

# LEARNING RECOVERY PROGRAMME

## SCHOOL MANAGEMENT TEAMS (SMT) GUIDELINES



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**



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# LEARNING RECOVERY PROGRAMME, SCHOOL MANAGEMENT TEAMS (SMT) GUIDELINES



# GUIDELINES FOR SCHOOL MANAGEMENT TEAMS

## GUIDELINES FOR SCHOOL MANAGEMENT TEAMS DURING THE LEARNING RECOVERY PERIOD

### HOW TO READ THIS DOCUMENT

This document is intended for School Management Teams (SMTs) and office-based officials to read as a guide as they support teachers to implement the Learning Recovery Programme (LRP). Each section begins with a 'summary box' (which has a grey background and is in italics). The reader can choose to read just the boxes – but if more detail is needed to fully understand, then the content in the summary 'box' is explained more fully in the text that follows. It may be useful to have discussions in schools on the summary boxes – and the supporting text where necessary.

### INTRODUCTION

The COVID-19 pandemic was an extraordinary time for school leaders. They had to work hard to hold the school community in a time of great anxiety, manage complex emergency safety measures, and do everything in their power to protect as much learning time as possible. SMTs had to provide support to teachers trying to manage 'learning at home' and dealing with the lack of continuity in learning with rotating attendance. More 'learning' time was lost than just the days lost as teaching needed to bridge the time away from school.

School Management Teams and teachers performed miracles during this time, but when we returned to full school attendance, it was not 'back to normal'. The COVID-19 school lockdowns and rotational timetables of 2020 and 2021 resulted in a significant loss of teaching time across the country. The emergency measures may be over, but significant learning losses remain which will cripple learner achievement and progression.

In the Western Cape, Grade 3, 6 and 9 cohorts assessed in 2021 were 40% to 70% a school year behind in language and 95% to 106% a school year behind in mathematics. In the Eastern Cape & Mpumalanga in 2020, there was a 57% - 70% reduction in reading development in home languages and a 62% - 81% reduction in reading development in EFAL in Quintile 1-3 schools. There has been a reduction in the content covered and the work done by learners across grades. Despite this, there has been a decline in repetition rates across the education system. Learners across all grades were affected by the loss of teaching time during COVID-19, and many are experiencing significant gaps in learning required for subsequent grades<sup>1</sup>.

SMTs and teachers are acutely aware of these challenges as teachers try to ensure learning when for many, the foundations that should have been built are weak.

### WHAT IS THE LEARNING RECOVERY PROGRAMME? WHAT DOES IT MEAN FOR THE WORK OF THE SMTs?

The LRP has been developed by the DBE because the realities of these learning losses require that significant steps are taken to assist teachers to respond to these learning gaps. Learning recovery will take place in classrooms. Teachers need support in finding their way to identifying and responding to learning gaps, and it is the members of the School Management Teams who must provide routine curriculum management support to teachers as they implement the actions that the LRP requires of them in their daily work.

This document has been prepared to guide SMTs as they give support to teachers in the learning recovery process to alleviate learning inequalities.

The learning recovery programme consists of:

<sup>1</sup> For a detailed account of the research on which this data is based, see [https://resep.sun.ac.za/wp-content/uploads/2022/11/FINAL-ReSEP-Impact\\_of\\_Learning\\_Losses-INK04.pdf](https://resep.sun.ac.za/wp-content/uploads/2022/11/FINAL-ReSEP-Impact_of_Learning_Losses-INK04.pdf).



- Documents for teachers to guide them in their response to gaps in learning.
- The Guidelines for SMTs who will regularly support teachers as they implement the LRP.
- Guidelines for Circuit Managers who will regularly support SMTs.
- Guidelines for Subject Advisers to be used in any interactions or training with teachers.

All the guidelines are consistent with the current policy guiding the work of teachers, SMTs and district staff and will assist teachers and SMTs in the challenges they face. SMTs will need to be confident in their understanding of the Teacher Guidelines as their supervision and support is rooted in assisting teachers to interpret and implement these in their daily work in classrooms - where learning recovery will happen.

Many of the guidelines in this document are just good curriculum leadership and management and may already be implemented in many schools as good practice. For schools which have not established these routines, these guidelines will assist in establishing routines of curriculum leadership. For all schools, these practices will need to take careful note of some specific expectations of teachers during the LRP about assessing learners and planning teaching based on understanding learning gaps.

## LRP Documents to Support Teachers

1. **The 2023 ATP** – these ATPs replace the previously trimmed (2020) and recovery (2021) ATP and will be used for several years. They are a modification of CAPS and will be used instead of CAPS. These will be found on the DBE website by the end of 2022.
2. The **‘Guidelines for Teachers During the Learning Recovery Period’** outline for teachers the importance of working regularly with colleagues in the school to review learning in relation to the ATP, and outlines what support teachers can expect from SMTs to ensure that teachers have time to collaborate, and how the districts will monitor and support this work of SMTs. This provides detailed support for teachers which will be implemented at the school level with the support of the SMT. A summary version of this document is available.
3. **Concept maps** which are being developed with **Level Descriptors** for all subjects and phases. These will be distributed in 2023.

These **‘Guidelines for School Management Teams During the Learning Recovery Period’** outline for SMTs how they can support teachers and ensure that teachers have time and space to reflect on their work and collaborate in solving curriculum management problems within the school.

The **‘Guidelines for Circuit Managers During the Learning Recovery Period’** outlines what CMs should do as they support and monitor the work of SMTs and give the SMTs a sense of the support that can be expected. The **‘Guidelines for Subject Advisers During the Learning Recovery Period’** provides high-level guidance to Advisers on their role in supporting SMT and teachers.

The approach adopted in the LRP is first to centre support on the teacher. The line management support for teachers on a regular and routine basis is the SMT, and the primary responsibility for supporting teachers with the implementation of the principles and suggested approaches of the LRP must be located with the SMT. For this reason, the SMT will need to be fully familiar with the content of the Teacher Guidelines for the LRP. Secondly, the support for the SMT in taking forward this responsibility is the district staff – in particular the Circuit Manager (CM) and the Curriculum Advisors. SMTs should expect to be able to have professional, supportive conversations with their CMs about the implementation of the LRP in their schools, what challenges have been identified, and discuss possible solutions.

