



Republic of South Africa

Department: Planning, Monitoring and Evaluation

Department: South African Police Service

**Recommendations and Management response for the
Implementation Evaluation of the National Curriculum Statement Grade R to 12
Focusing on the Curriculum and Assessment Policy Statements (CAPS)**

Recommendations from the Implementation Evaluation of the National Curriculum Statement Grade R to 12	Record of Agreement or Disagreement	Reasons for Disagreement
<p>R1. DBE, DHET, SACE and Universities should devise curriculum and practice standards to guide the education and work of teachers.</p>	<p>Agreed</p>	
<p>R1.1 Implementation of Umalusi recommendations regarding CAPS</p> <p>It is recommended that DBE urgently consider the recommendations made by Umalusi regarding the maths and English (HL and EFAL) FET curricula. Following an evaluation of CAPS in 2014 it was recommended by Umalusi that this process be completed within 2 years.</p>	<p>Agreed</p>	

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<p>R1.2 Raise the standard of EFAL in all phases</p> <p>Evidence indicates that raising the standard of EFAL - through the inclusion of higher cognitive functions in the NSC, other common assessment exercises, and LTSM in all four phases – would enable learners to strengthen performance across the curriculum. As such, this sub-recommendation should receive the highest priority.</p>	<p>Agreed. However, the inclusion of higher cognitive should not be exclusive to assessment exercises. All class work activities must include higher cognitive levels and be weighted accordingly: lower order 30%; middle order 40% and higher order 30%. The strengthening of CAPS should see to the inclusion of the difficulty levels in the policy document.</p>	
<p>R1.3 Review of CAPS assessment section</p> <p>The current review by DBE of Section 4 (Assessment) in the CAPS documents is supported. It is recommended that the following be included in the terms of reference for the review:</p> <ul style="list-style-type: none"> • the number of formal tasks required by phase, and • clarifying the current confusion among teachers, HODs and SAs around levels of difficulty. A good way of dealing with this problem is by providing teachers with examples of items which exemplify different cognitive processes and 	<p>Agreed.</p> <p>Providing teacher with examples is insufficient:</p> <ul style="list-style-type: none"> • Teacher need to be orientated/trained on weighting of tasks • Weighting of tasks should be standardised for all subjects and be contextualised per phase taking into account the incremental cognitive development levels of learners 	

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<p>R1.4 Review of CAPS content</p> <p>It is recommended that DBE commission a review of the CAPS documents with a view to reducing content where appropriate. The priority should be on depth of understanding of the most important strands of the respective school subjects. DBE has identified this as a priority, and it is recommended that a wide range of experts be invited to participate in the review. This exercise should not result in major curriculum change. One way of addressing content overload, if it is found, is to label certain topics in CAPS as 'optional', or 'for further study', etc.</p>	<p>Disagree.</p>	<p>DBE needs to be cognisant about the risks of labelling certain topics in CAPS as 'optional', or 'for further study', etc. This can result in the topics not being taught at all..."teaching to the test syndrome" needs to be avoided.</p>
<p>R1.5 Distribution of NCS documents</p> <p>School level audits of NCS documents among teachers should be undertaken every three years, and supplies to schools topped up.</p>	<p>Agreed.</p>	
<p>R1.6 Review of national assessment for GET</p> <p>Regarding the redesign of a national assessment instrument for the GET Phase, it is recommended that DBE, in partnership with the provinces and in discussion with psychometricians and other assessment experts, drawn from both the public and private sectors:</p> <ul style="list-style-type: none"> • Give careful consideration to the dangers inherent in implementing a poorly designed summative assessment system focusing on accountability (such as NCLB), taking account of the research; undertake a cost/benefit analysis before embarking on such an exercise. • Undertake a cost/benefit analysis before embarking on a systemic evaluation exercise. Particular consideration should be given to the marginal benefits of such a programme, over and above what is currently learned from SACMEQ, TIMSS, and PIRLS. 	<p>Agreed. The system needs to be well prepared and supported for implementation. A sound advocacy campaign must be developed and implemented throughout the system.</p>	

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<ul style="list-style-type: none"> Pay particular attention to improving formative assessment at school and classroom levels. This is a central element of effective pedagogy, and formative assessment holds the key to linking the work of teacher educators, system-level officials, school leaders, and teachers. More detail on how to operationalise this recommendation is given in Sub-recommendations R1.7, R2.1, 3.1, and 5.1 – 5.4. 		
<p>R1.7 Teacher education and management</p> <p>DHET should continue to lead the PrimTEd programme, with strong support from DBE, while SACE should continue to lead the initiative designed to develop professional practice standards for teachers. It is recommended that DHET, CHE, EDF, DBE and SACE communicate with respect to their work regarding curriculum content standards for ITE, professional practice standards for teachers, standards for the accreditation of CPD programmes, and standards for the assessment of educators’.</p>	Agreed	
<p>R2. DBE, provinces and districts must review and apply merit-based policies and processes for the appointment and promotion of educators</p>	Agreed.	
<p>R2.1 Development of a merit-based promotion system</p> <p>it is recommended that DBE, in collaboration with provinces:</p> <ul style="list-style-type: none"> Gives priority to instituting a competence-based system for the appointment of principals within three years. The lessons learned in WC and GP should be built on. Develops sets of standards for subject advisors and heads of 	Agreed.	

