



BRANCH: TEACHING AND LEARNING SERVICES (TLS)

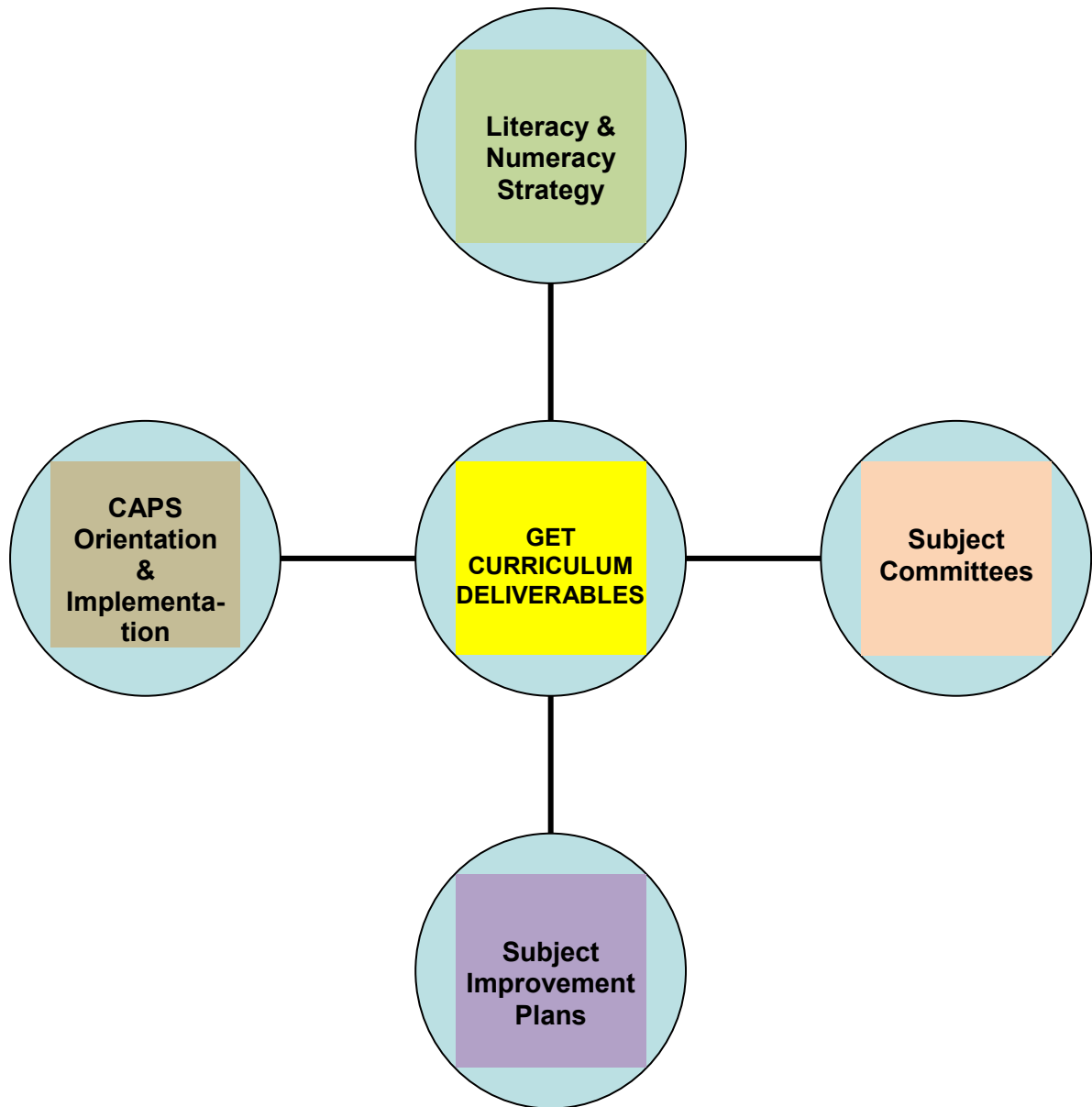
TEACHING & LEARNING PRIORITIES FOR 2013 PLANNING & BUDGETING

A. INTRODUCTION

- The provincial teaching and learning priorities for the 2013 academic year have been drawn in the main from four core documents: Firstly “*Action Plan 2014*” and the targets set. Secondly, “*ECP 2011/12 Turnaround Plan*” and the key curriculum deliverables herein. Thirdly, “*ECP 2010 Learner Attainment Improvement Strategy*” and the Summit Resolutions, and fourthly, the “*2012 National Strategy for Learner Attainment*” and its action plan.
- The provincial teaching and learning priorities for 2013 articulated below are intended to serve as guidelines for **Planning, Implementation, Monitoring and Support** at 3 levels, namely:
 - Provincial,
 - District, and
 - School
- Moreover, the Teaching & Learning Services Branch priorities cover 3 main areas, namely:
 - ***Curriculum Delivery***
 - ***Assessment & Examinations***
 - ***Teacher & Professional Development***

B. KEY DELIVERABLES FOR 2013

1. GET (GRADES R TO 9) CURRICULUM DELIVERABLES



1.1 Literacy and Numeracy Improvement Strategy:

- Literacy/ Languages and Numeracy/ Mathematics Improvement Plans to be linked to Annual National Assessments (ANA).
- Diagnostic analysis of 2012 ANA per class/ grade/ school and development of Literacy/ Numeracy Improvement Plan.
- Set School Targets for Grades 3, 6 and 9 for Literacy and Numeracy.
- Uplift and monitor the use of DBE Workbooks and ANA exemplars.
- Utilise common assessment instruments/ tasks in June/ November.
- Incremental implementation of African Languages.

NB: National strategies and provincial ANA Improvement Plan Framework to inform development of District / School / Grade / Class customised improvement plans for 2013.

1.2 NCS: CAPS Orientation and Implementation:

- CAPS Orientation for Senior Phase (Grades 7, 8, 9) for all teachers, school management and officials.
- Mop-up of all Grades R to 6 teachers who did not attend orientation.
- Monitor and support implementation of CAPS in schools/ classrooms.
- Ensure utilisation of CAPS policy documents in classrooms.
- Integrate E-Learning to support NCS.

NB: CAPS orientation to be conducted at national/ provincial/ district/ cluster levels and to be fully funded in 2013.

