



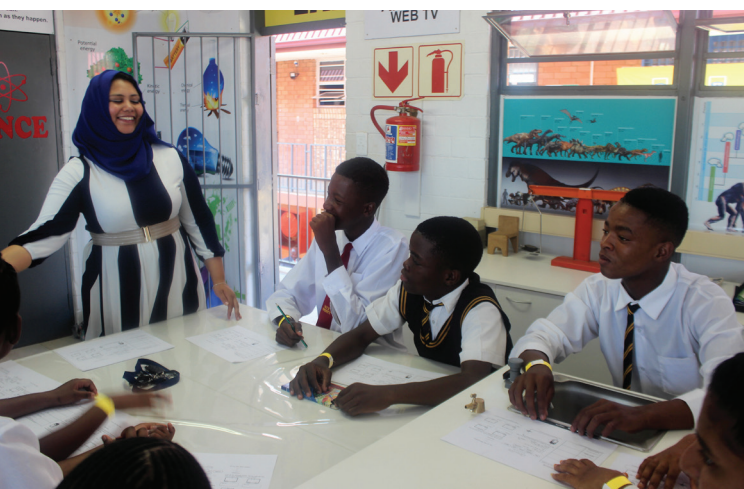
THUTO

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THE DEPARTMENT OF BASIC EDUCATION



NEWSLETTER

Celebrating our teachers during Teacher Appreciation Month in October



Basic Education Minister, Mrs Angie Motshekga, will join teachers, learners, parents, education stakeholders and the entire globe on World Teacher's Day, 05 October 2018, in celebration of the contribution our teachers are making towards learning and teaching. The theme for this year's World Teacher's Day is: "Teachers and teaching: the commemoration of the Nelson Mandela and Albertina Sisulu Centenary during the Fourth Industrial Revolution".

The Teacher Appreciation and Support Programme (TASP) is marking the centenaries by requesting teachers to make presentations embedded in Nelson Mandela's vision on education. These contributions will be presented on World Teacher's Day 2018, at the Capital Hotel in Menlyn, Pretoria, in the Gauteng Province.

The commemoration forms part of the support programmes under the banner of the TASP, which is led by the Department of Basic Education (DBE) and the South African Council for Educators (SACE). TASP is supported by the National Education Collaboration Trust (NECT), the Education Labour Relations Council (ELRC), the ETDP-SETA, Teacher Unions and School Governing Associations.

The aim of the TASP is to support the Education 2030 Framework for Action by developing and celebrating South African teachers throughout the year, and not just on the occasion of World Teachers' Day in October of each year. The Programme enhances the DBE's efforts of teacher development and support, which is one of the major focus areas under the motto: "The teacher, the heartbeat of the nation".

Unpacking the World Development Report 2018 - Learning to Realize Education's Promise



“This year we are celebrating the Centenary of Former President Nelson Mandela and Albertina Sisulu. We therefore emulate the words of Mandela saying, ‘Education is indeed the most powerful weapon which you can use to change the world’. As every learner is a national asset, we must equip learners and teachers with the relevant knowledge and skill-sets to flourish in the 21st Century.” Minister Angie Motshekga addressed delegates at the DBE in Pretoria on the World Development Report 2018 - Learning to Realize Education’s Promise under the theme: “Making Basic Education Work For All” on 20 September 2018.

“This year, the World Bank Group has dedicated the entire Report to education. Today we are provided with an opportunity to probe deep into the findings of the World Development Report: 2018 Learning to Realize Education’s Promise, and hopefully leave here with concrete ways to take the recommendations forward. The workshop affords us ample space to fuel our interrogations, deliberations and reflections on where we are in respect of the findings and resolve on ways to move forward. This workshop has been organised as a collaborative effort between the DBE and the World Bank,” said Deputy Minister Surty.

Messrs Deon Filmer and Halsey Rodgers from the World Bank Group presented the Report to DBE delegates. “The detailed analysis in this Report shows that education challenges are driven not only by service delivery failure in schools, but also by deeper systemic problems. To realise education’s promise, we need to prioritise learning, not just schooling.” The Report argues that achieving learning for all will require three complementary strategies. Firstly, learning should be assessed. Secondly, evidence should be acted upon to make schools work for learning. Thirdly, actors should be aligned to make the entire system work for learning at school level.

The information contained in the Report, was discussed during three commissions, focusing on: assessing learning; acting on evidence; and to align all role players to make the system work for learning. In closing, Director-General, Mr Mathanzima Mveli, mentioned that the three commissions equipped themselves well of their task to scrutinise the Report and that deliberations emanating from the three commissions were fruitful. “The Department will put the Report to good use and factor its findings into the Education Sector to reengineer the Sector for social redress, access, efficiency, equity, equality and quality for all.”

