

LEARNING RECOVERY PROGRAMME

PARTICIPANTS MANUAL FOR TRAINING OF CIRCUIT MANAGERS



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



LEARNING RECOVERY PROGRAMME, PARTICIPANTS MANUAL FOR TRAINING OF CIRCUIT MANAGERS



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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

OVERVIEW

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 is an imperative of the education system and a critical part of the country's national agenda to improve the quality of life for all. The National Development Plan (NDP) in its Vision 2030, Our future – Make it work documents, articulates this as follows:

“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 training manual has been developed for Circuit Managers (CMs) to use in line with the 2023 Annual Teaching Plan (ATPs) as they are expected to train, monitor and support School Management Teams (SMTs) in guiding and advising educators to reboot, recover and rebuilding 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 for the LRP

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

Problem Statement

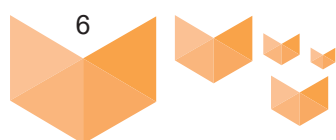
COVID-19 school lockdowns and rotational timetables in 2020 and 2021 resulted in a significant loss of teaching time across the country. Many learners across all grades affected by the loss of teaching time during COVID-19 are experiencing significant gaps in learning required for subsequent grades. Despite this, there has been a decline in repetition rates across the education system due to as the sector was/is hard hit by the waves of corona virus, floods, community protests and load shedding

Approaches to workshop learning

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 this community 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 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.

INTRODUCTION TO THE MODULE

As a CM, it is expected you will continuously strive to improve the education context in which you work. This improvement will be measured in the leadership and management practices of SMTs you guide and support in the LRP that result in an improvement of your learners' performance. Your support means that you will be required to solve problems, respond to problems reported, make evidence-based decisions, collaborate and share work with others.

The LRP Guidelines

The programme is informed by a set of guidelines to support teachers in implementing the LRP outlined below.

LRP Guidelines to Circuit Managers	LRP Guidelines to School Management Teams	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

Module 1 Outline - Guidelines for Circuit Managers During the Learning Recovery Period

This is the first module you engage with. It also provides an overview of the programme, with its main purpose to introduce CMs 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.

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



Topics for the Learning Recovery Programme training

Below are the topics for this module.

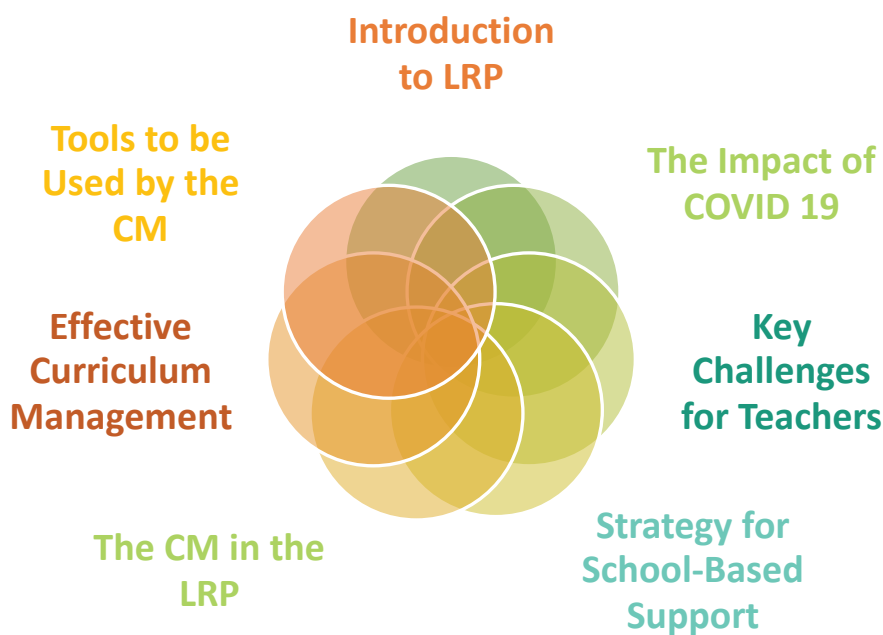


Figure 1.2: The topics (Units) of the LRP for CMs.

COMPONENTS	TOPICS/UNITS	
OVERVIEW	1	Introduction to the Learning Recovery Programme
	2	The Impact of COVID 19 on Teaching and Learning
	3	Key Challenges for Teachers in the LRP and What this Means for the Work of the SMT
CONTENT AND CONTEXT	4	A Strategy for a School-Based Support
	5	The Circuit Manager in the Learning and Recovery Process
	6	Effective Curriculum Management Practices are Key to the Learning and Recovery Process
	7	Tools CM must use and be familiar with

Module Outcomes

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

1. Understand the
 - 1.1. core challenges experienced by the Education Sector as a result of COVID;
 - 1.2. principles and values informing educational transformation in South Africa towards improving learner outcomes to reduce inequality
 - 1.3. nature and purpose of educational leadership and management both generally, and in the context of a changing South Africa, with a reference to appropriate policy and theory
2. Understand your roles and responsibilities in guiding and supporting SMTs on the tension between the pace set by the ATP and the pace at which learners are able to learn;
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; and
5. Recognize the value of recovering time lost as central to improving learner performance.

TOPIC 1: THE LRP – AN URGENT TASK

TOPIC 1 Learning Outcome

By the end of the training you should:

1. Understand the concept and content of the Learning Recovery Programme
2. Appreciate the urgency of the need of the LRP through recalling the emergency measures which were taken during the COVID 19 Pandemic in the sector
3. Understand the different contextual backgrounds of each individual school and subsequent need for differentiated and developmental recovery
4. Be ready to support and supervise the SMTs in recovering time and learning losses

Prescribed readings;

1. *Guidelines for Circuit Managers During the Learning Recovery Period*
2. *“School Recovery Plan in Response to COVID 19” – Dr Pillay – Chief Director Examinations and Assessment - DBE*

Briefing Notes to Participants

During the time of school closure, the DBE and Provincial Education Departments (PEDs) offered learners education programmes and other curriculum support materials using various tools and media platforms for the different subjects and grades. However, not all learners were able to access these programmes as well as the school support materials.

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: Learning Recovery Programme – an Urgent Task

Suggested Time: 60 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;
- ☑ Your expectations of the programme.

Reflect on;

- a) Your understanding of the “URGENCY” of the Learning Recovery Programme;
- b) Time loss and learning gaps;
- c) The role you play in supporting and supervising the SMTs in recovering the time lost;
- d) Your understanding of the concept and content of the Learning Recovery Programme to support teachers in the implementation of the 2023 ATP; and
- e) Present a summary report of your discussion to the plenary.

Our comment

It is well documented that we learn from pre-context and past experiences, 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.

Listening to others' stories should have made you aware of the many things you have in common, whilst affording you the opportunity to learn about circumstances that differ from your own. You will find, going forward, that it is through discussions, debates and constructive criticisms, you will share and grow in your knowledge and in your leadership and management practices that will contribute positively to your learning.

As you share, listen and learn you will want to keep some form of record to assist you to remember all this interesting information! You may choose to do this in a journal, on an electronic device, by taking snapshots of presentations etc. Whichever you do, or are recommended to do this provides a beneficial way of reflecting-back on this programme.

TOPIC 2: THE IMPACT OF COVID ON TEACHING AND LEARNING

The programme topics/units

Topic 2, which is the second part of the programme overview, comprises of four (4) units which exposes you to the impact of COVID on teaching and learning as ensues:

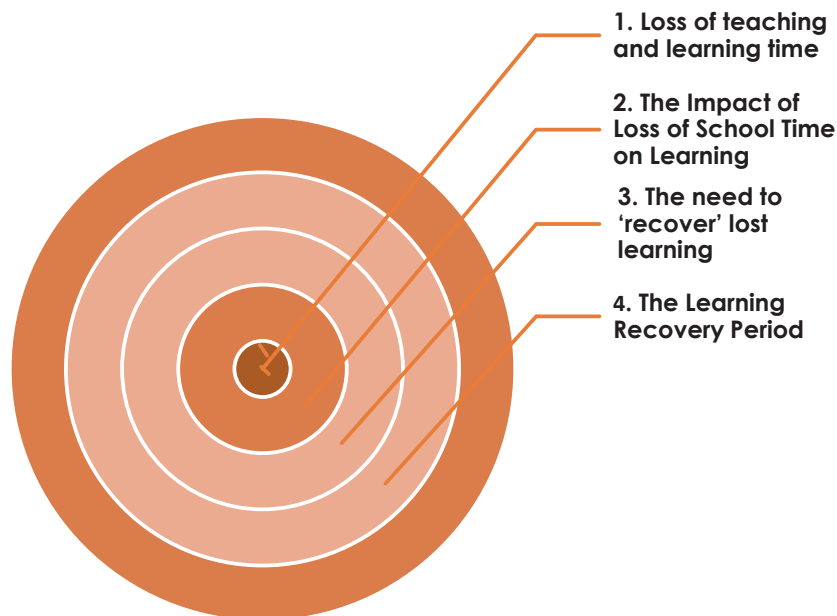


Figure 2.1: The sequence of the impact of COVID on teaching and learning

TOPIC 2 Learning Outcome

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

- | |
|---|
| 1. Understand the negative impact that COVID had on quality teaching and learning |
| 2. Be able to analyse the guiding principles of learning recovery |
| Be able to identify the impact of contextual factors affecting 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 provincial department, with its own specific provincial gaps for each school 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

Circuit Managers will oversee and monitor the implementation process and provide the necessary support systems to schools. 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 is to oversee the implementation of the recovery programme at school level and to provide the necessary support to the Departmental Heads; and keep parents informed of the LRP and the changes to be implemented.

Prescribed reading:

1. Case Study Extracted from: UNICEF South Africa/2021/Scherm Bruker, Pretoria 22 July 2021 (Appendix 2.1).

Case Study Extracted from: UNICEF South Africa/2021/Scherm Bruker

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 2.1: Case Study Extracted from: UNICEF South Africa/2021/Scherm Bruker

Area of Focus	Time lost (Gr 12 & 7)	Time Lost (Gr 11 & 6)	Time Lost (Gr 10 & 5)	Time Lost (Gr 9 & 4)	Time Lost (Gr 8 & 3)	Time Lost (Gr 2 & 1)	Time Lost (Gr R)
Re-Opening Dates	1 June 2020	15 June 2020	29 June 2020	13 July 2020	20 July 2020	3 Aug 2020	10 Aug 2020
Schooldays/ Time lost (max)	43 Days / 8 weeks	50 Days / 10 weeks	62 Days / 12 weeks	71 Days / 13weeks	76 Days / 14 weeks	81 Days / 15 weeks	86 Days / 16 weeks
Curriculum Coverage	25% curriculum not covered	30% curriculum not covered	35% curriculum not covered	37.5% curriculum not covered	40% curriculum not covered	42.5% curriculum not covered	45% curriculum not covered
Teaching time (@ 7hrs/day	301 hours	350 hours	434 hours	497 hours	532 hours	566 hours	902 hours
School Based Assessment (All Term 1 SBA tasks completed)	Term 2 SBA tasks completed	Short of 1 SBA task for Term 2	Short of 1 SBA task for Term 2	Short of 2 SBA task for Term 2	Short of 2SBA task for Term 2	Short of 12SBA task for Term 2	Short of 2 SBA task for Term 2

Activity 2: 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 the table on time lost the case study above and answer the following questions:

1. What is the “**New Normal**” for the education system in your own interpretation?
2. It is the education sector’s strategic priority to ensure that ‘**a Grade 4 learner**’ reads with meaning and understanding.
 - 2.1. Analyse the time lost as a result of the rotational timetable and the impact thereof on this priority.
3. “The reality is that South Africa cannot afford to lose another learner or another hour of learning time” (**Christine Muhigana, UNICEF South Africa Representative**).
 - 3.1. What preventive measures should put in place to ensure that there are no further learning losses?