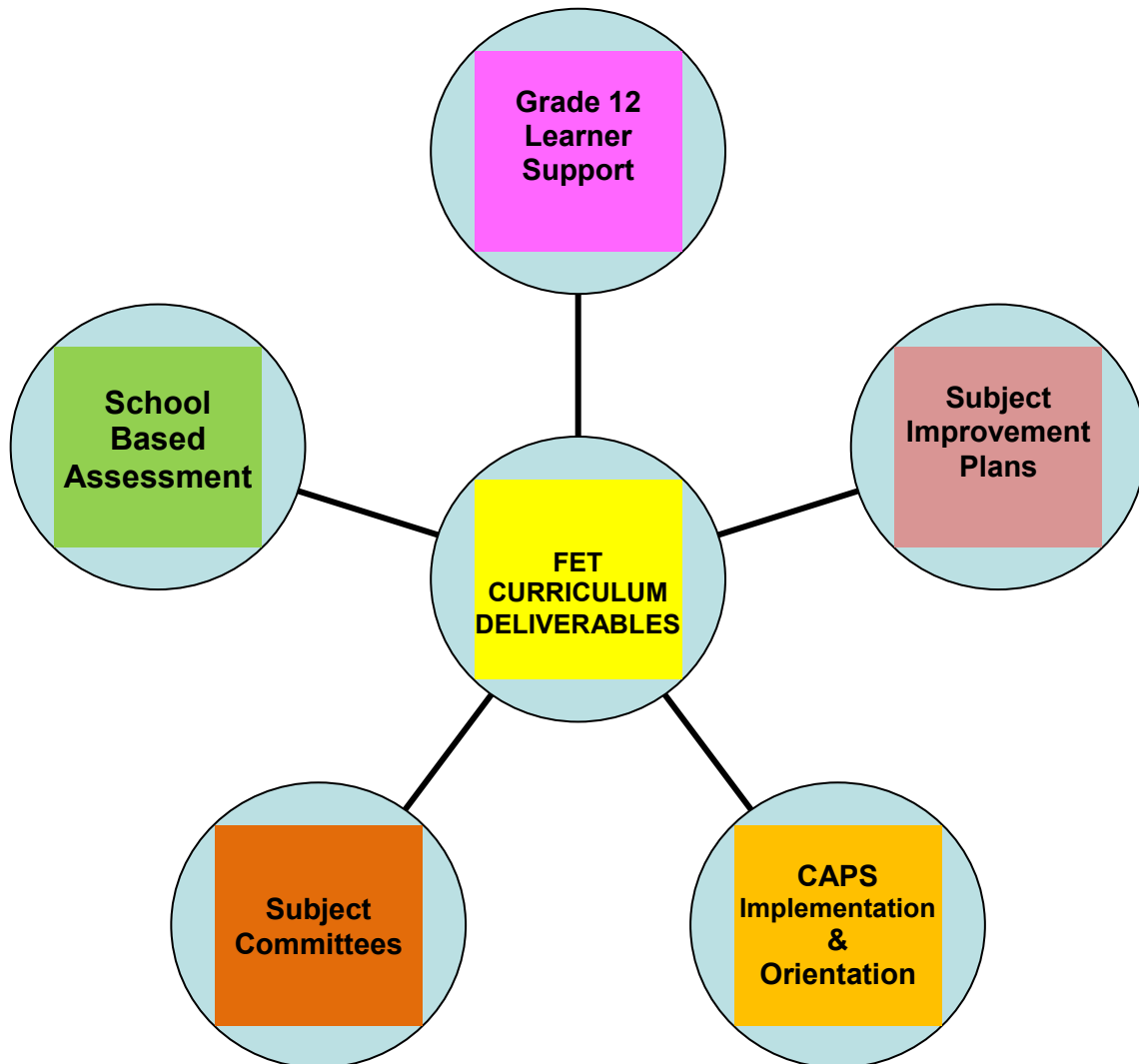
1.3 Subject Committees & Subject Improvement Plans:

- Subject Committees to be resuscitated / established at provincial / district / cluster levels using Provincial Curriculum Guideline (PCG) 03 entitled “Guidelines for Phase committees and Learning Area / Subject Committees”.

- Enhance role of Subject Committees in building teacher capacity and teacher development initiatives.
- Committee agenda and engagements should focus on key aspects such as Lesson Plans, Common Assessment Tasks, moderation of School Based Assessment, Teaching and Learning Support Material, etc.
- Career Guidance and Subject Choices to focus on streamlining of curriculum offerings and election of Maths or Maths Literacy, etc.

NB: Subject Committees in the GET Band at Provincial/District/Circuit levels, with special focus on Subject Improvement Plans, School-Based Assessment (SBA) and Teacher Development is a priority for 2013.

2. FET (Grades 10 to 12) CURRICULUM DELIVERABLES



2.1 Grade 12 Learner Support:

- Set District/ School/ Subject Targets for 2013 and take pledges
- Provision of LTSM (study Guides, DVD's, etc.)
- Extra Classes, Winter/ Spring Schools, etc.
- Integrate E-Learning to enhance learner performance.

