



DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION



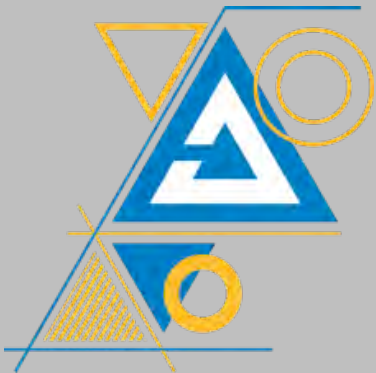
WORKSHOP: CURRICULUM MANAGEMENT

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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

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Curriculum
revision

Time table

Blended
learning

Extra
mural
activities

Learner
centred
learning

Parental
involvement

And...
Masks

Assessment

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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?

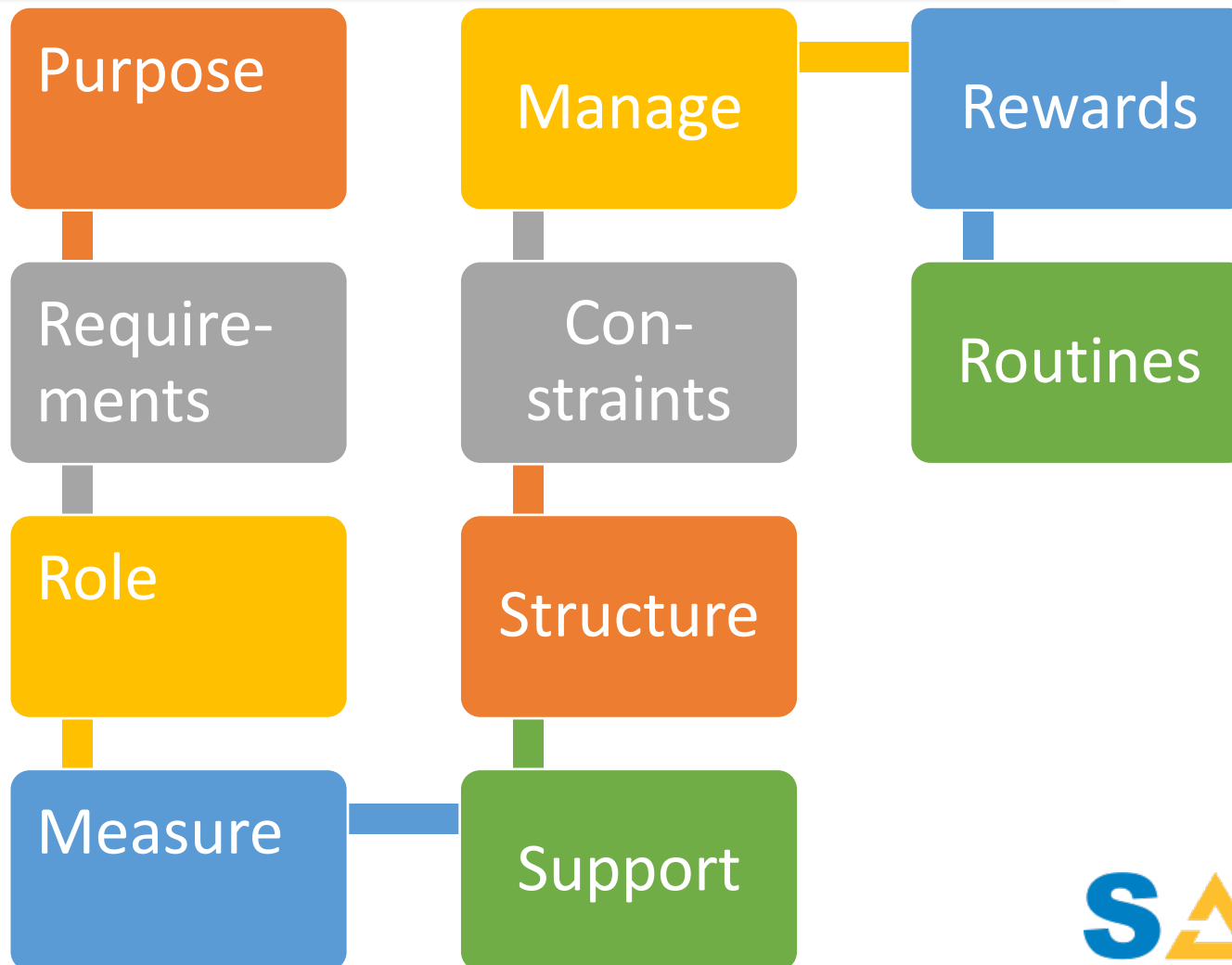


Good curriculum management is characterised among other things, by:

- 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



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

HOLIDAY

Term 3 begin	7 July 2020	24 August
Term 3 ends	18 September 2020	23 October 2020

HOLIDAY

Term 4 begin	28 Oktober 2020	2 November 2020
Term 4 ends	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



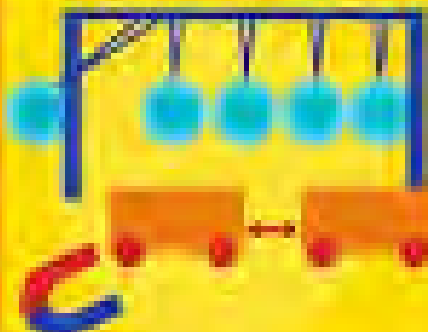
Chemistry



Mathematics



Geography



Physics



Biology



Literature

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SUBJECTS IN FOUNDATION PHASE



Home Language

First Additional Language

Mathematics

Life Skills

- Beginning Knowledge
- Creative Arts
- Physical Education
- Personal and Social Well-being



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SUBJECTS IN INTERMEDIATE PHASE



Home Language

First Additional Language

Mathematics

Natural Sciences and Technology

Social Sciences

Life Skills

- Creative Arts
- Physical Education
- Personal and Social Well-being



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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



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BE VERANDERINGS IN ONDERWYSE
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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
Mathematics	3 (40-49)	3 (40-49)	3 (40-49)	3 (40-49)	30% in THREE subjects provided that the SBA component is submitted in the failed subject.
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



	Grade 1-3
NPPPPR	100% SBA with compulsory formal assessments 0 End of year examinations
Amendment	100% SBA Formal assessments in week 9 and 20
Areas for concern	<ul style="list-style-type: none"> • Life Skills to be integrated with Language and Mathematics • No LS assessment • No LS reporting • ATP assessment Week 9 and Week 20 however only 15 weeks allocated
SASAMS	<ul style="list-style-type: none"> • Reports at end of Term 3 & 4 • Translating check lists into 7 point scale

NPPPR: AMENDMENTS



	Gr 4 – 6
NPPPR	75% SBA 25% End of year assessment
Amendment	80% SBA 20% End of year assessment
Areas for concern	<ul style="list-style-type: none"> • Gr 5 returned very late • Assessment on fundamentals as identified by the province • Should the first term assessment be considered as the only mark for the year • No common papers • Control test vs examination at end of year • Grade 6? • Multi year catch up plan
SASAMS	<ul style="list-style-type: none"> • Reports for term 3 and 4

NPPPR: AMENDMENTS



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

Promotion and Progression



	Gr 1-3	Gr 4 – 6	Gr 7 – 9
Current weightings (NPPPPR)	100% SBA with prescribed formal assessment tasks (FAT) 0% End of year assessment	75% SBA 25% End of year assessment	60% SBA 40% End of year assessment
Amended weighting for 2020	100% School based assessment	80% SBA 20% End of year assessment	80% SBA 20% End of year assessment
Areas amended	<ul style="list-style-type: none"> No assessment in LS No reporting on LS ATP – Assessment scheduled for Week 9 and Week 20 	<ul style="list-style-type: none"> Assessment on fundamentals as identified by the province 	<ul style="list-style-type: none"> Condonation will still be implemented Circular S3 (electives for SP)
SA-SAMS	<ul style="list-style-type: none"> Reports at end of Term 1, 3 and 4 SA-SAMS will not reflect LS in term 3 and 4 	<ul style="list-style-type: none"> Reports Term 1, 3 and 4 	<ul style="list-style-type: none"> Reports in Term 1, 3 and 4 (possibly term 2 for Gr 7)

CONDONATION GR 7-9



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

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

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)