TOPIC 3: KEY CHALLENGES FOR TEACHERS IN THE LRP AND WHAT THIS MEANS FOR THE WORK OF SCHOOL MANAGEMENT TEAMS

TOPIC 3 Learning Outcome

By the end of this topic, you should be able to:

- | |
|---|
| 1. Understand the foundational roles in guiding and supporting SMTs in monitoring curriculum delivery |
| 2. Understand the immediate role in capacitating principals |

Prescribed reading:

1. Guidelines for School Management Teams During the Learning Recovery Period (Appendix 4)
2. 2023 ATP and the Guidelines for teachers during the LRP (Appendix 1 and 3).

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

Briefing notes for participants

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.

Circuit Managers are therefore key to this programme as they are expected to supervise, monitor and support SMTs, in particular principals. This will be possible if the point of departure is to assist principals with the development of their work plans.



Activity 3: 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.

Reflect on:

- a) The core duties, the roles and responsibilities of educators and the QMS requirements;
- b) The support you can provide in **ensuring that teachers have scheduled collaboration time**; and
- c) Your engagement to regularly check if SMTs 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, answer the following questions:

- a) What is your take with regard to the prescript of Goal 18 of the Medium-Term Strategic Framework as stipulated in Action Plan 2024: Towards the Realisation of Schooling 2030 given the pace of ATP versus learners' pace?
- b) Elaborate on your engagement to regularly check if SMTs are assisting teachers in managing the tension between the pace set by the ATP and the pace at which learners are able to learn.
- c) As the immediate supervisor of the principal, how will you ensure that learners promoted to the next grade are provided enough support on the backlog which brings about confusion and learning gaps?

Our comment

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

TOPIC 4: A STRATEGY FOR SCHOOL-BASED SUPPORT

TOPIC 4 Learning Outcome

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

- | |
|--|
| 1. Be able to encourage team work in implementing the LRP |
| 2. Ensure that SMTs are conducting meetings to plan, implement, review and strategize together |

Prescribed reading:

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

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 to implement and report on the implementation of the LRP 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)

Activity 4: A strategy for school-based support

Suggested Time: 15 Minutes

Aim: The aim of this activity is to assist you in supporting SMTs when conducting Strategic Planning Meetings and bring to your attention the time allocated by policy in carrying this responsibility. Those in leadership positions demonstrate a certain style or a combination of styles. To reflect on this:

Read the table below (Table 4.1), about the levels of planning that are said to impact positively on the operations of the school.

Levels of Planning	Impact in a school
Strategic Planning	Process in which an organization's leaders define their vision for the future and identify their organization's goals and objectives.
Mega Planning	Critical aspect of successfully defining, prioritizing, and achieving useful educational results
Macro Planning	Process in which operational leaders advocate and intervene on a large scale within their departments and provide guidance to members
Mezzo Planning	Provided on an intermediate scale in which a group of people serving different aspects engage in conversations
Micro Planning	Looks at small-scale interactions between individuals engaging in conversations or small group dynamics for a common purpose.

Table 4.1: Levels of Planning (taken from Tim Berry's article)

With reference to the Case Study from Topic 2, Appendix 2.1 respond to the questions below:

- What is strategic planning in education and how will you support a school-based strategy in LRP?
- How you will support the principal in developing his/her annual workplan by ensuring that it addresses the learning recovery programme with clear deliverables.
- Your engagement in supporting principals when dealing with challenges the DH might be experiencing in monitoring and supporting the teachers and the teaching teams as they plan, assess, and replan.

TOPIC 5: THE CIRCUIT MANAGER IN THE LEARNING AND RECOVERY PROCESS

TOPIC 5 Learning Outcome

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

- Be able to ensure that schools adopt the LRP
- Understand their support role in WSE

Prescribed reading:

- PAM Document, Chapter A.5 – Annexure A.8
- Collective Agreement 4 of 2017
- Collective Agreement 2 of 2020

Briefing Notes to Participants

Circuit managers and school leaders are held equally accountable for the quality of teaching and for how much learners learn (Steyn 2008:889). This study seeks to investigate and describe the role played by circuit managers in the professional development and support provided to principals and their management teams.

Professional development as stipulated in the Employment of Educators Act (EEA), 76 of 1998 (RSA, 1998a) is a requirement for teachers and principals at schools through the process of Quality Management Systems (QMS), Collective Agreement 2 of 2020. Circuit Managers needs to ensure that QMS as the strategy for professional development is fully implemented by principals to manage their schools effectively and efficiently. In the current climate where South Africa is moving from the storms of COVID 19, to a Learning Recovery Programme, the emphasis should be on school improvement through effective and efficient school leadership and management.

As has been indicated in numerous studies, (Bush and Oduro, 2006; Mestry and Singh, 2007; Bush, Kiggundu and Moorosi, 2011) in South Africa principals are appointed on their experience. There is no formal qualification on management required. This is also true of circuit managers. Circuit managers are the direct supervisors of the principals in their circuits, and it is therefore expected of them to be responsible for their principal's professional development (Personnel Administration Measures (PAM), Chapter A.5, Annexure A.8.

According to the Department of Basic Education, gazette no. 39684 of 12 February 2016, the duties and responsibilities that the CM performs are:

(a) **Communication**

The circuit managers are responsible to liaise between the district and the schools. They ensure that all instructions, circulars and policies from the district office are sent to the schools.

(b) **Management support**

The circuit managers visit all schools to offer management support. The principals and deputy principals are guided by the policies on how to support their educators.

(c) **Administrative support**

The circuit managers provide administrative services to the schools. They ensure that learners at schools are registered and that the files 2 are sent to the circuit and district for data capturing. Allocations of funds are distributed to schools every new financial year. Circuit managers monitor that expenditures are sent to the circuit weekly and that schools send their reports to circuits every month.

(d) **Training**

The circuit managers facilitate training for the development of principals, School Management Teams (SMT) and School Governing Bodies (SGB). Principals are developed every month in their principals' meetings, SMTs are developed each term in management and curriculum issues and SGB members are trained in sessions in different categories such as policies, management and finances. (e) Monitoring – Circuit managers monitor the functionality of schools, ensure the correct allocation of educators and the correct number of classes. They ensure that the time-tables are correct and that the time allocated is in line with the policy and the fair distribution of subjects.

(e) **Curriculum support**

Circuit managers provide curriculum support to grade R practitioners and educators. Circuit managers ensure that curriculum reports are submitted to the circuit as stipulated.

The Personnel Administrative Measures document, (2016) commonly referred to as PAM also states some of the circuit manager's functions as follows:

- to identify the needs and design support programmes that are in line with policies;
- to participate in staff development programmes; and



- to develop educators during their evaluation programme for professional growth

Activity 5: The Circuit Manager in the Learning and Recovery Process

Suggested Time: 30 Minutes

Aim: The purpose of this activity is to give you the opportunity to consolidate, and share with others, why you became a CM and your understanding as well as the implementation of your Key Performance Areas.

I have learnt that the monitoring and supporting schools in their efforts to raise standards and the quality of educational. (Government Gazette Vol.433. No. 22152, 26 July)

With reference to the Case Study from Topic 2, Appendix 2.1 respond to the questions below:

- a) Taken from the Case Study, how will CMs shift their mindset in holding SMTs accountable.
- b) How will you align School Self Evaluation with School Improvement Plan?
- c) How will CMs take their work forward based on:
 - ☐ Quality of Teaching and Learning;
 - ☐ Learner Achievement; and
 - ☐ Curriculum Provisioning

TOPIC 6: EFFECTIVE CURRICULUM MANAGEMENT PRACTICES ARE KEY TO THE LEARNING RECOVERY PROCESS

TOPIC 6 Learning Outcome

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

- | |
|---|
| 1. Track curriculum processes in practise to quality assure curriculum delivery |
| 2. Understand key individual and collaborative practise in managing own work |

Prescribed reading:

1. Guidelines to CM on Support to SMTs in LRP

Briefing Notes to Participants

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) Adaptive Leadership
- d) Instructional Leadership;
- e) Situational Leadership; and
- f) 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.

