



CURRICULUM STRATEGY TO IMPROVE EDUCATION IN LIMPOPO PROVINCE

1. BACKGROUND

Poor learner performance has for a number of years been a cause for concern in South Africa in general and Limpopo Province in particular for some time now. Our country has and continues to participate in various international studies that benchmark learner performance but all these studies show that our learners are generally performing below the expected grade levels in Literacy and Numeracy in Grade 3 and Languages and Mathematics in Grade 6. The National Systemic Evaluation, the Annual National Assessment (ANA) and our own Provincial baseline studies confirm that learners are indeed performing poorly in these exit levels. The Provincial Systemic Evaluation conducted by Quality Assurance in 2009 further confirms that learners' performance in quintiles 1 and 2 is much lower compared to that of learners in quintile 5 schools.

Grade 12 performance in the Province has not been stable for some time either. Prior to 1999, the performance was poor. As a result, in 1999 and subsequent years, the Department developed and implemented strategies to address this worrying learner performance. Following these strategies, performance improved from 37.5% in 1999 to 70.6% in 2004. In 2005 however, performance started declining. This decline was as a consequence of curriculum changes. The class of 2005 started school in 1994 and this is the first cohort to be exposed to Curriculum 2005 which was introduced in 1998. Curriculum 2005 was supposed to have been introduced in Grade 12 in 2005. This could not happen as C2005 was reviewed, strengthened and streamlined to become the Revised National Curriculum Statement Grade R-9. These developments had a serious impact on the development of the FET Curriculum as this process had to be put on hold. The breaking of the trajectory affected the class of 2005 who by 2002 had received C2005 up to Grade 9. This class which had just entered Grade 10 in 2003 had to

change from C2005 to the interim curriculum (Report 550). This cohort sat for the Grade 12 exams in 2005 hence the drop in results from 70.6% in 2004 to 64.9% in 2005 and to 55.7% in 2006. It should also be noted that in 2006, 96.8% of Grade 12 learners in Limpopo Province registered for Endorsement, that is, Higher Grade. This was the highest number of such registrations in the country followed by highest KZN at 54.9%.

In 2007, learner performance improved to 58%. However; in 2008, it went down to 54.8%. This was the cohort that wrote the first National Senior Certificate based on the National Curriculum Statement. In 2009, the results further declined to 48.9%. In 2010, the results improved by a good margin to 57.9%; an improvement of 9.0%. Despite this improvement, the province still performed below the national target of 60%. Clearly, the Province needs to improve its performance but also focus on improving the quality of the results. For 2011, the Province has set itself a target of 70%.

2. FACTORS THAT CONTRIBUTE TO POOR LEANER PERFORMANCE

Poor learner performance can be attributed to various factors. Some of the most critical ones are indicated below:

2.1. Teacher subject-knowledge

It is believed that the quality of an education system cannot exceed the quality of its teachers. In other words, quality education is partly a function of teacher competency in as far as mastery of subject matter and use of appropriate teaching strategies and approaches is concerned.

The quality of an education system is therefore, as good as the level of competence of its educators. Because of poor teacher competence in content subjects and English (which is the language of teaching and learning in practically all the schools in the province), most teachers often fail to provide appropriate mediation for learners to develop adequately the cognitive functions that will enable them to learn their subjects successfully.

Research findings show that some teachers who are currently teaching in our schools are not performing at the grade level they are teaching. The main reason for this is that they do not

have the necessary subject content knowledge to enable them to teach the subjects and the grades they have been given the responsibility to teach. It should be understood that subject content is a precondition for any teaching enterprise. Few snapshots in the province have revealed that teachers who have qualifications to teach in the primary schools, who have primary teachers' diploma, are currently teaching Grade 12. This goes against the requirement that Grade 12 curriculum (like all other grades), requires a person who has not only a university qualification but has specialized in the subject he/she teaches.

This anomaly is also true in the primary schooling sector. Teachers, who are not qualified to teach in primary schools more especially in the Foundation Phase, have been given the responsibility to teach in those grades. When this happens, learner performance will always be adversely affected. The findings from research where Grade 3 teachers were given some of Grade 6 learner tests in Languages and Mathematics show that these teachers performed rather poorly in those tests. In this particular study (conducted in 2005), the mean score in Mathematics was 65% and in Literacy 55%. In an ideal situation, you would expect teachers to get very high mean scores compared to learners but unfortunately that is not the case.

