



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

The Official Newsletter of the
Department of Education

Thuto news

1st Quarter, Edition 2023/2024



2023 - THE YEAR OF INFRASTRUCTURE

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the disadvantaged learners

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The heartland of southern Africa - development is about people

MEC's foreword



*Limpopo Department for Education,
Mavhungu Lerule-Ramakhanya*

We started the year on a positive note following the improved matric results. We have a responsibility as a collective to ensure that we maintain the upward trajectory and keep the Limpopo flag higher. Nelson Mandela said: Education is the most powerful weapon which you can use to change the world". I always emphasize that we need to give the educators and all the supporting structures our undivided attention to maintain the standard.

During our school visit with the Premier as part of the back-to-school campaign, various issues were raised by different stakeholders. We have noted the challenges that our educators, caregivers and learners face on a daily basis and we have made strides and interventions we made in some instances. We will continue to monitor and offer support to our schools, circuit and district offices. We must strengthen our district coordination and support to ensure that we maintain the link with the staff in the regions.

We were also presented with an opportunity to table the budget vote for the current year just before the end of March. I have indicated in the presentation that infrastructure will be very key in ensuring that we create a conducive learning environment for our learners. In the pursuit of quality education for our children, we must also ensure that we deal with the infrastructure backlog for both sanitation and classrooms.

The eradication of pit-latrines must happen without fail and the numbers presented to my office suggest that we are very close to the set target. The safety of our learners, especially those that are the primary level cannot be negotiated. The unfortunate death of Michael Komape has taught us never to compromise the lives of our future leaders. We are doing our utmost best to ensure that we finalize the remaining few projects in the coming weeks.

I will continue with my programme of visiting projects currently on the ground to ensure that there is progress and sites are handed over within the stipulated timeframes. In March, we officially handed over the Kgakgala Primary School project to the community following the relocation of the school. I was touched by the community members and traditional leadership that were part of the people who were part of the official opening. The handing over to the community may look like just another exercise but it goes a long way. It means a lot to the community that has pinned its hopes on government to improve the lives of their children and shape them for a better future. Our children deserve better and it is our collective responsibility to ensure that we deliver without fail. The tears of joy is a symbol that

we have superseded the expectation that parents and guardians have. It is in assurance that they will be at peace knowing that their children are learning under a conducive environment. We have a lot of learners who are currently housed in mobile classrooms as a temporary measure while finalizing their infrastructure needs. I have noted during my visit to various schools that we now have permanent mobile schools and that cannot continue under our watch. Mobile classrooms are temporary, and we cannot have learners in that kind of arrangement for over a year.

Our intervention in such schools must be treated as an emergency with the swift mobilization of resources. It is only us who can change the state of affairs in our schools. We have been talking about the infrastructure backlog for a very long time. We have the expertise, and the resources to deal with the backlog. It cannot be business as usual when our learners still attend in overcrowded classrooms with no ventilation.

We have made an undertaking to the public that infrastructure issues will be a priority in the current financial year and I will be championing that programme. The refurbishment of schools must also happen in the current financial year as cited in the budget speech. I expect each one of you to rally behind this massive programme of upgrading the lives of our people. The promise of a better life for all cannot just be a gimmick, we were hired to serve and let go all out and make a difference.

HOD's message



HOD for Limpopo Department of Education, Onica Dederen

In fulfilling its constitutional mandate of making education progressively available and accessible, and its strategic goal of advancing the provision of quality basic education, the Department aims to ensure that admission is timeously and effectively implemented in all provincial public ordinary schools across the Limpopo province.

The Constitution of the Republic of South Africa Act No 108 of 1996, Section 29 guarantees everyone the right of access to basic education. On the other hand, the South African Schools Act 84 as amended section 5(7) provides that the Head of Department must determine the manner in which applications must be made and that a public school must admit learners and serve their educational requirements without unfairly discriminating in any way.

It must be borne in mind that the Limpopo Department of Education as per the legislative framework, values every learner enrolment in public schools for the next academic year, as

a contributory factor towards improving academic performance. It is in this regard that we emphasize early registration and admission of learners to enable our schools to plan effectively. We have, as a Department, year in and year out, provided directives to school governing bodies, principals, admission committees and all departmental levels above the school on how learner admission must be administered. We have also supported schools in developing admission policies that will afford all children access to public schools within the Provincial prescripts and National legislation.

Furthermore, the Department has ensured lawful administration of learner admission and registration in schools so that teaching and learning can commence on the first day of the school year. The department's learner admission system is well positioned to ensure that teaching and learning commence on the first day of the 2024 Academic year.

It is important to ensure that all eligible learners of compulsory school going age are accommodated in ordinary public schools. The Department of Education has noted with concern that some parents and guardians do not apply for admission of their children in public schools within the stipulated dates and time-frames. This has resulted in learners not accessing institutions of learning on the first day of schooling.

As the Limpopo Department of Education, our plans dictates that on the first day of every academic year, it must be dedicated time to teaching and learning because one day lost in education is one day too

many. Time is of critical importance to us and we shall do everything in our power to protect contact time between educators and learners. That is why we supply all the Learner and Teacher Support Material well in time so that time is not wasted on the first day of schooling and the same goes for admissions, which must be concluded in this academic year for the following year (2024) to start without any impediments.