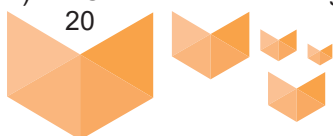
The co-ordination of curriculum, i.e. ensuring that all required resources are organised and available will rely entirely on the Deputy Principal who is at the tactical level of curriculum implementation. These resources include:

- 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 6: Effective Curriculum Management Practices are Key to the Learning Recovery Process

Suggested Time: 45 Minutes

Aim: The aim of this activity is to help you to understand the importance of professional conversations which are meant to support the principal and management team in delivering effective curriculum which is 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 certain style or a combination of styles. To reflect on this:



Figure 6.4: Daily activities of the CM

Study the above picture 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 KPA as outlined in policy documents?
- c) Your collaboration with other units within the district in ensuring that the LRP is implemented effectively in your schools?
- d) What will you be doing best to monitor and support SMTs in the implementation of LRP?

- e) Professional conversations have been tested and found to be the ideal method of identifying challenges and devising strategies to curb such challenges. What strategies will you employ to manage and support effective curriculum delivery in your practice?

Conclusion

In conclusion, schools faced complex challenges during the pandemic, relating to learners' academic progress, wellbeing, and behaviour, as well as managing the ongoing to COVID-19 restrictions. Schools adapted and responded rapidly and innovatively to the "NEW NORMAL" and the changing needs of their learners' time table by revising the ATP and trimming the curriculum to be delivered to achieve Goal 18 of the Medium Term Strategic Framework as outlined in the Action Plan 2024.

Most commonly, strategies and interventions were focused on Literacy and Numeracy, and targeted to specific groups, the matriculants as they were prepared for the External National Senior Certificate Examination.

Looking backward from 2021/22 academic year, schools planned to focus on returning to 'normality' for instructional core and adopted a responsive approach based on identifying needs. In particular, the focus was on recovery plans, mental health and wellbeing interventions, quality-first teaching and extra staffing provision.

To support schools' response to the longer-term impacts of COVID-19 on teaching and learning, the Department developed the Framework that aligned itself with the international conventions and the adoption of the Sustainable Development Goal 4 Education 2030, which aimed at 'ensuring inclusive and equitable quality education for all' as guided by the following principles:

(a) **Responsiveness to the National Covid19 Programme**

In developing the Recovery Plan, the national regulations, programme and protocols were strictly adhered to, to ensure that there was full compliance by the Education Sector.

(b) **Inclusion and Equity**

Ensured that all learners and particularly the most vulnerable accessed the planned programmes.

(c) **Targeted Approach**

Took cognizance of the unique needs of schools, phases and grades as cases were reported randomly.

(d) **Size and Scope**

Ensured that curriculum plans were determined in a flexible way guided by the size and the scope of the crisis, a short or long lockdown, and the implications that they had on teaching and learning.

(e) **Partnerships**

Ensured full participation and ownership of all key stakeholders.

(f) **Safety and Security**

The Department tried by all means to maintain the safety, health, and well-being of teachers, learners and support staff.



(g) **Time Management**

Time was of the essence in the recovery plan and hence time was strictly managed at school level as focus was on maximising teaching time and limiting the time utilised for tests and examinations.

(h) **Quality**

Despite the pressure to ensure that learners needed to be exposed to the curriculum designed for the grade, in the time available, the priority was on quality teaching and learning and a focus on skills, knowledge and values, rather than just content coverage.

(i) **Nationally co-ordinated approach**

Noting the diversity of the country and the varying contextual factors across the nine provinces, the Department of Basic Education (DBE) provided clear directives of what was expected of each provincial education department and compliance to these directives was monitored.

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 CMs are key in ensuring that support, monitoring and evaluation are taking place, noting that:

Link to the feedback form:

<https://www.surveymonkey.com/r/CMLRPMOD1>

QR Code



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