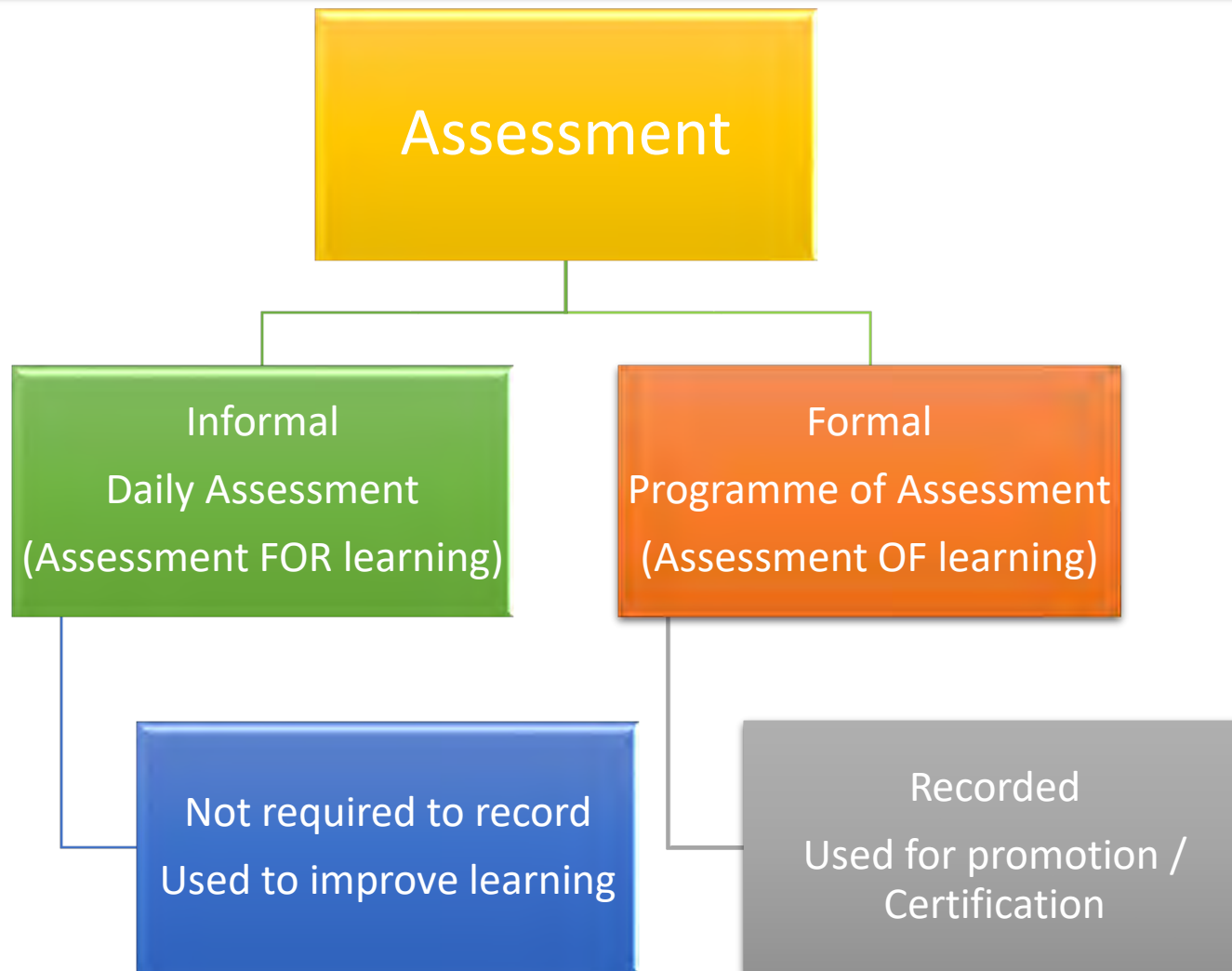
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ASSESSMENT



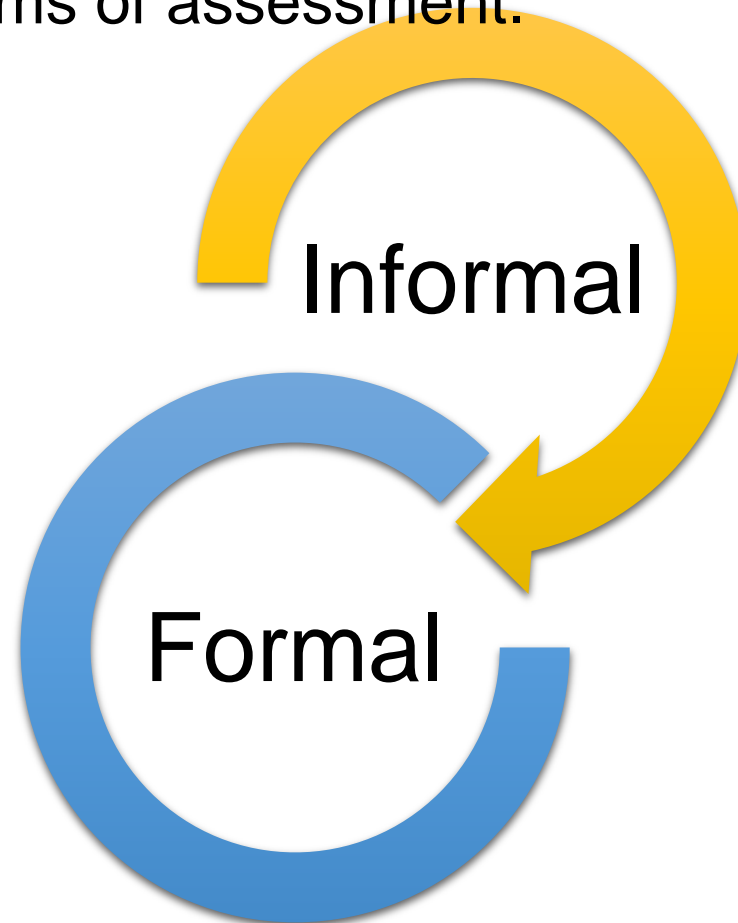
NPA: FORMAL AND INFORMAL ASSESSMENT



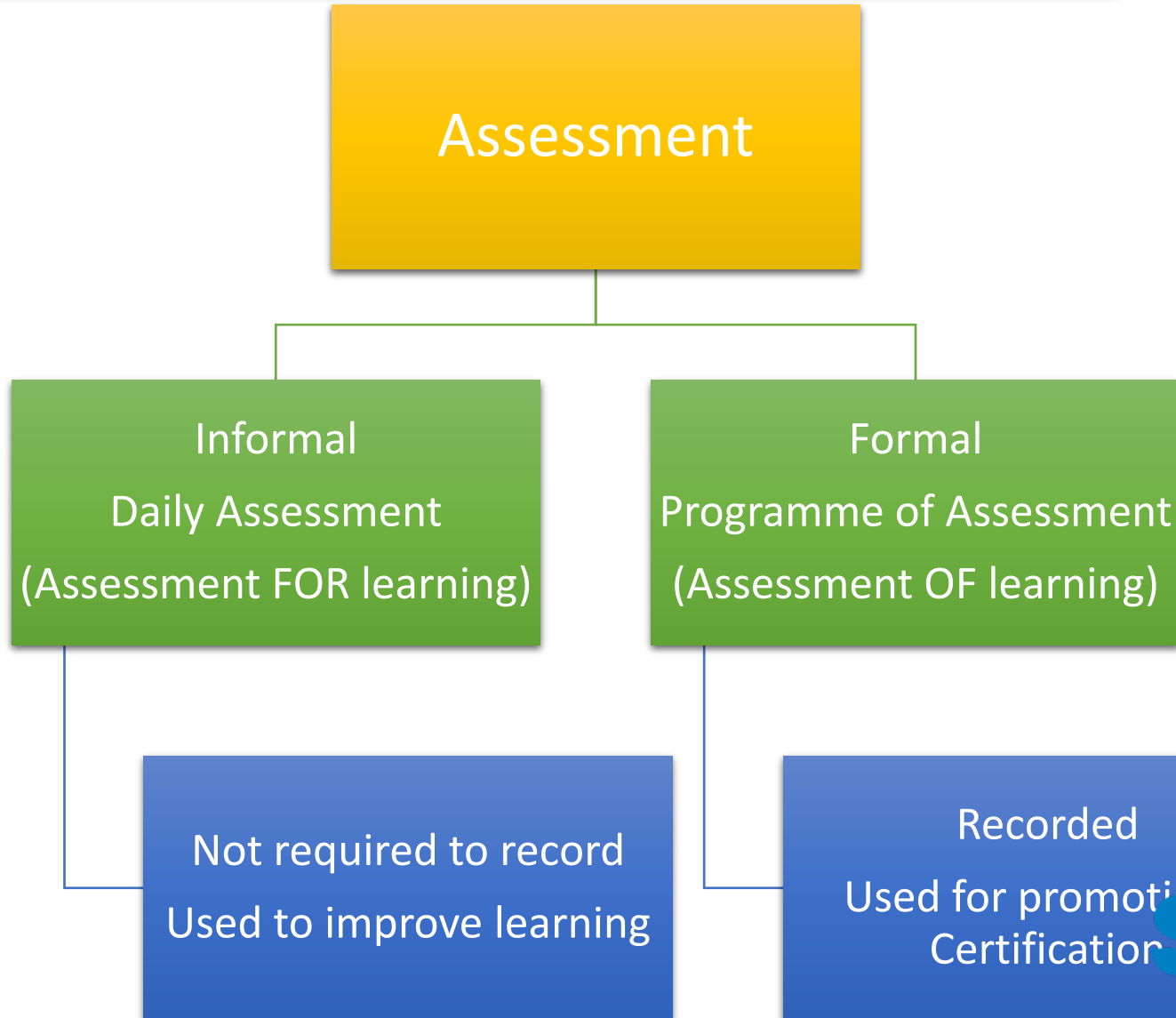
NPA: TYPES OF ASSESSMENT



The policy document refers to two types of assessment within the NCS which focuses on providing feedback to learners through collection of adequate evidence of achievement by using various forms of 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

Foundation Phase Assessment



GRADE 1 - 3

Subject	GR	TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> Home Language; First Additional Language; Mathematics; Life Skills 	R	Continuous assessment	No formal assessment	Continuous assessment	Continuous assessment
	1	Completed Formal Assessment Task (FAT)	No formal assessment	Continuous assessment 1 FAT (HL, FAL & Maths)	Continuous assessment 1 FAT (HL, FAL & Maths)
	2	Completed Formal Assessment Task (FAT)	No formal assessment	Continuous assessment 1 FAT (HL, FAL & Maths)	Continuous assessment 1 FAT (HL, FAL & Maths)
	3	Completed Formal Assessment Task (FAT)	No formal assessment	Continuous assessment 1 FAT (HL, FAL & Maths)	Continuous assessment 1 FAT (HL, FAL & Maths)
Weighting		100%			



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INTERMEDIATE PHASE



SUBJECT	Gr	TERM 1	TERM 2	TERM 3	TERM 4
HL & FAL	4	Completed all assessments	No formal assessment	1 Oral, 1 (FAT)	1 FAT (control test)
	5				Oral +
	6			Oral +Written + response to text	Written + Response to text
Mathematics	4–6	Completed all assessments	No formal assessment	1 FAT	1 control test
NS Tech	4–6	Completed all assessments	No formal assessment	1 FAT	1 control test
SS: G	4–6	Completed all assessments	No formal assessment	1 FAT	1 control test
SSHISTORY	4–6	Completed all assessments	No formal assessment	1 FAT	1 control test
Life Skills	4–6	Completed all assessments	No formal assessment	Project, (PET), CAT	1 control test (CAT)
Weighting		80%			20%



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SENIOR PHASE



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

How will exams be amended?



1 – 11

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

Organising:

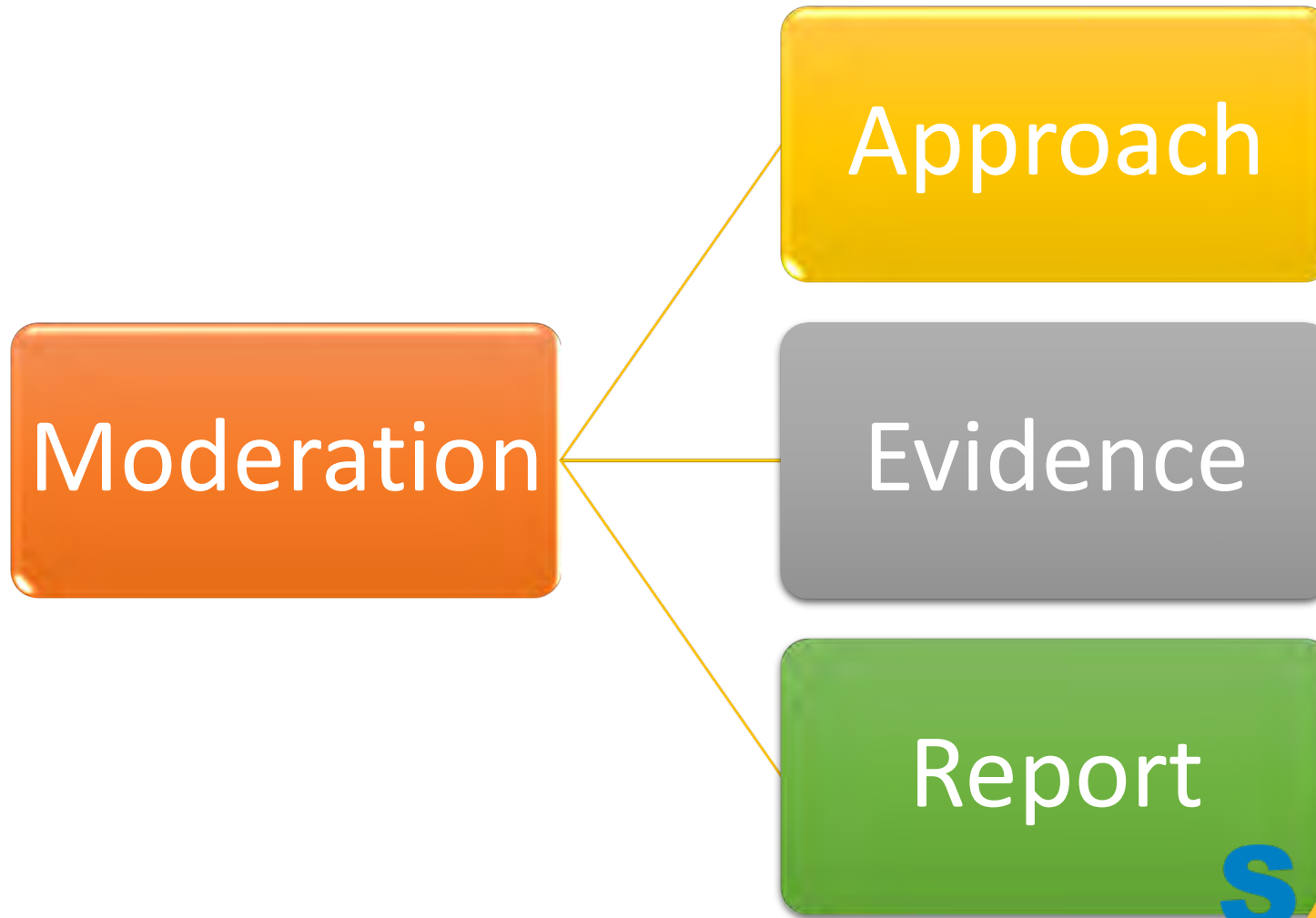
- Create systems and structures which will enable the implementation of relevant policies at school level

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

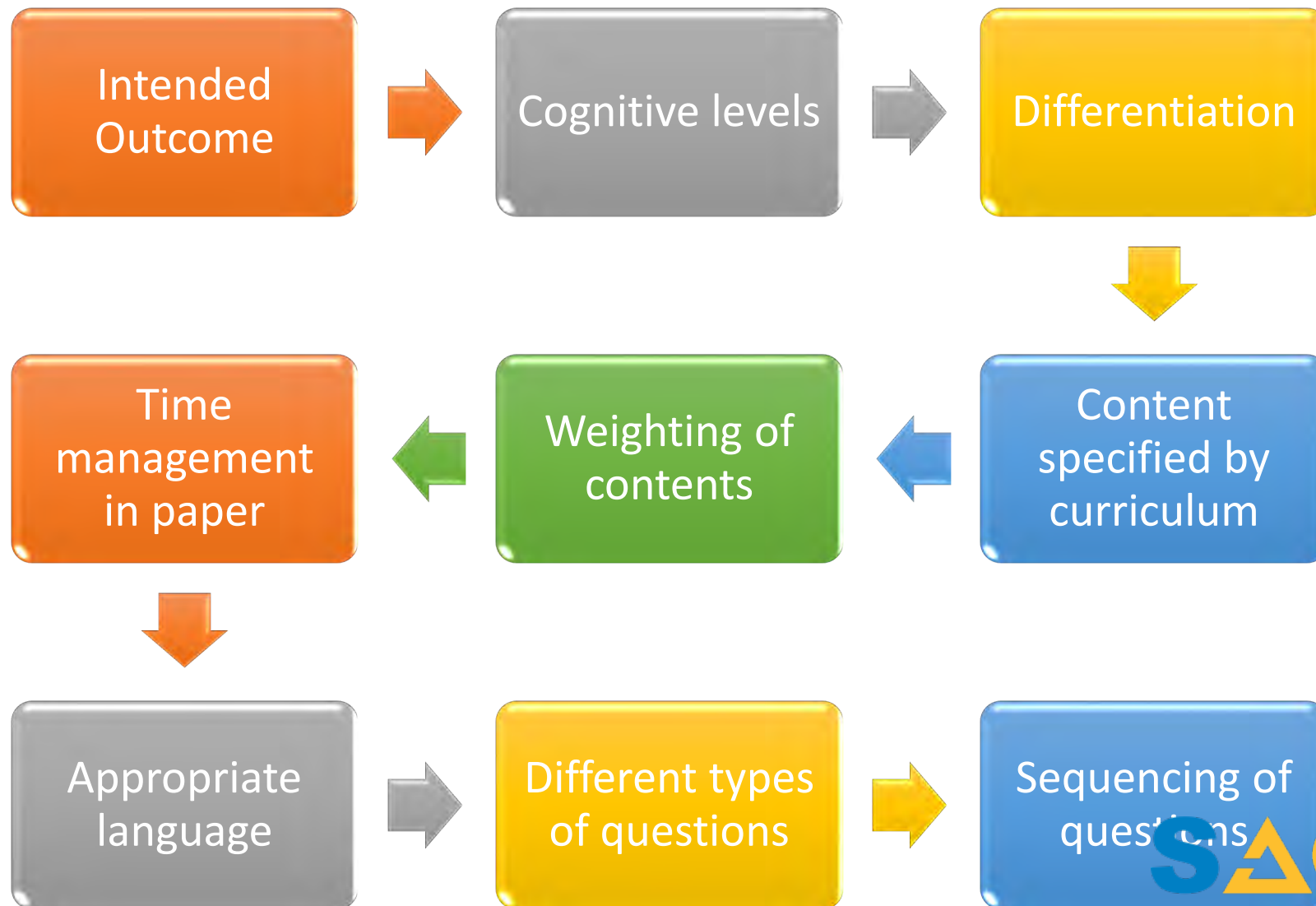


Moderation serves the following purposes:

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



Level 3. Application



Level 4. Analysis



Level 5. Synthesis



Level 6. Evaluation



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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

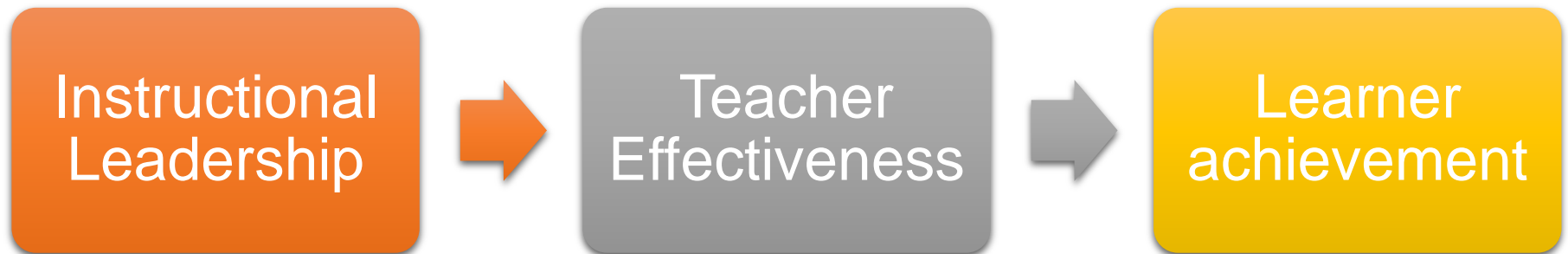
MONITORING AND SUPPORT



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 ...



Source: Edgar Dale (1969)
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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

