SAOU

DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

CURRICULUM MANAGEMENT IN PRIMARY SCHOOLS

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EXTERNAL RESEARCH REGARDING THE CURRICULUM: WHAT DO THE EXPERTS SAY

1. **Reading**: Nationally representative surveys show that 78% of Grade 4 learners cannot read for meaning in any language (all 11 languages were assessed).
2. **Mathematics**: Nationally representative surveys show that 61% of Grade 5 learners could not add and subtract whole numbers, have no understanding of multiplication by one-digit numbers and cannot solve simple word problems, i.e. they cannot do basic mathematics.
3. Article Education in SA: A tale of two systems by Nic Spaull: “Roughly 75% of pupils attend dysfunctional schools”.

EXTERNAL RESEARCH: PRIORITIES FOR EDUCATION REFORM (BACKGROUND NOTE FOR MINISTER OF FINANCE 19/01/2019) – NIC SPAULL

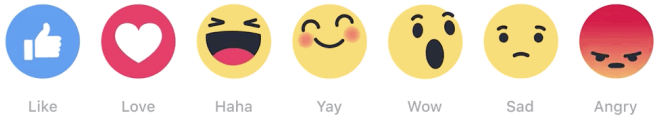
4. There is strong evidence that the best way of improving learning outcomes throughout the system is by **focusing on basic literacy and numeracy in the first three years of school.** Clearly underperformance in high school and matric is driven by **underperformance in primary school.**
5. **Eliminate extreme class sizes.** Eliminating extreme classes of 50 or more learners per class, particularly in the Foundation Phase (Grade R-3), should be prioritized. (PAM)
6. **Technology in education**. There is currently a surge of interest in technology in education and specifically a new proposal to provide one-device-per-child. This is one area that has been studied quite extensively in various developing countries and the evidence consistently **shows that providing technology to individual learners is not the most cost-effective method of improving learning outcomes and in every country where it has been implemented it was deemed a failure.**

CURRICULUM PERFORMANCE: BACKGROUND WHY SA DOES NOT PERFORM – LEARNERS AND CURRICULUM

1. **Lack of curriculum coverage**, time management and topics are too broad
2. Quality of assessment activities, we are forced to **teach to the test** - demarcation and departmental assessment
3. Learners do not know how to study for tests and exams
4. **Lack of emotional/social skills, motivation, listening skills of learners, lack of discipline and routine at home, parental support, lack of taking responsibility**
5. **Tired learners**
6. Lack of protection of academic time - **overall time of instruction** - almost double the time spent by the top performing countries in PIRLS. **(What do we actually DO during all those hours)**
7. **Progressed learners** have an impact on the curriculum
8. Too much time is spent on the **"easy stuff"** – higher order thinking skills and critical thinking

CURRICULUM PERFORMANCE: BACKGROUND WHY SA DOES NOT PERFORM – LEADERS, TEACHERS AND PARENTS

9. Absenteeism of teachers – **work ethics, professionalism**
10. DBE: Monitoring = implementation
11. **Quality of initial teacher educators,** Mentorship programmes, internships, **new teachers, training (universities) and generation gaps, new workforce**
12. **New generation parents**
13. Importance of subject specialisation
14. **Transition of phases: rotation of classes, teachers, rules, subjects, different class structures – communication between phases/schools**
15. **Reading skills of learners** –FP (English FAL). "Mobile" language
16. Common sense: Assault – teachers snap, sexual harassment, unacceptable conduct, racism from subtle to /unacceptable
17. **Parents**: reinforce children's unsuitable or undesirable behaviour



CURRICULUM PERFORMANCE: BACKGROUND WHY SA DOES NOT PERFORM – LEADERS, TEACHERS AND PARENTS

Stefan Botha

JONGER STEMME

Eksamenbeheptheid strem kreatiwiteit

Dit is weer daardie tyd van die jaar vir hoërskole landswyd om hul akademiese eerste spanne die eksamenlokale in te stuur sodat onderskeidings en slaagsyfers gegenereer kan word.

Die nasionale senior sertifikaat is inderdaad die belangrikste eksamen van leerlinge se lewe. Die uitslae is immers bepalend vir verdere studie en word dus beskou as die sleutel tot toekomstige naskoolse sukses.

Die skryf van eksamens word natuurlik wêreldwyd toegepas om leerlinge se akademiese vermoë te assesseer. Maar as die proses van eksamenaflegging in Suid-Afrikaanse skole van nader bekyk word, moet die geloofwaardigheid en gehalte van dié assessering beslis bevraagteken word.

Eksamens as 'n assesseringsmedium word reeds aan die einde van gr. 4 die eerste keer afgelê. Dit is dieselfde jaar waarin leerlinge vir die eerste keer begin klasse wissel en aan verskeie nuwe leerareas blootgestel word.

Wanneer leerlinge dus op 10-jarige ouderdom begin om die basiese beginsels van "nuwe" leerareas soos natuurwetenskappe, sosiale wetenskappe, kuns en musiek te leer, moet hulle ook onmiddellik die "kuns" van memorisering aanleer sodat dít wat op die memorandum staan, soveel as moontlik nageboots kan word.