# THE IMPACT OF COVID ON TEACHING AND LEARNING

## Loss of teaching and learning time<sup>2</sup>

It may be useful to be reminded of 2020/21 and how much teaching and learning time was lost, and where the affected learners are now. In 2020 and 2021, in response to the Covid-19 pandemic, schools closed altogether, allowed grades back at different times and implemented rotational timetables. The amount of class time that was lost varied from grade to grade.

The figure below **discussed also in the Teacher Guidelines** shows the impact of the closing of schools and rotational timetabling in 2020 – 2022 on the grades 2023. For example, you can see that learners who will be in Grade 12 in 2023

1. were in Grade 9 in 2020. In 2020, they did not attend school from March 27 until 24 September and returned on a rotational basis. They had about 2 – 3 months of schooling, with only about half the specified days at school.
2. were in Grade 10 in 2021. This year, they were all on a rotational timetable until 2<sup>nd</sup> August, after which those who could adhere to the social distancing requirements returned to a full timetable; others did not.
3. were in Grade 11 in 2022 and returned to full-time attendance from 7 February.

2020			2021	2022		2023
GRADE	Schools closed March 27th		Rotational attendance until end July Primary schools (R-7) which could follow a 1m social-distance returned to daily attendance on 2 August 2021 (Gov Gaz 44922)	Full attendance 7 Feb		Full
				Not at school 2022/1	R	
				R	1	2
	Returned 6 <sup>th</sup> July	R	1	2		3
	Returned 24 <sup>th</sup> Sept to rotational attendance	1	2	3		4
		2	3	4		5
		3	4	5		6
		4	5	6		7
		5	6	7		8
	Returned: 6 <sup>th</sup> July	6	7	8		9
	8 <sup>th</sup> June	7	8	9		10
	24 <sup>th</sup> Sept	8	9	10		11
		9	10	11		12

Clearly, the impact of Covid on school attendance – and hence on teaching and learning time - was enormous. All learners in the system in 2023 who were in Grades R to 9 in 2020 lost months of teaching and learning time. For some, the loss was over a year.

## The Impact of Loss of School Time on Learning

The loss of time in class meant that most learners had too little opportunity to learn all the concepts and skills specified in the ATP. As a result, they ended the year with learning gaps. Loss of learning opportunities and resultant learning gaps were uneven across the system. Some grades lost more contact time than others; some schools were able to implement strategies that minimized the effects of school closures (such as online learning). Learners do not all always learn everything that they should in any year, but the loss of class time during the pandemic made the learning losses greater.

2 This section is a summary of section xx of the Teacher Guidelines. Please study that document to consider the loss of time in 20'21 and its subsequent impacts.



In 2023, there is even greater diversity than usual from school to school (and even from class to class in the same school) in learners' readiness to learn the new work for their grade.

### **The need to 'recover' lost learning.**

1. *In any grade, much of the new knowledge that learners must learn builds on knowledge they should have learnt in previous grades.*
2. *If learners enter a grade with learning gaps, they struggle to learn the new concepts and skills and their learning gaps get bigger. They fall further and further behind and can lose hope.*
3. *It is essential that lost learning be recovered, and gaps closed so learners can progress successfully from grade to grade.*

In all subjects, learners build knowledge from year to year; the learning in one year lays a foundation for learning in subsequent years. If learners progress without this foundational knowledge in place, they will struggle to build the new knowledge required in the next grade. Some gaps have a profound impact beyond the subject in which they exist. For example, learners who lost learning time in the Foundation Phase in 2020 and 2021 are likely to have lost the opportunity to develop competence in reading, and this has been particularly marked for those learners who change the Language of Learning and Teaching (LoLT) in Grade 4. Competence in reading in the LoLT is essential for success in all subjects, and so this learning gap has profound consequences for success in later learning beyond the learning of the LoLT.

Clearly, it is imperative that learning gaps be closed, and lost learning recovered until eventually, learners can more seamlessly progress from grade to grade.

### **The Learning Recovery Period**

1. *Lost learning cannot be recovered in one year – recovery takes time.*
2. *However, learners need to recover lost learning and close their learning gaps by the end of Grade 9 so that they are ready for the FET phase.*
3. *It is therefore important that in 2023 learners recover as much learning as possible even if they cannot close all the gaps in this one year.*

'Learning Recovery' is not something that can be achieved in a single year or even two years – it happens over a period of time. However, this period is not infinite. The NSC is the 'fixed' point for learners to be ready for this national assessment, and learners must have had an opportunity to learn all the essential content of the curriculum (concepts and skills) to write the NSC. Ideally, we need to make sure that all learners have had an opportunity to learn all the necessary core content that is the basis of learning in the FET phase by the end of Grade 9. In all the Grades, our objective must be to progressively diminish the 'gap' between what has been taught and learned, and what is required to confidently enter the FET phase. The urgency of reducing this gap increases the closer learners are to Grade 10.

# KEY CHALLENGES FOR TEACHERS IN THE LEARNING RECOVERY PERIOD AND WHAT THIS MEANS FOR THE WORK OF SCHOOL MANAGEMENT TEAMS

## Teachers have to manage the tension between the pace set by the ATP and the pace at which learners are able to learn

The ATP sets out the work to be taught AND learnt each week/fortnight. It 'sets the pace' at which teachers should teach and learners should learn the content set for this period. But learners need to demonstrate that they have understood the concepts and mastered skills at least adequately (i.e., at least at level 4 on the DBE scale of performance) in order for it to be said that they have learnt the work. This means they need to do sufficient work at a suitable level of difficulty in the time specified to meet the standard required.