Clearly, quality education requires well resourced schools and quality teaching by quality teachers who are specifically qualified, experienced and motivated to teach the subjects and grades they have been trained to teach. Improving teacher competence is not only crucial but inevitable if quality education is to be achieved. However, quality teachers are also those teachers who do not only wait to be developed but take the initiative to develop themselves.

2.2. Teacher shortages

Teacher shortage is another area that impacts negatively on learner performance. Teacher shortage especially in scarce subjects has been and continues to be a challenge in our schools. Currently, the Limpopo Department of Education relies on teachers coming from neighbouring countries to offer Mathematics and Physical Science subjects at Grade 12. The root of the problem is that there are simply too few students who take Mathematics and Physical Science streams in teacher education and as a result there are too few teachers who are qualified to teach these two subjects. Unless a comprehensive strategy is put in place to address this situation, the Department will be faced with an even more serious challenge when these teachers leave the country and there are no local teachers to take their places.

Linked to teacher shortage in scarce subjects is the time taken to fill a vacant post. Currently, the filling of vacant posts in schools is very slow and this contributes negatively to learner achievement since such schools are forced to run for weeks and months without the required teacher complement. Quality teaching will only be realized if the turn-around time in teacher provisioning is improved. It is the quality and quantity of teachers that are the most important determinants of educational outcomes.

2.3. Poor curriculum management

Curriculum management cannot be separated from the general management of the school. It has been observed that schools with good managers and therefore good management skills in general manage curriculum well. The latter, as can be expected, leads to improved learner achievement. On the other hand, schools with 'poor' managers are characterized by poor learner performance and generally poor teaching and bad or undesirable learning, teaching and assessment practices. It is therefore important that School Management Teams (SMTs) manage curriculum delivery effectively. Each member of the SMT should know their roles and responsibilities and be accountable to what happens in their schools.

Linked to poor curriculum management is subject choice and subject combinations that do not lead to Bachelor's qualification. The National Curriculum Statement has grouped subjects for various qualifications. The policy requires that these subjects be chosen by learners at grade 10 level and that learners should continue with these subjects until grade 12. There is, however, provision for learners to change two subjects at Grade 11 and one subject at grade 12 with the approval of the Head of Department.

A poor subject choice in grade 10, i.e. a choice that does not lead to a Bachelor's qualification, has an effect on the number of Bachelors that will be presented for examination at grade 12 level by that cohort. Subject choices in grade 10 therefore have a big influence on the quality of results in grade 12.

2.4. Slow pacing and poor curriculum coverage

Research conducted by Limpopo Department of Education indicates that there are low levels of curriculum coverage and a very slow pace of progression through the work in most of our

schools. One of the reasons emanates from teacher absenteeism that is so rampant among teachers in our schools. When a teacher is absent from school or is present at school but does not attend his/her class, the work that should have been covered on that day during that specific lesson lags behind. The other reason for poor curriculum coverage is when a teacher spends insufficient time on class tasks. This happens when a teacher does not use all of the allocated time for the specific lesson. If this practice persists as it does in most of our schools, it invariably leads to poor curriculum coverage which in turn leads to poor knowledge and knowledge display on the part of the learners. It is important that the high levels of absenteeism and late coming which persistently plague our schools are seriously addressed with the determination to end it.

2.5. Inappropriate assessment practices

The current curriculum takes assessment as an integral part of teaching and learning. Therefore, recognizing the components of the assessment processes (the nature of the task, level of cognitive processing, and context), is key in selecting the most appropriate assessment tools for demonstrating the desired learning outcomes. Furthermore, the present curriculum has introduced new assessment practices that are proving to be a big challenge to most of the teachers. This poses a challenge to teachers and learners since assessment drives teaching and learning. Unless we get our teachers to understand and master the assessment practices they need to engage in, teaching and learning is likely to be a challenge to get to the required level.

Because some teachers are often absent at school and in class, they are unable to cover the set curriculum. This leads them to not giving learners regular tasks. If they do, such tasks are often pitched at a low standard. What makes it worse is that hardly any feedback is given to learners on the few tasks they have written (if any). Some teachers even resort to flouting policies and prescripts on the promotion of learners to avoid having to explain why non performing learners should fail. All these practices lead to poor learner achievement. It is critical that we improve the professional practice of teachers in order to improve learner attainment in every grade.

2.6. Poor school monitoring and support

Innovations in curriculum require strong support for teachers. The support provided should lead to better curriculum implementation and to improved educator-teaching and learner performance. For this to happen, it requires that those who are monitoring and supporting

schools should be competent in their subject knowledge and know exactly what their roles and responsibilities are so that they can provide the effective support.

Support to teachers that does not answer to the identified and specific needs of the teachers, creates tension between the support services and the teachers. This, as can be expected, is not helpful to the enhancement of performance by teachers. This area requires strengthening to improve overall teaching and learning in schools.

2.7. Provisioning and utilization of resources

It is common knowledge that the availability of resources does not necessarily translate into better teaching and improved learner performance. However, it is also true that resources do play a vital role in facilitating learning and providing a conducive environment for teaching and if appropriately used can yield better results.

Given the fact that not all schools can at any time have all the resources they require, it is important that schools must create innovative means of teaching those subjects with the minimum resources available to them.

3. THE CURRICULUM STRATEGY

The Curriculum Strategy is based on the Turn-Around Strategy of the Department of Education to address current poor learner performance in our schools.

3.1. Objectives of the Curriculum Strategy

This curriculum strategy's main objective is to facilitate the creation of an environment for effective teaching, learning and assessment that will provide an opportunity for teachers and learners to achieve educational outcomes at expected levels and beyond.

3.2. Pillars of success for the Curriculum Strategy

This curriculum strategy has six main priorities. These are:

(1) Teacher Support;

- (2) Curriculum Management;
- (3) Examination and Assessment;
- (4) School Monitoring and Support;
- (5) Resource Provisioning; and
- (6) Learner Support.

3.2.1. Teacher support

Teacher Support is important if quality education is to be provided to all learners across the education system. Although various categories of teachers will receive support, teachers of underperforming schools will be provided with intensive support that will cover a wide range of activities. Subject committees are being revived. These will give teachers a platform where they can exchange ideas on curriculum and other issues and provide support to each other. These committees will be encouraged to meet at least once a month to discuss lessons and topics to be taught and informal assessments for that particular month. This will provide a platform where teachers will discuss challenges they face during their day to day teaching and suggest solutions to the identified challenges.

Subject Advisors will play a key role in ensuring that these committees meet regularly and that they have a programme they follow so that teachers can obtain maximum benefit from these meetings.

3.2.1.1. Training on specific subject content/ learning areas

Teachers, especially those in whose subjects learners have under-performed and continue to underperform, will be provided with subject content training. These subject-based trainings will be designed in such a manner that they explore more effective or different ways of teaching the “hard to learn” and “hard to teach” topics in the curriculum. Particular focus will also be devoted to those content areas and topics that were found to be posing challenges for learners in the previous Grade 12 examinations.

The training will be conducted by Curriculum Advisors. Each Curriculum Advisor, in his / her area of operation and subject specialization, will be responsible for providing the training. The training will take place at the beginning of each term to prepare teachers for the subject content

that they will be teaching in that particular term. This is especially important to those teachers who need to improve or extend their own professional content knowledge and professional practice.

Training will also be conducted for teachers who are responsible for exit levels in the General Education and Training Band (GET). The training will be informed by reports from national and international evaluation studies conducted in Grades 3, 6 and 9. Teachers must also identify their own training needs.

Teacher profiles will be compiled to assist the department in developing training packages to supplement their content knowledge and teaching skills according to their specific needs. This will also assist in relocating teachers to grades and subjects/learning areas they are best suited to teach.

3.2.1.2. Enrichment Classes and Enrichment of the Learning Environment.

Teachers of selected underperforming schools will be provided with extra training during the winter and spring vacations. These trainings will be conducted by selected educators, curriculum advisors and other specialists from tertiary institutions. They will provide focused training on identified subject topics.

Additional classes will be provided to grade 12 learners and will focus on especially underperforming schools with large enrolments in those specific subjects. Pace-setters will be provided for teachers to use at these classes. These will include content to be covered, past exam questions and exam preparation for the learners. Lessons will be offered by teachers who produce good results in their subjects as well as Curriculum Advisors.

Science Olympiads, school debates, Mathematics and other content subjects, speech and writing competitions across all the levels will be conducted to enrich the learning environment and sharpen learners' various skills needed in learning.

3.2.2. Curriculum Management

In any learning environment, some degree of order and regularity must prevail if learners are to work productively and consistently towards learning outcomes. A classroom without any rules and guidelines for appropriate behaviours is very likely to be unproductive both for the teachers and the learners.

School managers have a responsibility to ensure that teachers are in class in time and that they teach for the entire duration of that lesson. To ensure that teachers arrive on time for their lessons, a 'Period' time register will be introduced in each class. Each teacher will have to sign the register indicating the time s/he arrived in class and the time s/he left the class. These registers will be monitored by the school management daily and by the circuit, district and provincial staff periodically.

School managers will be provided with a tool they will use to assess and monitor curriculum coverage and will be required to provide reports on this on a quarterly basis.

Under-performing schools will be twinned with good-performing schools. This will provide an opportunity for peer mentoring.

Capacity development programmes will be provided for both school managers and Circuit managers on leadership and development. This will be in the form of workshops and also seminars where school managers will be enabled to share best practices.

3.2.3. Examination and assessment

As indicated earlier, assessment is an integral part of teaching and learning. As such, the assessment practices must and will be strengthened to ensure maximum benefit from the teaching and learning processes.

Learner performance will be audited per subject per grade so as to provide specific interventions. Also, compulsory analysis and interpretation of learner performance data will be conducted for every formal assessment task. This will assist with the conceptualization, development and implementation of appropriate interventions.

Common Assessment Tasks and Common Exams have been re-conceptualized to ensure maximum benefit from their implementation. Grade 12 results are analysed with a view to identifying strategic levers for intervention. The intervention strategies are communicated to districts, circuits and schools for implementation.

3.2.4. School monitoring and support

School monitoring and support at all levels will be strengthened to ensure that teaching and learning is taking place effectively. To support schools managers, the Senior Management of the department will adopt and support under-performing schools. This support will be in the form of visits to the schools and holding meetings with the SMTs and or staff, assist in acquiring resources, provide or organize motivational talks to learners and teachers and assist the schools to resolve challenges they experience regarding teaching, learning and assessment.

Some visits to under-performing schools will be un-announced. In such visits, members of the Senior Management should check on specific or a wide range of issues. A tool for these kinds of visits will be provided to those officials undertaking such visits.

Similar visits will be conducted by Multifunctional Teams. These teams will consist of various components of the Department that will be in a position to provide support on a range of issues and challenges experienced by the school.

The Curriculum Section will develop and implement a focused programme for pace-setting among under-performing schools. This programme will include common work schedules and or pace-setters, common formal assessment tasks and common informal assessment tasks.

Special interventions will be directed towards teachers whose schools underperformed in specific subjects according to the National Norm. These interventions will be in the form of:

- Conducting content and methodology workshops
- Setting and marking of common assessments tasks
- Conducting training on practical work
- Making available past Grade 12 examination reports
- Conducting training on setting quality tests, moderation and marking of those tests

The Curriculum Section will also implement differentiated support strategies to:

- Schools with high learner enrolment
- Schools with performance that has been declining for the past three years
- Schools that have a history of underperformance (Serial/ Chronic Underperformers)
- Schools that are presenting Grade 12 for the first time
- Teachers that are presenting Grade 12 subjects for the first time
- Teachers who are chronic underperformers in their subjects at Grade 12
- Underperforming Circuits
- Primary schools

3.2.5. Resource Provisioning

The availability and retention of learning support materials is a vital ingredient in the delivery of quality learning and teaching. What is however disturbing is that some of the schools do not have enough textbooks for their learners in the different grades. On close scrutiny, it was found out that the reason for this shortage is not so much that the Department of Education has not supplied the necessary learning support materials, but that learners abuse them, lose them, and fail to return them at the end of the academic year. Since the Department has set a shelf life of 5 years on textbooks, it is too expensive to replace them on demand. In such cases, the schools themselves must buy the replacements or the learners must buy their own personal copies to replace the lost ones. It is important that principals must take full charge of learning support materials in their own schools if teaching and learning is to improve in those schools.

When resources such as learner and teacher support materials are insufficient, teachers experience great difficulty in planning and conducting lessons even if there were enough of other resources. If one takes seriously the observation that in developing countries the availability of textbooks is associated with student performance and pass rate, then lack of learning materials in schools clearly points to our learners not performing well in their learning.

Providing Textbooks is not sufficient particularly for the content subjects that have a practical component. In order for learners to perform well relevant equipment need to be provided and teachers need the knowledge and skills to use the equipment.

3.2.6. Learner Support

Principals of schools should conduct regular learner performance audits per subject/learning area per grade to inform intervention strategies. They should arrange various enrichment classes for learners, more especially for those who are struggling to achieve learning outcomes.