Click on the below link for the full Report:

Link: <https://www.education.gov.za/Portals/0/DoE%20Showcase/wdr/Report.pdf?ver=2018-09-17-092113-783>.



DBE announces plans to improve quality learning and teaching in rural provinces



A new dawn has come for the unemployed youth in rural provinces such as the Eastern Cape, KwaZulu-Natal and Limpopo where 750 Education Assistants (EAs) have been appointed to work with teachers in improving learning outcomes. Chief Director for Mathematics Science and Technology (MST) and Curriculum Enhancement Programmes, Mr Seliki Tlhabane, joined by the KwaZulu-Natal HOD for Education, Dr Enock Vusumuzi Nzama, officially launched the Rural Education Assistants Project (REAP) at Carter High School in Pietermaritzburg in the KwaZulu-Natal Province on 27 September 2018. Approximately 250 EAs from Umzinyathi and Ilembe Districts attended the launch.

During March 2016, Minister Motshekga appointed a Rural Education Research Team to conduct research and develop a Rural Education Framework aimed at developing context-specific, relevant and sustainable strategies to deal with the challenges in rural schools.

Provincial Chairperson for the South African Democratic Teachers Union, Mr Phumlani Duma, endorsed the Project, saying that it assists poor performing Districts to rise to the top. “The EAs are not a substitute for teachers, but they must work with learners to contextualise the syllabus that are covered in class,” said Mr Duma. He called upon EAs to use employment opportunities presented through the REAP to pursue their studies and become qualified teachers.

The REAP is aimed at pilot testing, researching and evaluating the impact of the use of EAs in the Foundation and Intermediate Phases for improving the quality of education in rural schools. The REAP will undoubtedly assist the DBE in improving quality education and subsequently learner performance in these schools. It will further play a crucial role in empowering unemployed youth with skills that will increase their chances of finding permanent employment; pursuing teaching qualifications; pursuing other qualifications including those linked to agriculture; or becoming entrepreneurs.

In his address, Mr Tlhabane said that the EAs must use the opportunity to advance their careers, particularly in the field of teaching. “In terms of unqualified and under-qualified teachers, we have the Funza Lushaka Bursary Scheme to finance the higher education costs of new teachers. “According to the 2015 Centre for Development and Enterprise Report, we will be able to produce sufficient teachers to meet the demand of our schools for the next 10 years (2015 to 2025)”.

Dr Langa, added that, “Through the Project, identified unemployed youth with a matric qualification, were recruited from rural communities to assist with a variety of curricular activities particularly in improving numeracy, literacy and reading skills. EAs have been mandated to co-ordinate Homework Clubs, Mathematics Clubs, Reading Clubs, Creative Arts Clubs and Agricultural Projects to ensure the holistic development of learners in the early grades of schooling”.

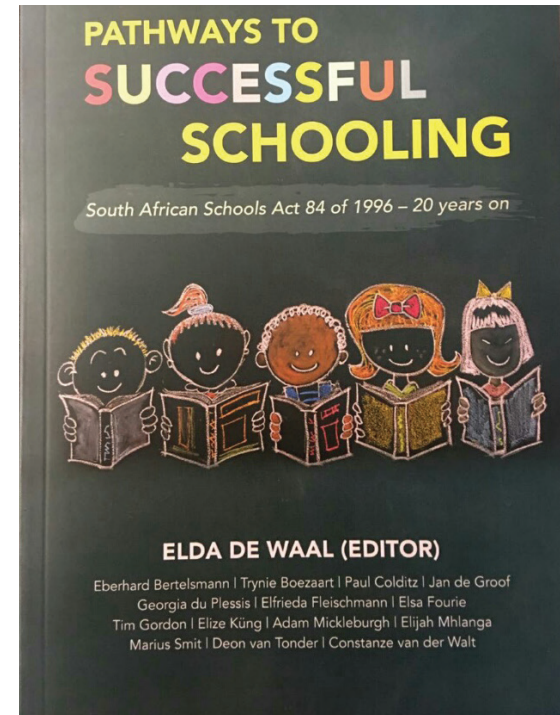


Pathways to Successful Schooling: South African Schools Act 84 of 1996 – 20 Years on recently published



The recently published Pathways to Successful Schooling: South African Schools Act 84 of 1996 - 20 years on, features a contribution by Mr Elijah Mhlanga, Chief Director for Media Liaison, National and Provincial Communication at the DBE.