We wish to remind all applicants that the process of collection and submission of application forms in Public Schools in Limpopo Department of Education for the 2024 Academic year has opened on the 15th of May 2023 until 28 July 2023. All applicants, that is parents and guardians, are accordingly urged to heed the call by collecting and submitting applications forms within the stipulated dates/timeframes.

We equally urge parents and guardians to heed the main steps for main steps which include registering their children at the school nearest to them, submit all the required documents, obtaining a waiting list or application number from the school upon application of your application package and if you are not satisfied with the outcome of the application, you may lodge a complaint with the circuit office to which the school belongs.

We need these documents and parents and guardians must work with our schools to ensure that no learner is without the required documents. They are a requirement towards admission in our schools. It cannot be acceptable that parents promise to submit documents and never deliver on the promise made.

Furthermore, parents are urged to refrain from submitting fraudulent information in order to gain admission in certain schools. Policy on admission will be applied in admitting learners and parents and guardians who provide fraudulent information may jeopardise the chances of their children to access the preferred school. We have to show responsibility in this regard as wrong information may not assist the school in knowing exactly where learners come from.

It is important for the Department,

from a planning point of view to have the correct details about the children in our schools. We call for honesty and compliance in this regard.

The Department has directed principals of schools to ensure that illegal practices do not take place at schools. School fees, and any other fees may only be charged after the learner has been informed in writing of his or her acceptance for admission to the school.

The Department shall deal decisively with such schools in the

province that demand such fees knowing very well that it should not be done.

Education is everybody's business and we expect all parents and guardians to work with the Department in ensuring that the process of admission runs as planned and that quality basic education is provided in all schools across Limpopo. We urge parents to remain interested in the education of their children.

Every Child is a National Asset!



LIMPOPO
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DEPARTMENT OF
EDUCATION

2024 LEARNER ADMISSIONS

Applications for admission open from
15 May - 31 July 2023



Learner admissions for 2024 academic year

(1/2)

It is the responsibility of the Department of Education to ensure that every child of school going age is in school on the first day of the 2024 school year. We can only achieve this goal if parents and guardians have enrolled their children on time.

- Grade R, 1 and 8 commences on 15 May - 31 July 2023
- Grades 2 to 11 commences from 15 - 22 September 2023

First time admission

If a child is going to school for the first time or moving to a new school, registration forms must be collected from the school:

- Nearest to the parent's home
- Where other siblings are attending
- Nearest to parent's work address
- School of choice

Parents and guardians are requested to register learners on time.

Working together we can do more in providing quality education

PROPOSED 2024 CALENDAR FOR PUBLIC SCHOOLS

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

	Weekends
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	School days
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	Special school holidays
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	Days for administration
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	Public holidays
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	School holidays
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Public and School Holidays 2024	
01 January	New Year's Day
21 March	Human Rights Day
22 March	Special School Holiday
29 March	Good Friday
01 April	Family Day
27 April	Freedom Day
01 May	Workers' Day
16 June	Youth Day
17 June	Public Holiday
09 August	National Women's Day
23 September	Special School Holiday
24 September	Heritage Day
16 December	Day of Reconciliation
25 December	Christmas Day
26 December	Day of Goodwill

SUMMARY OF PROPOSED 2024 CALENDAR FOR PUBLIC SCHOOLS

Duration	No. of weeks	No. of days	No. of public holidays	Actual no. of school days
(15) 17 January – 27 March	11	51 (53)	1+1	49 (51)
09 April – 28 June	12	59	2	57
23 July – 04 October	11	54	2+1	51
15 October – (11) 13 December	9	42	0	42 (44)
Total	43	206 (210)	5+2	199 (203)

RURAL COMMUNITIES APPLAUDS THE DEPARTMENT FOR HANDING OVER **STATE OF THE ART FACILITIES** FOR THE DISADVANTAGED LEARNERS



MEC Mavhungu Lerule-Ramakhanya flanked by the Mayor Collins Chabane Local Municipality, Cllr Gezani Maluleke and Vhembe Executive Mayor, Cllr Dowelani Nenguda. **Pic: LDoE**

By Mmathaba Sape

The eradication of old and dilapidated schooling infrastructure as well as the provision of basic services remains one of the fundamental priorities of the Limpopo Department of Education to fight inequalities in the schooling system. In the recent development to address the immense infrastructure backlog, Limpopo Department of Education MEC, Mavhungu Lerule-Ramakhanya officially handed over new classrooms facilities at Malamulele Secondary School, Vhembe East District in Collins Chabane local municipality. The MEC also donated Sporting Equipments to learners of ten Schools in the same area .

The facilities which comprises of 24 classrooms with 12 tanks for water harvesting, large Administration block, 30 seats Water-borne toilets, 2,36 km



Computer Science handed over to Learners of Malamulele Secondary. **Pic: LDoE**

fencing among others were constructed to the tune of R44 011 15,77. The educators, learners and community at large were overwhelmed by joy as they witness the handing over of such beautiful infrastructure facilities.