Dit is presies hier waar leerlinge se intellektuele ontwikkeling, kreatiewe denke en redeneervermoë belemmer word deur die konstante fokus op eksamens. Hulle word reeds vanuit die staanspoor met 'n lepel gevoer, in 'n blik gedruk en geprogrammeer om slegs op een manier te dink, sonder die vryheid om dieper insig en onafhanklike denkpatrone te ontwikkel. Hulle ontaard in robotte wie se taak dit is om leermateriaal in te neem, dit in 'n geheuelêer te stoor en weer in 'n eksamenlokaal uit te spoeg en daarna te vergeet.

Só verloop die proses tot in matriek, waar die meeste van die klasaktiwiteite daarop gemik is om leerlinge "af te rig" sodat hulle die eksamenvrae suksesvol kan antwoord soos wat die memo vereis. In die proses word hulle daarvan ontneem om onafhanklik en buite die boks te dink.

"Ja, dit kan ook reg wees, maar hou eerder by wat die memo sê, want dit is waarvoor hulle gaan soek wanneer jou vraestel gemerk word," word hulle meegedeel. Dié woorde het ek telkens gedurende my matriekjaar gehoor. Dit is die absurde wyse waarop leerlinge se kreatiwiteit en verdere denke oor 'n bepaalde onderwerp beperk word, sodat hulle tog net dit kan weergee wat op die memo staan en 'n goeie punt kan behaal.

Nêrens word die geleentheid gegun vir interaktiewe klasdeelname waar menings uitgespreek word, gesonde debatvoering plaasvind of leerlinge mekaar intellektueel kan uitdaag deur alternatiewe denkwyses nie.

Matrikulante word ook gedurig aangemoedig om ou vraestelle deur te werk sodat hulle 'n idee kan kry van hoe die vrae gestel word en watter antwoorde verwag word. As jy na genoeg ou vraestelle kyk, sal jy sommer 'n hele paar bekende vrae in jou eie vraestel teëkom waaroor jy dan stilweg kan lag.

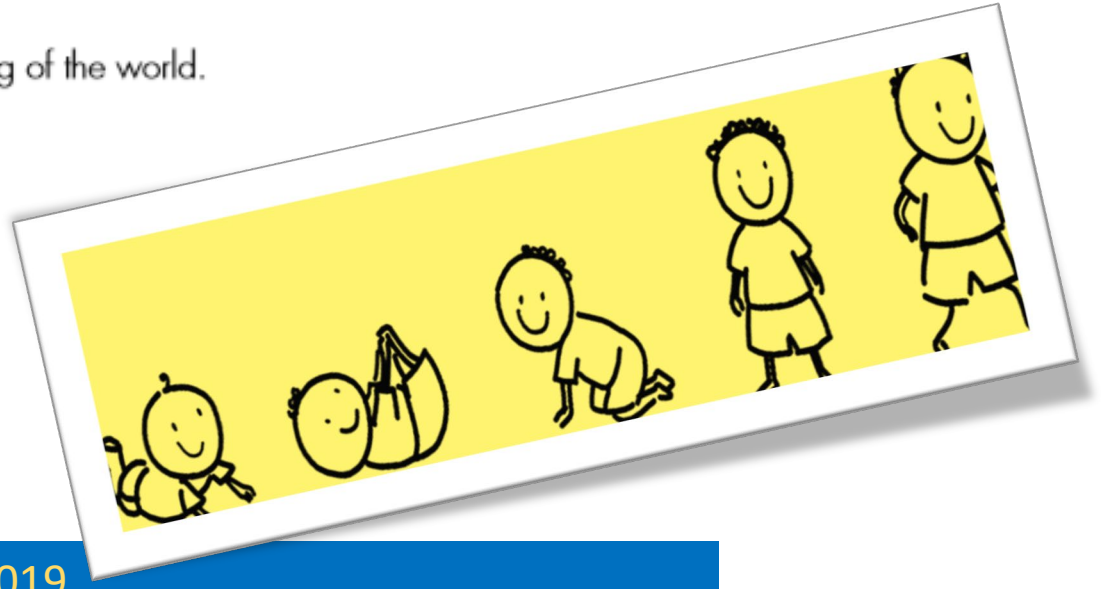
Dit is wel 'n wenresep om jou matriekeindeksamen met vlieënde vaandels en baie onderskeidings te slaag, maar dit sal jou beslis nie voldoende vir die universiteit en die komplekse lewe ná skool voorberei nie.

■ Botha is 'n student in die internasionale politiek aan die Universiteit van Pretoria.

THE IMPORTANCE OF THE FIRST 1000 DAYS: 0-4 YEARS AND ECD CURRICULUM BUILDING BLOCKS: NCF

The South African National Curriculum Framework for Children from Birth to Four (NCF) provides goals for children's development and learning as a guideline for planning high-quality learning experiences and for assessing children's performance, but it is not prescriptive. It is organised around six early learning and development areas:

- Well-being,
- Identity and belonging,
- Communicating,
- Exploring mathematics,
- Creativity, and
- Knowledge and understanding of the world.



