



DIE VERANDERING IN ONDERWYS  
THE CHANGE IN EDUCATION



# WORKSHOP: CURRICULUM MANAGEMENT

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**WHAT IS  
CURRICULUM  
MANAGEMENT?**

**HOW DID COVID-19  
AFFECT  
CURRICULUM  
MANAGEMENT?**

**WHAT IS NEEDED  
FOR ASSESSMENT  
NOW?**

**WHAT IS NEEDED  
FOR  
EXAMINATIONS?**

MAY 13, 2019



# Social



# Divide

# SAOU

Die veranderings in onderwys  
The change in education

time.com



Curriculum  
revision

Time table

Blended  
learning

Extra  
mural  
activities

Learner  
centred  
learning

Parental  
involvement

And...  
Masks

Assessment

# Education in South Africa



Term 1 “Normal functioning”



Lockdown  
No or alternative forms of instruction



Extensive focus on sanitation and infrastructure

No term 2



Return to school



Psycho-social support

Curriculum Recovery



Amended Assessment



Amended recording and reporting

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# WHAT IS CURRICULUM MANAGEMENT?

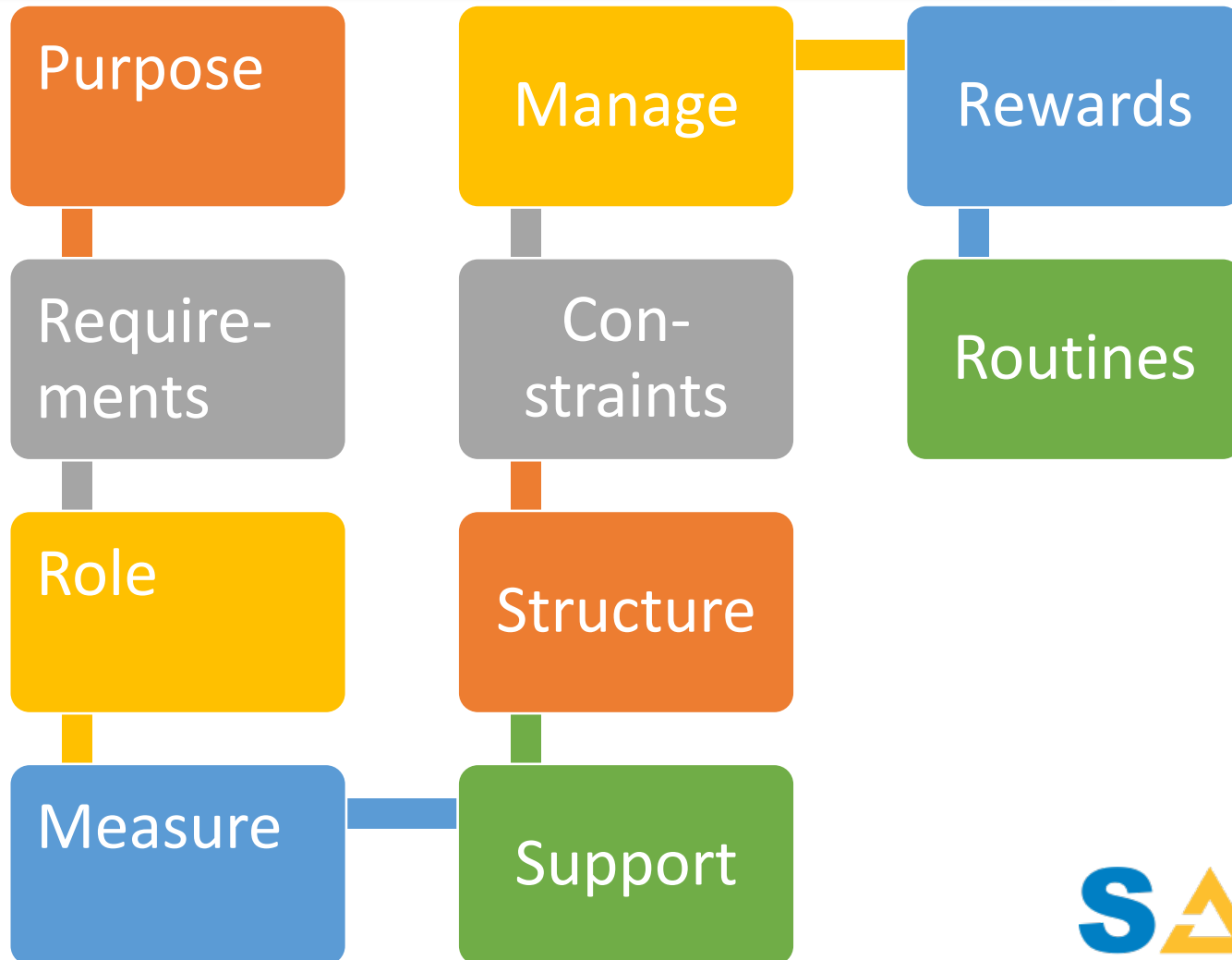


Good curriculum management is characterised among other things, by:

- Coherent **planning and coordination**,
  - Effective language **policies** and programmes,
  - Good **time management**,
  - Procurement and deployment of **books**
  - Promoting high levels of **writing**
  - Using **assessment** to improve teaching and learning and
- (NEEDU, 2013: 52)

# CURRICULUM MANAGEMENT

NECT: Management and Leadership series / Curriculum Management



# CURRICULUM MANAGEMENT





# PLANNING



## Planning:

- Ensure that the **relevant subject policies** are in place
- Be knowledgeable on the relevant **national and provincial policies**
- Be knowledgeable on the **implementation** of these policies
- Ensure that a **school policy** referring to curriculum related matters is developed

# POLICY PRESCRIPTS: CURRICULUM



National Policy  
Pertaining to  
Programme  
and Promotion  
Requirements

Curriculum  
and  
Assessment  
Policy  
Statements  
(CAPS) for  
subjects

National  
Protocol of  
Assessment

National Policy  
on the  
Conduct,  
Administration  
and  
Management  
of the NSC

# POLICY PRESCRIPTS: CURRICULUM



## Policy pertaining to the programme and promotion requirements

- Subjects per phase
- Time allocation
- Promotion and progression requirements

## National Protocol on Assessment

- Assessment weighting per grade
- Formal vs. Informal assessment
- Recording and reporting

## Curriculum and Assessment Policy Statements

- Planning
- Curriculum Delivery
- LTSM

## NATIONAL POLICY PERTAINING TO THE CONDUCT, ADMINISTRATION AND MANAGEMENT OF THE NATIONAL SENIOR CERTIFICATE EXAMINATION

- Examination processes

# DOCUMENTS RELATED TO EFFECTIVE CURRICULUM COVERAGE



*DBE: Building Blocks for Effective School Management*

Annual Academic  
Performance  
Report

School  
Improvement  
Plan

School Timetable

Classroom  
Timetable

Teacher's  
Personal  
Timetable

Quarterly Learner  
Achievement  
Data

Admission  
Register

Learner  
Attendance  
Register

Period Registers

Educator Daily  
Attendance  
Register

LTSM Asset  
register

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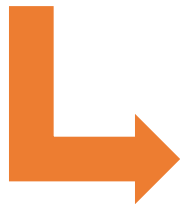
# WHAT WILL GUIDE TEACHING?



Annual Teaching  
Plans  
(ATP)



Guideline  
Documents



Instructional  
Videos

# PREPARATION



National Recovery  
Programme (Protocol)

Provincial Recovery  
Programme

School Recovery  
Programme





# TIME MANAGEMENT

# TIME MANAGEMENT



For curriculum delivery to be successful school leaders should:

- Organise and manage time
- Organise and manage and human and material resources, which must culminate in teaching and learning activities conducted by teachers in classrooms.

# TIME MANAGEMENT



The Policy Pertaining to Programme and Promotion Requirements, is the subjects which constitutes the programme of the NCS, with relevant time allocation to each subject.

- Instructional time is set per subject per grade
- Time allocated to breaks, assemblies and extramural activities is excluded from the time allocation. This can be monitored through the school time table.
- Time must be available to support learners who experience barriers to learning within the instructional time.

## Initial Calendar

## COVID-19 Calendar



<b>Term 1 begin</b>	15 Jan 2020	15 Jan 2020
<b>Term 1 ends</b>	20 March 2020	16 March 2020
<b>Term 2 begin</b>	31 March 2020	1 June 2020 (Gr 12 & 7)
<b>Term 2 ends</b>	12 June 2020	24 July 2020

### HOLIDAY

<b>Term 3 begin</b>	<b>7 July 2020</b>	<b>24 August</b>
<b>Term 3 ends</b>	18 September 2020	23 October 2020

### HOLIDAY

<b>Term 4 begin</b>	28 Oktober 2020	2 November 2020
<b>Term 4 ends</b>	4 December 2020	15 December 2020



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<div> <div>ROTATION</div> <div>OUTBREAKS OF COVID-19</div> <div>UNFORSEEN CIRCUMSTANCES</div> </div>		TOTAL	Term 1	Estimated loss of teaching days	Max no of days available	Max no of days including exams
	Gr 12	258	43	40	126	175
	Gr 7	258	43	40	160	175
	Gr 11 & 6	258	43	50	150	165
	Gr 10 & 5	258	43	59	140	155
	Gr 9 & 4	258	43	69	130	145
	Gr 8 & 3	258	43	79	126	141
	Gr 2 & 1	258	43	88	136	136
	Gr R	258	43	98	131	131

# HOW MUCH TEACHING TIME IS LOST?



## Term 1

**43 (46) days already  
completed**

**NO of days lost:**

**40 (1 June)**

**98 (September)**



**No of days available:**

**126 (Gr 12)**

**160 (Gr 7)**

**No of days available for**

**Gr R – 11:**

**130 - 150**

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# HOW TO RECOVER TEACHING TIME?



1

Extend the  
school  
calendar

Shorten  
remaining school  
holidays

Extend school  
year with 1  
week

2

Exams and  
time  
allocated

NSC Exam  
timetable

Only exams  
in selected  
subjects

3

Extending  
the school  
week

Extending  
the school  
day

4

Trim  
Curriculum

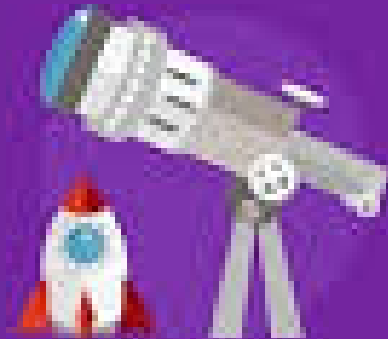
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# SUBJECTS



History



Astronomy



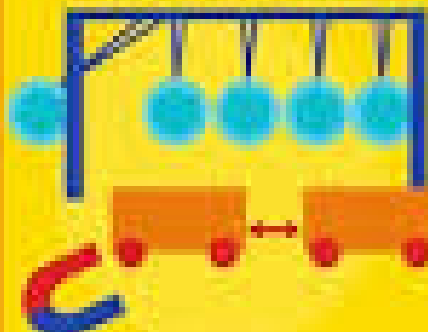
Chemistry



Mathematics



Geography



Physics



Biology



Literature

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# SUBJECTS IN SENIOR PHASE



Home Language

First Additional Language

Mathematics

Natural Sciences

Social Sciences

Technology

Economic and Management Sciences

Life Orientation

Arts and Culture



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# SENIOR FASE



## RECOMMENDATIONS SENIOR PHASE

- The focus should be on assessment for learning (informal assessment) instead of assessment of learning (formal assessment).
- In terms of knowledge component of subjects fundamental knowledge and skills as summarised in DBE documents, **GET Annexure B: Fundamental content and skills**,
- Schools which received approval to limit the number of subjects will receive guidance from provinces on recording on SA-SAMS
  - **COMPULSORY SUBJECTS IN THE SENIOR PHASE**
    - Languages (HL and FAL)
    - Mathematics
    - Natural Sciences
    - Life Orientation
  - **ELECTIVES - 2 SUBJECTS IN SENIOR PHASE**
    - Social Sciences
    - Economic Management Sciences
    - Technology
    - Arts and culture

# PROGRESSION AND PROMOTION REQUIREMENTS



# PROGRESSION / PROMOTION REQUIREMENTS



The second aspect which is dealt with in the document National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement, is the progression requirements for each Grade. The policy is governed by two principles: Progression and Promotion

## Progression

No more than 4  
years per phase



## Promotion

Grades 10-12



# NPPPR: PROGRESSION / PROMOTION REQUIREMENTS



SUBJECTS	Gr. R	Gr. 1-3	Gr. 4-6	Gr. 7-9	Gr. 10-12
Language at Home Language Level	4 (50-59) (and)	4 (50-59) (and)	4 (50-59)	4 (50-59)	40%
Language at First Additional Language Level		3 (40-49)	3 (40-49)	3 (40-49)	40% in TWO subjects  30% in THREE subjects provided that the SBA component is submitted in the failed subject.
Mathematics	3 (40-49)	3 (40-49)	3 (40-49)	3 (40-49)	
OTHER:			3 In any TWO other subjects	3 In any THREE other subjects  2 In any TWO of the other subjects	



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# NPPPR: AMENDMENTS



	Gr 7 – 9
<b>NPPPPR</b>	60% SBA 40% End of year assessment
<b>Amendment</b>	80% SBA 20% End of year assessment
<b>Areas for concern</b>	<ul style="list-style-type: none"><li>• Circular S3 of 2020</li><li>• Schools could elect not to offer all subjects</li><li>• Promotion requirements very high for phase</li><li>• Condonation</li></ul>
<b>SASAMS</b>	<ul style="list-style-type: none"><li>• Reports for term 3 and 4</li></ul>

# Promotion and Progression

	Gr 7 – 9	Gr 10-11
<b>Current weightings (NPPPPR)</b>	60% SBA 40% End of year assessment	25% SBA 75% End of year assessment (PAT included)
<b>Amended weighting for 2020</b>	80% SBA 20% End of year assessment	60% SBA 40% End of year assessment
<b>Areas amended</b>	<ul style="list-style-type: none"> <li>• Condonation will still be implemented</li> <li>• Circular S3 (electives for SP)</li> </ul>	<ul style="list-style-type: none"> <li>• PAT 20% of 40%</li> <li>• Languages: 12.5% Orals</li> <li>• Control tests: <ul style="list-style-type: none"> <li>○ Reduced number of tests</li> <li>○ Reduced content</li> <li>○ Reduced time allocation</li> <li>○ Not common papers</li> </ul> </li> <li>• Fundamental skills</li> </ul>
<b>SA-SAMS</b>	<ul style="list-style-type: none"> <li>• Reports in Term 1, 3 and 4 (possibly term 2 for Gr 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Reports in Term 1, 3 and 4</li> </ul>

# CONDONATION GR 7-9



DATE	CIRCULARS
2014 (8 OF 2014)	<ul style="list-style-type: none"><li>• Overall pass percentage of the grade for the previous 3 years should not be less than 5% of CAPS implementation</li><li>• Borderline learners were adjusted to a maximum of 10%</li><li>• 2 Subjects were considered; 3<sup>rd</sup> could be added</li><li>• Not learners who would be progressed</li></ul>
2015 (3 OF 2015)	<ul style="list-style-type: none"><li>• Not the overall pass percentage, but individual subjects.</li><li>• 3 Subjects were considered (HL, FAL, Mathematics)</li><li>• All learners who were within the 7% range of pass requirements</li><li>• Not learners who would be progressed</li></ul>
2016 (3 of 2016)	<ul style="list-style-type: none"><li>• Individual subject – specifically Mathematics</li><li>• Minimum of 20% in Maths. Pass rate = 40%. Special condonation to 40%</li><li>• 2015 Circular remains in effect with 6% condonation in 3 subjects</li></ul>
2017 (1 of 2017)	<ul style="list-style-type: none"><li>• Individual subjects</li><li>• 2015 Circular remains in effect with 5% condonation in 3 subjects</li><li>• 2016 Circular remains in effect with 20% condonation for Mathematics</li></ul>

# CONDONATION GR 7-9



## What are we left with?

- ✓ Condonation per subject and not per grade
- ✓ Not for learners who are already identified for progression
- ✓ Mathematics (2016, 2017) 20% special condonation dispensation, provided that the learner achieved 20%, and that the learner will not offer Mathematics in Grade 10.

Previously 2 subjects could be considered, under circumstances 3 can be brought into account, currently adjusted to not more than 5% condonation in a maximum of 3 subjects.

- ✓ In 2018 and 2019 ONE subject, can be condoned to a maximum of 2%, if this means that the learner qualifies for promotion

# CONDONATION GR 7-9



## What will happen in 2020?

- Proposed maximum mark adjustment of 2% (Circular 3 of 2015)
- Proposed condonation of ~~2%~~ 5% in **ONLY ONE** subject (3 of 2015)
- Special condonation dispensation in Mathematics of 20% will still remain



	<b>Gr 10-11</b>
<b>NPPPPR</b>	<p>25% SBA</p> <p>75% End of year assessment (PAT included)</p>
<b>Amendment</b>	<p>60% SBA</p> <p>40% Assessment instrument</p>
<b>Areas for concern</b>	<ul style="list-style-type: none"> <li>• PAT 20% of 40%</li> <li>• Language: 12.5% Orals of 40%</li> <li>• NO examination but control tests: <ul style="list-style-type: none"> <li>○ Reduce no of question papers</li> <li>○ Reduce content assessed</li> <li>○ Reduce time allocation of question papers</li> <li>○ NO common assessment / papers</li> </ul> </li> <li>• Fundamental skills</li> <li>• Overload in Grade 12</li> <li>• Not all content taught – possible amendments to Gr 12 2021 Exam guidelines?</li> </ul>
<b>SASAMS</b>	<p>SASAMS amended to reflect</p> <p>No amendment to promotion and progression requirements</p>

# CAPS SUBJECT POLICIES



## SECTION 1: GENERIC POLICY

(Guidelines on how  
to use the document)

## SECTION 2:

OVERVIEW OF PHASE CONTENT,  
METHODOLOGY, ASSESSMENT, RESOURCES  
(Content, concepts and skills to be taught, time  
allocation, resources)

**ANNUAL  
TEACHING  
PLANS  
GUIDELINES**

## SECTION 3:

CURRICULUM CONTENT PER  
GRADE

## SECTION 4: ASSESSMENT

(Requirements for the formal  
assessment activities and suggested  
informal)

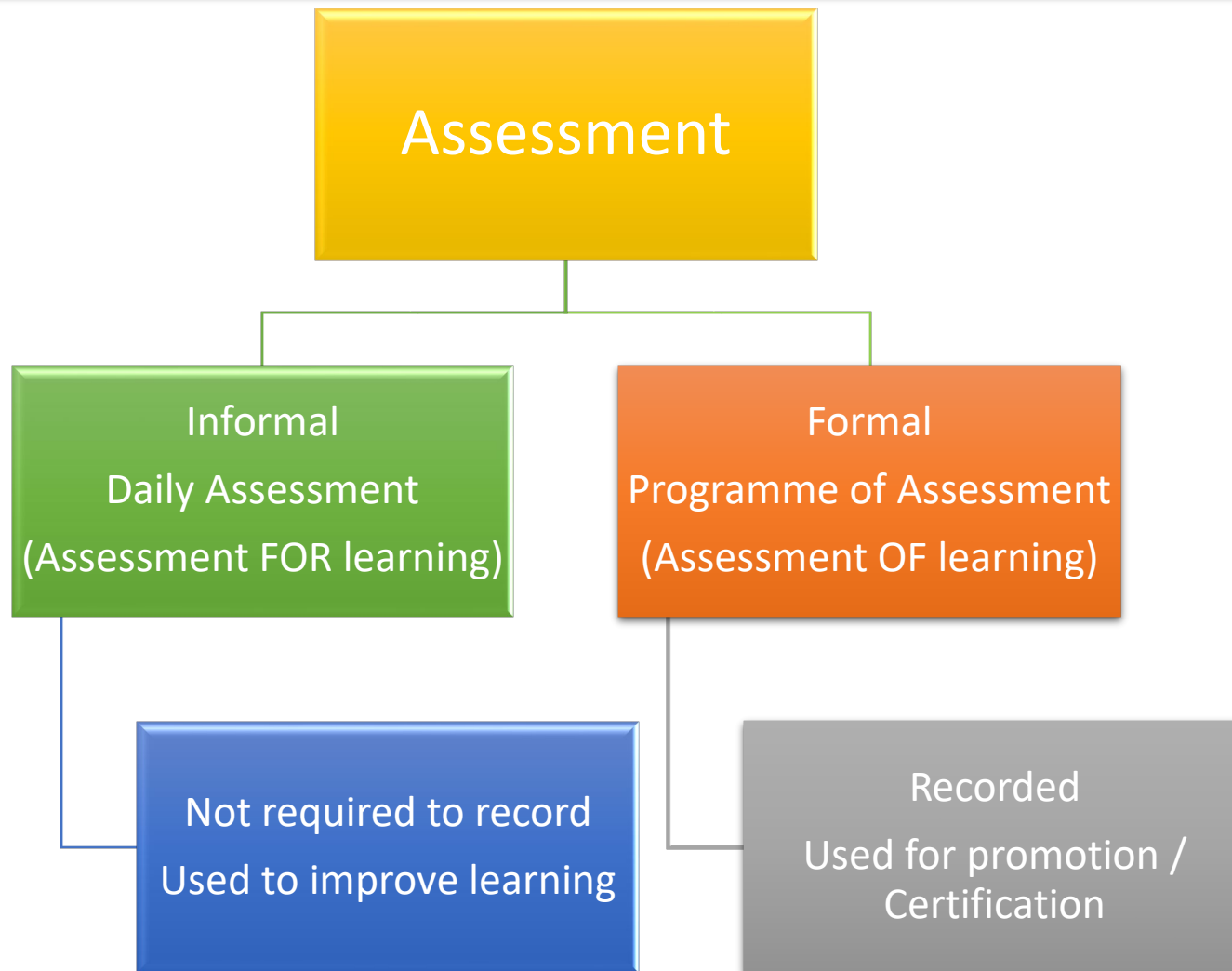
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# ASSESSMENT



# NPA: FORMAL AND INFORMAL ASSESSMENT



# NPA: INFORMAL ASSESSMENT



- **Assessment for learning**
- Informal assessment is the monitoring and enhancing of learners' progress and is done through teacher observation and teacher-learner interaction.
- Informal assessment builds towards formal assessment.
- Teachers are not required to record performance in informal or daily assessment tasks.



## ▪ **Assessment of learning**

- Provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject in a grade.
- Formal assessment comprises assessment by means of assessment tasks performed by the learners
- Formal assessment programmes are provided in the CAPS subject documents. These should be considered the minimum outcomes to be assessed.
- Formal assessment tasks are recorded for reporting purposes.



## Composition of formal assessment:

- School-Based Assessment
- Practical Assessment Task (where applicable)
- The Practical Assessment Task mark must count 25% of the end of year examination mark.

(SBA and PAT allow for the assessment of skills that cannot be assessed in a written format.)

- Final End-of-year examination

# SENIOR PHASE



SUBJECT	Gr	TERM 1	TERM 2	TERM 3	TERM 4
<b>HL &amp; FAL</b>	7-9	Completed all assessments	No formal assessment	1 Oral, 1 Literature FAT	Control test: Oral + Response to text + Writing +Literature (Gr 9)
<b>Maths</b>	7-9	Completed all assessments	No formal assessment	1 FAT	Control test
<b>Natural Science</b>	7-9	Completed all assessments	No formal assessment	1 FAT	Control test
<b>SS:Geo</b>	7-9	Completed all assessments	No formal assessment	1 FAT	Control test
<b>SS: Hist</b>	7-9	Completed all assessments	No formal assessment	1 FAT	Control test
<b>EMS</b>	7-9	Completed all assessments	No formal assessment	1 FAT	Control test



# SENIOR FASE



SUBJECT	Gr	TERM 1	TERM 2	TERM 3	TERM 4
Tech	7–9	Completed all assessments	No formal assessment	1 FAT	Control test
Creative Arts	7–9	Completed all assessments	No formal assessment	Art forms 1 & 2: Practical task	Control test: Art forms 1 & 2
LO	7–9	Completed all assessments	No formal assessment	Project, PET	Control test + PET
Weighting		80%			20%

# FET PHASE

SUBJECT	Gr	TERM 1	TERM 2	TERM 3	TERM 4
<b>HL &amp; FAL</b>	10- 11	Completed all assessments	No formal assessment	NO AMENDMENTS TO FAT REQUIREMENTS	NO AMENDMENTS TO FAT REQUIREMENTS  Control test
<b>Maths / Math Literacy</b>	10- 11	Completed all assessments	No formal assessment	FAT	Control test  No amendments to the number of control tests, but reduction of time allocation
<b>Other subjects</b>	10- 11	Completed all assessments	No formal assessment	FAT  PAT amended	Only 1 Control test (20%)  PAT (20%)
<b>Life Orientation</b>	10- 11	Completed all assessments	No formal assessment	Assessment  PET not assessed	Control test
<b>Weightings</b>		60%			40%

# How will exams be amended?



1 – 11

- No May / June exams
- End of year exams in selected subjects?
- Formal assessment

# How will exams be amended?



12

- No May / June exams
- Sept – Prep exams (school)
- NSC Exams in November and December
- Exam Guidelines

# What about SBA?



12

- Exam Guidelines
- SBA = T1+T2+T3+T4 (+PAT)  
EXCLUDING MAY EXAMS
- *There will still be a TERM 2*
- PATs reduced (number of, time or content)

Teaching will take  
place in October  
after PREP EXAMS



## Organising:

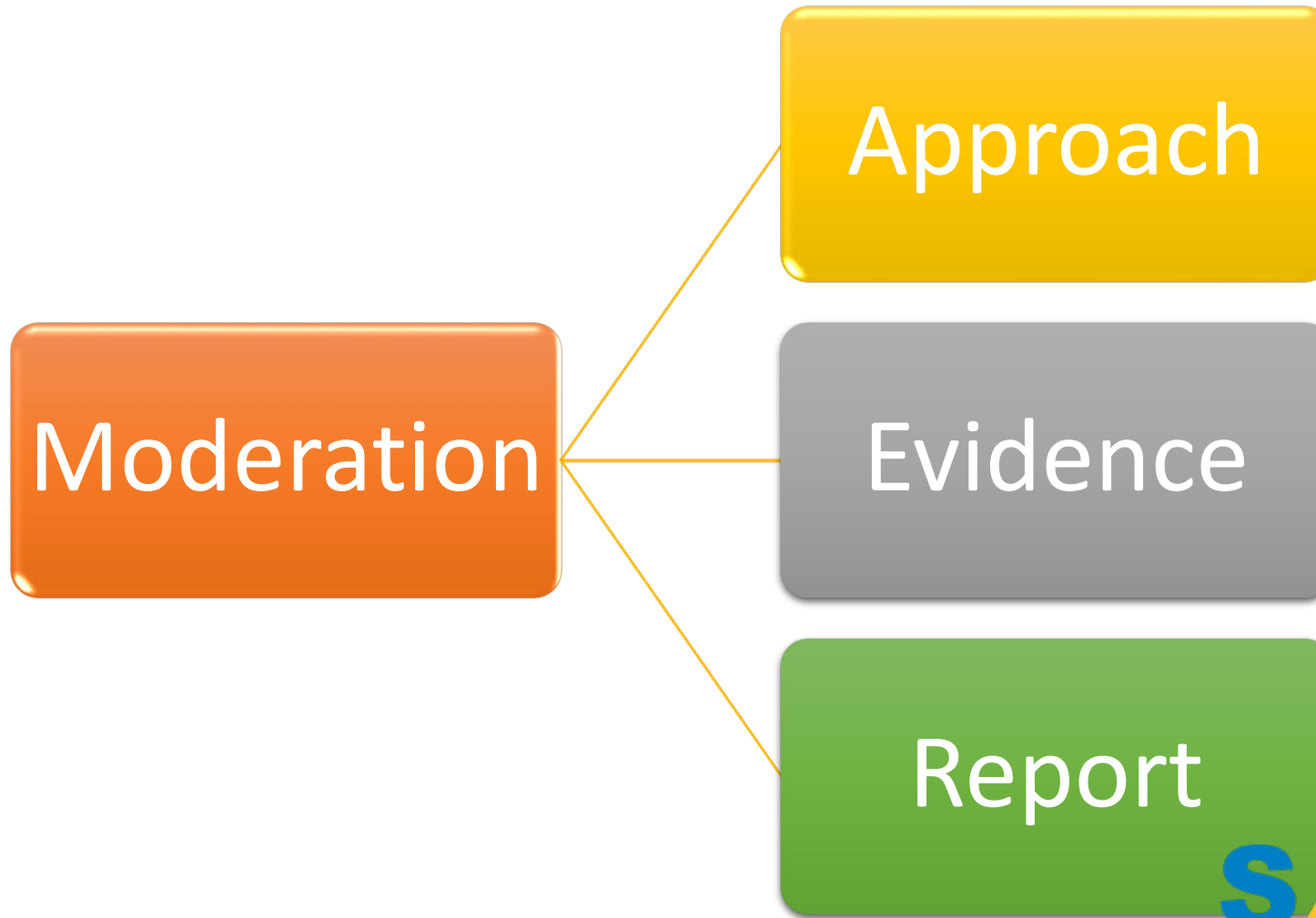
- Create systems and structures which will enable the implementation of relevant policies at school level

# MODERATION



- Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable.
- Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.
- In Grades 7, 8 & 9 the formal School-based assessment (including the practical assessment tasks) should be moderated by the relevant subject specialist(s) at district level and if necessary at provincial level in consultation with the moderators at school.

# MODERATION





# MODERATION

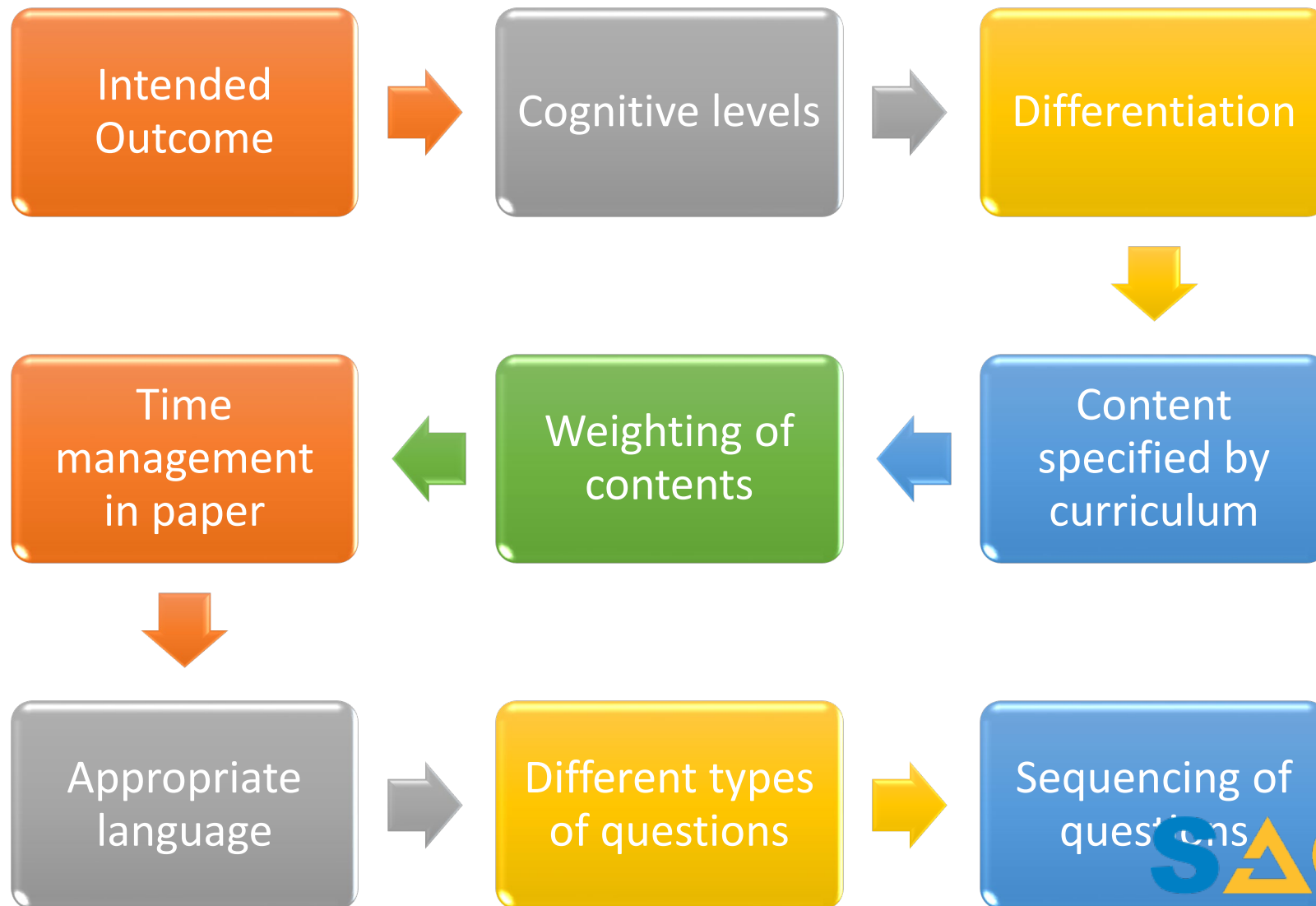


Moderation serves the following purposes:

1. It should ascertain whether the subject content and skills have been taught and assessed. (sufficiently covered)
2. It should ensure that the correct balance of cognitive demands is reflected in the assessment.
3. It should ensure that the assessments and marking are of an acceptable standard and consistency.
4. It should reflect the scope covered by the teacher in line with the term's requirement.
5. It should ensure that learner performance is correctly recorded, verified, captured (SASAMS) and reported
6. It should identify areas in which the teacher may need further development and should lead to support for such development.

Moderation is therefore an ongoing process and not a once-off event at the end of the year. There is no national moderation in the Senior Phase.

# MODERATION: ASSESSMENT INSTRUMENTS



# PAPER AIMED AT ASSESSING ACHIEVEMENT TERMS OF INTENDED OUTCOMES



- Verbs are used to specify the skill that is required
- Examples:

The learner should be able to:

- List (verb) the features of a successful business (knowledge);
- design (verb) an electrical circuit (knowledge);
- explain (verb) the working of a battery (knowledge).

# COMPILE A TEST ACCORDING TO COGNITIVE LEVELS



## Level 1. Knowledge

**Question cues:** List, define, tell, label

## Level 2. Comprehension

**Question cues:** Describe, name, identify, discuss

## Level 3. Application

**Question cues:** Modify, solve, change, explain

## Level 4. Analysis

**Question cues:** Analyze, separate, compare, contrast

## Level 5. Synthesis

**Question cues:** Create, construct, plan, role-play

## Level 6. Evaluation

**Question cues:** Give opinion, criticize, discriminate, summarize

# COMPILE A TEST ACCORDING TO COGNITIVE LEVELS



## Level 1. Knowledge

When was this picture taken?  
Where was this picture taken?

## Level 2. Comprehension

What is happening in this picture?  
Why are these boys dressed like this?

## Level 3. Application

How would you describe the photo-graph to others?  
What caption would you write for this photograph (say, in a newspaper)?

## Level 4. Analysis

Why are these boys here and not in school?  
What do you know about their lives based on this photo?

## Level 5. Synthesis

What might these boys say about their work in an interview setting?  
What might they say about their future?

## Level 6. Evaluation

What is the significance of this photo for the time period depicted?  
Compare this photo with one of three boys from today of the same age. How are their lives similar?  
How are they different?



## RECORDING AND REPORTING

# NPA: RECORDING AND REPORTING



- **Recording** is a process in which the teacher documents the level of a learners performance.
- Recording of learner performance is against the assessment tasks completed
- Promotion of a learner is based on the composite marks obtained in all four terms.
- **Reporting** is a process of communicating learner performance to learners, parents, schools and the other stakeholders.
- Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card.

# RECORDING AND REPORTING: CHECKLIST



- Is there evidence of informal assessment?
- Does the recording sheet correctly indicate the learners' information?
- Are the weighting and calculation on recording sheets aligned to CAPS and SASAMS?
- Does the recording reflect learner performance against the concepts and skills in assessment tasks?
- Does it reflect on overall performance in the subject?
- Does the learner achievement correlate with the learner performance in the task?
- Have recorded marks been verified?
- Do the records indicate intervention and support strategies?



## Directing:

- Determine the outcomes of the curriculum
- Establish an ordered and structured environment in which these outcomes can be delivered.
- Provide dynamic leadership

# DIRECTING: CURRICULUM DELIVERY



For curriculum delivery to be successful school leaders should:

- Organise and manage time
- Organise and manage and human and material resources, which must culminate in teaching and learning activities conducted by teachers in classrooms.

# DIRECTING: CURRICULUM DELIVERY



Curriculum

- Central point of planning

Textbook

- Select appropriate texts which are supplementary to the curriculum

Resources

- Used for enrichment, support and homework
- Beware of restrictiveness in resources
- Departmental workbooks

# CONTROL MEASURES



## Control measures:

- Monitor performance
- Take the necessary action to ensure desired results

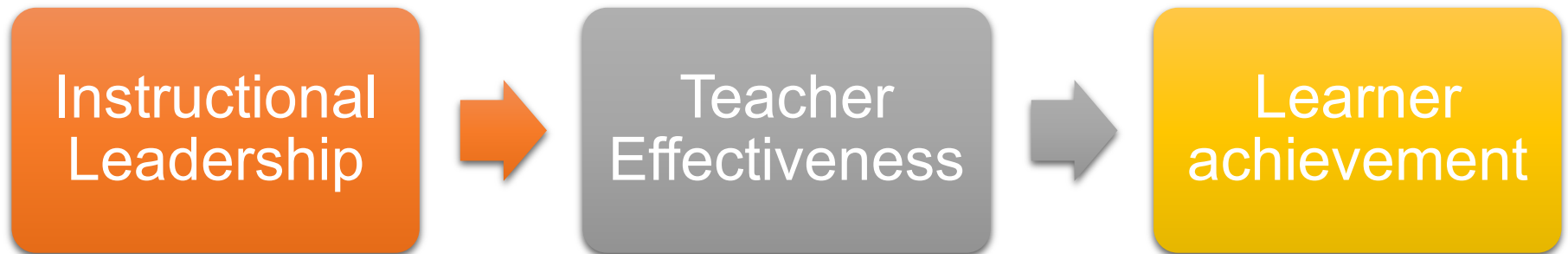
# MONITORING AND SUPPORT



## MONITORING

- Monitoring in all classes in the grade takes place to ensure that the same sequence and pace in curriculum coverage is used.
- Classroom organisation
- Classroom discipline
- Documentation (Teacher File and Planning documents)
- Pedagogy: Different concepts and preconceptions of different age groups (by implication the Social Curriculum) is taught
- Teachers' subject knowledge and general instructional methods are related to the school context.
- Teacher needs are identified, and support structures are put in place.

# PROVIDING DIRECTION: EDUCATOR COMPETENCE

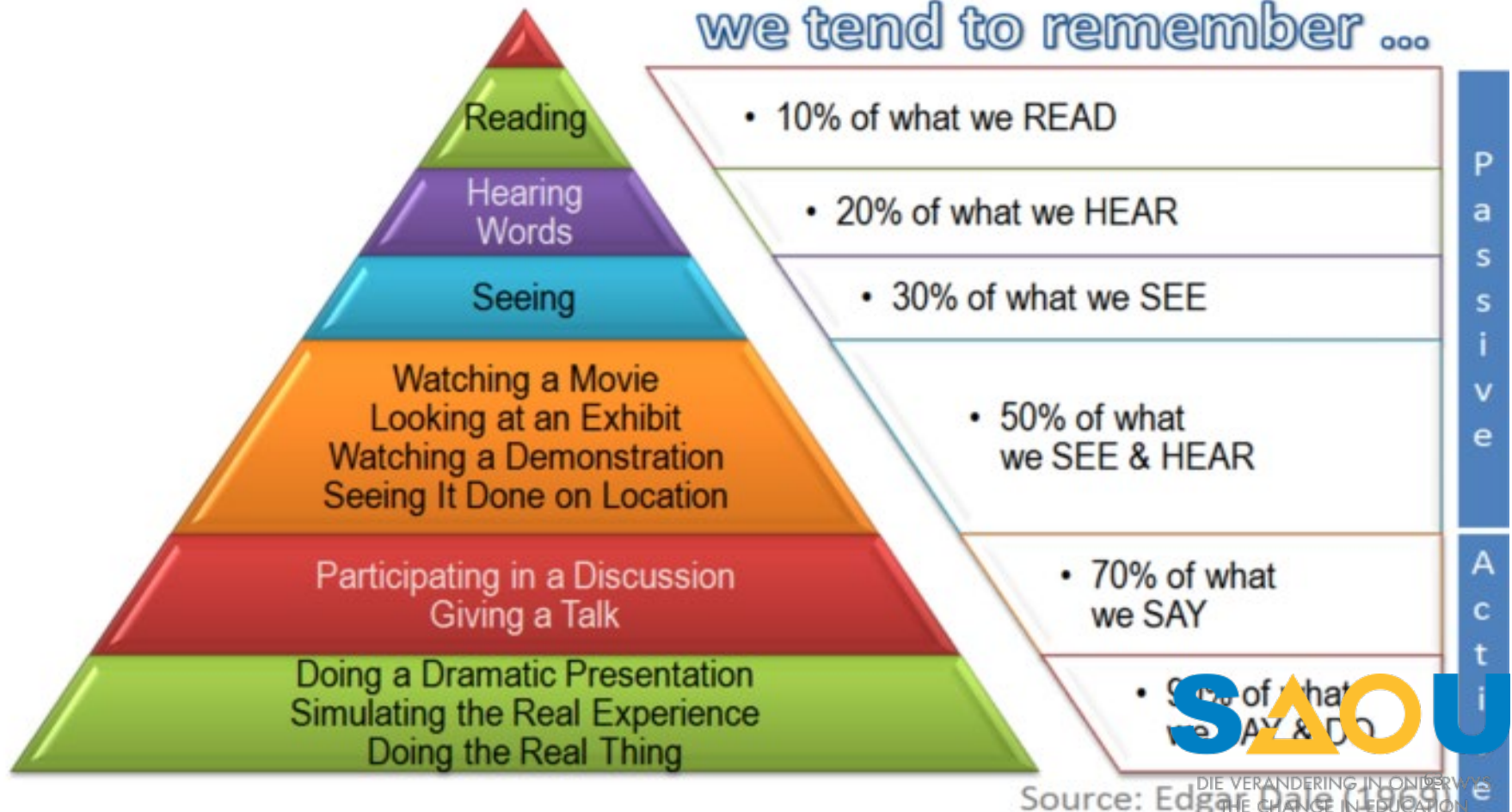


# CONTROL MEASURES: TEACHER DEVELOPMENT TEACHING METHODOLOGIES



## The Cone of Learning

After 2 weeks,  
we tend to remember ...



# CONTROL MEASURES: ACCOUNTABILITY



Teacher autonomy should settle on:

- Teaching methods,
- Teaching skills and methods in organising and conducting teaching in the classroom.
- Classroom discipline
- Selection of resources
- Selection of pedagogy
- Supporting learning in school activities



# CONTROL MEASURES ACCOUNTABILITY



The role of the principal and SMT with regard to teacher autonomy is to:

- Delineate the framework of minimum requirements
- Protect the right of the teacher by providing a sufficient set of objectives framed in school policy.
- Allow the teacher to participate in the formulation of objectives.
- Allow teachers to select appropriate methodological approaches.
- Allow teachers to deviate from excessive prescriptiveness based on defensible grounds.
- Provide in-service training opportunities
- Support establishment of Professional Communities of Learning
- Provide opportunities to show best classroom practices

# CONTROL MEASURES

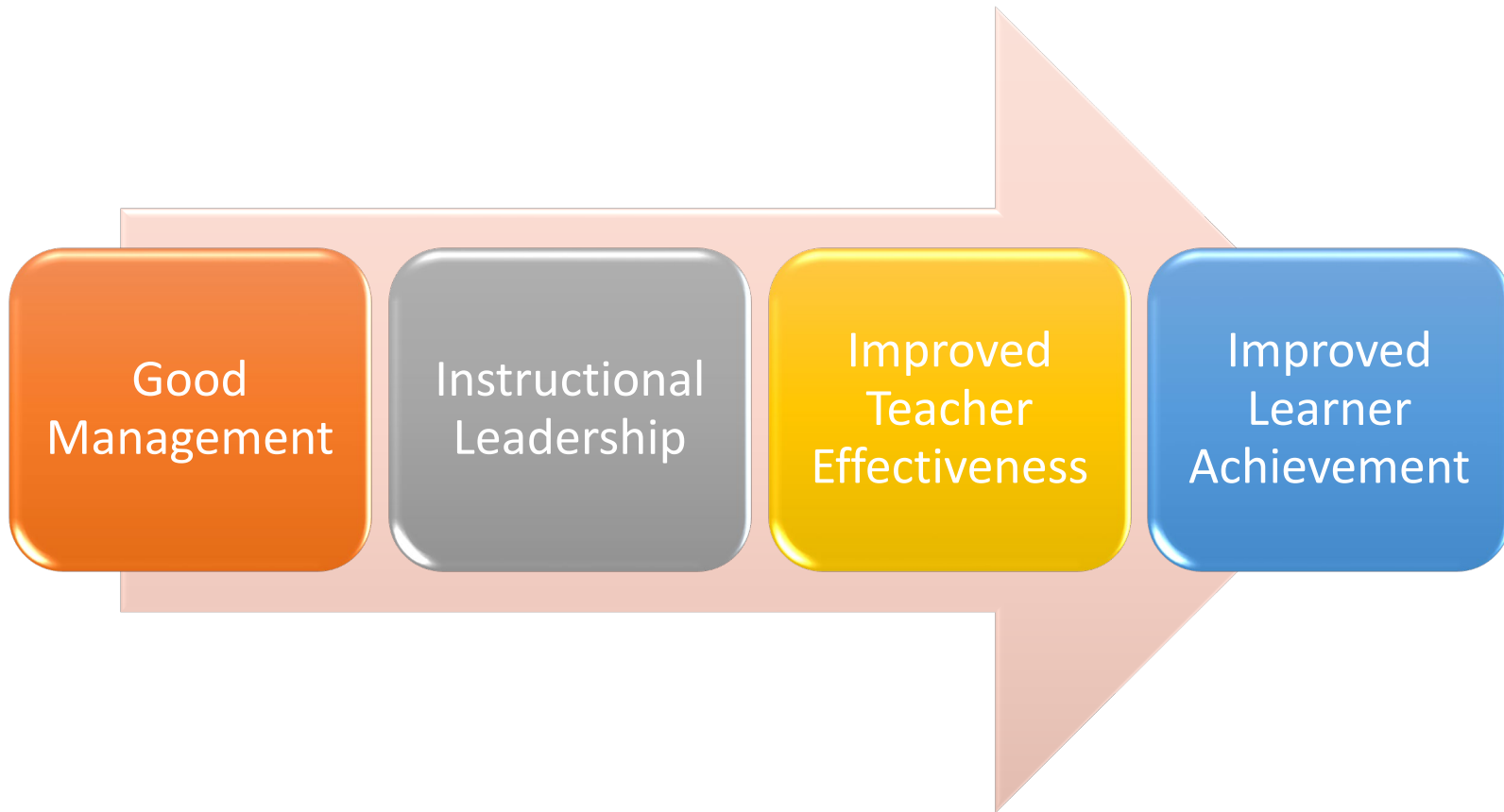


Control measures

Monitor  
performance

Take the  
necessary action  
to ensure desired  
results

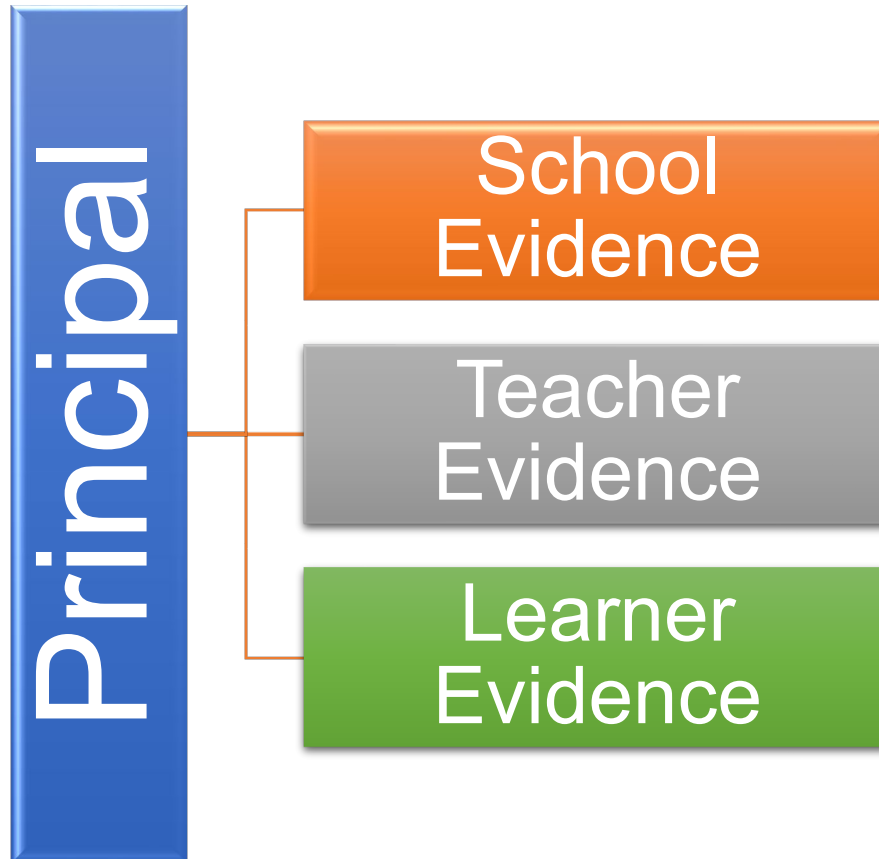
# CONTROL MEASURES



# CONTROL MEASURES CURRICULUM COVERAGE TOOLS



What are the instruments which can be used to track curriculum coverage?





2022  
2021  
2020

# 2021 AND BEYOND



## LIKELY SCENARIOS:

- A large amount of content will not have been covered in 2020
- Revised ATPs will remain
- Content which was cut will not return
- Revised ATPs for TERM 1 to be produced
- Teaching and learning in the holidays

# 2021 AND BEYOND



## LIKELY SCENARIOS:

### • SENIOR PHASE

- A review of promotion and progression requirements
- Less subjects
- Impact on subject choices
- Impact on feeder schools
- Post provisioning norms
- Reskilling and upskilling of teachers
- EMS
- Arts and culture
- Philosophy of needs of country

Greater collaboration  
between Primary  
school and High  
school teachers  
Time allocation  
Advice on subject  
choices  
Blended learning

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# 2021 and beyond

## LIKELY SCENARIOS:

- **FET PHASE**

- Grade 10 – learners who offered less subjects
- Subject choices
- Least amount of learning and teaching time
- Self-directed learning
- Grade 10 and 11 – CATCH UP PLANS – school driven
- Revision of Grade 12 Exam guidelines to ensure that “cut Content” is not assessed
- Revised PAT weightings
- Revised exam timetables?
- Preparation for 2021
- Studying during holidays and Saturdays inevitable



# 2021 AND BEYOND



- A review of the curriculum is non- negotiable and should be conducted as soon as possible:
  - Content still relevant?
  - Some subjects still relevant?
  - Fundamentals?
  - Teaching time?
  - Teaching methodology?
- A review of promotion and progression requirements is non-negotiable and should be conducted as soon as possible

THANK YOU!



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