"Today we are here not to witness the handover of ordinary school,

but the State of Arts School buildings, the project that will go a long way in addressing the injustices of the past and to restore the dignity of the black child in rural areas" said MEC.

MEC emphasized that education remains a societal matter, and as the department we cannot



Sporting equipment handed over to 6 Primary and 4 Secondary schools around Collins Chabane Local Municipality during the official school opening of Malamulele Secondary School. **Pic: LDoE**



Newly built school infrastructure of Malamulele Secondary School. **Pic: LDoE**

mould and raise the future leaders alone, we need the support of the parents, guardians, community safety structures, pastors and civic structures to assist us to instil and maintain discipline in our schools. Sometimes we often get so fixated with the challenges facing us in education and on the statistics, that we forget there is a child at the

centre of everything,

The MEC further provided sporting items such as Hurdles for athletics, Playing kits, bibs, kit bag and balls for football, Basketball and Volleyball as a way of encouraging learners to participate in sports. Schools that received the items are Xihlovo, Magangeni,

Khanani, Langutani-Xithlelani, Holy Rosary, Mavuyisi, Malamulele, Shingwedzi, EPP Mhinga and Mahuntsi.

MEC urged all stakeholders in the society to come on board, as there is a need for active safety structures that will jealously guard the school, to protect it against vandalism and burglary.

EDUCATION LAUNCH THE NATIONAL FRAMEWORK POLICY FOR RURAL EDUCATION



MEC Mavhungu Lerule-Ramakhanya is attending the launch of the Provincial Advocacy Campaign on National Framework for Rural Education at Mastec CPTD Institute, Seshego under Capricorn North District. **Pic: LDoE**

By Tontodi Mabala

Seshego - In the pursuit to improve the quality of education in rural schools and to allow the creation of appropriate strategies and practical intervention, the MEC in the Limpopo Department of Education Mavhungu Lerule Ramakhanya recently launched the Provincial Advocacy Campaign on the National Framework for rural education at Mastec CPTD institute in Capricorn North District. The launch aimed at taking action by creating impact and to enhance access, equity and quality in rural schools environment.

The Minister of Basic Education appointed a Research Team to develop the Rural Education Policy and the draft was presented for input in three provinces and later gazetted for public comments. The draft policy was revised and went through several interactions until it was presented to CEM

on 11 November 2018 and this was subsequently followed by consultative visits to all the 9 provinces and later approved.

The Rural Education Policy mainly focused on the following five pillars:

Access and Inclusive which emphasised early childhood development, inclusive education, Information Communication Technology and infrastructure.

Mobilising Rural Communities: to enhance community participation in educational affairs on the key pillars for improving school functionality and the quality of education provision.

Harnessing Existing Curriculum to better respond to the needs of Rural Communities: It focused on agriculture for all, enhancement of the teaching of Arts, Culture and Sports, reading, numeracy/maths and literacy.

Teacher Recruitment, Retention and Development: As it is difficult to recruit, retain and develop qualified teachers in rural setting due to distances of schools from towns, poor infrastructure and limited services delivery.

Support to Schools in Unique Circumstances: it emphasised that there are areas which have schools with special or unique circumstances like small primary and secondary schools which are the only means of access to education in some communities and schools that struggle to recruit teachers in scarce subject.

“When we plan as DBE and ourselves, we plan in one because our vision and objectives is one but the framework is saying you go down in to your own circuit and district and look at the uniqueness of your own needs in terms of addressing what a rural school needs”, said MEC Mavhungu Lerule Ramakhanya.

REVITALISATION OF QUALITY LEARNING AND TEACHING CAMPAIGN IS ESSENTIAL FOR SAFE SCHOOL ENVIRONMENT



Chief Education Specialist for Institutional Governance, Marwala Rasethaba (left) presenting the role of Quality Learning and Teaching Campaign. **Pic: LDoE**

By Thabo Mashitisho

The provision of quality education has been the prime objective of the Limpopo Department of Education and in pursuit to re-ignite and champion the concept of Quality Learning and Teaching Campaign (QLTC), the department led by the District Director Nkadimeng, re-launched the QLTC campaign, on March 23, at Photo Primary School, Ga-Moloi in Sekhukhune South Education District.

Quality Learning and Teaching Campaign is the national intervention intended to mobilise stakeholders to play a role in promoting a culture of teaching and learning in schools. It further strives to bring into reality the delivery of quality learning and teaching through a collaboration effort between stakeholders.

The re-launch was graced by the presence of Kgoshi Setlamorago

Thobejane from the Congress of Traditional Leaders of South Africa (CONTRALESA), Municipality Councillors, senior management of the department; teacher unions, SGB Associations; religious formations, teachers, learners, and the Congress of South African Students (COSAS).

Chief Education Specialist for Institutional Governance, Marwala Rasethaba presented on the role of Quality Learning and Teaching Campaign, expressed his satisfaction by the attendance of all important stakeholders, and become hopeful the re-launch of QLTC was the beginning of greater things for the department. "We've called this meeting today to remind each other about our roles in the education system, because quite correctly; education is, and should be recognised as a societal matter,".

He further mentioned that the reason for the meeting was to

make everyone comprehend that "we live education, speak education, and promote education cooperatively".

Kgoshi Setlamorago Thobejane in giving a message of support, mentioned that he is ecstatic that the day of the re-launch of the QLTC in Sekhukhune South Education District paved a way for stakeholders to play a role in achieving quality education.

Kgoshi indicated that the resuscitation of the campaign gives new hope that the province will reach 80% pass rate for the 2023 National Senior Certificate examinations. Kgoshi Setlamorago Thobejane encouraged everyone to ensure that QLTC structure are re-launched and are active.

All stakeholders signed the pledge, committing themselves to the Code for Quality Education.

DISADVANTAGED LEARNERS ARE AFFORDED FUNDAMENTALS OF A CREATIVE NEW WAY OF THINKING THROUGH COMPUTER SKILLS



Learners of Moloke Primary School during the handover of State-of-Art-Media Library. **Pic: LDoE**

By Charlotte Nkgapele

Sekhukhune - The provision of computer skills in the primary phase will have a direct impact in preparing young children especially at an early stages of their lives. This initiative has a great potential to assist learners to choose careers that will assist them to participate in the economy of the country. The Minister of Higher Education, Science and Innovation, Dr Blade Nzimande and the Limpopo Department of Education MEC Mavhungu Lerule-Ramakhanya in collaborations with the South African National Energy Development Institution (SANEDI) officially handed over a State of the Art Media Laboratory at Moloke Primary school, Seotlong circuit at Apel in Sekhukhune East Education District on the 24 March 2023. The R3 million worth project was funded by the Office of the Minister of Higher Education, Science and Innovation and designed by the



The State-of-Art-Media Library that was handed over to Moloke Primary School. **Pic: LDoE**

team of experts from the University of Stellenbosch. The objective of this project is to assist learners to acquire computer skills and to prepare them for the 4th Industrial Revolution. The University of Stellenbosch will impart knowledge to the champion for the Media Lab with the requisite knowledge

to assist other educators in the area. The computer lab consists of two connected 12-meter upcycled storage containers where computers are powered by solar energy which will relieve the school from the pressure of buying electricity. They will also aid in bringing the digital divide for



Minister Blade Nzimande and MEC Mavhungu Lerule-Ramakhanya during the walk-about at the Career Expo before the official hand-over of Media-Library at Moloke Primary School. **Pic: LDoE**



Minister Blade Nzimande and MEC Mavhungu Lerule-Ramakhanya handing over school shoes to the needy learners of Sekhukhune and surroundings. **Pic: LDoE**



learners in the community as the laboratory will serve as a learning center for computer skills and allow learners to embrace the digital era. Moloke Primary school will partner with the nearby secondary schools including the Apel campus of Sekhukhune TVET College for support in best practices

and teacher development. The TVET College will further play a meaningful role in ensuring that educators are provided with the required skills in computer programs so that they are able to support learners. "We would like to thank all stakeholders for their contributions

as this will build Limpopo Education to greater heights", said MEC Lerule-Ramakhanya. 900 pairs of shoes were donated by various Education Stakeholders to needy learners and stationery to the benefit of the school.

PROVINCIAL ELECTIVE CONFERENCE OF THE REPRESENTATIVES COUNCIL OF LEARNERS

By Mike Maringa

Polokwane - Limpopo Education MEC Mavhungu Lerule-Ramakhanya has urged the Representatives Council for Learners to be the ambassadors of change in their respective schools. The MEC was addressing the Provincial elective conference of the Representatives Council of learners.

The Representative Council is key in ensuring that there is improvement of academic performance in all grades. The MEC expects the newly elected cohort to lead various campaigns, including amongst others, fight against the spread of HIV/AIDS, teenage pregnancy and bullying in school.

MEC Lerule-Ramakhanya has encouraged the representatives in attendance to be vigilant and ensure that crime and drug abuse is rooted out in the schools. The newly elected leaders will represent the Province in the National elective conference next week.



MEC Mavhungu Lerule-Ramakhanya addressing learners at the Provincial elective conference of the Representatives Council. **Pic: LDoE**



Learners from different schools during the Provincial Elective Conference of the Representatives Council.. **Pic: LDoE**



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2023 LIMPOPO RCL EXECUTIVE COMMITTEE



President: Jeremiah Ragedi
Dr AMS Makunyane Secondary School,
Capricorn South District



Deputy President: Kganya Morewa
Mahlogedi Secondary School,
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Fetakgomo Technical High School,
Sekhukhune East District



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Treasurer: Makungu Ntsume
Hanyani Nkuzana Secondary School
Vhembe West District



Education: Dimpho Matemane
Tshihlo Secondary School,
Sekhukhune East District



Sports, Arts & Culture: Khomotso Machipi
Matthew Phosa Secondary School,
Capricorn North District



Media: Ethen Sebeka
Nkahleko Secondary School
Mopani East District



Additional: Jandre Neethling
Hoerskool Nylstroom,
Waterberg District



Additional: Ntsundeni Ramano
Thengwe Secondary School,
Vhembe East District

THE ANNUAL **TARGETING TALENT** PROGRAMME FAMILY WORKSHOP

Polokwane - Limpopo Department of Education in collaboration with the University of Witwatersrand (WITS), and ETDP-SETA held the last Annual Limpopo Targeting Talent Programme (TTP) Family Workshop early March at Bolivia Lodge, outside Polokwane. The programme has been running since 2007 with a sole aim to support learners and teachers in formal schooling with a special focus on grades 10-12.



Learners from various schools at the TTP Limpopo Family Workshop at Bolivia Lodge. **Pic: LDoE**

By Ndivhuwo Mukhada
Charlotte Nkgapele

The TTP class of 2023 consists of 80 learners who were accompanied by their parents, guardians, SGB members, principals, circuit managers and District Directors across all education districts in the province. The learners have been exposed to the programme to

learn and enhance skills. The programme further exposed learners to online and face to face winter camps which is not only limited to curriculum activities, but inclusive of sports and music amongst others. The benefits of TTP program include academic, social, personal and community participation.

"As the TTP program ends this year, I just want to thank the

School Management Teams, School Governing Bodies, Educators and parents for the support to their children. Parents, please have a balance of parental and school involvement for learner success. The learners are tracked to keep data of their developments beyond grade 12. There are face to face educators enrichment workshops for Maths, physical science and life science, and for the past 17 years, a legacy with



Student Equity and Talent Management Unit (SETMU) Director, Dr Zena Richards. **Pic: LDoE**

almost 4000 learners who passed through our hands. The livelihoods will change as they go through their participation”, said Dr Zena Richards, Director for Student Equity and Talent Management Unit (SETMU) at WITS. Some of the learners say the programme has assisted them to unleash their potentials without fear.

“An investment in knowledge

pays the best interest. At TTP, I have found a home, a family, and my brothers and sisters. This programme has given me a platform to interact with other students and form a group friendship. I grew both intellectually and as a person, I have found self-respect and most importantly, integrity. I'm now able to focus on my studies without letting an enemy distract me, because I now know that education

is important, and it must be valued at all costs. TTP has also taught me to be patient with other people and not judge them based on their appearance or where they come from. It was my first time attending an online class, it was difficult to navigate to the online method, but through the assistance of other learners and educators, I managed to move from my comfort zone and adjust” said Shonisani Mathikithela, a learner from Dzata Secondary School as he reflected on the programme impact of TTP.

The TTP provided an opportunity for educators to make connections with other educators from different provinces, districts as well as circuit offices. Educators were able to share their challenges and eventually developed ways to overcome hurdles. Different strategies were also shared amongst educators which aided them positively towards the performance of their respective subjects in schools.

“TTP has helped me develop confidence in my work when it comes to presenting in front of learners and other educators, and am now confident when delivering classroom content. Being part of TTP not only added value to my life, but it had significantly contributed to the woman I am today. Walking up and down those Wits University stairs felt strenuous at the time, but little did I know that it was building discipline which came in very handy when I finally went to university. We all know that the transition from high school to tertiary education can either break or make one's career. TTP has equipped me with knowledge, skills and discipline required to stand a better chance of coping with academic and social life at university” concluded Alumni, Zanele Phokungwane.

LIMPOPO JOINS INTERNATIONAL MATHEMATICS DAY CELEBRATIONS



Foundation Phase learners counting during the International Day of Mathematics (IDM) celebration at Mastec. **Pic: LDoE**

By Ndivhuwo Mukhada

Seshego - The ten Limpopo Education Districts Foundation Phase primary school learners gathered at Mastec Institute outside Polokwane to celebrate International Day of Mathematics (IDM). The day was first recognised and celebrated as a world day on 14 March 2020 across the world with the aim of promoting mathematics and inspiring young minds to develop interest.

Director for Early Childhood Development (ECD) in the Limpopo Department of Education, Thandiwe Dlodlo in outlining the purpose of the day, indicated that the province's main objective in this regard is to recognise and appreciate the importance of mathematics and how it impacts the daily lives of the learners.

Mathematics is sometimes regarded as a difficult subject, but with the correct use of multi-step processes, everyone in society and the education fraternity can beat the narrative. The learners



Director for Early Childhood Development (ECD) in the Limpopo Department of Education, Thandiwe Dlodlo. **Pic: LDoE**

participated throughout the day on different activities such as, using Array diagram, Re-ordering numbers, pattern recognition, problem solving, Algorithms development, Linking addition and subtraction just to mention a few.

Dr Lorna Sako, Maths specialist from Bala Wandé shared the best practices on the effectiveness

of teaching mathematics in the foundation phase. Dr Sako went further to explain that a grade 3 learner should be able to present smart counting, talk loud about maths or verbalise steps, place value and positions, use educational games for fun as a powerful tool as well as number track.

4TH INDUSTRIAL REVOLUTION IN FULL SWING FOR IMPLEMENTATION IN LOWER GRADES



MEC Mavhungu Lerule-Ramakhanya during the demonstration at the Coding, Robotics and Technology event. **Pic: LDoE**

By Ndivhuwo Mukhada

Mankweng - Department of Basic Education together with Limpopo Department of Education held a two-day Inter-Provincial Meeting on Coding, Robotics and Technology in Capricorn South Education District from 15-16 March 2023. The Purpose of hosting this very important event was to monitor how learners have developed their knowledge and skills in coding and robotics. The Coding and Robotics subject is also aimed at guiding and preparing learners to solve problems, think critically, work as a team and to function in a digital world.

“On behalf of all our communities, education becomes a very deep rooted issue in society and our role is to make sure that our learners as they enter our schools, they get what is best. In the profession where you are, what is it that we are saying to our learners when it

comes to giving them all, in terms of coding and robotics? The minute you are called a specialist in this area, you are supposed to give it all for the learners to be able to rise. The 4th Industrial Revolution (4IR) is here and i’m looking at a team that is supposed to deliver us to it. People in villages are now equally moving towards the 4IR the same way as those in towns/ cities. if there have got network, it

means in each family there is a cell phone ,and in each family there is a smart phone, that means every child is exposed to something in a smart phone” said MEC for the Limpopo Department of Education, Mavhungu Lerule-Ramakhanya. Limpopo has 158 schools that are currently piloting the subjects and all schools are equipped with all the necessary resources. Toronto Primary School in Mankweng is one of the 110 primary schools currently on the pilot programme.

48 secondary schools across the province are also part of the programme.

RURAL COMMUNITY CELEBRATE THE LAUNCH OF EARLY CHILDHOOD DEVELOPMENT CENTRE (ECD)

By Ndivhuwo Mukhada

Masisi - During the State of the Nation Address in 2019, His Excellency President Cyril Ramaphosa announced that the Early Childhood Development function would shift from the Department of Social Development to the Department of Basic Education. The official migration process between the two departments took place from 1 April 2022.

Since the migration process began in 2022, Limpopo Department of Education has so far registered over 3 688 ECD centres from the DSD database and it is currently on a campaign to register all the qualifying creches and ECD centres into the Education system.

Ensuring that the migration process and functions is conducted in the manner that is as seamless as possible with minimal disruptions to the ECD sector, Limpopo Education MEC, Mavhungu Lerule-Ramakhanya launched and officially handed over Early Childhood Development (ECD) Centre to Masisi Community Creche in Vhembe East District, Musina Municipality. The event was graced by the presence of other sister departments such as Department of Home Affairs, Department of Labour, Department of Social Development, IEC among others which rendered their services by allowing residents to access services in a free and transparent manner.

When outlining the purpose of the



MEC Mavhungu Lerule-Ramakhanya (left), officially opened and launched the ECD centre at Masisi village. **Pic: LDoE**

day, Head of Department, Onica Dederen stated that “to us as an education sector, investing in early childhood development, including infrastructure development is very critical in a greater means of it. This ECD center will enable children of Masisi community to learn in a conducive environment. We need to radically turn around and transform the foundation phase of the basic education sector as this is where the foundational competencies of our learners are formed or cultivated.

She further said that education has to start at the earliest possible age. Various studies showed that the earlier the child starts learning, the better. Investing in ECD works. We need highly skilled educators to teach our children because at an early age, their brains absorb information quickly”.

In her keynote address, MEC Lerule-Ramakhanya emphasized

that when we are teaching our children, it is important to teach them in their mother tongue language that they understand, however it is also important to teach them a second language that will uplift and enable them to communicate with the world out there.

“We are delighted today that we are officially receiving and to mark the new start of the future of our children. As we all know that the department of education together with our sister department of social development have worked around the clock to make sure that all our ECD centres have registered all qualifying. Our day today is also coinciding with the celebration of the child protection week which is commemorated annually from 29 May to 5 June, a programme that looks at the importance of our children and the effort we must make sure that their safety is not compromised”, said MEC

OFFICIAL OPENING OF THE TELKOM NETBALL LEAGUE



Left to Right: Acting MEC for Sport, Arts and Culture Mavhungu Lerule-Ramakhanya, Deputy Minister of Sports, Arts and Culture, Nocawe Mafu and President of Netball South Africa, Cecilia Molokwane. **Pic: LDoE**

By Mmathaba Sape

Seshego - Acting MEC for Sport, Arts and Culture Mavhungu Lerule-Ramakhanya formed part of the official opening of the Telkom Netball League at the Ngoako Ramatlhodi Sports Complex in Seshego, Polokwane.

The MEC says South Africa is registering a great victory to see this female dominated sport, Netball, having such a prestigious league that is currently ongoing. The presence of this sport in our communities should change lives and inspire communities to rally behind its programmes and activities," said the MEC.

South Africa will be hosting the 2023 Netball World Cup led by the President of Netball South Africa and Africa, Cecillia Molokoane. This is a proud moment for the country, and for the Province as a whole. Deputy Minister Nocawe Mafu has also attended the event.



Acting MEC for Sport, Arts and Culture Mavhungu Lerule-Ramakhanya during the official opening of the Telkom Netball League. **Pic: LDoE**



Netball players during the official opening of the Telkom Netball League. **Pic: LDoE**

RURAL COMMUNITY IN BAKENBERG WELCOMES THE STATE-OF-THE-ART-SCHOOL



Aerial view of the newly built and furnished State of the Art Kgakgala Primary School in Mokamole village. **Pic: LDoE**

By Mankoe Manamela

Bakenberg - The Limpopo Department of Education is fully committed to achieve equal education which is the Basic right for every child in South Africa as enshrined in the constitution of the Republic. The department is making significant strides in addressing the infrastructure backlog in schools. The MEC for Education Mavhungu Lerule - Ramakhanya officially handed over a state of the art buildings at Kgakala Primary schools in Mogalakwena Education District last week.

The MEC was accompanied by Executive Mayor of Waterberg District Municipality Cllr Bernard Monare, Acting Mayor



MEC Mavhungu Lerule-Ramakhanya (right) officially opening the Kgakgala Primary School. **Pic: LDoE**

of Mogalakwena Municipality, Cllr Tebogo Mashalane and Limpopo IDT Acting Regional Manager, Irene Matlala.

The infrastructure backlog in the

province remains a cause for concern as many learners still do not have access to proper classrooms and sanitation facilities. There is a need for educators to provide quality teaching ,but that



MEC Mavhungu Lerule-Ramakhanya (far right) checking the running water taps during the official opening of the school.
Pic: LDoE



MEC Mavhungu Lerule-Ramakhanya at the water treating plant within the school premises during the official opening of the school.. Pic: LDoE

quality learning and teaching should take place in a conducive environment.

"We are delighted today as we are officially handing over the school to

the community of Mokamole, as government we have a responsibility to deliver services to schools, support our learners and offer other social welfare programmes", says Limpopo MEC

for Education Mavhungu Lerule-Ramakhanya as she handed over

the school to the community. The school was built by Limpopo Department of Education through its Implementing Agent Independent Development Trust (IDT) with overall Infrastructure expenditure of more than R6 million rand, consisting of 2X4 Classroom Blocks, 14 seats Enviro-Loo toilets, Guard-house, paving and carports, erection of steel and palisade fence, drilling and equipping of borehole and water treating plant. MEC encouraged the community to look after the school and keep the school clean.

"We are not only proud to give you the school, this is your gift, make sure you look after the school, protect the Infrastructure from vandalism and lastly remember it is the start and in the Centre of many" said IDT Regional Manager, Irene Matlala.

Kgakgala School Principal Koekie Maraka-Ramaru, Moshate wa Bakenberg and SGB were grateful and vowed to look after the newly built state-of-the-art school.

FUNZA LUSHAKA BURSARY PROGRAMME for prospective teachers

BACKGROUND INFORMATION

The Funza Lushaka Bursary Programme is a multi-year programme that is designed to promote teaching in South African public schools. Full-cost bursaries are available to enable eligible students to complete a full teaching qualification in an area of national priority. Recipients of the bursaries will be required to teach at a school or provincial education department for the same number of years that they receive the bursary. Qualified recipients of bursaries can apply for appropriate public school positions with the provincial education department (PED) of their choice. The PED concerned will determine whether there is a suitable post available. If there is not, the applicant will be offered employment in a PED that does have suitable vacancies.

ADMISSION CRITERIA

The bursary is only awarded to South African citizens and this application will not be considered unless the applicant has a valid South African ID number. Eligible students need to meet certain admission criteria of the institution and they must also meet the national selection criteria for the Funza Lushaka bursary.

SELECTION CRITERIA INCLUDE THE FOLLOWING:

- ❑ The applicant's academic ability;
- ❑ Eligibility for an approved degree or PGCE in one of the priority areas;
- ❑ Commitment to a teaching career, which includes: interest in working with young people; enthusiasm for a professional career in teaching; readiness to face and surmount difficult challenges and personal integrity;
- ❑ Commitment to teach in any school to which a student may be appointed by a PED.

Everything else being equal, selection should favour candidates from rural areas, candidates who wish to teach in rural areas and candidates whose financial position would otherwise exclude them from enrolment for a teaching qualification. The bursary will only be awarded if one of the priority area specialization subjects is included as a teaching subject in your qualification.

Please note that those who already have other teaching qualifications do not qualify for this programme. Prospective applicants should also note that there are a limited number of bursaries available, and that not everyone who applies will be successful.

PROGRAMMES TO BE FUNDED

Three different programmes that include at least one priority area specialization subjects as a teaching subject in your qualification can be funded. The table below indicates the different qualifications that can be funded.

Undergraduate studies

4-year Bachelor of Education degree (B Ed), specialising in Foundation Phase (Grade R – 3), Intermediate Phase (Grade 4 – 6), Senior Phase (Grade 7 – 9) and FET Phase (Grade 10 – 12).

3/4 -year Bachelors degree e.g. Bachelor of Science, Bachelor of Engineering, Bachelor of Arts, Bachelor of Computer Science, Bachelor of Technology in fields suitable for admission to the one-year Postgraduate Certificate in Education (PGCE). Application for funding for a Bachelors degree implies that the applicant commits to enrol for the PGCE upon completion of the undergraduate degree.

Graduate studies

One-year Postgraduate Certificate in Education (PGCE) for graduates whose degrees include majors in priority areas.

In addition to specialising in a priority area, the applicant will also need to specialise in a phase for the teaching qualifications (B Ed and PGCE). Those who prefer teaching younger children could specialise in Foundation Phase (Grade R – 3) or Intermediate Phase (Grade 4 – 6). Those who prefer teaching older children could specialise in Senior Phase (Grade 7 – 9) or FET Phase (Grade 10 – 12).

PRIORITY AREAS

The priority areas that are currently funded are indicated in the table below.

Foundation Phase (Grade R – 3)	Intermediate Phase (Grade 4 – 6)	Senior Phase (Grade 7 – 9)	FET Phase (Grade 10 – 12)
• Foundation phase specialisation	• African Languages	• African Languages	• African Languages
	• English Language	• English Language	• Agricultural Sciences
	• Mathematics	• Mathematics	• Agricultural Technology
	• Natural Sciences	• Natural Sciences	• Civil Technology
	• Technology	• Technology	• Computer Applications Technology
			• Electrical Technology
			• Engineering Graphics and Design
			• English Language
			• Information Technology
			• Life Sciences
			• Mathematics
			• Mathematical Literacy
			• Mechanical Technology
			• Physical Sciences

HOW TO APPLY

You need to apply for admission to a teaching qualification (B Ed or PGCE) or a Bachelors degree (e.g. BSc, B Tech, BA) with at least one major course in a priority area at a university of your choice. Once you have gained admission at a university, you are required to apply for the bursary. The university will have information about how to apply for the bursary. Further information can also be obtained from the Funza Lushaka website (www.funzalushaka.doe.gov.za). This website will be available from November 2008.

The bursary is awarded for one academic year at a time and, on proof of academic success, the bursary may be renewed each year until the recipient of the bursary has qualified as a teacher. The bursary holder will be required to re-apply by the end of October for the following year. Recipients of bursaries will be required to teach one year for every year for which they receive a bursary i.e. it is a service-linked bursary.

WHAT THE BURSARY COVERS

Funza Lushaka bursaries cover all the recipient's essential expenses. Expenses covered include tuition, full accommodation including meals, books and learning materials, and an allowance for monthly living expenses. An allowance for travelling costs may also be considered in exceptional circumstances. In 2008, on average, each bursar received R40 000. This amount will increase in 2009 to accommodate increased costs.

CONDITIONS FOR REPEATING A YEAR

The bursary period may be extended to cover one additional year in a degree programme, or the time required for completion of one additional course in the PGCE programme. Only one such extension will be granted. Any additional time required will be at the recipient's own cost. The bursary is renewable for one academic year at a time. On proof of academic success the bursary may be renewed each year until the recipient of the bursary has qualified as a teacher.

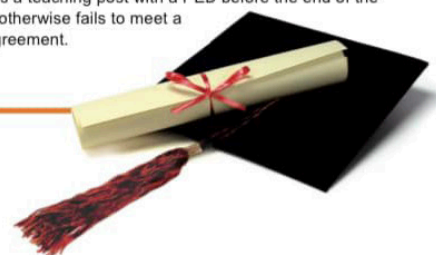
CONDITIONS FOR REPAYMENT OF THE BURSARY

The bursary must be repaid only if the recipient fails to qualify, fails to apply for a teaching post with a PED at a public school, fails to take up a teaching post with a PED at a public school, leaves a teaching post with a PED before the end of the contracted service period, or otherwise fails to meet a requirement of the bursary agreement.



education

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Education
REPUBLIC OF SOUTH AFRICA





LDoE PROTECTED DISCLOSURE POLICY

[WHISTLE BLOWING POLICY]

One of the strategic considerations in the Public Service Anti-Corruption strategy is to encourage whistle-blowing as a platform to fight corruption. Equally, the Protected Disclosure Act no.26 of 2000 facilitates the disclosure and investigation of serious wrongdoing in an organization and protects employees who disclose the information in accordance with procedures.

The Limpopo Department of Education (LDoE) has to this effect, developed a Whistle Blowing Policy to provide a means by which staff and members of the public are able to raise concerns where they have reasonable grounds for believing that there is fraud or corruption within the Department of Education.

Scope of the policy

The policy is designed to deal with concerns raised in relation to issues relating to fraud, corruption, misconduct and malpractices within the LDoE. The policy covers all genuine concerns raised including:

- *Financial Misconduct*
- *Occupational, Health and Safety risks*
- *Environmental damage*
- *Unfair discrimination*
- *Fraud, corruption and misconduct*
- *Attempts to suppress or conceal any information relating to any of the above.*

Who can raise a concern?

Any member of staff or of the public who has reasonable belief that there is corruption or misconduct relating to any of the protected matters specified above may raise a concern under the procedure detailed.

The issues raised may relate to a manager, another member of staff, and a group of staff, the individual's own section or a different section/division of the Department of Education. The perpetrators can be an outsider, an employee, a manager, a customer or an ex-employee. You may even be aware of a system or procedure in use, which may cause the Department of Education to transgress legal obligations.

How to raise a concern internally

Step one

If you have a concern about misconduct or malpractice, the employer hope you will feel able to raise it first with your line manager or supervisor; this may be done verbally or in writing.

Step two

If you feel unable to raise the matter with your manager, for whatever reason, please raise the matter with Risk Management Directorate Unit in the LDoE:

Risk Management Directorate

Tel: 015 290 9348

E-mail: NchabelengKG@ edu.limpopo.gov.za

(Please say if you wish to raise the matter in confidence so that the department can make appropriate arrangements)



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