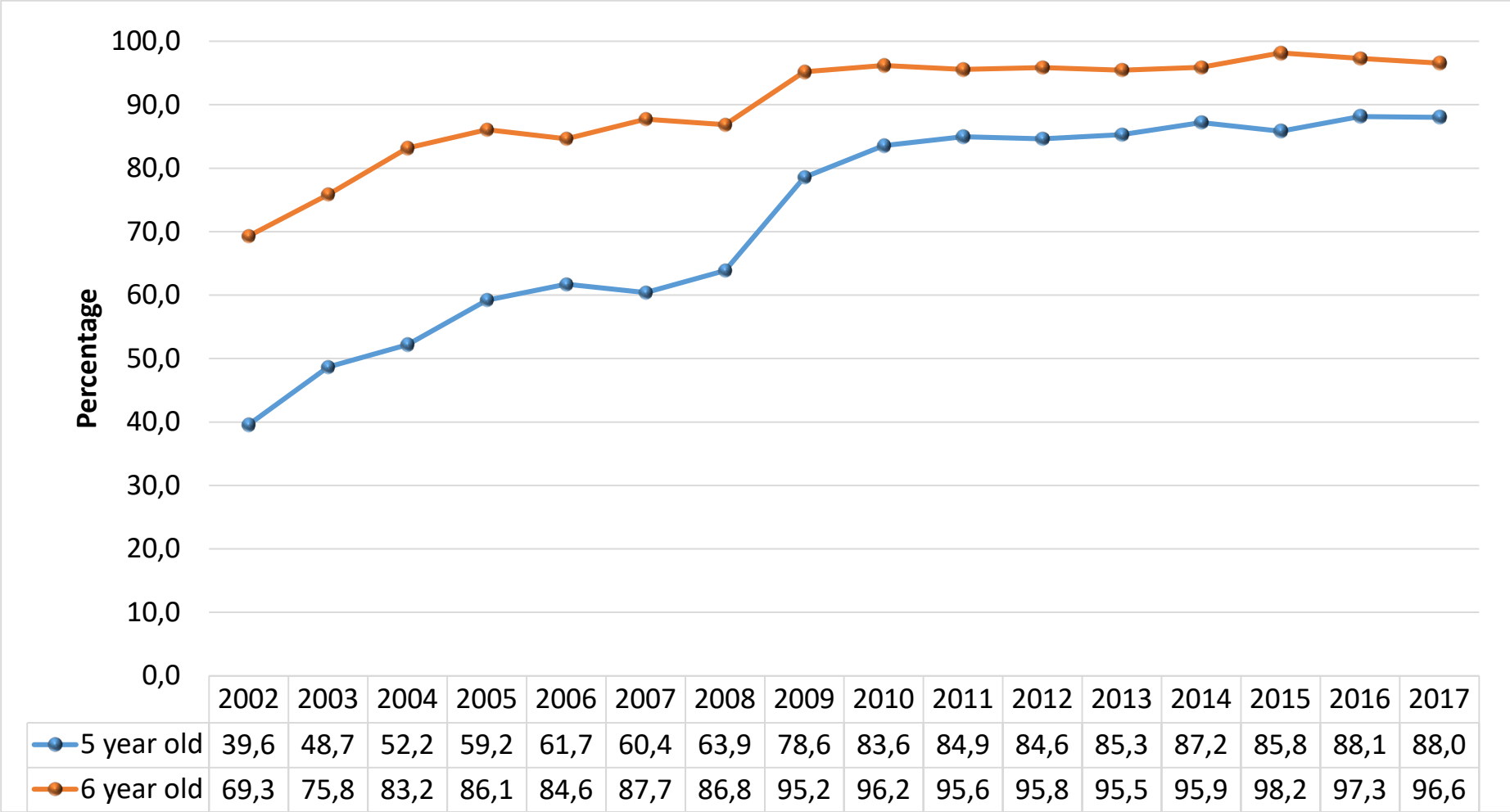
THE IMPORTANCE OF THE FIRST 1000 DAYS: 0-4 YEARS AND ECD CURRICULUM BUILDING BLOCKS: NELDS

The National integrated early Learning and Development Standards (NELDS) are divided into six desired results areas which have been validated for content and age according to three categories: birth to 18 months, toddlers 18 to 36 months and young children 3 to 4 years of age. The desired results are:

- Children are learning how to think critically, solve problems and form concepts;
- Children are becoming more aware of themselves as individuals, developing a positive self- image and learning how to manage their own behaviour;
- Children are demonstrating growing awareness of diversity and the need to respect and care for others;
- Children are learning to communicate effectively and use language confidently;
- Children are learning about mathematical concepts; and
- Children are beginning to demonstrate physical and motor abilities and an understanding of a healthy lifestyle.

DESIRED RESULT 1	CHILDREN ARE LEARNING HOW TO THINK CRITICALLY, SOLVE PROBLEMS AND FORM CONCEPTS		
DEVELOPMENT AREA: COGNITIVE			
Introduction	The ability to think critically, solve problems and form concepts cuts across all aspects of a child's growth and development and helps a child to manage and to learn from experiences and different situations.		
Standard 1	Children use all their senses to make links between themselves and the objects around them and learn that choices have consequences (cause and effect)		
Age categories	Some competencies	Age validation codes	Some examples of how adults can support the growth and development of babies and young children
Babies: 0 – 18 months	• Use their bodies to explore their environment • Watches people, objects and events • Reaches for an object when it is offered • Drops objects and watches them fall • Copies holding two objects to bring them together to make a sound • Uses a radial grasp • Holds two blocks in one hand	A A A A B B C	• Provide safe opportunities for touching, tasting, watching, sliding on stomach, crawling or toddling • Give babies things that rattle so they learn, e.g. shaking a rattle produces a sound • Respond to a baby smiling or crying to confirm that actions bring results • Use words to describe the child's actions • Play games in which the child copies what you do and encourage them by copying something they do
Toddlers: 18 – 36 months	• Asks the names of things and people they see • Begins to use most objects for their intended purpose • Begins to identify relationships, e.g. water and sand make mud • Links sounds to objects or makes realistic guesses	A A A A	• Respond to your child and answer their questions • Praise children when they attempt to help themselves • Involve children in the kitchen when it is safe to do so, e.g. mixing juice, mixing dry and wet ingredients when preparing porridge or cakes • Identify and talk about sounds and objects in the house or when walking outside
Young children: 3 – 4 years	• Asks "why" questions about the effect of certain actions • Begins to predict the effect of certain actions • Starts to use the future tense	A A B/C	• Encourage children to speculate by asking "What if....?", "What will happen next?" questions

CURRICULUM PERFORMANCE AND PERCENTAGE OF 5 & 6-YEAR-OLDS ATTENDING AN EDUCATIONAL INSTITUTION, 2002-2017



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
5 year old	39,6	48,7	52,2	59,2	61,7	60,4	63,9	78,6	83,6	84,9	84,6	85,3	87,2	85,8	88,1	88,0
6 year old	69,3	75,8	83,2	86,1	84,6	87,7	86,8	95,2	96,2	95,6	95,8	95,5	95,9	98,2	97,3	96,6

Resource: DBE Lekgotla

IMPACT OF GRADE R AND QUALIFIED TEACHERS ON CURRICULUM DELIVERANCE

Figure 9.13 presents the percentage and achievement scores of learners, who according to their parents, attended preschool.

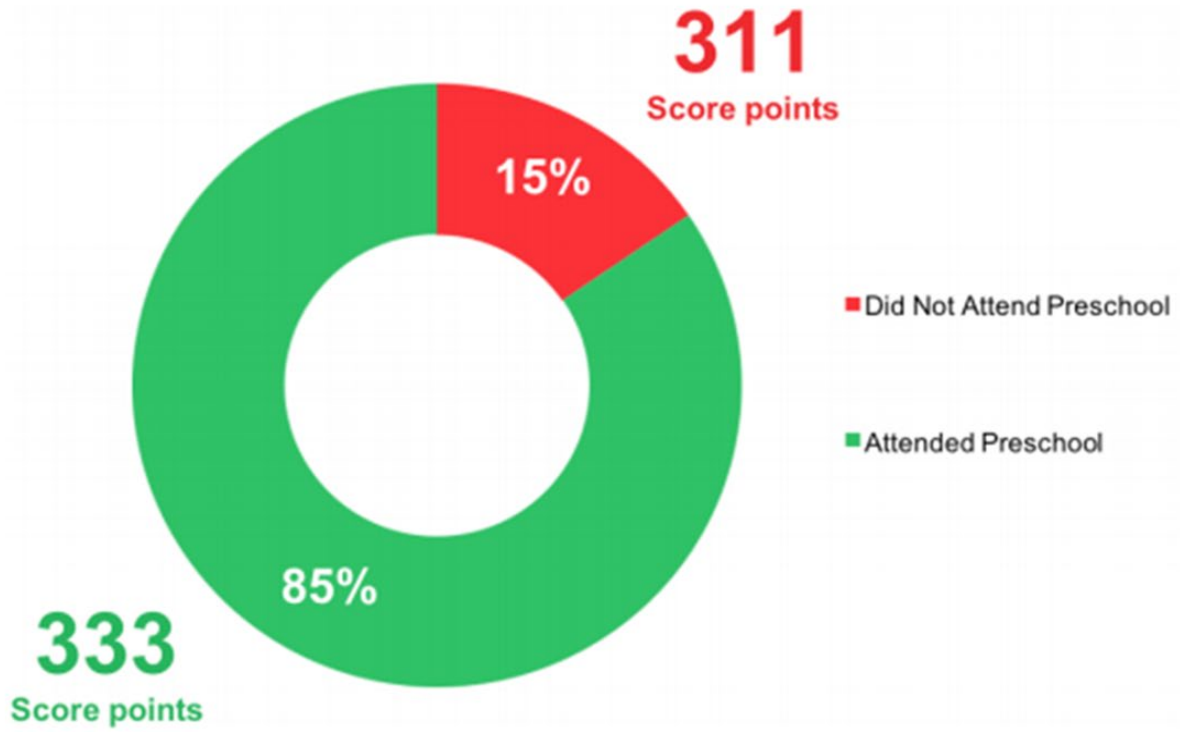


Figure 9.13: Grade 4 Learners who attended Preschool and Learner Achievement

2019 Minimum Qualification NQF level 6: Diploma in Grade R

?????

