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?
Social Divide

The World’s Most Unequal Country

Johannesburg, South Africa. Suburbs (left) and Makause
Curriculum revision
Time table
Blended learning
Extra mural activities
Parental involvement
Assessment
Learner centred learning
And…
Masks
And…
Masks
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
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

Purpose
Requirements
Role
Measure

Manage
Constraints
Structure
Support

Rewards
Routines

NECT: Management and Leadership series / Curriculum Management
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
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.
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.
<table>
<thead>
<tr>
<th></th>
<th>Initial Calendar</th>
<th>COVID-19 Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 begin</td>
<td>15 Jan 2020</td>
<td>15 Jan 2020</td>
</tr>
<tr>
<td>Term 1 ends</td>
<td>20 March 2020</td>
<td>16 March 2020</td>
</tr>
<tr>
<td>Term 2 begin</td>
<td>31 March 2020</td>
<td>1 June 2020 (Gr 12 &amp; 7)</td>
</tr>
<tr>
<td>Term 2 ends</td>
<td>12 June 2020</td>
<td>24 July 2020</td>
</tr>
<tr>
<td><strong>HOLIDAY</strong></td>
<td></td>
<td></td>
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<tr>
<td>Term 3 begin</td>
<td>7 July 2020</td>
<td>24 August</td>
</tr>
<tr>
<td>Term 3 ends</td>
<td>18 September 2020</td>
<td>23 October 2020</td>
</tr>
<tr>
<td><strong>HOLIDAY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 4 begin</td>
<td>28 Oktober 2020</td>
<td>2 November 2020</td>
</tr>
<tr>
<td>Term 4 ends</td>
<td>4 December 2020</td>
<td>15 December 2020</td>
</tr>
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<td>GRADE LEVEL</td>
<td>TOTAL</td>
<td>TERM 1</td>
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<tr>
<td>-------------</td>
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<td>Gr 12</td>
<td>258</td>
<td>43</td>
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<tr>
<td>Gr 7</td>
<td>258</td>
<td>43</td>
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<tr>
<td>Gr 11 &amp; 6</td>
<td>258</td>
<td>43</td>
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<tr>
<td>Gr 10 &amp; 5</td>
<td>258</td>
<td>43</td>
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<tr>
<td>Gr 9 &amp; 4</td>
<td>258</td>
<td>43</td>
</tr>
<tr>
<td>Gr 8 &amp; 3</td>
<td>258</td>
<td>43</td>
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<tr>
<td>Gr 2 &amp; 1</td>
<td>258</td>
<td>43</td>
</tr>
<tr>
<td>Gr R</td>
<td>258</td>
<td>43</td>
</tr>
</tbody>
</table>
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
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
SUBJECTS

History
Astronomy
Chemistry
Mathematics

Geography
Physics
Biology
Literature
<table>
<thead>
<tr>
<th>SUBJECTS IN SENIOR PHASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language</td>
</tr>
<tr>
<td>First Additional Language</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Economic and Management Sciences</td>
</tr>
<tr>
<td>Life Orientation</td>
</tr>
<tr>
<td>Arts and Culture</td>
</tr>
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</table>
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
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

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>Gr. R</th>
<th>Gr. 1-3</th>
<th>Gr. 4-6</th>
<th>Gr. 7-9</th>
<th>Gr. 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language at Home Language Level</td>
<td>4</td>
<td>(50-59)</td>
<td>4</td>
<td>(50-59)</td>
<td>40%</td>
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<td></td>
<td></td>
<td>(and)</td>
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<tr>
<td>Language Level</td>
<td>4</td>
<td>(50-59)</td>
<td>4</td>
<td>(50-59)</td>
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<tr>
<td></td>
<td></td>
<td>(and)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language at First Additional Language Level</td>
<td>3</td>
<td>(40-49)</td>
<td>3</td>
<td>(40-49)</td>
<td>40% in TWO subjects</td>
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<tr>
<td></td>
<td></td>
<td>(and)</td>
<td></td>
<td>(and)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>(40-49)</td>
<td>3</td>
<td>(40-49)</td>
<td>30% in THREE subjects</td>
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<tr>
<td></td>
<td></td>
<td>(and)</td>
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<td>(and)</td>
<td></td>
</tr>
<tr>
<td>OTHER:</td>
<td></td>
<td></td>
<td>3</td>
<td>(40-49)</td>
<td>In any TWO of the other subjects</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>(and)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>In any THREE other subjects</td>
<td>2</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>In the failed subject.</td>
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<td>Gr 7 – 9</td>
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</tr>
<tr>
<td>NPPPPR</td>
<td>60% SBA</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>40% End of year assessment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Amendment</td>
<td>80% SBA</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>20% End of year assessment</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Areas for concern</td>
<td>• Circular S3 of 2020</td>
<td></td>
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<tr>
<td></td>
<td>• Schools could elect not to offer all subjects</td>
<td></td>
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<tr>
<td></td>
<td>• Promotion requirements very high for phase</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Condonation</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SASAMS</td>
<td>• Reports for term 3 and 4</td>
<td></td>
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</table>
# Promotion and Progression

<table>
<thead>
<tr>
<th></th>
<th>Gr 7 – 9</th>
<th>Gr 10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current weightings</strong>&lt;br&gt;(NPPPPR)</td>
<td>60% SBA&lt;br&gt;40% End of year assessment</td>
<td>25% SBA&lt;br&gt;75% End of year assessment (PAT included)</td>
</tr>
<tr>
<td><strong>Amended weighting for 2020</strong></td>
<td>80% SBA&lt;br&gt;20% End of year assessment</td>
<td>60% SBA&lt;br&gt;40% End of year assessment</td>
</tr>
<tr>
<td><strong>Areas amended</strong></td>
<td>• Condonation will still be implemented&lt;br&gt;• Circular S3 (electives for SP)</td>
<td>• PAT 20% of 40%&lt;br&gt;• Languages: 12.5% Orals&lt;br&gt;• Control tests:&lt;br&gt;  o Reduced number of tests&lt;br&gt;  o Reduced content&lt;br&gt;  o Reduced time allocation&lt;br&gt;  o Not common papers&lt;br&gt;  • Fundamental skills</td>
</tr>
<tr>
<td><strong>SA-SAMS</strong></td>
<td>• Reports in Term 1, 3 and 4 (possibly term 2 for Gr 7)</td>
<td>• Reports in Term 1, 3 and 4</td>
</tr>
<tr>
<td>DATE</td>
<td>CIRCULARS</td>
<td></td>
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<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>• Overall pass percentage of the grade for the previous 3 years should not be less than 5% of CAPS implementation</td>
<td></td>
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<tr>
<td></td>
<td>• Borderline learners were adjusted to a maximum of 10%</td>
<td></td>
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<tr>
<td></td>
<td>• 2 Subjects were considered; 3rd could be added</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not learners who would be progressed</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>• Not the overall pass percentage, but individual subjects.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 3 Subjects were considered (HL, FAL, Mathematics)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• All learners who were within the 7% range of pass requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not learners who would be progressed</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>• Individual subject – specifically Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Minimum of 20% in Maths. Pass rate = 40%. Special condonation to 40%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 2015 Circular remains in effect with 6% condonation in 3 subjects</td>
<td></td>
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<tr>
<td>2017</td>
<td>• Individual subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 2015 Circular remains in effect with 5% condonation in 3 subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 2016 Circular remains in effect with 20% condonation for Mathematics</td>
<td></td>
</tr>
</tbody>
</table>
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.
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
<table>
<thead>
<tr>
<th></th>
<th>Gr 10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NPPPPR</strong></td>
<td></td>
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<tr>
<td></td>
<td>25% SBA</td>
</tr>
<tr>
<td></td>
<td>75% End of year assessment (PAT included)</td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60% SBA</td>
</tr>
<tr>
<td></td>
<td>40% Assessment instrument</td>
</tr>
<tr>
<td><strong>Areas for concern</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PAT 20% of 40%</td>
</tr>
<tr>
<td></td>
<td>• Language: 12.5% Orals of 40%</td>
</tr>
<tr>
<td></td>
<td>• NO examination but control tests:</td>
</tr>
<tr>
<td></td>
<td>o Reduce no of question papers</td>
</tr>
<tr>
<td></td>
<td>o Reduce content assessed</td>
</tr>
<tr>
<td></td>
<td>o Reduce time allocation of question papers</td>
</tr>
<tr>
<td></td>
<td>o NO common assessment / papers</td>
</tr>
<tr>
<td></td>
<td>• Fundamental skills</td>
</tr>
<tr>
<td></td>
<td>• Overload in Grade 12</td>
</tr>
<tr>
<td></td>
<td>• Not all content taught – possible amendments to Gr 12 2021</td>
</tr>
<tr>
<td></td>
<td>Exam guidelines?</td>
</tr>
<tr>
<td><strong>SASAMS</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SASAMS amended to reflect</td>
</tr>
<tr>
<td></td>
<td>No amendment to promotion and progression requirements</td>
</tr>
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</table>
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)

SECTION 3: CURRICULUM CONTENT PER GRADE

SECTION 4: ASSESSMENT
(Requirements for the formal assessment activities and suggested informal)
ASSESSMENT
NPA: FORMAL AND INFORMAL ASSESSMENT

Assessment

Informal
Daily Assessment
(Assessment FOR learning)
Not required to record
Used to improve learning

Formal
Programme of Assessment
(Assessment OF learning)
Recorded
Used for promotion / Certification
• 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
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Gr</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL &amp; FAL</td>
<td>7-9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 Oral, 1 Literature FAT</td>
<td>Control test: Oral + Response to text + Writing + Literature (Gr 9)</td>
</tr>
<tr>
<td>Maths</td>
<td>7–9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
</tr>
<tr>
<td>Natural Science</td>
<td>7–9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
</tr>
<tr>
<td>SS:Geo</td>
<td>7–9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
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<tr>
<td>SS: Hist</td>
<td>7–9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
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<tr>
<td>EMS</td>
<td>7–9</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
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<tr>
<td>SUBJEC T</td>
<td>Gr</td>
<td>TERM 1</td>
<td>TERM 2</td>
<td>TERM 3</td>
<td>TERM 4</td>
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<tr>
<td>Tech</td>
<td>7–9</td>
<td>Completed all</td>
<td>No formal assessment</td>
<td>1 FAT</td>
<td>Control test</td>
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<tr>
<td></td>
<td></td>
<td>assessments</td>
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<td></td>
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</tr>
<tr>
<td>Creative Arts</td>
<td>7–9</td>
<td>Completed all</td>
<td>No formal assessment</td>
<td>Art forms 1 &amp; 2:</td>
<td>Control test: Art forms 1 &amp; 2</td>
</tr>
<tr>
<td></td>
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<td>assessments</td>
<td></td>
<td>Practical task</td>
<td></td>
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<tr>
<td>LO</td>
<td>7–9</td>
<td>Completed all</td>
<td>No formal assessment</td>
<td>Project, PET</td>
<td>Control test + PET</td>
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<tr>
<td></td>
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<td>assessments</td>
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<tr>
<td>Weighting</td>
<td></td>
<td>80%</td>
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<td>20%</td>
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<td>SUBJECT</td>
<td>Gr</td>
<td>TERM 1</td>
<td>TERM 2</td>
<td>TERM 3</td>
<td>TERM 4</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>HL &amp; FAL</td>
<td>10-11</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>NO AMENDMENTS TO FAT REQUIREMENTS</td>
<td>NO AMENDMENTS TO FAT REQUIREMENTS Control test</td>
</tr>
<tr>
<td>Maths / Math Literacy</td>
<td>10-11</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>FAT</td>
<td>Control test No amendments to the number of control tests, but reduction of time allocation</td>
</tr>
<tr>
<td>Other subjects</td>
<td>10-11</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>FAT PAT amended</td>
<td>Only 1 Control test (20%) PAT (20%)</td>
</tr>
<tr>
<td>Life Orientation</td>
<td>10-11</td>
<td>Completed all assessments</td>
<td>No formal assessment</td>
<td>Assessment PET not assessed</td>
<td>Control test</td>
</tr>
<tr>
<td>Weightings</td>
<td></td>
<td>60%</td>
<td></td>
<td></td>
<td>40%</td>
</tr>
</tbody>
</table>
How will exams be amended?

- No May / June exams
- End of year exams in selected subjects?
- Formal assessment
How will exams be amended?

• No May / June exams
• Sept – Prep exams (school)
• NSC Exams in November and December
• Exam Guidelines
What about SBA?

- 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 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 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

1. Intended Outcome
2. Cognitive levels
3. Differentiation
4. Time management in paper
5. Weighting of contents
6. Content specified by curriculum
7. Appropriate language
8. Different types of questions
9. Sequencing of questions
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 photograph 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 learner's 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 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
For curriculum delivery to be successful school leaders should:

• Organise and manage time

• Organise and manage 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

Instructional Leadership → Teacher Effectiveness → Learner achievement
CONTROL MEASURES: TEACHER DEVELOPMENT TEACHING METHODOLOGIES

The Cone of Learning

After 2 weeks, we tend to remember ...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 80% of what we SAY & DO

Source: Edgar Dale (1969)
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

- Good Management
- Instructional Leadership
- Improved Teacher Effectiveness
- Improved Learner Achievement
What are the instruments which can be used to track curriculum coverage?
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
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!

#BECAUSEWECARE

SAOU

DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION