments are used to make decisions about a learners' progress through the education system, including the allocation of educational opportunities. For examinations to be fair to all students, it must be standardised. This means that factors such as content and format of the examinations, administration conditions, access to resources and any supporting materials, and analysis of results must be the same or equivalent for all learners.

The extension of teaching and learning time should take various forms, including the following:

- increasing the school day by 30 minutes in the Intermediate Phase, and a maximum of one hour in the Senior Phase and a maximum of two hours in the FET Phase. There should be no extension of time for learners in the Foundation Phase.
- shortening the school holidays, and yet allow learners some time to take a break and play;
- reducing of the time for other activities e.g. athletics, cultural activities;
- conduct controlled tests as normal cycle/monthly test and operate the school normal; and
- only offer learners with an opportunity to have study days during mid-year and final exams to ensure that assessment is fair.

The normal school-day could be extended at all schools for identified subjects. Subjects which require high cognitive demand, problem-solving and reasoning will receive preference. In addition, underperformance in the subject in previous years and high enrolment in the current year should receive priority.

While many other sectors have rebounded when lockdowns ease, the damage to learners' education is likely to reduce their performance and wellbeing for decades, making education disruption one of the biggest threats to medium- and long-term recovery from COVID-19 unless the sector acts swiftly.

Learning loss must be recovered to avoid long-term damage to learners' performance and wellbeing. All levels of education sector must join hands and work tirelessly to recover lost learning due to lost time. This will be made possible if key players, CMs, SMTs and teachers have a clear understanding of what is at stake and work towards rebooting and rebuilding the system.

Learning Recovery Programme (LRP) forms part of the pillars meant to strengthen the system and SMTs are key in ensuring that implementation, monitoring and evaluation are taking place, noting that:

“Every Child is a National Asset”



[illegible]

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