Effective monitoring systems have to be established by School Management Teams to ensure that effective teaching happens in each class during each teaching period. Principals should ensure that Heads of Departments for each Subject/Learning Area or Phase provide support to teachers within their jurisdiction with regard to preparing quality lessons and quality assessment tasks. Learners should also be given enough exercises, homework and assessment tasks for them to practice and improve their skills. They should receive regular and timeous feedback on their work.

4. DEPARTMENTAL TARGETS

The Department has set itself a pass rate of 70% e for the 2011 Grade 12.

Appendix 1 summarises targets set by the Department for the Output Goals reflected in its Turn-Around Strategy:

5. ACTION PLAN TO 2014: TOWARDS THE REALIZATION OF SCHOOLING 2025

The Department of Basic Education has developed a sector plan called **Schooling 2025**. Flowing from Schooling 2025, a short-term plan – Action Plan to 2014 - was developed that outlines what government would be doing to make Grade R to 12 schooling better. **Action Plan to 2014** outlines the goals that should be achieved to improve the quality of basic education.

The Member of the Executive Council (MEC) for Education signed a Delivery Agreement with the Minister of Education. This agreement gives broad guidelines on how its signatories will ensure the delivery of good quality education in the schools until 2014. For this to happen, the Department of Education has developed a Turn-Around Strategy. This Curriculum Strategy has been developed to operationalise the Departmental Turn-Around Strategy and also to realise the Delivery Agreement between the Minister of Basic Education and the MEC for Education in Limpopo.

Action Plan to 2014 outlines 27 goals to be achieved. 13 of these are output goals and 14 are input goals. The Curriculum Strategy focuses directly and/or indirectly on the thirteen output goals reflected hereunder:

1. Increasing the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3
2. Increasing the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.
3. Increasing the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.
4. Increasing the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
5. Increasing the number of Grade 12 learners who pass mathematics.
6. Increasing the number of Grade 12 learners who pass *physical sciences*.
7. Improving the average performance in languages of Grade 6 learners.
8. Improving the average performance in mathematics of Grade 6 learners.
9. Improving the average performance in *mathematics* of *Grade 8* learners.
10. Ensure that all children remain effectively enrolled in school up to the year in which they turn 15
11. Improve the access of children to quality Early Childhood Development (ECD) below Grade 1
12. Improving the grade promotion of learners through Grades 1 to 9 phases of school (Output Goal 12 in Action Plan to 2014).
13. Improve the access of youth to Further Education and Training beyond Grade 9

IMPLEMENTATION PLAN OF THE CURRICULUM STRATEGY

Problem: Poor learner attainment in Numeracy and Literacy at the Foundation Phase. This is largely a result of:

- **Low levels of teacher competencies in content knowledge and skills**
- **Slow pacing of programmes and inadequate curriculum coverage leading to learners not acquiring basic literacy and numeracy skills and competencies needed in the Foundation Phase**
- **Application of ineffective learning practices in classrooms**
- **Under-pitched lessons which lead to inadequate and ineffective assessment practices**
- **Insufficient exercises given to learners to maximize practice**
- **Insufficient allocation of time to learning outcomes**

Output Goal 1: Increasing the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3

- **Number of learners with minimum competencies in literacy**
- **Number of learners with minimum competencies in numeracy**
 - Percentage of Grade 3 learners performing at the required level according to the country's Annual National Assessments (ANA) – Language
 - Percentage of Grade 3 learners performing at the required level according to the country's Annual National Assessments (ANA) – Numeracy

| Main Activity | Time-frame | Responsibility | Resources | Indicators | Means of verification |
|---|------------------|--|--|---|---|
| Review and Implement the provincial MST and Literacy Strategies Grade R-9 | April & On-going | Head Office and District Curriculum Division | Funds to print the MST and Literacy Strategies to be distributed to schools: | Strategies available and implemented in schools | Strategy documents Records of implementation |
| Intensify the implementation of | January & | Head Office and | N/A | Improved learner | Reports |

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|---|--------------------|--|--|--|--------------------------------|
| the Foundations for Learning Programme | On-going | District Curriculum Division | | performance in ANA results | |
| Monitor the implementation of FL programme and track learner performance in ANA. | January & On-going | Head Office and District Curriculum Division | Funds for school visits: | Improved learner performance in ANA results | Monitoring Instruments Reports |
| Encourage and assist teachers to set achievement targets for the subjects they are offering. | April & On-going | Head Office and District Curriculum Division | Funds for school visits: | Improved learner performance | Reports |
| Profile schools and provide differentiated support to teachers whose learners do not do well in ANA | April and On-going | District Curriculum Division | Funds for school visits: | Improved learner performance Improved classroom practice | Profiles of schools Reports |
| Provide resources (e.g. kits, posters, counters, multiplication tables, etc.) | April & Ongoing | Head Office | Funds to procure the resources: | Availability of resources provided Improved learner achievements in literacy and numeracy | Resources |
| Support teachers on teaching skills, subject knowledge and practical skills (use of resources) | January & On-going | Subject Advisors | Funds for development of training materials: | Improved teacher performance | Reports |
| Expose learners to standardized | February & | Head Office | Funds for the | Improved quality of | Test Papers |

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| assessments | On-going | | printing and distribution of test papers for Grades 3, 6 and 9 learners: | assessment | Mark sheets |
| Analyse learner performance in exit points and develop differentiated strategies to support learner achievement | April & Ongoing | Head Office and District Curriculum Division | Funds for a detailed analysis of learner scripts: | Improved learner achievement in exit points | Reports |
| Strengthen curriculum delivery by addressing gaps identified during the analysis of standardized assessments | May & On-going | Head office, districts and Circuits | Funds to develop materials for both teachers and learners: | Improved learner achievement and teacher performance | Reports |
| Implement the HeyMath programme to improve Mathematics in identified schools | May 2011 and ongoing | Head office, districts and Circuits | Funds to implement the programme: | Improved learner achievement and teacher performance | Reports |
| Strengthen monitoring and support to ensure quality curriculum delivery and adequate curriculum coverage | On-going | Head Office and District Curriculum Division | Funds for monitoring: Subject Advisors | Adequate curriculum coverage | Monitoring Tools Reports |

Problem: Poor learner attainment in Mathematics, languages and content subjects at the Intermediate and Senior Phase. This is largely a result of:

- **Low levels of teacher competencies in content knowledge and skills**
- **Inadequate curriculum coverage leading to learners not acquiring adequate subject content knowledge and skills needed in the grades**
- **Inadequate provision and poor utilization of resources**
- **Low pitched lessons and inappropriate assessment practices**
- **Poor curriculum management by School Management Teams which lead to lessons and assessment tasks which are not qualitative**
- **Inadequate monitoring and support of teaching and learning**
- **Insufficient allocation of time to learning outcomes**

Output Goal 2: No of grade 6 learners achieving minimum competencies in languages and Mathematics

Output Goal 3: No. of Grade 9 learners achieving minimum competencies in languages and Mathematics

Output Goal 7: Average performance in Grade 6 languages

Output Goal 8: Average performance in Grade 6 Mathematics

Output Goal 9: Average performance in Grade 8 Mathematics (applicable to other subjects)

| Main Activity | Time-frame | Responsibility | Resources | Indicators | Means of verification |
|---|-------------------|--|--|--|---|
| Review and implement the provincial MST and Literacy strategies | April On-going | Head Office and District Curriculum Division | Funds to print the MST and Literacy Strategies to be distributed to schools: | Strategies reviewed and implemented in schools | Strategy documents Records of implementation |
| Intensify the implementation of | On-going | Head Office and | N/A | Improved learner | Reports |

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|---|--------------------|--|--|--|------------------------------|
| the Foundations for Learning Programme in the intermediate phase | | District Curriculum Division | | performance in ANA results | |
| Monitor the implementation of FLC and track learner performance in ANA. | On-going | Head Office and District Curriculum Division | Funds for school visits: | Improved learner performance in ANA results | Improved learner performance |
| Encourage and assist teachers to set achievement targets for the subjects they are offering. | On-going | Head Office and District Curriculum Division | Funds for school visits: | Improved learner performance | Reports |
| Profile schools and provide differentiated support to teachers whose learners do not do well in ANA | April and on-going | District Curriculum Division | Funds for school visits: | Improved learner performance Improved classroom practice | School profiles Reports |
| Provide resources (e.g. kits, posters, counters, multiplication tables, etc.) | April | Head Office | Funds to procure the resources: | Availability of resources Improved learner achievement in targeted subjects | Resources |
| Support teachers on teaching skills, subject knowledge and practical skills (use of resources) | On-going | Subject Advisors | Funds for development of training materials: | Improved teacher performance Improved learner achievements | Reports |

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| Ensure the implementation of standardised formal assessment tasks | On-going | Head Office | Funds to print standardised tests and to analyse learner scripts: Human Resource | Improved quality of assessment | Formal assessment tasks |
| Develop materials to address gaps identified in standardized assessments tasks | March On-going | Head Office and district curriculum division | Funds for the development and printing of materials for both learners and teachers: Material developers | Improved learner achievement in standardized tasks/ tests (NSE, ANA, SACMEQ, TIMSS etc.) | Materials |
| Provide guidance on the minimum number of informal assessment tasks and written exercises (homework and class work per subject) | First Term | Head Office | Funds for the printing of manuals for teachers in each | Adequate informal assessment practice in schools | Learner Books Teacher records |

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| | | | subjects: | | |
| Provide opportunities for learners to participate in Maths and language competitions (quizzes, speed tests, mental math, debates, spelling and speech, etc.) | March and on-going | District Curriculum Division | Funds to transport learners and awards | Improved learner participation and competence | Documents |
| Develop and provide additional support materials for learners and teachers (e.g. learner support material and intervention guides) | March and April | Head Office | Funds for the printing of the materials: | Improved learning and teaching | Learner Self-study Materials Intervention guides Question/ Assessment banks |
| Provide Continuous Professional Development for educators on practical skills, subject content, teaching methodologies and approaches. | On-going | MASTEC | Funds for the training of teachers: | Improved teaching practices | Training Materials Reports Attendance registers |
| Provide guidance in terms of subject combination and careers | April and on-going | Head Office and District Curriculum Division | Funds to print brochures: | Improved subject combinations | Reports |
| Strengthen monitoring and support to ensure quality curriculum delivery | On-going | Head Office and District Curriculum | Funds for monitoring: | Adequate curriculum coverage | Monitoring Tools Reports |

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Problem: Poor learner attainment FET Phase Mathematics, languages and content subjects emanating from:

- **Poor teacher competencies in content knowledge and skills (Inadequate subject content knowledge on the part of some teachers).**
- **Low levels of curriculum coverage and slow pacing of progression through activities leading to learners not acquiring adequate subject content knowledge and skills needed in the grades**
- **Inadequate provision and poor utilization of resources**
- **Under-pitched lessons which lead to inadequate and ineffective assessment practices**
- **Insufficient exercises given to learners to maximise practice –very few class work exercises and homework given to learners.**
- **Poor curriculum Management by SMTs which lead to inadequate monitoring and support of teaching and learning**

Output Goal 4: No of grade 12 learners who become eligible for a bachelors programme at a university

| Main Activity | Time-frame | Responsibility | Resources | Indicators | Means of verification |
|--|-------------------|-------------------------------------|--|---|------------------------------|
| Do a detailed Analysis of Grade 12 results and develop strategies to improve learner performance Develop a manual on Grade 12 examination | January to March | Head Office, Districts and Circuits | Funds to accommodate analysts and writers of the Grade 12 Exam Manual: | Improved number of learners achieving a pass bachelor in Grade 12 | Reports Strategies |
| Sample grade12 exam scripts per | March to April | Head Office | Funds to | Improved learning and | Reports |

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| subject for the purpose of analyzing learner responses and performance per question | | | accommodate analysts and writers of the Grade 12 intervention manuals for each subject: | teaching | Sampled scripts |
| Provide guidance on subject choices and combinations in Grade 10 | January and on-going | Head Office and District Curriculum Division | Funds for school visits: | Improved subject combinations | Reports |
| Provide support to teachers on teaching skills, subject content and practical skills (use of resources) | On-going | Head Office and District Curriculum Division | Funds for school visits: | Improved teaching practices | Reports |
| Provide differentiated support to subjects that negatively impact on pass bachelors Mathematics, Physical Sciences, Geography, History and Business Studies) | On-going | Head Office and District Curriculum Division | Funds to accommodate analysts and writers of the Grade 12 intervention manuals for each subject: | Improved teaching practices | Reports |
| Develop and provide additional | March and | Head Office | Funds for the | Improved learning and | Materials for |

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| support materials for learners and teachers | April | | printing of materials: | teaching | teachers and learners |
| Design and conduct research to identify teacher and learner needs in teaching and learning | On-going | MASTEC | Funds for the research | Improved teaching | Reports |
| Implement common focused programme pace-setting for under- performing schools. | On-going | Head Office and District Curriculum Division | Funds for printing the documents | Improved teaching practices | Pace setters |
| Develop a support programme for best performing schools whose performance has been declining for the past 2 or 3 years | March to April | Head Office and Districts | Funds for the support programme – visits, study materials and training | Improved learner performance | Documents Reports |
| Expand and intensify the integration of ICT in teaching and learning to enhance curriculum delivery. | On-going | Head Office: Professional Auxiliary Services | Funds for the curriculum software materials | Improved usage of ICT in teaching and learning. | Reports |
| Establish learner enrichment programmes to be offered in identified centres such as EMPC, Science Centres, State-of-the-art circuit offices and schools. | March and on-going | Head Office and District Curriculum Division | Funds to pay teachers and to print materials | Improved learner performance | Attendance Registers Documents |

