

NATIONAL ASSEMBLY

WRITTEN REPLY

QUESTION 2338.

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2338.. Mr B B Nodada (DA) to ask the Minister of Basic Education: to ask the Minister of Basic Education:

(1) In view of numerous studies that have shown that more than 50% of teachers in the Republic lack basic levels of mathematics content knowledge, how does she justify the fact that more than 99% of educators are rated as acceptable which is defined in terms of the collective Agreement No. 2 of 2020 as a level of performance that is acceptable and satisfies the minimum expectations;

(2) whether she has found that a teacher satisfies minimum expectations and can teach acceptably if s(he) lacks basic content knowledge; if not, how is it that 99% of all teachers are rated as acceptable and/or higher despite widespread evidence and government acknowledgement that teachers lack basic content knowledge; if so, what are the relevant details?

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Response

1. It is acknowledged that there is a need for ongoing capacity building of educators that teach Mathematics in content knowledge and pedagogy.

Currently, the appraisal of educators is undertaken according to the Quality Management System (QMS) as informed by Collective Agreement No. 02 of 2020. Since 2022 was the first full year of the implementation of QMS, an analysis of the educator scores for the 2022 appraisal cycle is in progress, and will be finalised once the data is available from National Treasury. Given the latter, the proportion of educators rated as acceptable in terms of Collective Agreement No, 02 of 2022 cannot be verified.

2. The Minister does not believe that teachers can teach acceptably well without a basic minimum of subject knowledge.

Teachers who lack basic content knowledge in a subject, are identified and subjected to training and support, to improve their knowledge and skills in the identified subjects.

The QMS as an appraisal process is driven by all members of the School Management Team (SMT).

The appraisal of teachers is undertaken by the SMT, and is based on five (5) performance standards as follows:

- i. Creation of a positive learning and teaching environment;
- ii. Curriculum knowledge, lesson planning and presentation;
- iii. Learner assessment and achievement;
- iv. Professional development; and
- v. Extra-mural and co-curricular participation.

The appraisal of a Post Level 1 Educator is undertaken across a range of 12 criteria and 38 descriptors within the above five (5) performance standards. Contextual factors of the school are also considered where these have been identified. In this regard consideration is given to the following:

- o The nature of the contextual factor;

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- The level of its impact on the educator's performance; and
- The extent to which the educator was able to mitigate such impact.

The QMS also provides a basis to recognise good performance and address underperformance through targeted interventions that could be school-based or provided through external support.