The South African Schools Act 84 of 1996 aims to make high-quality basic education accessible to all South African learners irrespective of race and geographic location. Written by significant role-players and members of the Judiciary, Pathways to Successful Schooling reflects on the journey of South African schooling over the past 20 years. This book was prompted by the 2016 Schools Act Symposium, Schools Act @ 20: Charting the Way Forward, which celebrated the 20th anniversary of the Schools Act.



This book also considers practical alternatives for addressing education issues and includes the first ever analysis of the background to the drafting of the Schools Act.

Pathways to Successful Schooling reflects on what became of the vision of the Education White Paper 1 and the Schools Act. The book also examines children's rights in South Africa.

Copies of the book are available for purchase from Juta Customer Services, contactable on cserv@juta.co.za.

Repositioning and strengthening the implementation of Whole School Evaluation



“Whole School Evaluation (WSE) is not an end in itself, but the first step in the process of school improvement and quality enhancement. As a process, it is meant to be supportive and developmental,” said Dr Granville Whittle, Acting Deputy Director-General for Teacher and Professional Development, addressing delegates at the WSE Lekgotla. The Lekgotla took place at the DBE in Pretoria from 25 to 26 September 2018, under the theme: “Repositioning and Strengthening Whole School Evaluation Implementation in the Education Sector”.

Delegates were actively engaging in discussions to advocate an integrated approach to WSE and to map out a strategic focus for school evaluation and accountability to improve learning outcomes. WSE is achieved through conducting School Self-Evaluations (SSEs), which is a process of reflection on systemic practice to improve learner performance, teaching practice and school functionality. WSE also encompasses external on-site evaluations using standard evaluating criteria for schools to improve the educational achievements of all learners. School Improvement Plans (SIPs) are also part and parcel of the WSE process to provide a road map that sets out the interventions that are required to improve both learner achievement and school functionality.

Professor Anil Kanjee from the Tshwane University of Technology and Professor Anne Mc Lennan from the Wits School of Education, offered interesting insights on Whole School Evaluation. In his presentation, Professor Kanjee looked at the topic of repositioning WSE to address the challenge of equity and quality in schools to confront the tension between accountability and support. Prof Mc Lennan examined practices in support of WSE in schools.

A panel discussion involving a school principal, Circuit Manager and a WSE supervisor provided a perspective from the three different levels of operation. They shared their experiences and affirmed the utility of WSE for purposes of school improvement. The Lekgotla attendees also participated in three commissions to discuss the holistic integration of the nine WSE focus areas in providing support for the development of schools; external school evaluations; and the institutionalisation of SSE in the sector.

In conclusion, Ms Simone Geyer, Chief Director for Education Human Resources Management, reiterated the recommendation of the house that WSE should continue across all nine provinces and must lead to Whole School Improvement. The Policy on Whole School Evaluation (2001) must be realigned to current challenges and developments within the sector by embracing the 12 features that support school improvement. SSE and SIP should be institutionalised into the system as a whole, and quality evaluation tools must be developed and implemented evenly across provinces. Circuit Managers and District Officials must be capacitated to deliver on the WSE programme. In moving forward, a “Think Tank” consisting of officials, social partners, as well as external experts should be established to give further insight to the recommendations emanating from the WSE Lekgotla deliberations. Recommendations will be presented to HEDCOM for further discussion.



DBE and partners promote the importance of milk consumption in schools



The monitoring of healthy eating in schools is a key focal area of the National School Nutrition Programme (NSNP) to ensure that learners receive a balanced meal daily. The DBE and the Eastern Cape Department of Education commemorated World School Milk Day at Kruisfontein Primary School in Humansdorp in the Eastern Cape Province on 26 September 2018, to educate learners and school communities on the importance of drinking milk. Learners at Kruisfontein Primary engaged in various edutainment items including drama, poetry, dance and gymnastics to convey key messages on the benefits of dairy products.

Basic Education Chief Director for Care and Support in Schools, Dr Faith Kumalo, accompanied by representatives of the Consumer Education Project of Milk South Africa, the Milk Producers' Organisation and Woodlands Dairy, distributed dairy products to more than 1,200 learners at the school. The first World School Milk Day (WSMD) was celebrated internationally during September 2000 and has since become an annual event worldwide.

In preparation for the World School Milk Day, learners across all nine provinces were given a task to compete in art projects to showcase the impact of milk. Director for NSNP, Ms Neo Sediti, said: "Our theme for this year is Dairy Gives You Go!" Milk, which is one of the significant sources of protein, is provided once a week as part of the NSNP. Milk contains important nutrients such as calcium, vitamin D and potassium, which plays a vital role in the growth and development of learners. Milk consumption is essential in maintaining healthy bones. Eating dairy products such as cheese, butter, cottage cheese and drinking flavoured milk is therefore critical".

Dr Kumalo emphasised the key principles of food safety such as washing hands and separating raw and cooked food, and encouraged parents to monitor their children's diet in ensuring that their meals are blended with dairy products, particularly in the morning when they eat breakfast. She also acknowledged the immense contribution and dedication of Volunteer Food Handlers without whom the NSNP will not be able to function optimally.

Ms Sediti further added that schools should rather use Ultra High Temperature (UHT) milk than raw milk because UHT treatment involves the heating of milk at very high temperatures for long-life purposes. This implies that the shelf-life of unopened milk (UHT) can last up to six months whilst in storage. "I appreciate the contribution of all our partners for doubling Government's efforts in raising awareness on food safety and the consumption of milk in South African schools. We appreciate your contribution and investment in improving the implementation of the NSNP Programme," concluded Ms Sediti.



Sibiya wins 2018 National Development Plan Learner Debate Competition



Being a regular reader and an inquisitive learner made Samukelisiwe Sibiya from Durban Girls' High School in KwaZulu-Natal Province, an unchallengeable orator during the 2018 National Development Plan (NDP) Learner Debate Competition. The competition was hosted by the DBE, in partnership with the Department of Planning, Monitoring and Evaluation at Freedom Park in Pretoria from 24 to 25 September 2018, and involved learners from Quintile 1 to 4 schools.

Sibiya impressed the NDP Learner Debate Competition judges by her level of knowledge of the NDP and its apex priority areas such as education, infrastructure and health. Surprise Nkuna from Curtis Nkondo School of Specialisation in the Gauteng Province, finished in 2nd place, followed by classmate, Ntokozo Peter who finished in 3rd place.

Sibiya, who walked away with a notebook and an iPad, claimed the victory over 18 learners who were identified through the essays submitted. During the debate, the candidates were paired off in teams consisting of two learners per team per province to debate around the National Development Plan (NDP) goals in line with the 2018 State of the Nation Address (SONA).

Chief Education Specialist for Social Cohesion and Equity in Education, Ms Malebo Lefoka said the Competition afforded learners an opportunity to raise their voices on issues affecting them. "The NDP, which aims to eliminate poverty and reduce inequality by 2030, must be accessible to all learners". According to the plan, South Africa can realise these goals by drawing on the energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society. "The Competition aims to promote a reading culture in school communities whilst empowering learners to become more analytical, innovative problem solvers. I would like to thank the teachers who mentored these learners; they really did an excellent job," added Ms Lefoka.

Sibiya said that, "The Competition taught me time management and research skills. Making sense of what the NDP entails has not been an easy task, but I succeeded with the support of my teachers".

Affirming our cultural pride



Sport and Recreation South Africa's 13th Indigenous Games Festival, which was held from 23 to 28 September 2018 in the township of Seshego, just outside Polokwane in the Limpopo Province, instilled a sense of belonging to our young people. The fact that the festival is taking place during a time when the country is celebrating its diverse heritage is no coincidence. The festival was tailored to, not only promote social cohesion and nation building, but to also celebrate the country's rich history, heritage and culture.

The indigenous games had learners from all nine provinces participating in under-profiled sporting codes, namely kgati, kho-kho and morabaraba. Decked out in their respective traditional clothing, learners participating in kgati skipped rope to the soothing rhythm of indigenous songs; whilst learners playing kho-kho defied the Limpopo heat in the hopes of coming out tops in this game of high-level physical fitness, stamina and speed. Learners who excel at strategic and tactical exercises participated in a duel of the minds to determine this year's champion at morabaraba – a traditional board game that is played extensively throughout Africa and Asia. Other games that were played at the competition included ncuva, jukskei, driestokkies, dibeke, diketo and intonga.

An interesting aspect of these indigenous games is that they are neither gender nor age specific. They also require minimal resources – which make them a perfect vehicle in ensuring that Physical Education constitutes an integral component of the holistic education of learners, most especially in the Foundation Phase where the development of the learner's gross and fine motor skills and perceptual development is fundamental. Schools are encouraged to incorporate indigenous games in their Physical Education as play, movement, games and sport to contribute to developing positive attitudes and values in learners.

As Minister of Sport and Recreation South Africa, Ms Thokozi Xasa, mentioned, it is important that we “educate, remind and affirm our cultural pride as South Africans”. What better way to instil this national pride in our learners than letting them learn through play?

Provincial Round-up

North West Province



education

Lefapha la Thuto la Bokone Bophirima
Noordwes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

Basic Education Minister, Mrs Angie Motshekga, Deputy Minister, Mr Enver Surty, and North West Education MEC, Mr Sello Lehari have welcomed a report given by Administrator, Mr Nkhono Johannes Mohlala in respect of the progress reported in many areas of the Section 100 (1B) intervention into the North West Department of Education and Sports Development. The report was presented during a meeting held in Rustenburg on 26 September 2018. Engagements and analysis have been completed with each branch in the Department, and the focus is now on interventions to address specific problems identified. Human Resource challenges have also been addressed with the processing of 31 critical posts (subject advisors and education specialists) having been completed with the assistance of a Human Resource team from the DBE.

There has been significant progress made in terms of curriculum coverage, especially in some schools that were affected by service delivery protests. The Province has also finalised plans for Spring Camps which will ensure learners receive additional tutoring during the holiday period. The delivery of machinery and equipment to technical schools is now underway, and the Province will also be converting two schools into specialised agriculture focus schools. Progress has also been made in relation to the implementation of the planned activities for ensuring the procurement and timely distribution of Learning and Teaching Support Material (LTSM) ahead of the November 2018 deadline.

Gauteng Province



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

In order to mobilise South African youth towards the Fourth Industrial Revolution, the Department of Public Service and Administration hosted a National Public Service Hackathon at the University of Johannesburg, Main Campus from 28 to 30 September 2018. This initiative formed part of an innovation venture that focused on developing technological solutions to improve the delivery of government services. Approximately 200 young innovators and developers between the ages of 14 and 27 years of age from across the country participated in the three day challenge. The young innovators were expected to, within 72 hours, develop innovative solutions around government challenges relating to the improvement of maternal health services; safer homes and schools; Gender Based Violence victim support and services solutions; and youth skills and work issues. The Hackathon served as a closing event to the Public Service Month activities that took place across the country under the theme: “Thuma Mina: Taking Public Service to the People: Batho Pele: “We Belong, We Care, We Serve”.

Upcoming Events

- 02 – 06 October 2018: The Kay Motsepe Schools Cup National Football Championships will be taking place in the Gauteng Province
- 03 – 04 October 2018: The *Mathematics Teaching and Learning Framework for South Africa: Teaching Mathematics for Understanding* will be launched at the Communities of Practice in Mathematics and Science Education summit at the DBE in Pretoria, Gauteng Province
- 03 – 07 October 2018: The national finals of the Eighth National Schools Moot Court Competition will be hosted at the Constitutional Court in Johannesburg, Gauteng Province
- 05 October 2018: Minister Motshekga to embark on a Second Chance Matric Support Programme Roadshow at the Banquet Hall, Vryburg, in the North West Province
- 05 October 2018: A World Teachers’ Day Seminar will be hosted under the theme, “Teachers and teaching: the commemoration of the Nelson Mandela Centenary during the Fourth Industrial Revolution” at the Capital Hotel, Menlyn, Pretoria in the Gauteng Province
- 06 October 2018: The National Spelling Bee Championships will be hosted at the ZK Matthews Auditorium, Unisa in Pretoria, Gauteng Province
- 09 – 22 October 2018: So Chef! Workshops will be taking place in partnership with the Embassy of France at four selected secondary schools offering Consumer Study/Hospitality subjects in four provinces
- 11 October 2018: The National Nutrition Week (NNW) national celebrations will be hosted at Seganyane Primary School in Acornhoek, Bohlabela District, Mpumalanga Province
- 13 October 2018: The South African Council for Educators (SACE) will be hosting a fun walk in Centurion in the Gauteng Province as part of the Teacher Appreciation and Support Programme (TASP)
- 20 October 2018: The National Public Servants Sports and Cultural Event Tournament (NPSSCE) will be taking place at Hillview High School, Pretoria, Gauteng Province
- 11 – 18 November 2018: The national adjudication process for the 19th Annual Teaching Awards (NTAs) will be taking place in the Gauteng Province
- 06 – 07 December 2018: Minister Angie Motshekga will be hosting her fourth quarter meeting with District Directors at the DBE in Pretoria, Gauteng Province
- 10 – 14 December 2018: The DBE, in collaboration with the Department of Sport and Recreation South Africa, will jointly host the annual South African Schools National Championships (Summer Games) in Cape Town in the Western Cape Province
- 03 January 2019: Minister Motshekga will be announcing the results of the National Senior Certificate (NSC) Examinations in the Gauteng Province
- 16 February 2019: The 19th Annual Teaching Awards (NTAs) be taking place in the Gauteng Province
- 28 February – 01 March 2019: National School Nutrition Programme Forum and commemoration of Africa Day of School Feeding at the DBE in Pretoria, Gauteng Province

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