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| Capacity development programmes for examiners and internal moderators for setting and moderating mid-year and end-of-the-year question papers | March and on-going | Head Office: Examination and Assessment Division | Funds for the training of examiners and internal moderators | Quality assessment | Question Papers Reports |
| Facilitate the establishment of special and full service schools in order to broaden access for learners with disabilities | On-going | Head Office: Professional Auxiliary Services | N/A | Improved access to mainstream schools | Reports |
| Facilitate the establishment of a Braille Production Service Centre to print Braille material in the province | On-going | Head Office: Professional Auxiliary Services | N/A | Improved access to education | Reports |
| Enforce compliance to work schedules and policy prescripts. | On-going | Head Office and District Curriculum Division | N/A | Improved teaching practices and learner performance | Reports |
| Encourage and assist teachers to set achievement targets for the subjects they are offering. | On-going | Head Office and District Curriculum Division | Funds for school visits | Improved learner performance | Documents |
| Strengthen monitoring and support to ensure delivery of quality curriculum | On-going | Head Office and District Curriculum | Funds for monitoring | Adequate curriculum coverage | Monitoring Tools |

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Problem: Poor learner attainment in Mathematics and Physical Sciences in the FET Phase. This is largely a result of::

- **Scarcity of teachers for Mathematics and Physical Sciences**
- **Poor teacher competencies in content knowledge and skills**
- **Inadequate curriculum coverage leading to poor acquisition of adequate subject content knowledge and skills**
- **Inadequate provision and poor utilization of resources**
- **Low pitched lessons and inappropriate and inadequate assessment Practices**

Inadequate monitoring and support of teaching and learning

Output Goal 5: no. of grade 12 learners who pass mathematics

Output Goal 6: No. of grade 12 learners who pass Physical Sciences

| Main Activity | Time-frame | Responsibility | Resources | Indicators | Means of verification |
|---|-------------------|--|---|--|---|
| Review and implement the provincial MST strategy | On-going | Head Office and District Curriculum Division | Funds for printing and distribution of the strategy | Provincial MST Strategy reviewed and implemented Improved learner performance in MST subjects | Strategy documents Records of implementation |
| Provide support to teachers on practical skills (use of resources) and subject content | On-going | Subject Advisors | Funds for training | Improved teacher performance | Reports |
| Develop and provide support materials for learners and | March and April | Head Office | Funds for printing of | Improved learning and teaching | Materials |

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| teachers (e.g. learner support material, question banks and intervention guides) | | | additional materials for teachers and learners | | |
| Profile and categorise schools in terms of Maths and Science performance and provide differentiated strategies | March and April | Head Office | N/A | Improved results | Profiles Reports |
| Provide short- term in-service training for schools with 0 % pass in Maths and Science as well as serial under performing schools | March and April | Head Office | Funds for the implementation of the intervention | Improved learning and teaching | Attendance registers Training Programme and manuals |
| Facilitate the enrolment of teachers from underperforming schools who are under-qualified for a formal accredited university qualification | March and April | Head Office | N/A | Improved learning and teaching | Registration documents |
| Provide continuous professional development for educators on practical skills, subject content, teaching methodologies and approaches. | April & On-going | MASTEC | Funds for the | Improved teaching practices | Training Programme Attendance Registers Manuals Reports |
| Organise subject content | March and on- | Head Office | Funds for | Improved learning and | Attendance |

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| enrichment camps for learners from high enrolment underperforming schools | going | | implementation | teaching | Registers Documents Reports |
| Provide intensive support to Dinaledi schools | January & On-going | Head Office and District Curriculum Division | Funds | Improved learner performance | Reports |
| Design and conduct research to identify teacher and learner needs in the teaching and learning of Maths and Physical Sciences | On-going | MASTEC | Funds | Improved learner performance | Reports |
| Implement a programme for schools in remote areas to access mobile laboratories | January & On-going | Head Office and District Curriculum Division | Funds | Improved learner performance | Reports |