NB: *Grade 12 Learner Support Programme with special emphasis on Maths, Science and Languages, as well as identified Under-performing Subjects is a priority for 2013.*

2.2 Subject Improvement Plans (Grades 10 to 12):

- Use school Grades 9 and 10 performance in 2012 to plan for 2013 by identifying common areas of weakness and plan for improvement
- Use school analysis of Provincial Grade 11 Exams to identify learner weaknesses and plan for 2013 per subject/ per class/ per grade.

NB: *Ensure utilisation of DBE Grade 12 NSC Diagnostic Reports, UMALUSI Subject Reports, 2012 Examiners' and Moderators', Reports, ECP Analysis of Grade 12 NSC Results, etc. to inform development of Provincial / District / School / Grade / Class individually customised Subject Improvement Plans.*

2.3 NCS: CAPS Orientation and Implementation:

- CAPS Orientation for Grade 12 for all teachers, school management and officials.
- Enforce implementation of NCS Subject deliverables and ensure full curriculum coverage per subject/ per grade/ per school.
- Mop-up of Grade 10/ 11 teachers who did not attend orientation.
- Strengthening and supporting CAPS implementation in Grades 10 to 11.
- Integrate E-Learning to support enhance learner performance.

NB: *CAPS orientation for Grade 12 to be fully funded as a top priority.*

2.4 Maths and Science:

- Set individual Maths & Science targets per school, with higher targets for Dinaledi schools
- Using Provincial MST Strategy, every district to have a specially crafted plan for Maths and Science addressing teacher shortages and capacity challenges.
- Use of Maths Kits and Mobile Science Labs/ Kits, etc.

NB: A holistic Maths and Science Improvement Strategy should be crafted and operationalised at provincial / district / school levels, mindful of national annual targets set up to 2014.

2.5 Subject Committees:

- Subject Committees to be resuscitated / established at provincial / district / cluster levels using Provincial Curriculum Guideline (PCG) 03 entitled “Guidelines for Phase committees and Learning Area / Subject Committees”.
- Engagements should focus on key aspects such as Grade 12 Support Programme, Lesson Plans, Work Schedules, Grade 11 CAPS Annual Teaching Plan, Common Assessment Tasks, moderation of School Based Assessment, Teaching and Learning Support Material, etc.
- Subject Committees to drive agenda for teacher development & capacity building.

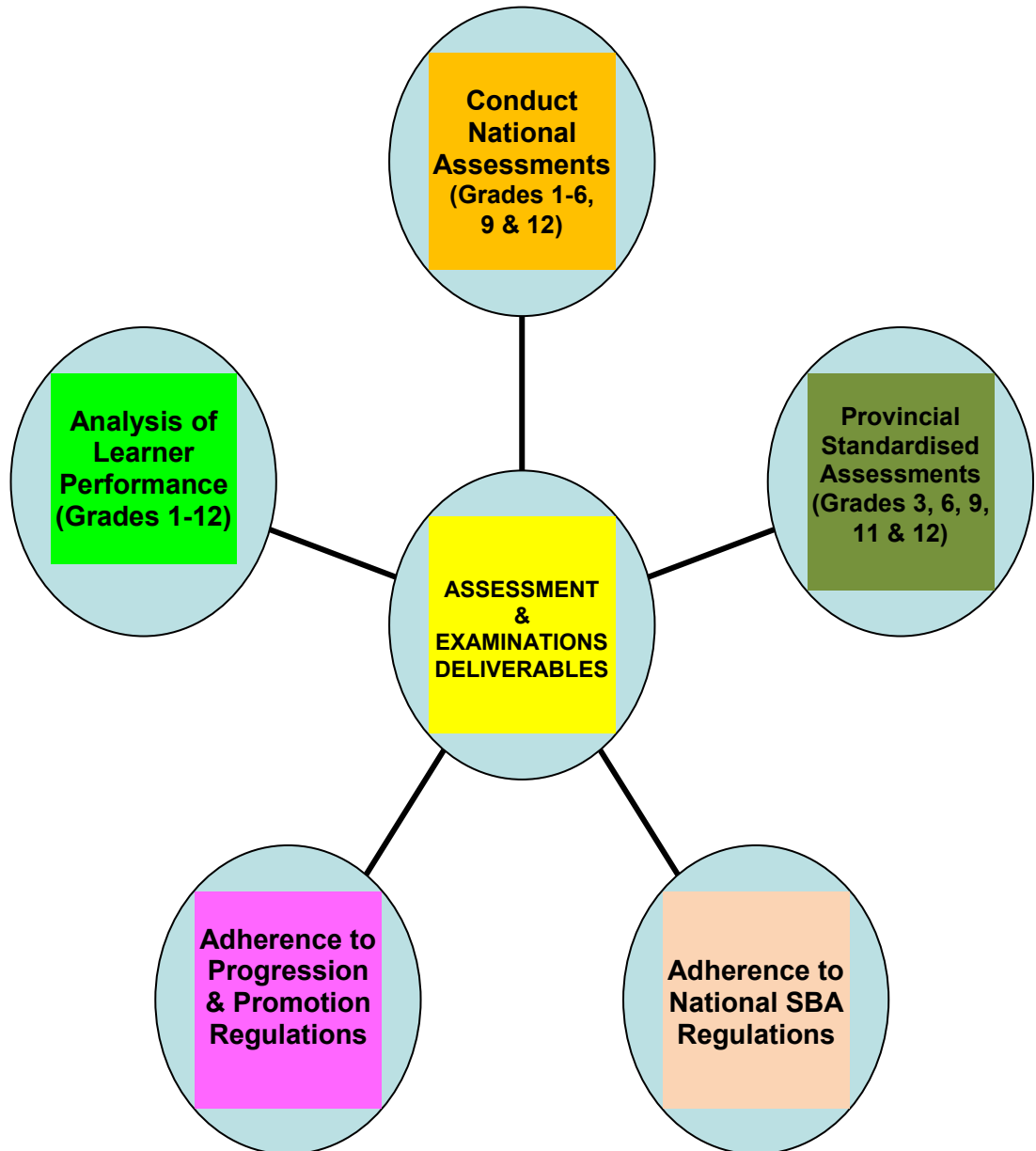
NB: Sustaining Subject Committees in the FET Band at Provincial/District/Circuit levels, with special focus on Subject Improvement Plans and School-Based Assessment (SBA) and Teacher Development is essential for 2013.

2.6 School Based Assessment (SBA)

- **Grades 10 – 11**
 - Ensure compliance with CAPS policy in SBA.
 - Ensure provision of policy / content information (e.g. Practical Assessment Tasks (PAT’s) through Assessment Instructions.

- **Grade 12**
 - Development of Management Plan and related Assessment Instructions.
 - Monitoring and support of District Cluster Moderation processes.
 - Administration and conducting of Terms 1, 2 & 3 Provincial District Moderation.
 - Administration and conducting of Provincial Centralised SBA Moderation.
 - Provide guidelines to Districts and schools in the conducting of Practical Assessment Tasks (PAT's and Orals).
 - Monitor the conducting of Practical Assessment Tasks (PAT's and Orals) in Districts.

3. CONDUCT OF ASSESSMENT AND EXAMINATIONS (GET and FET SCHOOLS)



- Conduct of National Assessments / Examinations for Grades 1 to 6, Grade 9 and Grade 12
- Conduct of Provincial Standardised Assessments/Examinations for Grades 3, 6, 9, 11 and 12
- Analysis of Learner Performance from Grades 1 to 12, per quarter and annually from school to district to provincial levels
- Ensuring adherence to national regulations for SBA per subject and progression/promotion requirements from grades 1 to 12.
- Strict adherence to progression and promotion regulations and use of schedules as a management tool for effective school functionality.

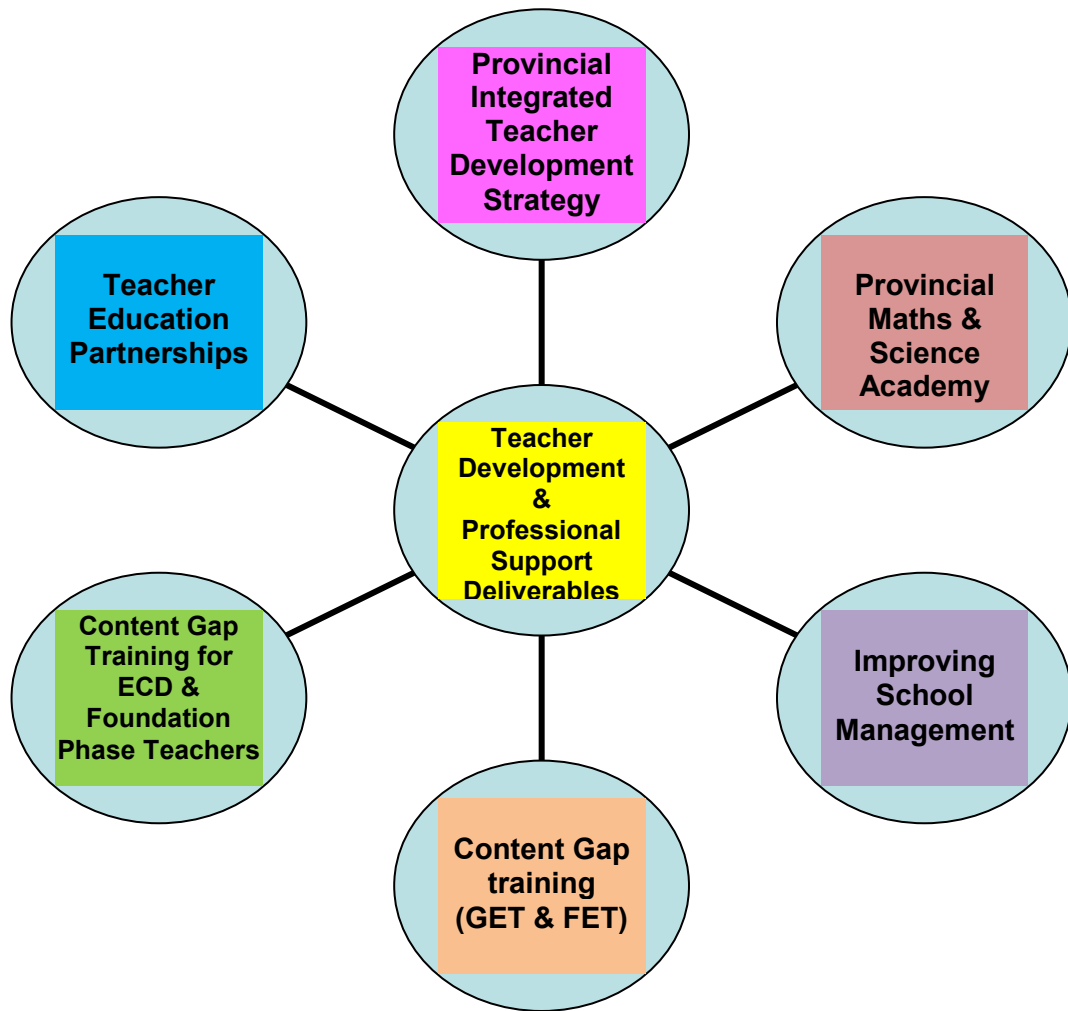
NB: It is crucial that management plans and administrative processes are developed and supported at provincial / district / school levels to ensure the conduct of credible, authentic and verifiable external examinations, including the 2013 Annual National Assessments.