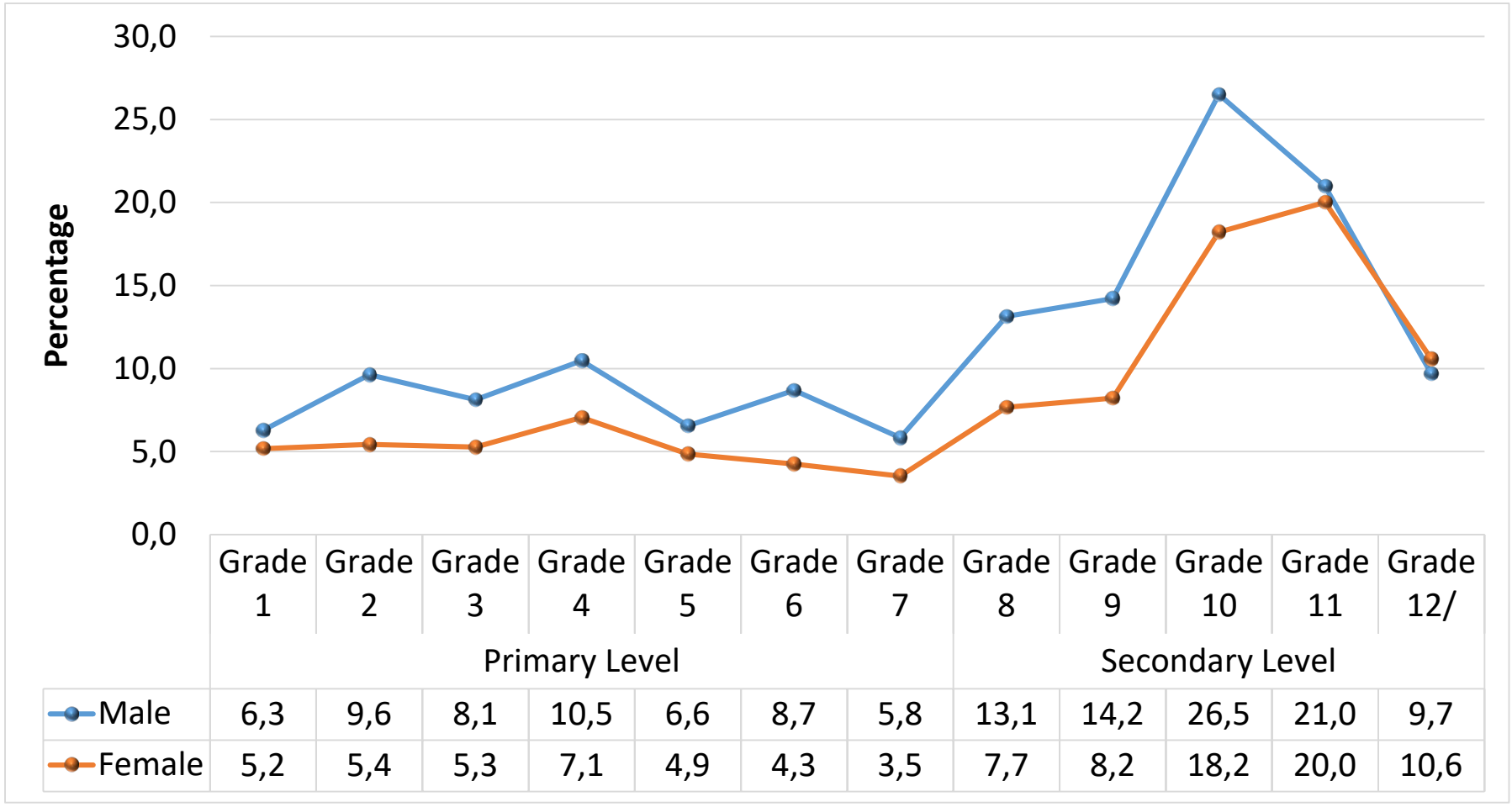
Practitioners: **It is estimated that there are 110 000 practitioners who are currently employed at ECD centres. 35 210 of these practitioners have at least an NQF Level 4 qualification, which means that almost 74 190 practitioners are still unqualified.**

