



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

THUTO



NEWSLETTER

National Development Plan 2030 Izimbizo on Education

We all have a role
to play in the education
of our children.

OUR FUTURE. MAKE IT WORK!



National Izimbizo on Education for Members of Provincial Executive Committees and Local Governments will be taking place on 25 February 2017, to heighten communication on education matters and to sustain the pronouncements made by President Jacob Zuma during his *State of the Nation Address* (SoNA) on 09 February 2017. The Izimbizo will reiterate Government's commitment to education as a priority programme in the current *Medium Term Strategic Framework* period and as a central driver of the *National Development Plan* (NDP) *Vision 2030*, which envisages a South Africa where everyone has access to quality education.

The attainment of the NDP requires a special focus on quality Early Childhood Development (ECD), basic education and higher education and training. Selected TVET Centres, Correctional Centres, which have performed well in the 2016 Matric examinations, selected ECD Centres and schools have been identified as priority areas.

The aim is to profile the TVET's Centres as institutions of choice and to register voices of beneficiaries who have acquired skills and are either successful entrepreneurs or gainfully employed. The Department of Correctional Services and Constitutional Development is making strides in terms of the skills development of offenders. Correctional Centres have offenders who have passed the 2016 Matric Examinations very well and are ready to use their skills to venture into small business, the job market or to pursue a higher education. ECD Centres will also be visited to showcase Government interventions regarding nutrition and curriculum development.

The DBE will focus on the Accelerated School Infrastructure Delivery Initiative (ASIDI) Programme to improve school infrastructure and to create a conducive learning environment for all learners across the country. Attention will be given to schools which have governance challenges as well as those who have improved extensively in performance. The Provincial Education Departments (PEDs) will be working in collaboration with the National Departments of Basic Education, Higher Education and Training, Social Development, Correctional Services and Constitutional Development, the National Youth Development Agency (NYDA) and the Government Communication and Information System (GCIS) to ensure the success of the Izimbizo on Education.

DBE and Na'ibali host World Read Aloud Day celebrations to spark a reading habit in children



The 2017 World Read Aloud Day celebration was filled with joyous celebration and much entertainment as learners from Durban and surrounding areas engaged in several reading activities aimed at promoting a reading culture in the Foundation Phase. The Department of Basic Education (DBE), in partnership with Nal'ibali, hosted the World Read Aloud celebration at uShaka Marine World in the KwaZulu-Natal Province on 16 February 2017. The event, which drew more than 240 schools from all nine provinces, has become a crucial platform to mobilise learners to participate in reading clubs in order to become avid readers. Nal'ibali (isiXhosa for "here's the story") is a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading.

The Nal'ibali Managing Director, Ms Jade Jacobsohn, said: "This campaign has been built on the simple logic that a well-established culture of reading can be a real game-changer for education in South Africa. Literacy skills are a strong predictor of future academic success in all subjects. Children who regularly read and hear engaging stories, in languages they understand, are well equipped and motivated to learn to read and write. A significant body of research reinforces the link between reading for pleasure and improved outcomes for children".

In his address, Basic Education Deputy Director-General for Social Mobilisation and Support Services, Dr Granville Whittle, stated that the improvement of literacy and numeracy in the Foundation Phase is a critical approach, adding that partnerships around education issues need to be fostered to groom learners for higher grades. The level at which learners perform in Grade 3 indicates how they will perform as they progress from Foundation to Senior Phase. "We have to maintain an ongoing partnership on reading matters to ensure that learners adopt reading as part of their learning routine to improve their academic performance. No one can learn if they can't read; therefore it is very critical for our learners to join reading clubs to become avid readers," concluded Dr Whittle.

Colloquium on Standards for Inclusive Teaching



A Colloquium on Standards for Inclusive Teaching took place at the DBE on 15 and 16 February 2017. The Colloquium was organised by the British Council in collaboration with the DBE, the Department of Higher Education and Training (DHET), the European Union, the Flemish Association for Development Cooperation and Technical Assistance (VVOB) and Higher Education Institutions. It was attended by 130 delegates representing all Higher Education Schools for Teacher Education, the Departments of Higher Education and Training and Social Development, Provincial Departments of Education and Civil Society Organisations (SCOs).

The keynote speakers were Prof Elizabeth Walton of the University of the Witwatersrand and Prof Lani Florian, Bell Chair of Education, University of Edinburgh and a world leader in the field of Inclusive Education. Both keynote speakers explored international best practice in the development of professional standards, which would ensure that all teachers are equipped with knowledge, skills and attitudes to apply Inclusive Pedagogy. Inclusive Pedagogy begins with the assumption that every person is a unique individual who brings a different prior experience of learning to the classroom community. The idea of difference as ordinary offers a productive way of thinking about how to understand and respond to the complexities inherent in educating diverse groups of learners. It further assumes that teachers are constantly making adaptations in response to individual differences. It is only when some students are thought to need something "additional to" or "different from" what is generally available to others of similar age, that some teachers assume that they are not qualified to teach particular students. On day two, the keynote speaker was Prof Nareadi Phasha of UNISA who put forward a unique African approach to Inclusive Education linking it to the principles of Ubuntu. Youth Nobel Peace Prize Winner, Ms Michaela Mycroft, who is a disability advocate, spoke powerfully about her own experiences in Inclusive Education.

The input from the rich dialogue over the two days will be infused into the work of the South African Council for Educators (SACE) and JET Education Services to develop Professional Practice Standards for Education which would, in future, guide all initial and continued teacher professional development.

The programme formed part of the Teaching and Learning Development Capacity Improvement Programme (T&LDCIP), a collaborative initiative of the European Union, the DBE, the DHET and the participating CSOs, which was launched by Minister Angie Motshekga on 6 October 2017. Four consortiums have been awarded grants for a total EU investment of €3,000,000 (R45,000,000). The overall objective of the collaboration is to introduce a new era of teacher professional development that will effectively respond to Government's vision of a fully inclusive education system by 2021.

Progress on the implementation of the Three Streams Model



During the coming years, the DBE will build on its successes in attaining the Sustainable Development Goals (SDGs), as well as the *National Development Plan (NDP) Vision 2030* for access, participation, and gender equity. The emphasis will be on the quality of schooling outcomes and on the preparation of young people for opportunities after they leave school.

The Department has, to this end, developed three streams of curricula (Academic, Vocational and Technical), which address the diverse needs of young people for learning and development in South African schools. The DBE is working with the DHET to better influence the quality and preparation of our teachers, and ultimately, our learners, in critical subjects including Mathematics, Science and Technology, and the African Languages.

The Council for Education Ministers (CEM) has therefore approved the piloting of the Draft General Certificate of Education: Technical Occupational (GCE:TO) in 2017. The Pilot will entail a National and Provincial Orientation Programme which will be taking place at the DBE from 27 February to 03 March 2017. This also includes advocacy on the introduction of the Three Stream Model. By August 2017, the Pilot would have been completed and the DBE will be ready to start incrementally implementing the 26 new subjects in 2018.

Activation of physical education activities to promote a healthy lifestyle



"Every human being has a fundamental right to physical education, physical activity and sport..."

UNESCO Revised International Charter of Physical Education, Physical Activity and Sport

info@peisa.co.za

The DBE will proceed with various physical education activities aimed at encouraging learners, teachers and various education stakeholders to promote a healthy lifestyle in the education sector. The DBE, in partnership with the Physical Education Institute (PEISA), has initiated a national advocacy and sector mobilisation strategy to create awareness about the importance of Physical Education in schools. This year, the two partners will be hosting an annual Physical Education Symposium, followed by a Physical Education Month scheduled for 06 April to 10 May 2017. A call is therefore made for stakeholders to be physically active during this month going forward.

Another Physical Education initiative is the “Active” programme embedded in the *Quality Physical Education Framework*. This Framework has been broken down into various categories: Active Schools, Active Learners and Active Teachers, and will be used to mobilise various education stakeholders to boost Physical Education. The South African National Co-ordinator of Quality Physical Education, Mr Norman Mphake, called upon learners, teachers and all education stakeholders to work together in ensuring that Physical Education is effectively integrated into the school curriculum. Mr Mphake further stated: “The Physical Education drive, which is spearheaded by *Supersport Let’s Play*, is one of the linked promotional initiatives that showcases the importance of Physical Education”.

Invitation to participate in the 2017 Youth Citizen Action Programme



The Youth Citizen Action Programme (YCAP) is a social action initiative that provides learners in Grade 6, 7, 9 and 10, in all nine provinces, the opportunity to drive positive social, environmental and academic change while becoming active and responsible citizens. YCAP is part of the Social Cohesion and Equity in Education programmes within the DBE in partnership with the Empowervate Trust. The Programme is sponsored by the Deutsche Bank South Africa Foundation and DSV SA. YCAP is also supported by UNISA who conducts an impact and feasibility study of the programme on an annual basis.

The creativity, commitment, hard work and most importantly, impact and sustainability of the projects, have rapidly increased since the first YCAP National Championships launched in 2008. Learners are provided with YCAP toolkits from the Empowervate Trust that assist them with identifying challenges in their schools and communities, ranging from social and academic to environmental issues. Learners, supported by their educators, follow the step-by-step guide to find creative and innovative solutions to the problem and to implement these actions.

Giving learners an opportunity of becoming agents of change with positive values is a positive way to boost their confidence and self-esteem as well as the development of their practical, communication, organisation, project management, teamwork and leadership skills. Participating in the YCAP Programme will assist in producing a team of proactive learners who are positive role models for other learners in their schools.