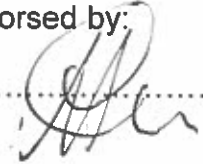
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<p>department, linked to the Standards for Principalship.</p> <ul style="list-style-type: none"> Pilots a merit-based approach to the appointment of school-level HODs and subject advisors. 		
<p>R2.2 Implementation – provinces</p> <p>Provincial officials should give particular attention to developing protocols for implementing the merit-based approach, in discussion with DBE.</p>	Agreed.	
<p>R2.3 Implementation – districts</p> <p>Circuit managers and subject advisors should support principals and monitor implementation of the promotions policy at school level, through direct observation and intervention where necessary.</p>	Agreed. However, SGB's powers should be reduced in appointments of teachers, HODs and Principals.	
<p>R3. DBE must work with universities, NGOs and corporate partners to conduct research on effective in-service education and training for teachers.</p>	Agreed.	
<p>R3.1 Promote a research-focused approach to CPD</p> <p>It is recommended that DBE and private sector donors allocate at least 5% of any training initiative to R&D.</p> <p>Areas requiring the most urgent attention are programmes which enable primary school teachers to teach literacy and basic maths, and to practice formative assessment in support of these disciplines.</p>	Agreed.	
<p>R3.2 Knowledge management</p>	Partially agreed. The research component will be	

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<p>DBE should establish a Directorate for Knowledge Management, in the Research Coordination, Monitoring and Evaluation Chief Directorate. The task of the Dir: KM will be to collate research information on CPD and cumulatively build a knowledge base concerning the design and implementation of successful CPD programmes.</p>	<p>incorporated in the RCME responsibilities.</p> <p>A sub-directorate should be establish in the Directorate: THC for the research repository and quality insurance component.</p>	
<p>R4. DBE in collaboration with Provincial Departments of Education must develop an effective programme to achieve school functionality</p>	<p>Agreed.</p>	
<p>R4.1 Developing a plan</p> <p>DBE should work with provincial officials to develop an effective programme to achieve school functionality. Adequate resources, including transport to schools for district officials, must be allocated to the programme.</p>	<p>Agreed.</p>	
<p>R4.2 Implementation – provinces</p> <p>Each province should develop an implementation plan for achieving school functionality, which should include unannounced visits to schools by circuit managers. The statutory procedures governing the relationship between leaders and their subordinates are clear and even-handed in recognising both the responsibilities of managers and the rights of individuals. But in the end policy must be followed, even if it requires taking disciplinary measures against repeat offenders.</p>	<p>Agreed.</p>	
<p>R4.3 Implementation – districts</p>	<p>Agreed.</p>	

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<p>It is recommended that circuit managers monitor implementation of time-use policy at school level, through direct observation. Principals and circuit managers who cannot maintain effective time management practices in the institutions under their jurisdiction must be rendered assistance, while repeated inability must lead to redeployment or dismissal, as prescribed by the law.</p>		
<p>R4.4 Implementation – schools</p> <p>School principals must ensure adherence of teachers to CAPS timetable. Recalcitrant teachers must be disciplined.</p>	<p>Agreed.</p>	
<p>R5. DBE and Provincial Departments of Education should develop an effective programme to support school leaders and teachers in curriculum implementation</p>	<p>Agreed.</p>	
<p>R5.1 Developing a plan</p> <p>DBE should work with provinces to incorporate best evidence of effective CPD programmes into the planning and rollout of support activities, with particular attention to literacy, basic maths and the use of formative assessment to promote learning in these foundation disciplines.</p>	<p>Agreed.</p>	
<p>R5.2 Implementation – provinces</p> <p>Provincial level curriculum leaders should work with subject advisors on the design, implementation and evaluation of such activities.</p>	<p>Agreed.</p>	
<p>R5.3 Implementation – districts</p> <p>Subject advisors should work with school-level HODs, meeting regularly at a rotating central venue, on running in-school PLCs to focus on matters of curriculum, assessment and pedagogy. Particular attention should be</p>	<p>Agreed. However, a full evaluation should be conducted to establish who is best situated to support teachers, HOD's or Subject</p>	

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<p>given to using assessment data to identify learner misconceptions and pedagogical effectiveness in literacy and basic maths.</p>	<p>Advisors. The correct structures should be put in place based on the findings of the research.</p>	
<p>R5.4 Implementation – schools</p> <p>Principals should coordinate and direct the team of HODs within the school to promote engagement by teachers with curriculum issues. The promotion and quality assurance of PLCs in the relevant phase/subject areas should be central to the principal’s role in exercising instructional leadership, as envisaged in the Standard for Principalship.</p>	<p>Agreed.</p>	
<p>5.4.1 It is recommended that HODs:</p> <p>Work with teachers in in-school PLCs to focus on formative assessment and effective pedagogy, in this way strengthening teachers’ understanding of and skill in applying PCK in class, constructing test papers, and analysing the results.</p> <p>Part of this exercise must be to shift the focus of monitoring from inputs to outcomes, for example, using the Early Grade Reading Assessment (EGRA, and the Early Grade Maths Assessment (EGMA) tools to test directly the literacy and numeracy skills of learners.</p>	<p>Agreed</p>	

Endorsed by:


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Mr H.M Mveli

Director-General: Department of Basic Education

Date: 09/07/2017.....

Annexure D