NSC 2017/18 Progressed Learners Entered

Province	2017			2018			Difference
	Total Entered	No Progressed	% Progressed	Total Entered	No Progressed	% Progressed	
Eastern Cape	82 257	10 937	13.3	81 842	16 708	20.4	5 771
Free State	27 723	5 288	19.1	29 209	6 588	22.6	1 300
Gauteng	108 522	13 574	12.5	107 166	15 692	14.6	2 118
KwaZulu-Natal	153 125	27 653	18.1	151 166	36 186	23.9	8 533
Limpopo	100 041	23 254	23.2	96 840	24 858	25.7	1 604
Mpumalanga	59 500	13 698	23.0	57 867	14 409	24.9	711
North West	35 733	7 432	20.8	34 718	8 162	23.5	730
Northern Cape	10 519	2 314	22.0	12 157	2 647	21.8	333
Western Cape	51 735	3 280	6.3	53 768	3 384	6.3	104
National	**629 155**	**107 430**	**17.1**	**624 733**	**128 634**	**20.6**	**21 204**

Resource: DBE Lekgotla

PERCENTAGE OF REPEATERS BY GRADE AND GENDER, 2017



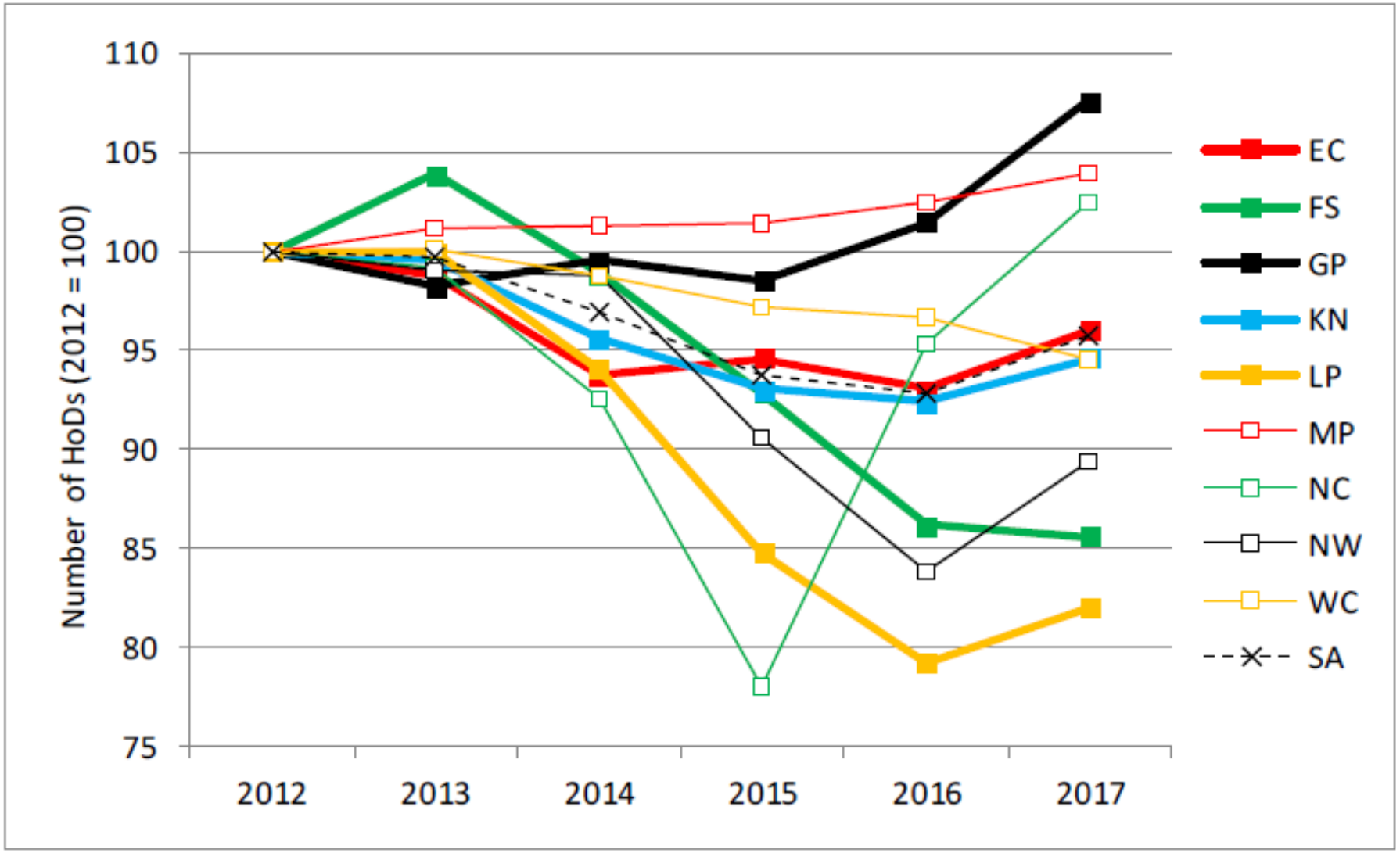
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12/
	Primary Level							Secondary Level				
Male	6,3	9,6	8,1	10,5	6,6	8,7	5,8	13,1	14,2	26,5	21,0	9,7
Female	5,2	5,4	5,3	7,1	4,9	4,3	3,5	7,7	8,2	18,2	20,0	10,6

Resource: DBE Lekgotla

ASSESSMENT AND THE REASONS WHY WE RETAIN LEARNERS

1. **GENDER GAP (SA gender gap in reading 2nd highest in the world)**
2. Informal – recording not necessary, assessment for learning, perceptual motor skills are acquired between ages 3 and 6, through play and movement, not through work sheets
3. Grade R – INFORMAL AND OBSERVATION – HOLISTIC APPROACH, NO TEST SITUATION
4. Retention and Grade R
5. Research shows that **being retained one year** almost doubles a learner's likelihood of dropping out, **while being held back twice almost guarantees it**
6. Retention for the right reasons: Responsibilities - Grade retention is uncommon or restricted in China, Korea, Finland, Singapore, New Zealand, Japan and Canada.
   Countries such as Belgium, France, Spain, Luxembourg, Portugal, Austria rank relatively low on PISA's list, with all but Belgium and France below the 25th-place-mark. These countries use grade retentions (Up to 30%)

THE NUMBER OF MIDDLE MANAGERS IN SCHOOLS HAS BEEN DECLINING

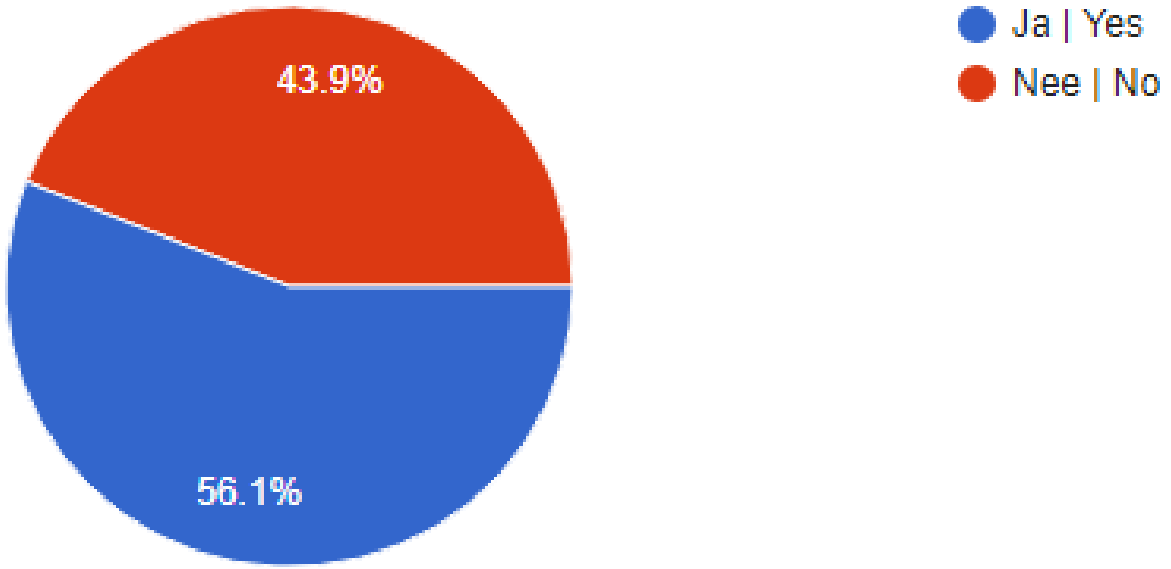


The decline has, to some degree, been arrested in **2017.** But we still have **5% fewer HoDs** now, compared to **2012,** despite enrolment growth. **LP, FS** & **NW** have seen **declines** of over **10%**.

Resource: DBE Lekgotla

6.24 Ons skool slaag daarin om leerders vir die uitdagings van die 21ste eeu voor te berei | Our school succeeds in preparing learners for the challenges of the 21st century

164 responses



Resource: DBE Lekgotla

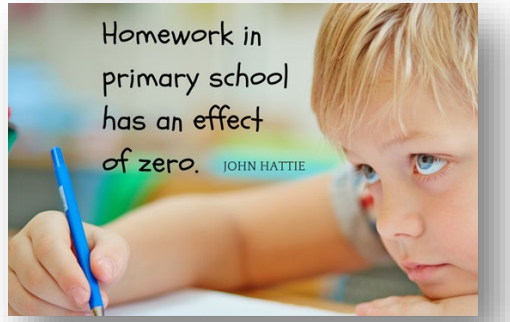
HOMEWORK AND CLASS VISITS – A NEW APPROACH?

REAL VALUE OF CLASS VISITS AND REVISIT THE CONCEPT OF HOMEWORK.

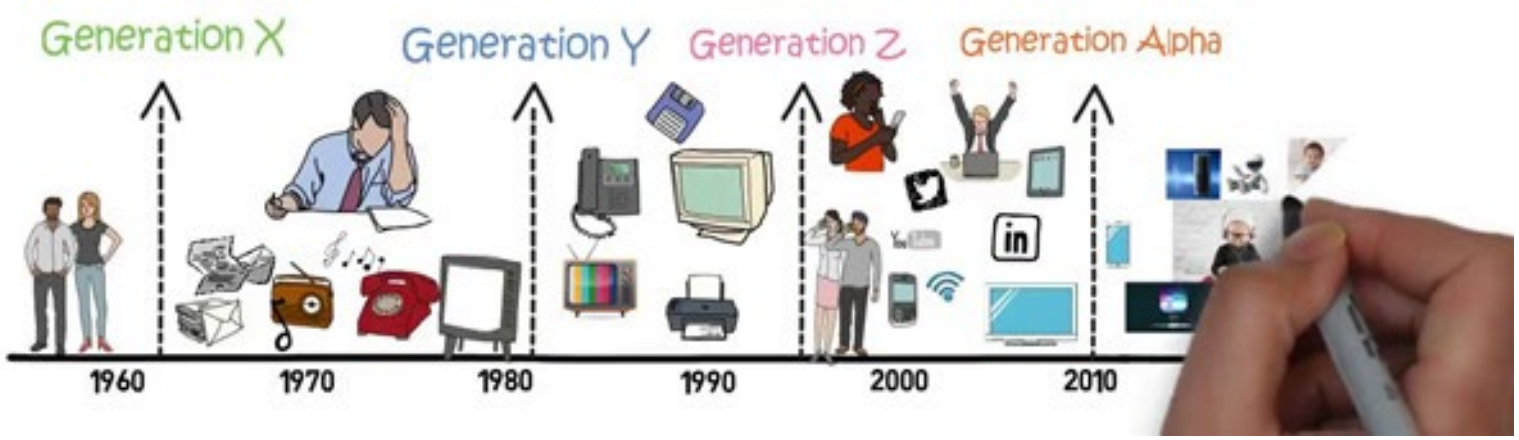
- "I never allow teachers or school leaders to visit classrooms to observe teachers; I allow them to observe only learners – the reactions that learners have to incidents, to teaching, to peers, to the activity." This focus moves the discussion away from the teaching toward the effect of the teaching.
- "… the importance of seeing the lesson through the eyes of the learners and even suggests interviewing learners to ask them what they were doing, thinking, and not understanding—this is what will really help teachers see the impact of their teaching." (John Hattie)

The concept of homework:

- **Advantages**
- **Disadvantages**



AVERAGE AGE OF EDUCATORS 2004 - 2017

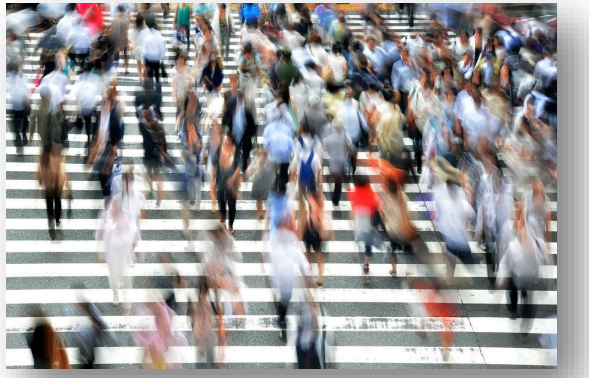


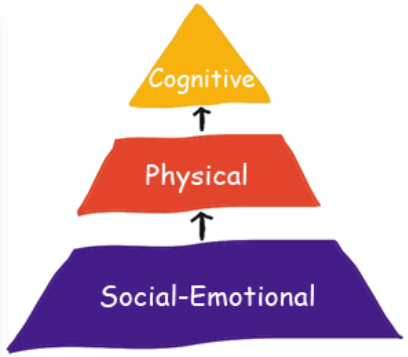
ARE WE READY FOR THE FUTURE?

TECHNOLOGY IN THE PRIMARY SCHOOLS

THE 4th INDUSTRIAL REVOLUTION

1. Tablets/technology – will it prepare learners for the 4th industrial revolution and the internet of things? Perhaps the question should be: ARE WE AS TEACHERS READY?
2. What does artificial intelligence imply?
3. Difference in speed - WHAT COULD GO WRONG?





65%
of today's
12-year-olds
will have jobs
that don't yet exist.

PISA's definition of global competence

Teaching attitudes and values

- **Mainstreaming** respect for human dignity and for cultural diversity across all subjects
- **Cultivating a teaching and school environment** that encompasses the values of global competence
- **Professional development for educators**
  - Handling difficult conversations on ethics/discrimination
  - Taking into account the diversity of learners' needs
  - Having a command of basic methods of intercultural communication

Human dignity

Cultural diversity

RESOURCE: DBE LEKGOTLA

PISA's definition of global competence

Human dignity

Cultural diversity

RESOURCE: DBE LEKGOTLA

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THE CHANGE IN EDUCATION

WHAT DOES CURRICULUM COVERAGE REALLY MEAN?

YOU CHOOSE YOUR OWN BUSINESS MODEL: DO YOU WANT TO FOCUS ON THINGS, OR DO WANT TO YOU FOCUS ON THE PEOPLE WHO DO THE THINGS

EACH SHIP HAS ITS OWN CAPTAIN

THANK YOU!