4. UNDER-PERFORMING SCHOOLS

- *Monitoring and supporting under-performing FET and GET feeder schools in line with LAIS mandate and 2013 NSLA Strategy.*
- Analysis of 2012 Grade 12 provincial results to inform identification of under-performing FET schools at district level, using criteria below 70% overall school pass rate and subject pass rate.
- Analysis of 2012 Grade 12 national pass rate per subject to inform identification of subject under-performance at provincial / district / school levels.
- Identification of GET Feeder Schools to under-performing FET schools.
- Use of 2012 ANA results to identify under-performing GET schools.

NB: There is an urgent need for the formation of dedicated teams of District officials allocated to each under-performing school in 2013. Such teams to use the key deliverables in numbers 1 & 3 above to direct their monitoring and support of under-performing schools. Moreover, dedicated Provincial teams should monitor & support under-performing districts.

5. TEACHER DEVELOPMENT & PROFESSIONAL SUPPORT



NB: *Teacher Development and capacity building lies at the heart of the schooling system. Consolidated plans for addressing content gaps and teaching methodologies must be implemented at provincial/ district/ school levels. Secondly, School Management Teams are pivotal to school functionality and professional development of school managers must be addressed at provincial/ district levels. It is crucial that Professional Development of teachers and School Managers is linked to NCS implementation challenges.*

5.1 Management and Co-ordination of a Provincial Integrated Teacher Development (TD) Strategy in line with national TD mandates:

- Focus on the supply and demand of teachers
- Conceptualising recruitment and retention strategy
- Review the deployment and utilisation of teachers
- Career-pathing linked to development, e.g. induction programmes;
- Upgrading of teachers' qualifications
- Strengthening of existing workforce – proper implementation of workplace skills plan, including up-skilling, re-skilling and re-directing teachers
- Training of teaching corps in policy to address curriculum changes
- Advocacy and implementation of National Teaching Awards (NTA) programme
- Establishment and/or decentralisation of teachers' centres and resourcing thereof

5.2 Establishment of a Provincial Maths & Science Academy and roll-out of Provincial Strategy for Improving Maths & Science teachers:

- Integrate Academy as part of the Mathematics and Science Strategy
- Training and development of teachers and Subject Advisors;
- Improvement of learner performance and achievement programmes
- Establishment, resourcing, sustenance and enhancement of centres of excellence

5.3 Improve school functionality by providing Leadership and Management Programmes for school management teams:

- Focus on District support programmes for School Managers
- Training, mentoring and coaching of school management teams
- Development of management checklist
- Management of people and financial issues

5.4 Provision of continuous content gap training in critical and scarce skills GET and FET subjects, prioritizing underperforming FET Schools and identified GET feeder schools, with a focus on developing teachers and Subject Advisors:

- Delivery of instructional leadership programmes
- Training linked to the support of CAPS and use of CAPS Workbooks
Improvement of ANA results via Literacy and Numeracy programmes
- Improvement of Grade10 - 12 results

5.5 Provision of continuous content gap training for all ECD and Foundation Phase teachers in all subjects:

- Training of teachers in support of content knowledge, skills and methodology
- Training linked to the support of CAPS and use of CAPS Workbooks
- Improvement of ANA results (Literacy and Numeracy)

5.6 Establish partnerships and collaborations with other stakeholders/service providers that deal with teacher education and development:

- Development of working relations with institutions and organisations with interest in education, e.g. Higher Education Institutions, Teacher Unions, Business Sector, Non-Government Organisations and Service Providers and other Government Departments
- Delivery of peer support programmes

C. CONCLUSION

- This TLS Branch presentation constitutes a clear mandate for our collaborative planning and budgeting for 2013 and forms a framework for the Provincial Teaching and Learning Improvement and Implementation Strategy.
- There are priorities listed and each has been broken down into clear deliverables that are compulsory for implementation at the appropriate levels.
- Other deliverables and activities may be added to each of the priorities, depending on specific needs and contexts, at provincial, district and school levels.

- The Teaching & Learning deliverables contained in this document shall form the basis of monitoring, support and reporting for the 2013 academic year.



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