The provincial finalists from the primary and secondary school categories in each province will be showcased during the YCAP National Championships from 28 to 30 July 2017. Certificates will be presented at district, provincial and national level, and the top three teams per category will receive prize money to initiate their projects. Entries close on **31 March 2017**. Click on the below link for additional information:

<http://www.education.gov.za/Programmes/YCAP.aspx>

International Mother Language Day



Sepedi Classic Books



**Go boloka le go keteka bohwa
bja rena bja dingwalo**

Preserving and celebrating our literary heritage



arts & culture
Department
Arts and Culture
REPUBLIC OF SOUTH AFRICA

The National Library of South Africa
Private Bag X 990, Pretoria, 0001
228 Johannes Ramokhoase Street
Tel: +27 (0) 12 401 9700 Fax: +27 (0) 012 326 2642



On 01 February 2017, the Pan South African Language Board (PanSALB) launched Language Activism Month as part of its *Constitutional* mandate. The campaign is aimed at encouraging all South Africans to speak and live their languages in order to promote and create a more multilingual society. This PanSALB campaign, which will run until 28 February 2017, includes International Mother Language Day, which was commemorated on 21 February 2017. The theme for International Mother Language Day 2017 was: “Towards sustainable futures through multilingual education”; which is in line with UNESCO’s Global Monitoring Report on Education, 2016 theme – “Education for people and the planet: creating sustainable futures for all”.

Parents, teachers and learners are encouraged to celebrate this month by speaking in their home language to family, friends and colleagues; by reading a book in their mother tongue and by encouraging family and friends to do the same. This initiative is also in support of the *Read to Lead Campaign* to ensure that all learners are able to demonstrate age appropriate levels of reading by 2019. The campaign is a response to national, regional and international studies that have indicated that South African children are not able to read at expected levels, and are unable to execute tasks that demonstrate key skills associated with Literacy. Research reinforces the link between reading for pleasure and improved outcomes for children. When read in home languages, story-telling also builds the foundations that children will need to learn a second language. It is a well-known fact that learners who regularly read and hear stories in their mother tongue, and in languages they understand, acquire the necessary literacy and numeracy skills to succeed academically.

Provincial Round-up



education

Department:
Education
PROVINCE OF KWAZULU-NATAL



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

KwaZulu-Natal and Mpumalanga Province

This week saw the Director-General for Basic Education, Mr Mathanzima Mveli, visiting the KwaZulu-Natal and the Mpumalanga Provinces as part of his Provincial Oversight visits. Mr Mveli paid a visit to the Empangeni Cluster in the KwaZulu-Natal Province on 20 February 2017 and the Hoër Tegniese Skool, Middleburg in the Mpumalanga Province on 22 February 2017. These meetings form part of the Director-General’s Provincial Engagements to lead interventions aimed at improving educational outputs in the entire basic education system and share insights from the *Trends in Mathematics and Science Study (TIMSS) 2015*.

Senior Officials from the two Provincial Education Departments and the Human Science Research Council (HSRC) Executive Director, Dr Vijay Reddy, lead discussions during these meetings whilst Dr Rufus Poliah, Chief Director for Public Examinations and Assessments, made a presentation to District Directors, Chief Education Specialists, Curriculum Co-ordinators and Circuit Managers on the 2016 National Senior Certificate Examination (NSC) results.

Upcoming Events

- 23 – 24 February 2017: Minister Angie Motshekga meets with District Directors at the DBE in Pretoria, Gauteng Province
- 27 February 2017: Deputy Minister Enver Surty to participate in the National Education Collaboration Trust (NECT) Dialogue at Freedom Park in Pretoria, Gauteng Province
- 27 February 2017: Director-General for Basic Education, Mr Mathanzima Mveli, to visit the Western Cape Province as part of the Provincial Oversight visits
- 27 February 2017: Orientation workshop for the National Training Team on the pilot of the Technical Occupational Stream to be hosted at the DBE in Pretoria, Gauteng Province
- 28 February 2017: National Schools Moot Court Competition hypothetical problem statement for 2017 to be distributed to all secondary schools
- 01 – 02 March 2017: A National School Nutrition Forum will be taking place at the DBE in Pretoria
- 21 March 2017: Human Rights Day
- 07 April 2017: Minister Angie Motshekga to host the 2nd National Education Excellence Awards in Pretoria, Gauteng Province
- 07 April 2017: Closing date for the submission of the 2017 Southern African Development Community (SADC) Secondary Schools Essay Competition entries to the Provincial Education Departments
- 14 April 2017: Good Friday
- 17 April 2017: Family Day
- 27 April 2017: Freedom Day
- 29 July – 19 August 2017: National Schools Moot Court Competition essays are to be submitted to the University of Pretoria/www.schoolsmoot.co.za
- 19 August – 22 September 2017: The hosting of the provincial rounds of the National Schools Moot Court Competition
- 04 – 08 October 2017: The National Schools Moot Court Competition finals to be hosted at the University of Pretoria and the Constitutional Court in Johannesburg

OUR FUTURE - MAKE IT WORK

South Africa belongs to all its peoples. Now, in 2030, our story keeps growing as if spring is always with us.

Once, we uttered the dream of a rainbow.
Now we see it, living it. It does not curve over the sky.

It is refracted in each one of us at home, in the community,
in the city, and across the land, in an abundance of colour.

When we see it in the faces of our children, we know: there will
always be, for us, a worthy future.