The pace set by the ATP is standard across all classrooms; however, the pace at which learners develop the prescribed concepts and skills at least at level 4 is not! There are many reasons for this - including the uneven nature of learning gaps across the system. Teachers thus often feel a tension between moving on to new work to complete what is required and ensuring that their learners are achieving adequate levels of competence. This is the tension between working at the pace set by the ATP and the pace at which learners are able to learn the work. This tension is different in every classroom. Teachers have to make decisions during and after each lesson about whether or not their learners are ready to move on; they base their decisions on evidence of learning and use their professional judgement to decide what is best for the class. If learners do not seem ready to move on, they have to think about why this might be, and how to remediate the problem – should they reteach something another way? Should they go back to previous work to close a learning gap? Can they move on and help learners catch up along the way?

Their decisions have important consequences - if they move on too soon learners will have learning gaps - but so too will they if they do not complete the work prescribed in the ATP on which future learning depends. These decisions are complex, and teachers need support in making them and in dealing with their impact.

### **What does this mean for the work of the SMT?**

**(See the next section for more detailed guidance)**

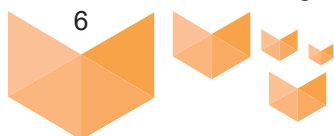
Each teacher's colleagues are the people best placed to support her as they are familiar with the context in which they work and are right 'there'. Teachers can give each other support by sharing expertise and wisdom gained through experience. They can give this support by meeting informally in pairs or larger groups (PLCs) to share concerns about their work and to explore strategies for improving their practice, and by attending more formal phase and subject meetings convened for this purpose.

**The role of the SMT is critical in ensuring that teachers have scheduled collaboration time** in which they can reflect on what has been learned and support each other to implement the ATP in a way that best supports learners to achieve.

**Given the variations in COVID-19 'learning backlogs' across the system, school-based teaching teams should support teachers to develop personal teaching plans.**

The ATP gives the work for each week/or fortnight. However, **each teacher needs to develop a more detailed plan of what content they will include in each lesson.** This is their **personal teaching plan**. Teachers will use this plan to monitor their learners' progress – are they keeping up with the planned pace, or falling behind?

Teachers need to plan with learning gaps in mind. The content (concepts and skills) in the plan must be based on the ATP for each week/fortnight. In addition, plans must include any content that is needed to close gaps in the knowledge





on which new learning depends (i.e., gaps in prerequisite or foundational knowledge). New learning will falter on a shaky foundation if these gaps are not filled. Teachers need to find out what gaps learners have in their prerequisite knowledge before they draw up their plan so that they can include it where relevant. Information about learning gaps can be found by talking to the teacher who taught the class in the previous year, from the handover tool, and by setting a baseline test.

Teachers can gather useful information about learners' current understanding and skills, and gaps in these, in various ways. These include:

- Setting some form of the baseline assessment task and analysing learner responses to see where there are gaps in understanding and skill.
- Looking at the kinds of assessments learners have done previously, and how they managed these.
- Speaking to the previous teacher or asking for a completed handover tool will also give valuable insights into learners' readiness to proceed with new work (see Appendix B in the Teacher Guidelines for a possible format for schools to adapt).

Where it is clearly impossible for all the planned work to be taught and learnt to a satisfactory extent, it is essential that teachers record as fully as possible what work they have not taught, and which their learners have not learned, and pass this information on to the teacher/s to whom the learners move in the next year so that they know and can include time to fill these gaps in their teaching plan. In this way, over time, key learning gaps will be reduced. The example of a handover tool shown in Appendix B of the full Teacher Guidelines could be useful to teachers.

#### **What does this mean for the work of the SMT?**

**(See the next sections for more detailed guidance)**

Department Heads should regularly check on the ways in which teachers are using assessment to inform their teaching plans – and discuss any adjustments in the scheduled teaching team meetings so that there is maximum collaboration in planning across the grades as learners progress and learning backlogs are addressed. 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. An example of a tool that teachers can use to reflect on their lessons and track progress is given in Appendix A of the full teacher guidelines.

### **THE CURRICULUM LEADERSHIP ROLE OF SMTs - NECESSARY ALWAYS BUT ESSENTIAL FOR IMPLEMENTING THE LRP**

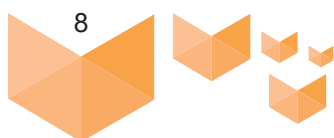
#### ***Structures and routines***

- *The SMT should ensure an environment conducive to teaching and learning and ensure that every period is taught every week – from January to December.*
- *Provide structures and resources that support teaching and learning.*
- *Build an organizational culture of collaborative professional relationships based on trust.*
- *Prioritize support to teachers in the recovery of lost learning by learners in different grades by:*
  - *Putting in place effective monitoring and support systems for teaching and learning*
  - *Advocating for functional teacher Professional Learning Communities (PLCs)*
  - *Promoting daily tracking/ monitoring of teaching and reflection by teachers*
  - *Holding frequent (weekly) SMT meetings focusing on teaching and learning*

School management teams play the most critical role in teacher-support, as the first line of management, based on site. Their role in ensuring an environment conducive to teaching and learning cannot be over-emphasised by ensuring that requisite structures and resources are directed to this cause.

Meaningful support to teachers depends on the provision of adequate resources in terms of time, space (provided by infrastructure), and appropriate learning and teaching support materials (LTSM). At the school level, the provision of meaningful support to improve curriculum recovery includes:

- a) Support with **resolving curriculum challenges**.
  - b) Support to **address gaps** in the curriculum.
  - c) Building **knowledge, skills and capacity** to strengthen teaching practice (functional subject teams and PLCs can be a good source for teacher development).
  - d) Building a **culture** of professional and supportive conversations on teaching and learning.
  - e) Encouraging **reflection** and **professional learning**.
  - f) Building professional **relationships of trust** that promote collaboration.
  - g) Establishing **routines and practices** that support teaching and learning and promote curriculum recovery and coverage.
  - h) Building an **organisational culture** of strong professional, collaborative relationships based on openness, respect, compassion, competence and integrity.
  - i) Putting in place **effective monitoring and support systems** that will allow the SMT to follow a **planned cycle** for monitoring and supporting teaching and learning:
    - Review teachers' work regularly (every week) regarding annual teaching plans (ATPs) and lesson plans.
    - Ensure that progress in terms of content coverage is matched to the identified timeline (i.e., correct pacing).
    - Make sure that teachers cover the syllabus according to the prescribed timeframes. If they lag, the SMT intervenes, way in advance, to make sure that teachers come up with catch-up strategies.
    - Scrutinise/monitor learners' work. DHs can walk into any class and collect learners' work to monitor if teachers' plans, the learners' books, and the workbooks correlate.
    - Collect and analyse assessment results to identify difficulties and give requisite support.
  - j) DHs have a responsibility as line managers to ensure that subject/ phase teams meet, reflect, and report on learning and challenges. **Time** should be scheduled in the timetable for teachers to meet and **discuss good practices and challenges** in their subjects, and to assess the implementation of the teaching plans<sup>3</sup>. At the school level 'problems related to pedagogy require collaboration within professional knowledge communities sharing the same phase and subject-specific pedagogical preoccupations. These problems are usually complex; solutions have to be developed, tested and shared. The SMT can encourage the formation of **Professional Learning Communities (PLCs)** led by teachers themselves for planning, problem-solving and peer support.
  - k) A record of minutes or notes of subject/ phase or PLC meetings must be kept and shared with the relevant DHs. The idea is to keep the SMT abreast of all suggestions/ decisions that might have a bearing on teaching and learning. The subject/phase/PLC meeting should provide opportunities for teachers to collaboratively: identify challenges; explore solutions; identify support needed, agree on solutions; indicate steps/ actions to be taken in trying to resolve the identified challenges; agree on what will be reported to the DH. The SMT (with the DH taking the lead) should monitor the implementation of the proposed solutions.
  - l) Teachers must be encouraged to engage in **daily reflecting on and tracking/ monitoring** their teaching. A Teacher's Weekly Tracking/ Monitoring Tool can be useful (an example is provided in Appendix A of the Teacher Guidelines. DHs should collect and closely peruse the tools, every week, to prioritize and give immediate support to (a group of) teachers.
- 3 Where teachers choose to establish a PLC and decide to utilize after-school hours, weekends, and holidays for their professional development, they must remember that CPTD points are allocated for engaging in PLC meetings.



- m) SMTs should hold short **weekly meetings focusing on teaching and learning**, where each DH presents highlights and challenges in their departments. SMTs can then prioritize challenges and address them promptly. (Most schools finish the 27½ hours of contact time by 13h30 or, latest, 14h00 every Friday. Teachers, according to the Employment of Educators Act 76 of 1998, as amended, should be at school for a minimum of 7 hours including breaks, during the formal school day. This includes Fridays).

### Figure 1: Cycle of Curriculum Management and Support Practices

The diagram, above, lays a foundation for the SMT (DH, DP, P) to engage in **professional supportive conversations**, with each teacher, **based on the evidence of teaching and learning** that has taken place. The different steps are briefly explained below.

#### [RE]PLAN

Teachers plan how they will cover the curriculum in the time available for it. For their **personal teaching plans**, they consider the ATP and the gaps in their learners' knowledge. They allocate their time based on this information, and if needs be, they plan for extra classes.

**DHs plan and schedule professional conversations with teachers. The Deputy Principal (DP) or Principal (P) plans and schedules conversations with DHs.**

#### IMPLEMENT

Integration of the ATP and the need for addressing knowledge gaps happen in each classroom. Formative assessment occurs all the time throughout the lesson. Learners' level of understanding and assimilation is constantly assessed, and teaching is adjusted to address gaps. A teacher's professional judgment plays a vital role in such instances.

**DHs hold professional conversations with teachers having reviewed each teacher's documents. The DP or P holds conversations with DHs.**

#### MONITOR/ TRACK

Teachers track their progress against the plan. Are they on track or have they fallen behind?

**The DH monitors teachers' progress using each teacher's personal teaching plan and compares it with the ATP.**

#### REFLECT

Teachers think about how well they covered the curriculum. How well did they teach and how well did the learners learn?

**DHs reflect on challenges faced by teachers and learners through perusal of teachers' documents including learners' assessments.**

#### IDENTIFY CHALLENGES

Teachers pinpoint challenges they encountered in each lesson.

**DHs isolate challenges for discussion with teachers.**

#### REPORT

Teachers report on the progress of teaching and learning to their DH. This sets a professional conversation between a teacher and the DH. Areas for discussion will be jointly agreed upon.

DHs report to the SMT on areas needing intervention and on the overall progress of teaching and learning.

## SHARE, COLLABORATE AND EXPLORE SOLUTIONS

Teachers in a PLC meeting share their curriculum coverage challenges with colleagues and together they suggest and explore solutions. They also share with their DHs and Subject Advisors.

DHs share challenges and explore solutions with the rest of the SMT and/ or Subject Advisor.

## IDENTIFY SUPPORT NEEDED

Teachers may need to support each other in the PLC or require support from the DH or the Subject Advisor.

DHs and the rest of the SMT agree on who is best placed in supporting the teacher.

## AGREE ON ACTION

The best solutions are identified. **Actions** the teacher will take, and **the support the DH, peers and Subject Advisor will provide, are agreed on.**

## EXEMPLAR TOOLS TO SUPPORT THE WORK OF THE SMT

Some Provinces, Districts or Schools already have tools to assist the SMT. The tools offered below are *examples* of what be used by SMT to support their work in implementing the LRP.

It is also important to note that schools are at different stages of their developmental journeys. Some schools may find these useful, and others may already have processes and tools. SMT are encouraged to review these tools and assess if these would help them support teachers in the LRP, or if there are elements which will help them with their work and could be incorporated into the work of the SM.

**Table 1: SUMMARY OF TOOLS**

TOOL	WHO USES THIS TOOL AND FOR WHAT PURPOSES	HOW THE TOOL HELPS
1. <b>TEACHERS</b> curriculum monitoring and reflection tool.	This tool can be used by the Teacher to track actual curriculum coverage against planned coverage weekly and to record reflections on successes and challenges encountered. The information captured provides the DH with insight into curriculum coverage challenges and successes experienced by Teachers in his/her department	This tool is helpful because it: <ul style="list-style-type: none"><li>• Encourages Teachers to:<ul style="list-style-type: none"><li>○ monitor/track the implementation of their teaching plan.</li><li>○ Note learner achievement of intended learning.</li><li>○ Reflect on curriculum coverage challenges.</li><li>○ Begin to problem solve.</li></ul></li><li>• Provides information for supportive conversations with DH and peers.</li><li>• Enables curriculum coverage challenges to be identified and addressed timeously</li></ul>
2. <b>MULTIGRADE TEACHER TOOL</b>	As above – but amended to help Teachers reflect on what has been taught against what was planned relative to learner performance when teaching multiple grades, and to discuss these challenges with colleagues	As above

TOOL	WHO USES THIS TOOL AND FOR WHAT PURPOSES	HOW THE TOOL HELPS
<b>3. DEPARTMENT HEAD tool:</b> Key practices for improving curriculum implementation	This tool can be used by the DH in planning activities to monitor and support Teachers and to prepare for their conversations with the deputy or principal.	<p><b>This tool helps DHs to:</b></p> <ul style="list-style-type: none"> <li>Schedule key curriculum management practices by: <ul style="list-style-type: none"> <li>Itemizing these practices</li> <li>Suggesting frequency of occurrence for each</li> <li>Providing a scheduling template and guidelines for completing and using it</li> </ul> </li> <li>Prepare for their meetings with the Deputy/ Principal by encouraging them to reflect on evidence of what is/is not working well in their department regarding the implementation of the curriculum and their key management practices.</li> <li>Record actions for improvement agreed upon at meetings with the Deputy or principal.</li> </ul> <p><b>NB:</b> A well-planned schedule helps everyone know what is expected and when to prepare, well in advance, for each activity.</p>
<b>4. DEPARTMENT HEAD-TEACHER PROFESSIONAL CONVERSATION tool</b>	This tool is used by the department head to prepare for a well-structured supportive conversation based on evidence with Teachers. The DH and Teacher both sign off on agreements for action arising from the conversation.	<p><b>This tool is helpful because it provides:</b></p> <ul style="list-style-type: none"> <li>Guidelines to behaviour that will foster trust and allow for the holding of a supportive and developmental conversation about curriculum coverage with Teachers.</li> <li>Suggestions for evidence that should be examined in preparation for the conversation</li> <li>A suggested structure for the conversation, starting with a discussion of the evidence of what is and is not working and ending with an agreement for action</li> <li>Practical encouragement for the incorporation of evidence in making judgments about what is and is not working.</li> <li>A rubric for rating Teachers, and guidelines for using this so that it is supportive and developmental</li> </ul>
<b>5. PRINCIPAL AND DEPUTY PRINCIPAL tool:</b> key practices for improving curriculum implementation.	This tool will be used by the deputy principal and principal in planning activities to monitor and support curriculum coverage in the school as a whole, and to support their departmental heads in this work.	<p><b>This tool helps the deputy and principal to:</b></p> <ul style="list-style-type: none"> <li>Schedule key curriculum management practices by: <ul style="list-style-type: none"> <li>Itemizing these practices</li> <li>Suggesting frequency of occurrence for each</li> <li>Providing a scheduling template</li> </ul> </li> <li>Prepare for meetings with department heads, the SMT, the CM or subject advisers by encouraging them to reflect on evidence of what is/is not working regarding the implementation of key curriculum coverage practices across departments.</li> <li>Record actions for improvement agreed upon at meetings.</li> </ul> <p><b>NB:</b> A well-planned schedule helps everyone know what is expected and when, and to prepare well in advance for each activity.</p>
<b>6. PRINCIPAL OF SMALL SCHOOL (NO SMT) PLANNING AND TRACKING TOOL</b>	This tool assists the principal in a multigrade school, who often carries a full or nearly full teaching load (and does not have a deputy or any DH) to schedule supportive sessions with Teachers on their reflections	The tools assist the principal to spend time with each Teacher, or with the Teachers collectively, to share challenges of teaching and learning in a professional and supportive conversation that identifies solutions, or where external help is needed. The need for this is no less in time-pressured multi-grade schools

# TEACHER'S WEEKLY MONITORING, REFLECTING & RESPONDING TOOL<sup>4</sup>

NAME OF TEACHER \_\_\_\_\_

SUBJECT/GRADE \_\_\_\_\_

WEEK no. in ATP: \_\_\_\_: WEEK no. in the term when work planned for the week started: \_\_\_\_

Refer to the ATP<sup>5</sup> or Curriculum Planner/ Tracker for details of the week's work

Class (or subject for FP):

On track by end of the week?  
Yes/No

How many learners are working confidently<sup>6</sup>?  
(Rough estimate)

How many learners are in this class?

DAY<sup>7</sup>

**BRIEF NOTES ON THE DAY'S WORK: Consider such things as:**

*What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?*

1

2

3

4

5

6

## Reflection on the week

What concepts and skills for the week did learners struggle with? What could you do differently next time to support or extend learning better? What good practice could you share?

Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?

Were any periods missed this week?

If yes, what plans are in place to catch up this time? What assistance do you need?

DH:

Date:

<sup>4</sup> Please amend this draft template to suit the needs of your school

<sup>5</sup> You can use any planning document (such as the CAPS planner; the ATP; printed lesson plans) as the basis for your tracking

<sup>6</sup> Estimate of learners in that grade that are working confidently at Level 4 (Adequate Achievement) or above

<sup>7</sup> This can also be lessons if there are more than 5 lessons a week



## SOME NOTES TO HELP YOU USE THE WEEKLY TRACKING TEMPLATE <sup>8</sup>

**Purpose:** This template is intended to help you track and reflect on your progress in covering the curriculum every week. You should use the tracking table alongside the ATP (or your planner that is developed from the ATP) that shows the work to be done each day of each week. The curriculum planning document that you use should help you do the following key tasks - plan, track, reflect on, and improve coverage of the curriculum. They also help the Department Head monitor and support your work.

**Planning:** The CAPS curriculum is full! You need to do a certain amount of work each day to complete the work that has to be done in the term. Your planning should indicate what work needs to be done each day of the term to do everything that must be done in this time. (i.e., to cover the curriculum)

**Following the plan to cover the curriculum:** Covering the curriculum is a difficult task. You can't just rush ahead and leave learners behind; but nor can you go so slowly that learners are unprepared for the challenges of the next grade. And, of course, learners do not all learn at the same pace – too fast for some is just right for others. Every lesson, you make a careful judgement about whether or not learners have learnt what was intended by your lesson; whether enough of them are with you for you to move on; and what to do about learners you do not want to leave behind. The planner gives an ideal plan – but you will not stick to it exactly.

**Tracking curriculum coverage:** This is where tracking comes in. When you track, you note whether or not you have managed to cover the curriculum by using informal assessment to judge how much has been learned. The tool provides a space for you to record this each week for each class or subject). You can also record the date when you do complete the work set for the week. If you are falling behind, you need to take some action to get back on track. But what action? Sometimes you can solve this problem yourself – but often it is better to have the help of your Department Head or your peers, or if possible, your Subject Adviser. For this reason, your Department Head will look at your tracking from time to time and discuss how you are doing about curriculum coverage with you; she/he will help you find a way to solve any problems you are having.

**Reflecting on work done and how to improve and how to remain or get back on track:** The template provides spaces for you to reflect on your work – daily and for the week as a whole. This means that you think deeply about your lessons – both how you presented them and how the learners responded. You consider how you could do things differently next time for these aspects to improve, you consider whether or not you worked at the required pace for most of your learners to understand and manage the work, - are you on track, or not? And – if you are not on track, you need to reflect on what you should do to get back on track. You can also think about and note what support you feel you need.

### Here are some prompts to help you reflect:

How did things go?

- What went well?
- What did not go well?
- What did the learners find difficult or easy to understand or do?
- What will you do to support or extend learners?
- Did you complete all the work set for the week? If not, how will you get back on track?

If you are not on track, what will you do?

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<sup>8</sup> These notes can also be used for multi-grade classrooms (see Tool 2)



# MULTIGRADE TEACHER WEEKLY MONITORING, REFLECTING & RESPONDING TOOL

NAME OF TEACHER

WEEK ____: Refer to the ATP for details of the week's work						
Subjects:						
GRADE	On track this week <sup>9</sup> ?					
	Est. learners >level 4 <sup>10</sup>					
	# Learners in Grade					
GRADE	On track this week?					
	Est. learners >level 4					
	# Learners in Grade					
GRADE	On track this week?					
	Est. learners >level 4					
	On track this week?					
DAY	<b>BRIEF NOTES ON THE DAY'S WORK:</b> What went well/did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did the class complete the work you had planned for the lesson? What will you do differently next time?					
1						
2						
3						
4						
5						
Reflection on the week - Think about and make a note of:						
SUBJECT	How did things go? What do you need help with? What good practice could you share? What will you do differently next time?				If you are not on track, what will you do?	
Principal:			Date:			

## DEPARTMENT HEAD TOOL: KEY PRACTICES FOR IMPROVING CURRICULUM IMPLEMENTATION

The Departmental Head (DH) tool assists the DH to plot all activities and practices in a 5-week cycle. The cycles can vary at the discretion of the school. The practices below are clearly outlined, and the calendar attached allows for the actual planning to be plotted. The calendar has a column for practices to be rescheduled if necessary. At the

9 Yes/ No

10 Estimate of learners in that grade that are working confidently at Level 4 (Adequate Achievement) or above

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LEARNING RECOVERY PROGRAMME, SCHOOL MANAGEMENT TEAMS (SMT) GUIDELINES



end of the 5weeks cycle, the DH can give the Principal and Deputy Principal (DP) a full diagnostic report for her/his department. The DH might want to delegate some of the activities to subject teams but will him/herself need to monitor the effectiveness of the activities.

CODE <sup>11</sup>	DH KEY PRACTICES FOR MANAGING CURRICULUM COVERAGE	MINIMUM FREQUENCY
DM	1. Department Meeting	1x per term or more
S/P/G TCCM	2. Subject/ Phase/Grade Team Curriculum Coverage Meetings <ul style="list-style-type: none"> <li>• Ensure meetings are scheduled</li> <li>• Track meetings against the schedule</li> </ul>	2x per term
RTDs	3. Reviewing of Teachers' documents as per the scheduled weekly/ fortnightly submissions (Depending on the number of Teachers or size of the school)	1x week/ fortnight
CCC (Curriculum Coverage Conversation)	4. Teachers' One-on-One Curriculum Coverage Conversations <ul style="list-style-type: none"> <li>• Ensure conversations are scheduled</li> <li>• Track conversations against the schedule</li> </ul>	2x per term
DH-P/D	5. DH's sharing with the Principal/Deputy and at SMT meetings <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Share</li> </ul>	2x per term

1. The first step in supporting Teachers is to SCHEDULE the professional supportive conversation with Teachers. Remember to RESCHEDULE if the time has to be missed.

- List the Teachers in your department/phase.
- Write the name of the key practice on the date when you will be expecting the Teacher to submit planning, teaching and learner activity documents for review. Also, schedule one-on-one conversation meetings. Confirm this with them.
- Use codes to enter all your Department and Subject / Phase / Grade Meetings in the planner. Touch base with the Subject / Phase / Grade Leaders before and after these meetings to request and receive detailed reports on curriculum coverage monitoring and reporting (for all the Teachers)
- You do not necessarily have to use *this tool if you have a similar tool in place!* But you do need to (RE) PLAN your key practices! You do need to let Teachers know when you plan to see them, and you do need to have evidence of this planning, as well as a record of your professional, supportive, and evidence-based conversations with your Deputy or Principal. If you are already using another tool, you can use that as evidence.
- Indicated frequencies are suggestions. These may differ considering different school sizes and how curriculum supervision work is distributed.

<sup>11</sup> Please use any codes that work for you. These codes are suggestions.

# DEPARTMENT HEAD KEY PRACTICES CALENDAR FOR A 5-WEEK CYCLE

WEEKS	TEACHER NAMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Key Practices <u>not done</u> to be rescheduled [if any]
1							
2							
3							
4							
5							

**DH's Diagnostic reflection on weeks above —for yourself, and in preparation for meeting with your Principal / Deputy / SMT**

In preparation for the meeting, consider....	What's working?	What needs work?	Agreed Action
Department meetings Teacher-DH / senior Teacher one-on-one professional conversations based on evidence of learners' work Monitoring and recording curriculum coverage			

## MONITORING THE USE OF ALL TIME ALLOCATED FOR TEACHING

Were all timetabled periods for your class/es used?

If not, what were the reasons for this?

How do you plan to make up the time? How can I help you?

### DEPARTMENT HEAD-TEACHER PROFESSIONAL CONVERSATION TOOL

This tool is intended to guide Department Heads to structure professional supportive conversations with Teachers that build trust.

#### REMEMBER

The overriding goal is to leave the Teacher feeling **encouraged and enabled** to improve.

<sup>12</sup>Try not to *evaluate* the Teacher. Avoid making judgments if something was ‘good’ or ‘bad’

Talk about what the LEARNERS are doing as evidenced in the assessment and the Teacher’s comments.

Collaboratively with the Teacher, look for evidence of what the LEARNERS are doing as a result of the teaching (that they couldn’t do before).

Look at categories of attainment across the class and where the Teacher needs support to differentiate according to learner needs

You need to assume that you don’t know, to learn what you need to know. Do not ask questions to which you know the answer. Ask questions to which you do NOT know the answer.

This is a professional and supportive conversation based on the evidence of the Teachers’ documents conducted with an attitude of “*How can I help you?*”. The documents can include:

- Lesson Plans
- Teachers’ tools for planning, monitoring & reflecting
- Learners’ work done (workbooks and exercise books)
- Learners’ assessments completed

The structure of the conversation has an important logic:

First, a discussion of **what is** and **what is not** working (affirming and encouraging, and then extending).

Then, both the Teacher and the DH take responsibility for the steps that are necessary to make progress.

Remember that Teachers are all at different points in their development journey and the focus of discussion may be different for different Teachers at different stages of their careers.

The ‘rating’ of the Teachers must be understood as developmental and identifying areas for improvement without blame or shame. Teachers are professionals and would always expect to be treated equally as colleagues. This mutually agreed rating should not be shared outside of the professional supportive conversation without the permission of the Teacher.

Remember, Teachers are at different levels of development and their support should be professionally provided without any element of discrimination. ALL Teachers can improve – even our most proficient!

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<sup>12</sup> This approach is adapted from the work of City, Elmore and Teitel (2009)

You may want to agree with each Teacher on which practice/ behaviour you want to focus on – this can be identified by you or by the Teacher.

This tool is a SUGGESTION. If you have another tool that you use and that works for you – use that, but remember that:

You are striving to achieve the goal of leaving the Teacher feeling **encouraged and enabled** to improve.

The conversation should be professional and supportive (“How can I help you?”) and based on evidence, and it is aimed at identifying and solving problems.

Curriculum Coverage can only be confirmed in the work done by the learners. It is not enough that the Teacher has ‘ticked’ that a topic has been taught – as the DH you need to look at the learners’ work to understand how to support the Teacher.

## KEY

RATING	DESCRIPTION
Stuck	At this stage, much support still needs to be provided. Submitted documents for review may have not been up to date. There was not enough evidence/ or support documents provided to confirm proper planning and sufficient teaching and learning had taken place.
On track	The Teacher can demonstrate good knowledge of planning and teaching. Documents submitted for review reflect properly planned lessons although they might not be enough for the particular teaching period. Identified gaps in the Teacher’s work show the possibility for improvement as the Teacher clearly understands what is expected of him/her.
Ready to help others	The Teacher has all documents for review, in place and up to date. Planning, tracking and reflection skills have been properly mastered. A high level of participation is demonstrated during professional conversation session(s). The Teacher demonstrates a willingness to assist others, and confidently points out the areas he/she has properly mastered in his/her subject. The Teacher knows what is happening in the previous grades and is in consistent communication with the Teacher(s) who will be receiving learners from the grade(s) he/she is teaching.

KEY PRACTICE	WHAT’S WORKING	WHAT WORK	NEEDS	EVIDENCE
<b>1. PLANNING &amp; MONITORING</b>				
Use of appropriate planning and monitoring tools to plan				
Use of appropriate monitoring tools to track the completion of topics				
Reflect on learners’ class activities, what works, and what can be improved				
Has homework completion been monitored				
<b>2. ASSESSMENT</b>				
Planning for assessments as required by the ATP				
Completion of assessments as per plan				
Reflection on the range of learner performance				

After that conversation, and having reviewed your documents, how would you rate:

(a) Your planning for, and tracking of, curriculum coverage?

<input type="checkbox"/> STUCK & NEED HELP	<input type="checkbox"/> ON TRACK	<input type="checkbox"/> GREAT & READY TO HELP OTHERS
--	-----------------------------------	---

(b) how well your learners are succeeding in covering the curriculum

<input type="checkbox"/> STUCK & NEED HELP	<input type="checkbox"/> ON TRACK	<input type="checkbox"/> GREAT & READY TO HELP OTHERS
--	-----------------------------------	---

Now reach a consensus with the Teacher on the following...

What actions can you (the Teacher) take to improve in the two areas above?

What role would you like me (the DH) to take in supporting you to improve?

SIGNED: DH

SIGNED: TEACHER

DATE:

## PRINCIPAL AND DEPUTY PRINCIPAL TOOL: KEY PRACTICES FOR IMPROVING CURRICULUM IMPLEMENTATION

The Principal and Deputy Principal (DP) tool below has all the main practices outlined that a principal and DP have to consider in monitoring curriculum coverage. The calendar below is an outline of planning for a 5-week cycle of monitoring and holding professional supportive conversations with all DHs to determine curriculum coverage across the school and to determine what support may be necessary for the DHs.

Code <sup>13</sup>	KEY PRACTICES	Frequency* (minimum)
SAP (School Assessment Plan)	<b>Compile the School's Assessment Plan by Grade and Subject</b> <ol style="list-style-type: none"> <li>Receive by Department and Subject</li> <li>Align across grades</li> </ol>	Annual Monitored Every Term
DH-DR (DH Documents Review)	<b>Monitor School Programme of Assessment for Each Subject and Grade</b> <ol style="list-style-type: none"> <li>Receive Report from DHs</li> <li>Review SASAMS reports</li> <li>Prepare for curriculum coverage conversation with the DHs</li> <li>Prepare for curriculum coverage conversation with CM/ subject advisers</li> </ol>	1-2x per term

<sup>13</sup> Suggested codes may be changed depending on what suits the user of the tool

CCC (Curriculum Coverage Conversation)	<b>One-on-One Curriculum Coverage Conversation with each DH</b> <ol style="list-style-type: none"> <li>Prepare</li> <li>Hold Conversations</li> <li>Agree on Action</li> </ol>	2x per term
SM (SMT Meeting)	<b>Lead Curriculum Items on SMT Agenda</b> <ol style="list-style-type: none"> <li>Review coverage, performance &amp; challenges across subjects, grades &amp; classes</li> <li>Prepare for Discussion</li> <li>Agree on action</li> </ol>	2x per term

Week	NAME OF DH	PRINCIPAL AND DEPUTY PRINCIPAL KEY PRACTICE PLANNING CALENDAR (FOR A 5-WEEK CYCLE)					Key Practices <u>not done to be rescheduled</u> [if any]
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1							
2							
3							
4							
5							

**Diagnostic reflection on weeks above — for yourself, and in preparation for meetings with DH, SMT, CM, or subject advisers**

Consider....	What's working?	What needs work?	Agreed Action to Improve
<p><b>Key practices for curriculum coverage</b></p> <ul style="list-style-type: none"> <li>• Have all timetabled periods been taught?</li> <li>• Are all subject/phase meetings happening?</li> <li>• Are all Teachers involved in curriculum coverage conversations based on evidence?</li> <li>• What are the challenges in curriculum coverage and teaching and learning evident in formal assessment results by: Subject, Grade, and Class?</li> </ul>			

**REMEMBER:**

**Schedule** the meetings, **Monitor** that the meetings are happening, **Prepare** for the meetings and Agree on **Actions** to Improve

The overriding goal is to leave the DHs feeling **supported, encouraged and enabled** to improve in practice.

Meetings must be professional conversations about the core work of teaching for learning, based on evidence, including the DHs:

Key Practices / Curriculum Management Plan and supporting records (minutes, attendance registers, notes from reviewing learners' work)

Signed records of professional conversations involving Teachers.

Curriculum coverage is determined by evidence of learners' work.

*\* The frequency of this practice should be discussed by the school and a realistic target frequency set.*

**PRINCIPAL (SMALL SCHOOL NO SMT) TOOL: KEY PRACTICES FOR IMPROVING CURRICULUM IMPLEMENTATION**

PRINCIPAL (NO SMT) KEY PRACTICES FOR CURRICULUM COVERAGE		Code for Planner	Frequency# (minimum)
1	<b>Compile School Assessment Plan by Grade and Subject *</b> <b>c.</b> Receive by Programme of Assessment by Grade and Subject <b>d.</b> Agree on pre-moderation and post-moderation dates	PoA	Annual Monitored Every Term
2.	<b>Monitor School Assessment Plan for Each Subject and Grade *</b> <b>e.</b> Review SASAMS reports <b>f.</b> Prepare for curriculum coverage conversation with the educators	MA	1-2x a term
3	<b>Curriculum Management Supervision Plan: One-on-One Curriculum Coverage Conversation with each Teacher [Professional Conversation (PC) based on evidence]</b> <b>g.</b> Prepare <b>h.</b> Hold Conversations <b>i.</b> Agree on Action	PC	2x / term
4	<b>Lead Curriculum Items on Agenda of Staff Meeting</b> <b>d.</b> Review coverage, performance and challenges across subjects and grades <b>e.</b> Prepare for Discussion <b>f.</b> Agree on action	SM	2x / term

**REMEMBER:**

- Decide how much time you have available to supervise teachers and how often you can see them. **Schedule** the meetings, **prepare** for the meetings, and Agree on **Actions** to Improve
- Decide if there are people within the teaching team who can be resources to you – whom you can ask to work with other teachers. When you ask teachers to work together, record this in your activities and codes so that these activities are also recorded.
- Teacher **one-on-one conversations** are **supportive and professional conversations** based on the **evidence** of the Teachers' documents including lesson plans, trackers with completed reflections, mark books, and samples of learners' work.
- The overriding goal is to leave the Teachers feeling **supported, encouraged and enabled** to improve.
- Subject Team Curriculum Coverage Meetings provide an opportunity for teachers to share problems of teaching and learning with teachers facing similar problems in a subject.
- Curriculum coverage cannot be judged on not what the teachers have taught, but what the learners have learned\*

# The frequency of this practice should be discussed by the school and a realistic target frequency set.



Week & Dates	PRINCIPAL/ DEPUTY PRINCIPAL CURRICULUM MANAGEMENT PLANNING CALENDAR FOR A 5-WEEK CYCLE						Key Practices not done to be rescheduled [if any]	
	NAME EDUCATOR	OF	MONDAY	TUESDAY	WEDNESDAY	THURSDAY		FRIDAY
1								
2								
3								
4								
5								

**Diagnostic reflection on weeks above – in preparation for the meeting with the DH, the CM or subject advisers, or for the Agenda of the SMT**

Consider....	What's working?	What needs work?	Agreed Action to Improve
<b>Key Practices for curriculum management</b> <ul style="list-style-type: none"> <li>• Are all teachers involved in curriculum coverage conversations?</li> <li>• Are all assessments happening as planned?</li> <li>• What are the challenges in curriculum coverage and teaching and learning evident in formal assessment results by: Subject, and Grade?</li> </ul>			

[illegible]



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