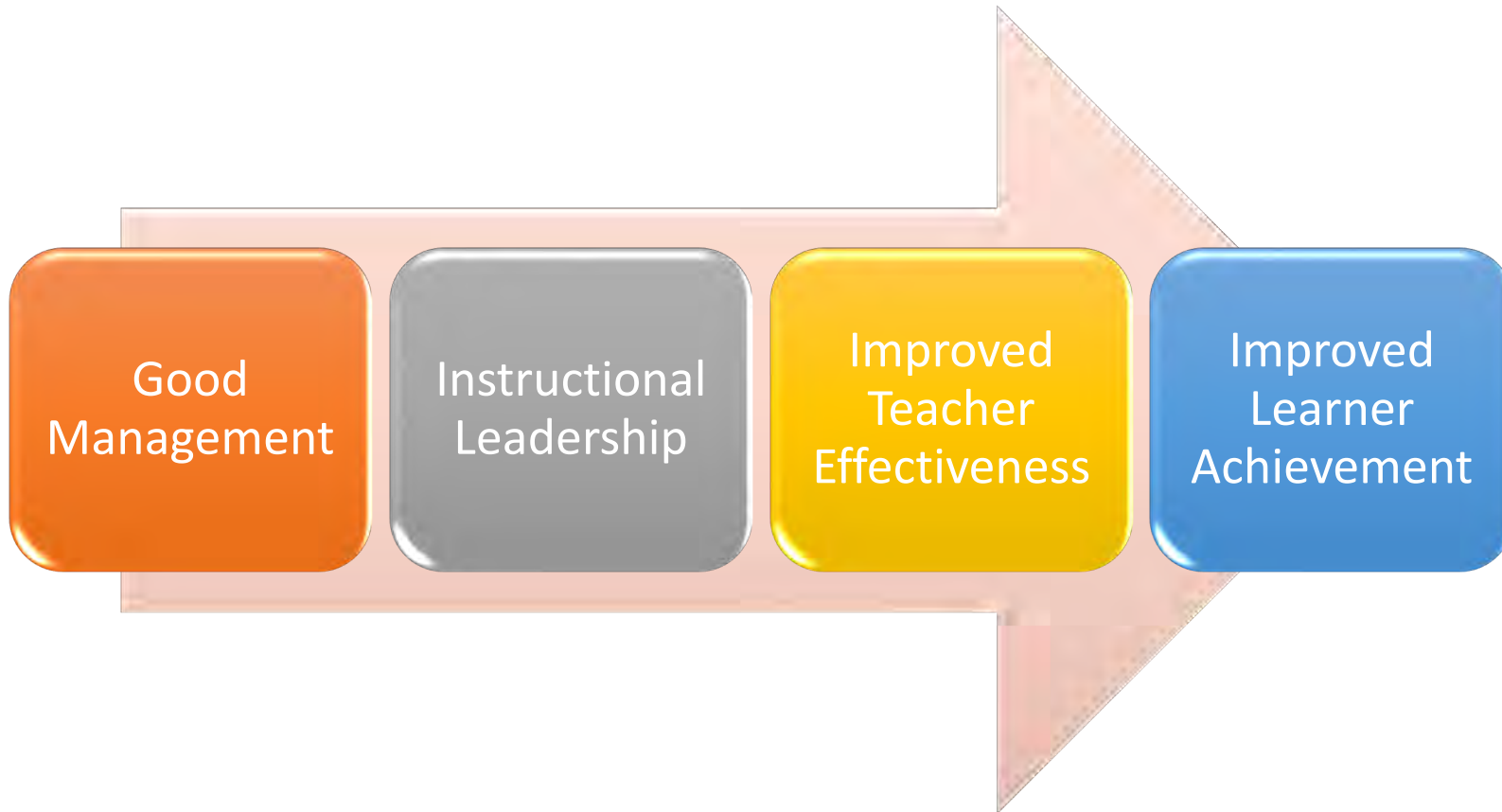


Control measures

Monitor
performance

Take the
necessary action
to ensure desired
results

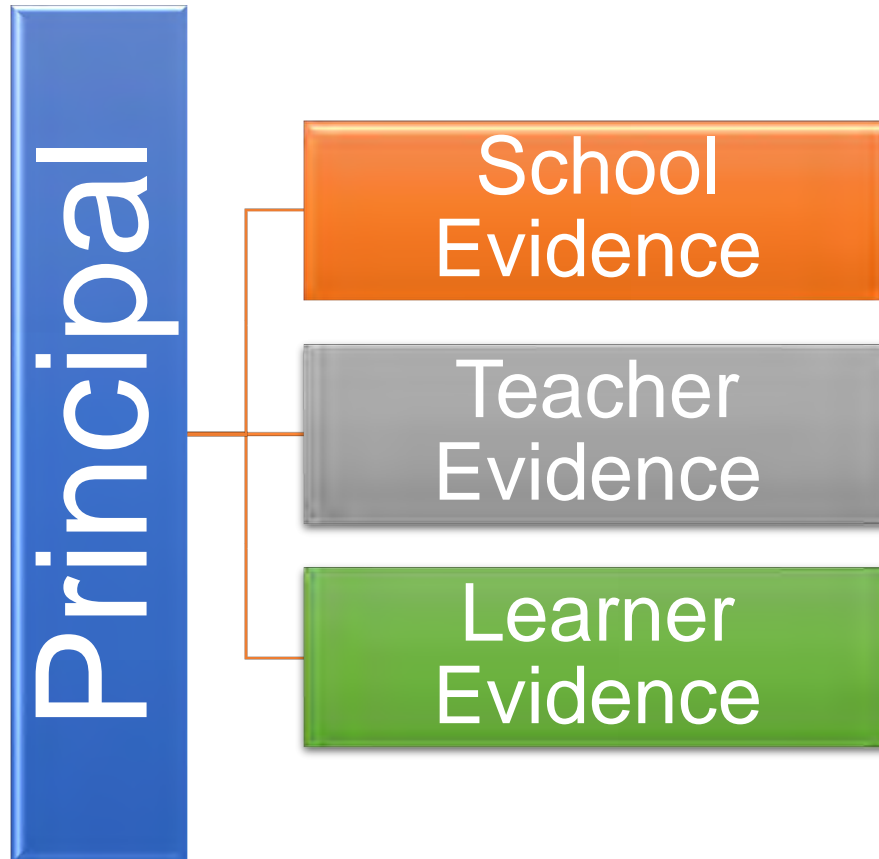
CONTROL MEASURES



CONTROL MEASURES CURRICULUM COVERAGE TOOLS



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



Light at the end of the tunnel?





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:

- Foundation Phase

- Still integrated Life Skills
- Introducing new subjects
- Cursive writing still out?

Greater collaboration
between teachers
Time allocation
Additional teaching
and learning time
Parental involvement
Amended assessment
Blended learning

- Intermediate Phase

- Content trimmed
- Grade 3 content which was not completed but necessary for IP

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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THE CHANGE IN EDUCATION

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



Intelligence is the ability
to adapt to change.
-Stephen Hawking

THANK YOU!



#BECAUSEWE CARE

SAOOU

DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION