



DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION



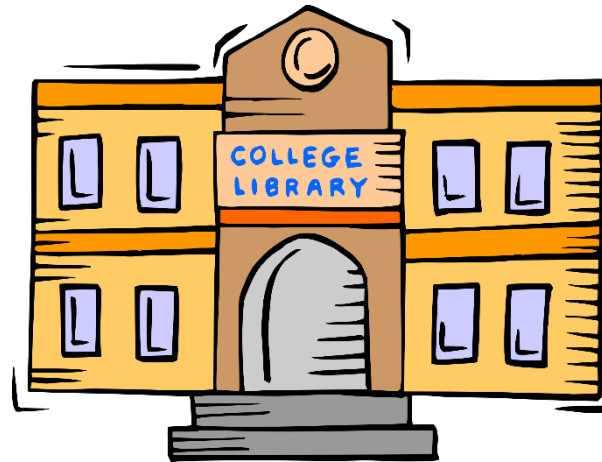
“MINI-MBA”

CURRICULUM MANAGEMENT IN SECONDARY SCHOOL

Johann Güldenpfennig

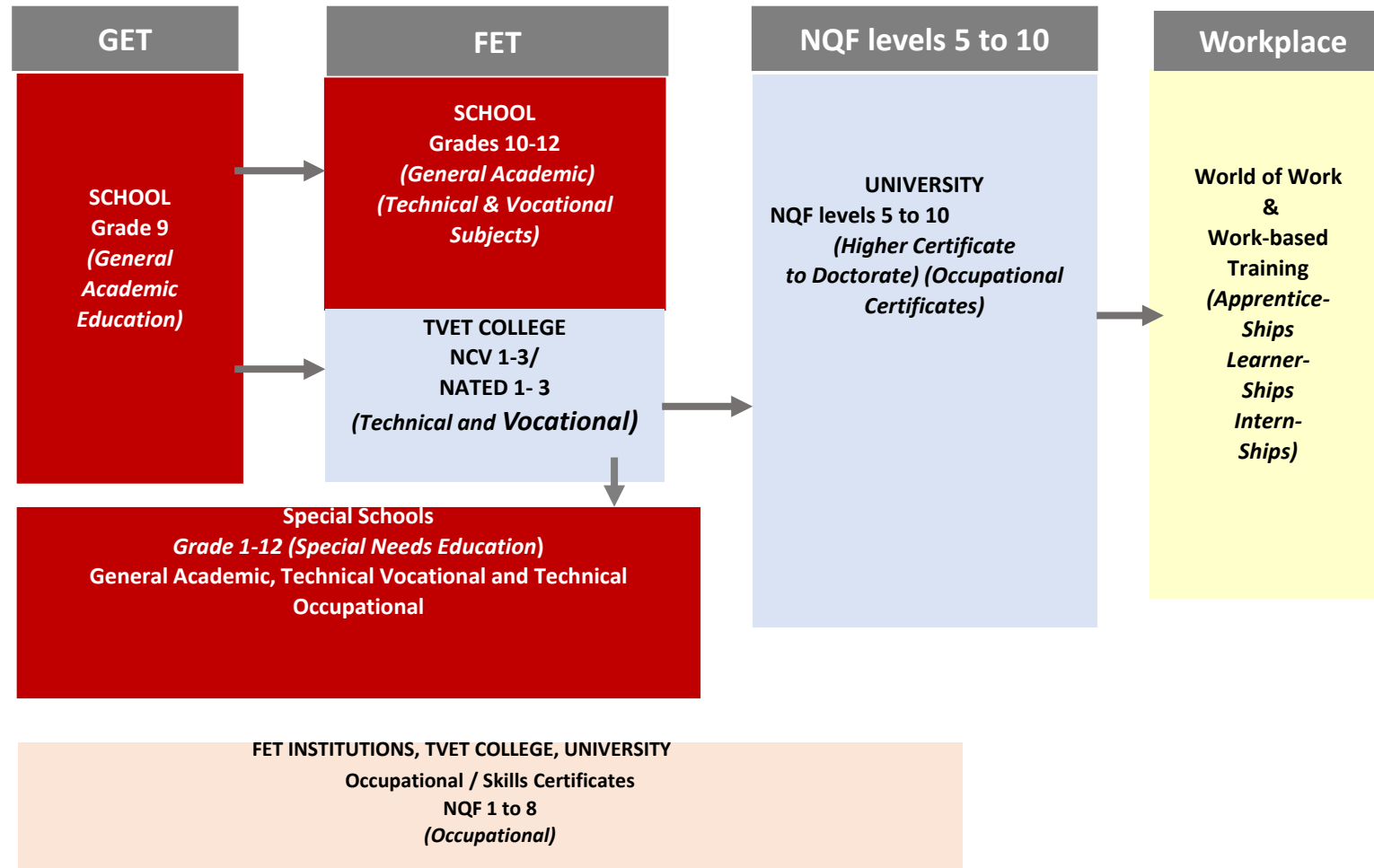


EDUCATION LANDSCAPE



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CURRICULUM LANDSCAPE



NQF LEVELS



Table 2: NQF quality assurance responsibilities and oversight

Schooling			Post-school education and training					
DBE oversight responsibility			DHET oversight responsibility					
NQF Level	Umalusi quality assures the GFETQSF				QCTO quality assures the OQSF	CHE quality assures the HEQSF	NQF Level	
10					**	<ul style="list-style-type: none">Doctoral DegreeDoctoral Degree (Professional)	10	
9					**	<ul style="list-style-type: none">Master's DegreeMaster's Degree (Professional)	9	
8					Occupational Certificate, Level 8	<ul style="list-style-type: none">Bachelor's Degree (Honours)Post Graduate DiplomaBachelor's Degree	8	
7					Occupational Certificate, Level 7	<ul style="list-style-type: none">Bachelor's DegreeAdvanced Diploma	7	
6					National N-Diploma	Occupational Certificate, Level 6	<ul style="list-style-type: none">DiplomaAdvanced Certificate	6
5					N4, N5, N6	Occupational Certificate, Level 5	Higher Certificate	5
4	Further Education and Training (FET) Phase (Grades: 10-12; Age: 16-18 years)	<ul style="list-style-type: none">National Senior CertificateSenior Certificate	NC(V), Level 4	Senior Certificate Specialisation	Occupational Certificate, Level 4		4	
3		<ul style="list-style-type: none">Intermediate Certificate	NC(V), Level 3	N3	Occupational Certificate, Level 3		3	
2		<ul style="list-style-type: none">Elementary Certificate	NC(V), Level 2	N2	Occupational Certificate, Level 2		2	
1	<ul style="list-style-type: none">General Certificate End of compulsory schooling: Grade 9			N1	Occupational Certificate, Level 1		1	
	Senior Phase (Grades: 7-9; Age: 13-15 years) Ends in Grade 9 which is at NQF Level 1 Grade 8 and below falls below NQF Level 1; Grade 7 is located in the primary school		Adult Basic Education and Training (ABET) Level 3					
	Intermediate Phase (Grades: 4 – 6; Age: 10-12 years)		ABET Level 2					
	Foundation Phase (Grades: 1-3; Age: 7-9 years)		ABET Level 1					
	Pre-primary (Grade: R; Age: 6 years)							

** means no qualifications in this Sub-Framework but permission for them may be given by the MHET on recommendation by SAQA

Quality assurance legend

Umalusi quality assures	
QCTO quality assures	
CHE quality assures	

V_100618

Draft SADCQF alignment report: For public comment

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FOCUS SCHOOL

PART OF ACADEMIC STREAM

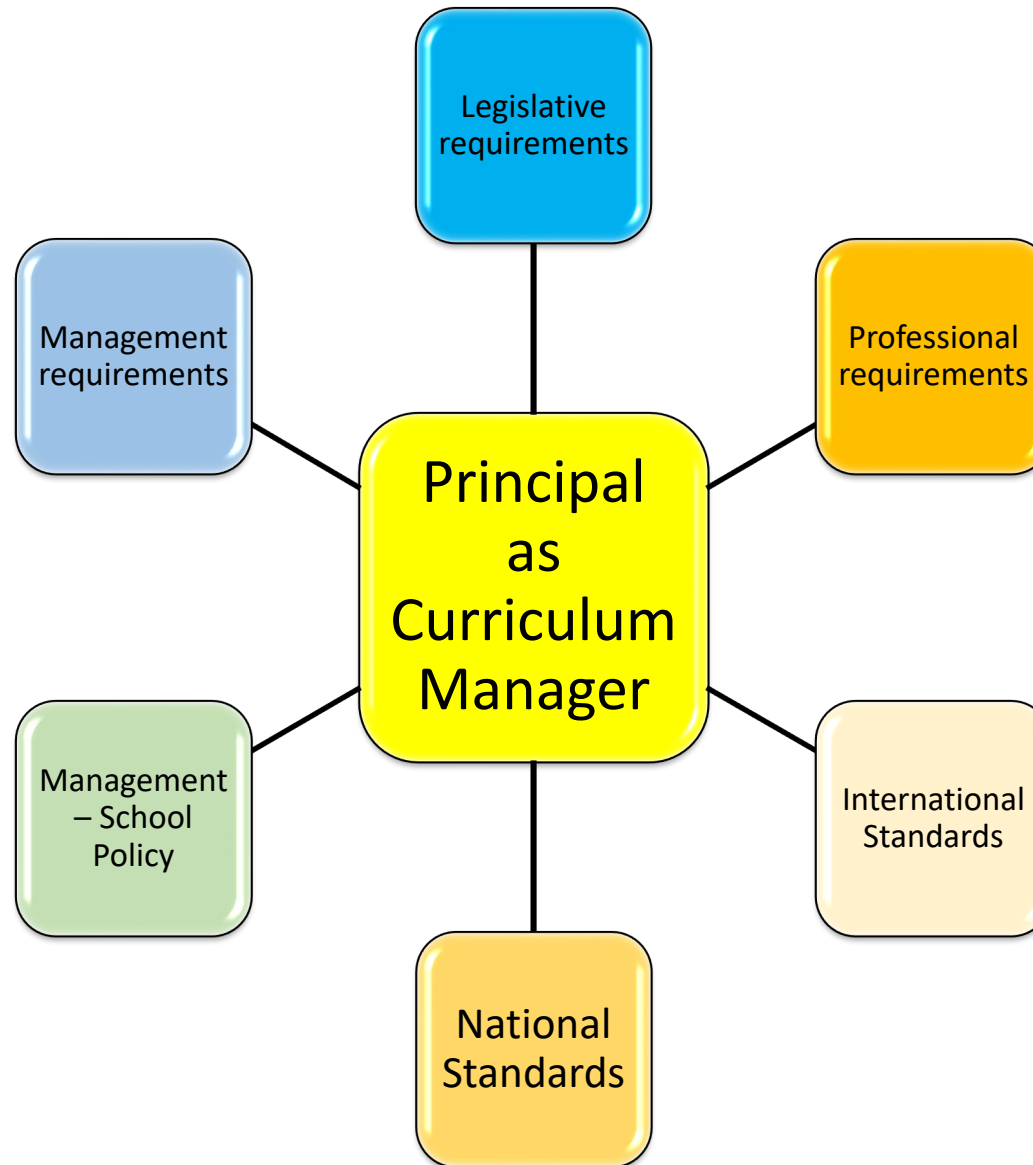


- **Public ordinary secondary schools** that select to offer a particular **focused** range of subjects;
- These schools have the **physical, human and material resources** to offer all the grades 10-12 subjects in a particular learning field;
- The **majority of learners** in these schools are enrolled in the focused subjects offered by the schools;
- These schools must **offer at least two** or the full complement **subjects** within its focus field; and
- The focus subjects offered **must prepare learners** to have the necessary skills and attitude not only **for higher education studies** but for the **world of work**.

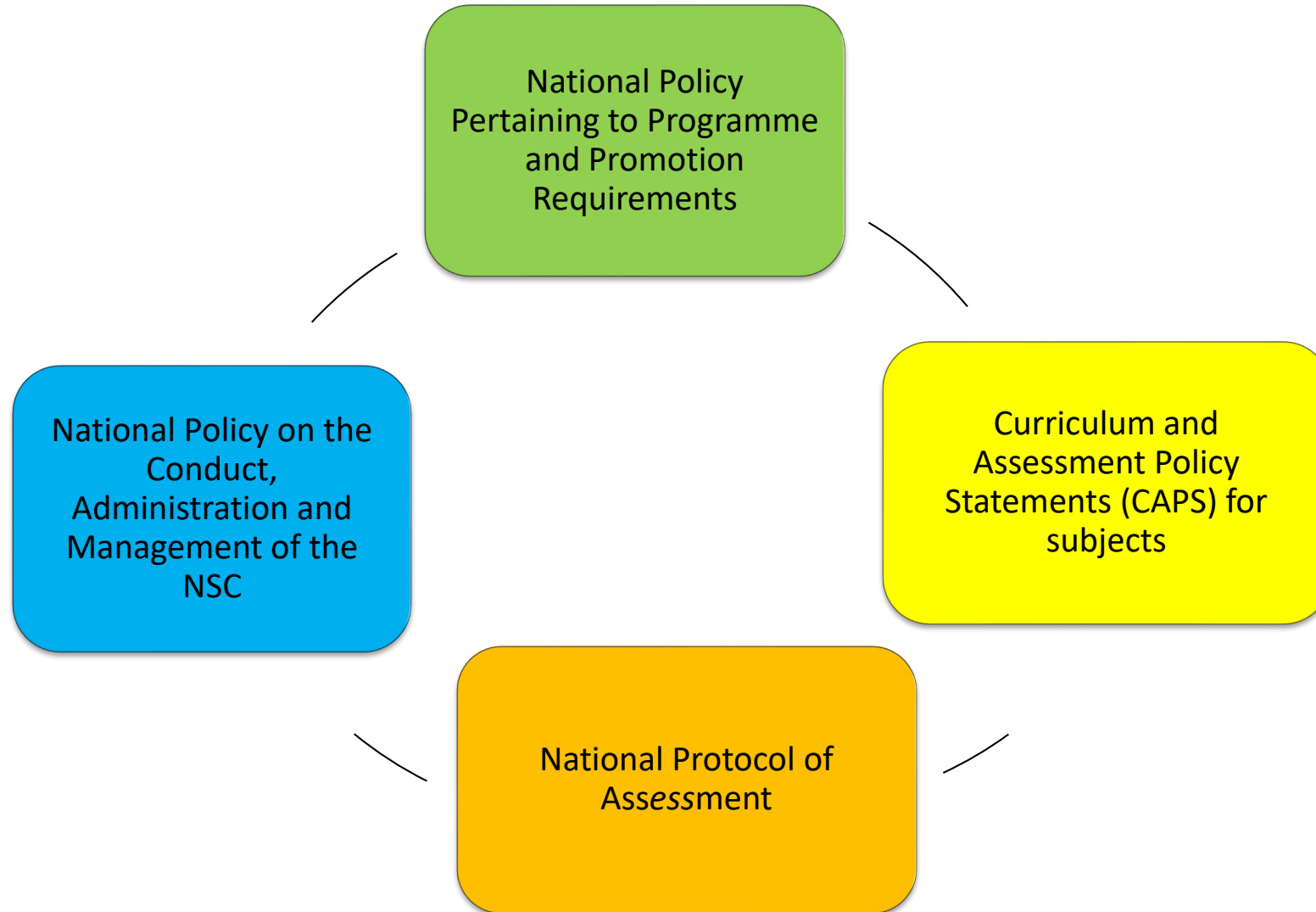
There are two types of focus schools:

- those that receive specific **departmental support** to ensure curriculum redress; and
- those that **provide** their **own resources** but seek recognition as a focus schools.

CURRICULUM MANAGEMENT



CURRICULUM DOCUMENTS



PLANNING – CURRICULUM DOCUMENTS



1. POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS

1. Subjects per phase
2. Time allocation
3. Promotion and progression requirements

2. NATIONAL PROTOCOL ON ASSESSMENT

1. Assessment weighting per grade
2. Formal vs. Informal assessment
3. Recording and reporting

3. CURRICULUM AND ASSESSMENT POLICY STATEMENTS

1. Planning
2. Curriculum Delivery
3. LTSM

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

CURRICULUM MANAGEMENT





The school principal has several main functions:

- to lead the school's self assessment
- collect and use the data for planning the school development plan
- implement and then monitor the plan



A **monitoring tool** ascertains how much curriculum content is being covered and at what levels of cognitive demand. It would require strong alignment with the curriculum and explicit content progression.

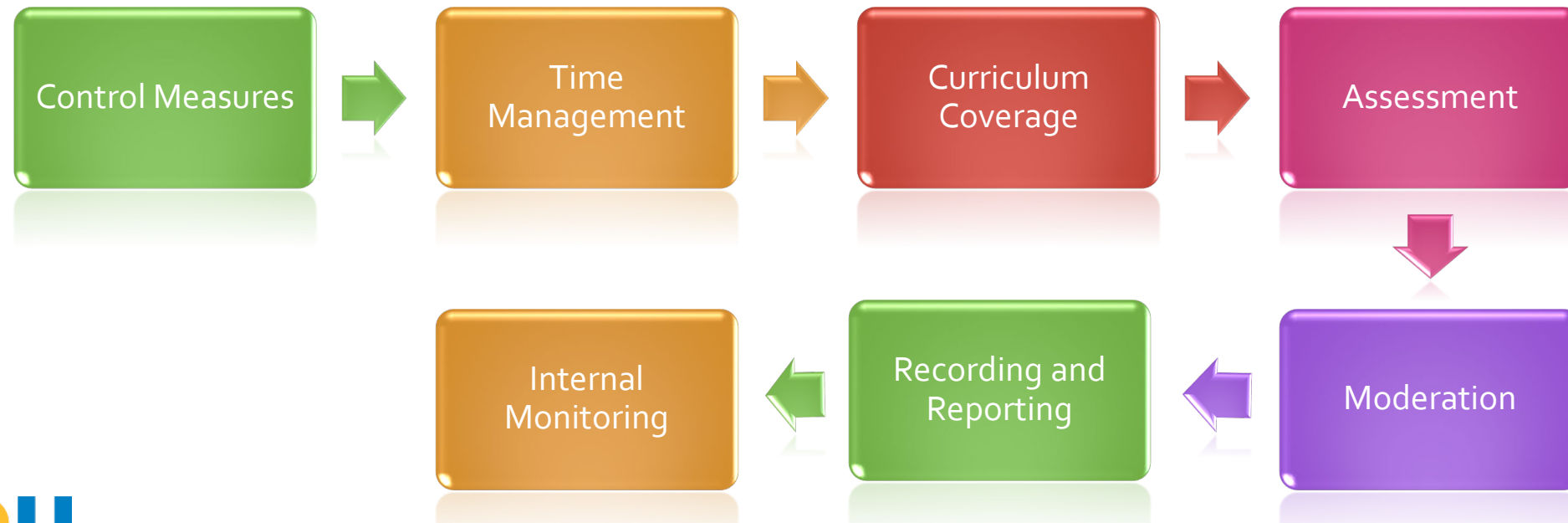
What is essential for monitoring and tracking curriculum coverage are among other things:

- Coherent planning and coordination,
- Good time management,
- Procurement and deployment of books
- Using assessment to improve teaching and learning and
- Fostering professional development among teachers.

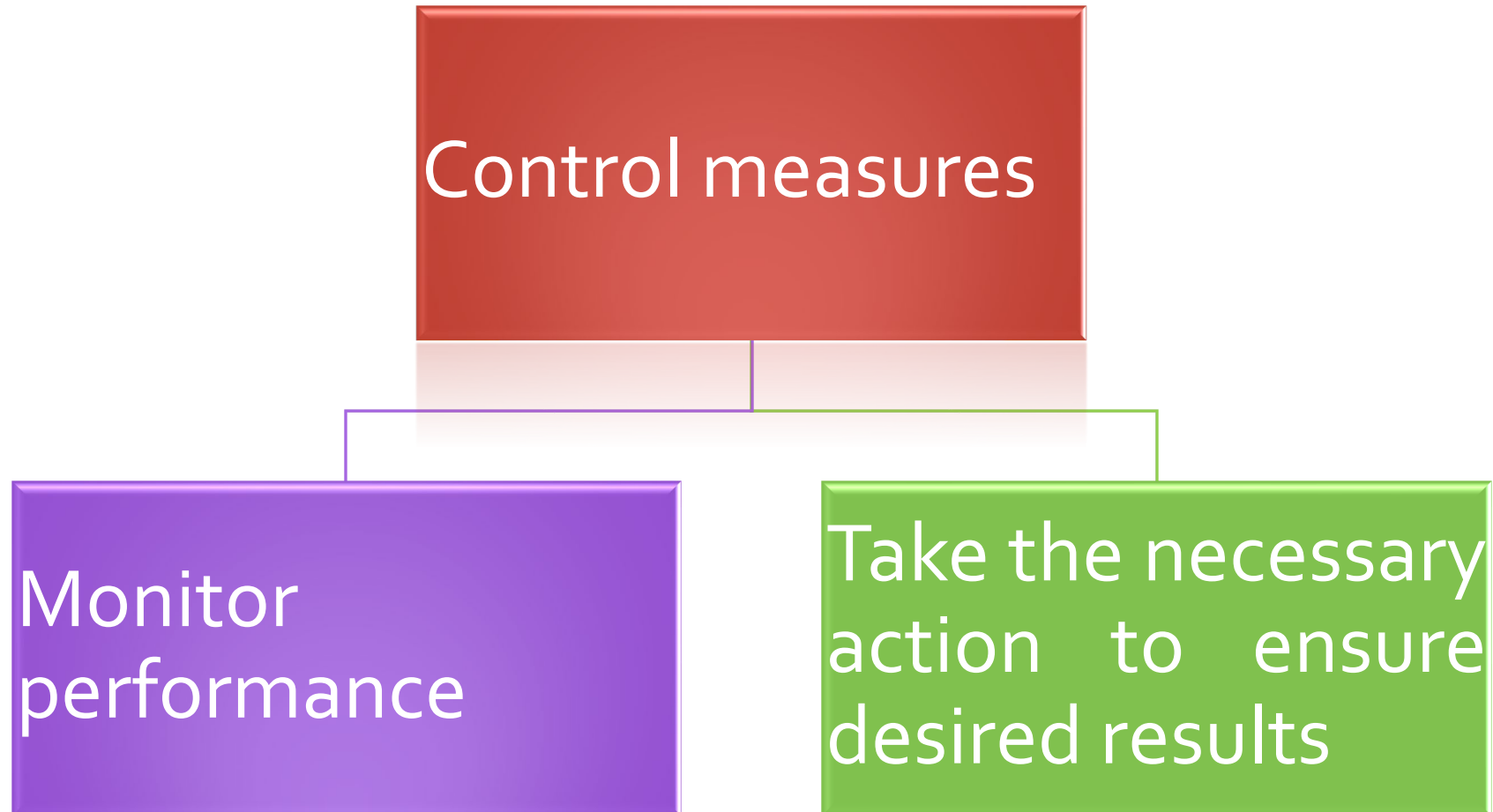
(NEEDU, 2013: 52)



Curriculum Coverage: Monitoring and Tracking



CONTROL MEASURES



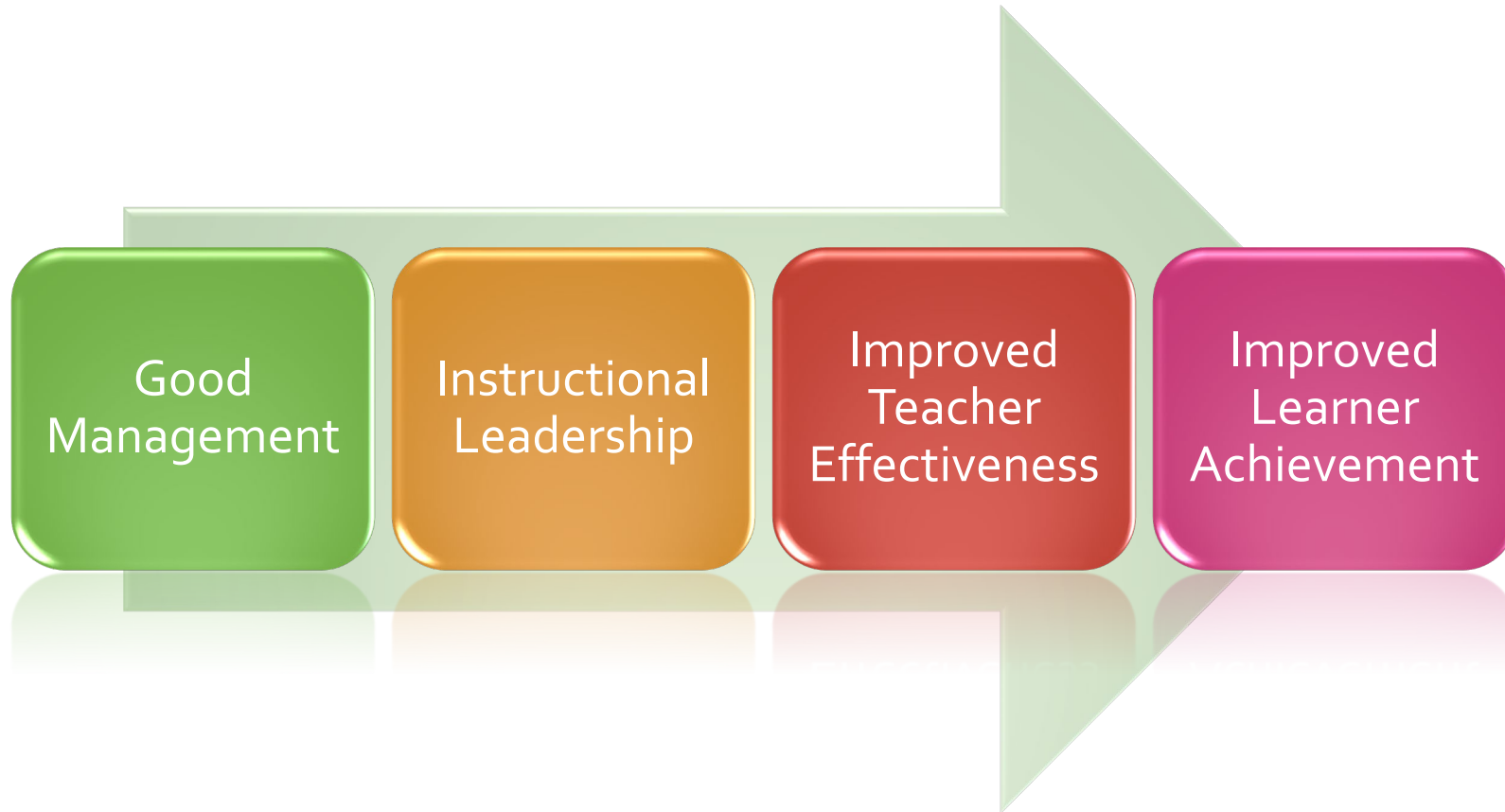
CONTROL MEASURES



A Control Measure is a process of monitoring performance and taking action to ensure desired results.

- It maintains compliance with essential organizational rules and policies
- It establishes objectives and standards
- It measures actual performance
- It enables comparison of results with objectives and standards
- It enables the necessary action to be taken

CURRICULUM MANAGEMENT



TIME MANAGEMENT



TIME MANAGEMENT



It is the **responsibility** of the principal **to ensure school effectiveness** through educational leadership, specifically with regard to HR Management and time management

TIME ALLOCATION IN SENIOR PHASE (27.5 HOURS)



SUBJECTS	Time Allocation
Home Language	5 hours
First Additional Language	4 hours
Mathematics	4.5 hours
Natural Sciences	3 hours
Social Sciences	3 hours
Technology	2 hours
Economic and Management Sciences	2 hours
Life Orientation	2 hours
Arts and Culture	2 hours



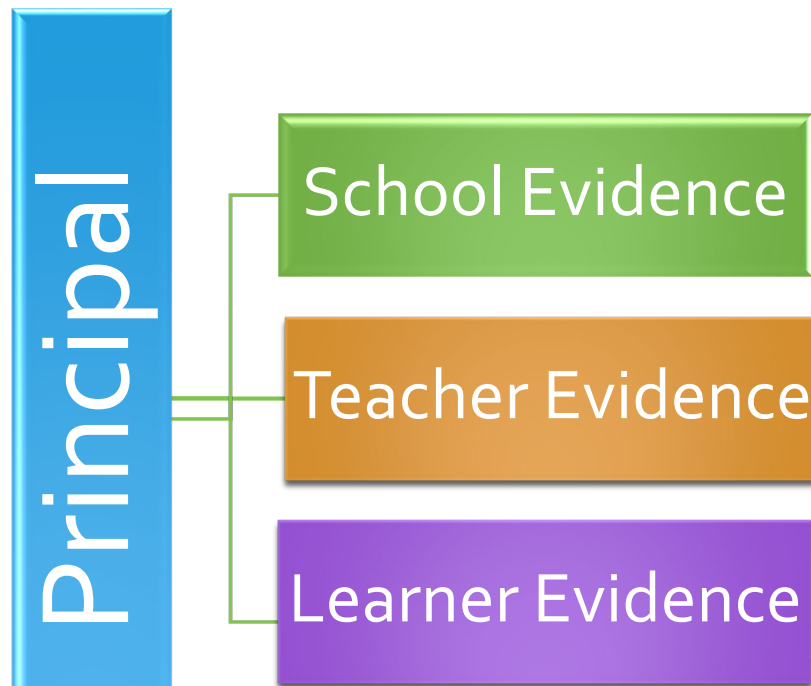
TIME ALLOCATION IN FURTHER EDUCATION AND TRAINING PHASE (27.5 HOURS PER WEEK)

Subjects	Time Allocation
Home Language	4.5 hours
First Additional Language	4.5 hours
Mathematics or Mathematical Literacy	4.5 hours
Life Orientation	2 hours
A minimum of ANY THREE subjects	4 hours x 3

CURRICULUM COVERAGE TOOLS



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





Curriculum coverage monitoring:

Documents required of the school:

1. Timetables
2. School Policy
 1. Assessment Policy
 2. Moderation Policy
3. Annual Teaching Plan (as indicated in CAPS)
4. Annual Assessment Programme
5. SBA Programme (Calendar)
6. SBA Assessment Instructions and Management Plans

Teacher Evidence



1. Teacher's Timetable
2. Teacher's Personal Timetable
3. Annual Teaching Plan (as indicated in CAPS)
4. Annual Assessment Programme
5. SBA Programme (Calendar)
6. Weekly planning
7. Lesson Preparation
8. Planned Interventions and additional support

Learner Evidence



☐ Learners

1. Correlation of learner evidence with teacher planning (dates and content)
2. Correlation of learner evidence with prescribed curriculum coverage (CAPS)
3. Workbooks and relevant activities completed
4. CAPS compliant textbook
5. Exercise book with additional written activities,
6. Learner evidence marked, dated and appropriate feedback
7. Relevant homework / self study activities
8. Relevant study guides
9. Evidence of practical work being done (PATs)
10. Sufficient supply of consumables available for tasks
11. Sufficient supply of equipment for practical task
12. Learner performance in formal assessment

ASSESSMENT



ASSESSMENT: SCHOOL



- Policy documents in planning for school assessment:
 - National Policy Pertaining to Programme and Promotion Requirements
 - National Protocol for Assessment
 - Relevant Subject CAPS documents (Section 4)
 - Provincial Assessment instructions

ASSESSMENT



☐ Assessment (School)

1. Annual Assessment Programme
2. Assessment Policy
3. Assessment Plan
4. Moderation Policy
5. Monitoring reports on assessment
6. Reports on Learner Attainment per subject
7. Report on individual Learner Attainment
8. SASAMS reporting instruments (where applicable)
9. Intervention strategies

ASSESSMENT: SCHOOL



Assessment Policy

- Policy reflecting assessment practices
- National policies:
 - National Policy on the Programme and Promotion Requirements
 - National Protocol on Assessment
 - National policy on the conduct, administration and management of the National Senior Certificate

Assessment Plan

- Policy implementation
- CAPS weighting in subjects and terms

Assessment Programme

- **When to implement policy?**
- School Calendar
- School Time table
- Term planner

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	

NPPPR: PROGRESSION / PROMOTION REQUIREMENTS



NATIONAL SENIOR CERTIFICATE

(HESA provisions for 3 different qualifications. A further requirement is 30% in FAL if that is the language of learning and teaching at the HEI)

Higher
Certificate

HL = 40% and

2 = 40%

3 = 30%

Diploma

4 = 40%

2 = 30%

Bachelor's
Degree

4 = 50%
subjects

NPA: ASSESSMENT WEIGHTING PER GRADE

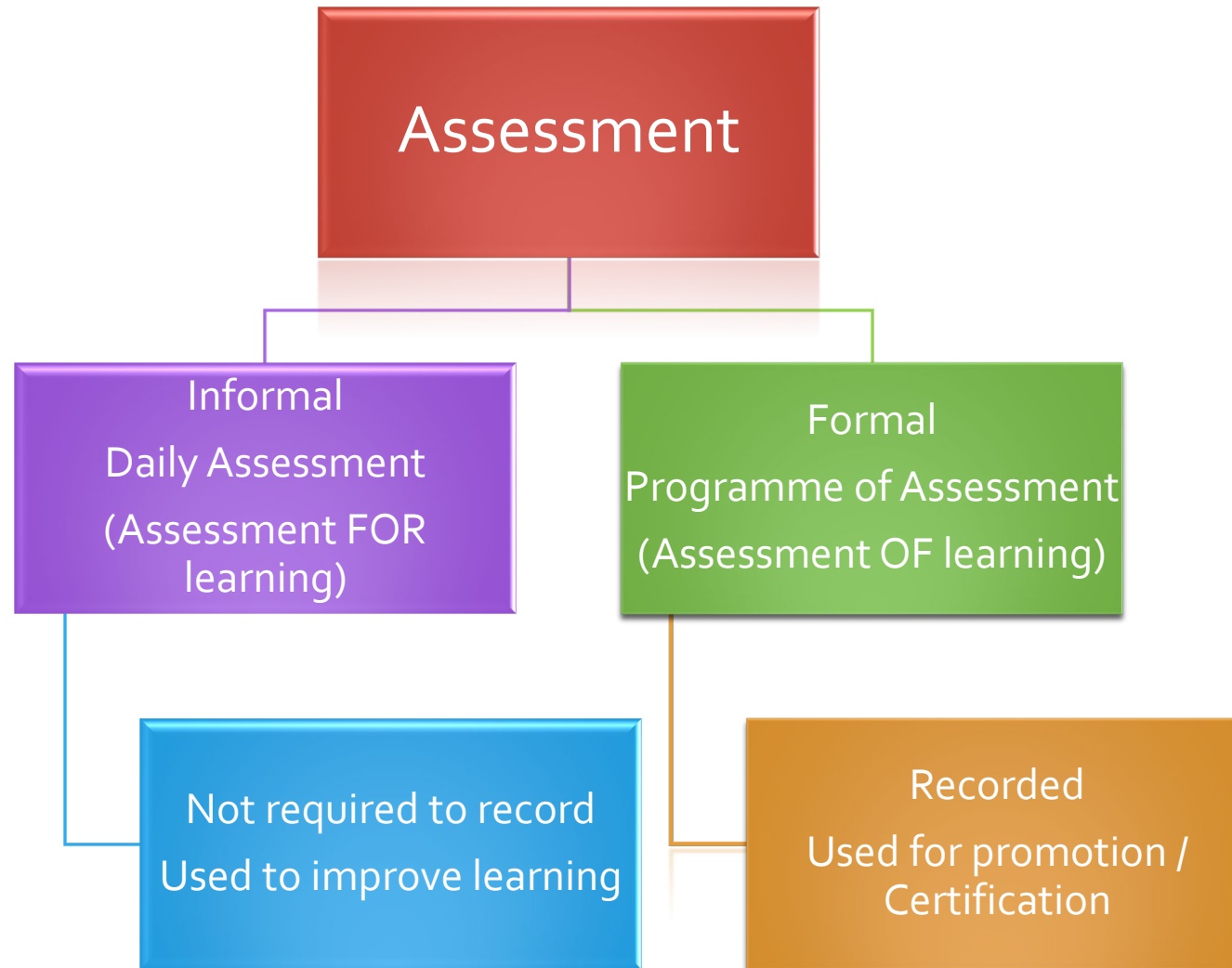
R - 12



Grades	School-Based Assessment % Weighting	Final Examination % Weighting
R - 3	100%	-
4 - 6	75%	25%
7 - 9	40%	60%
10 – 12	25%	75%

Individual subjects may differ in weighting

NPA: FORMAL AND INFORMAL ASSESSMENT



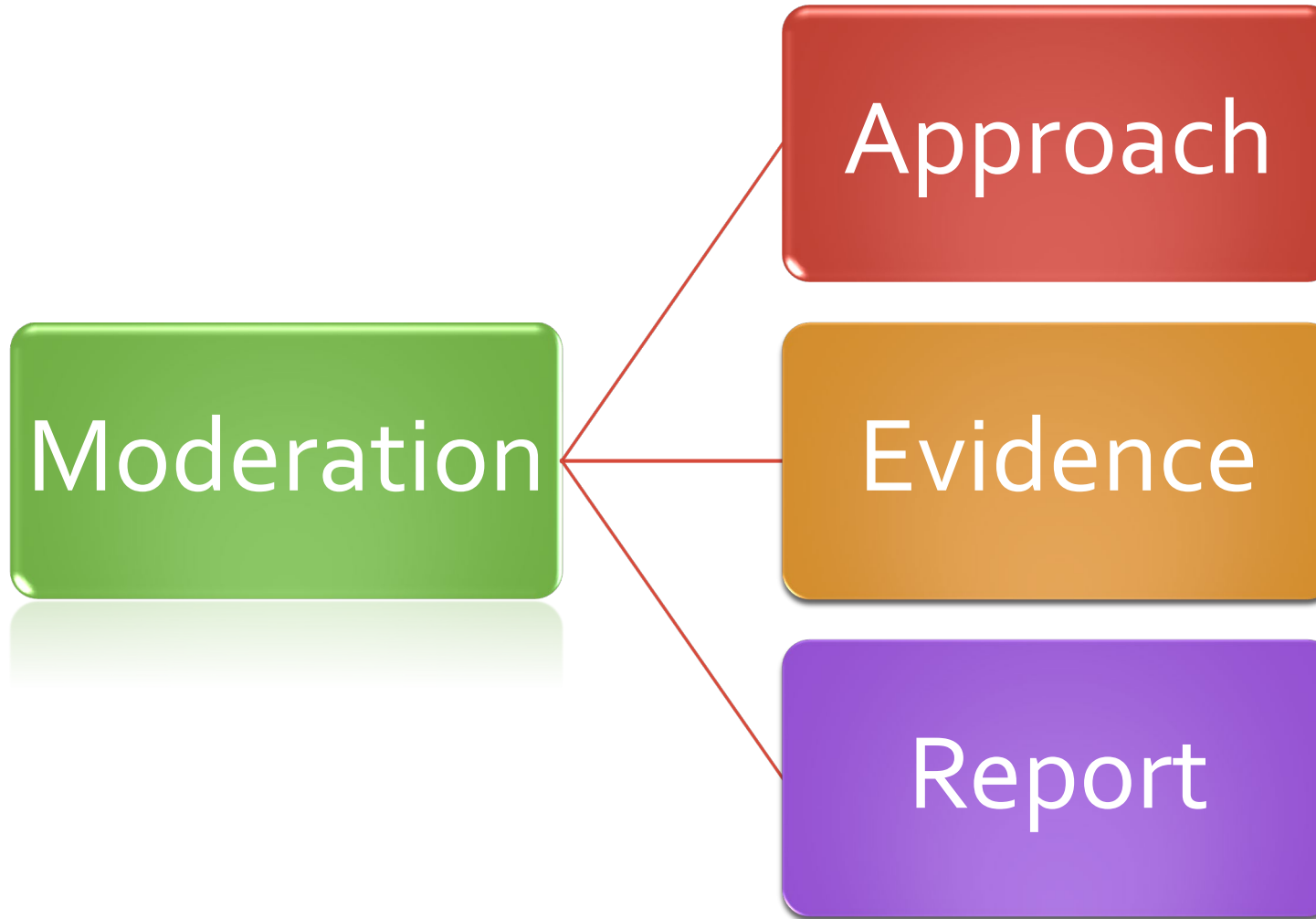
MODERATION



"Everything in
moderation,
including
moderation..."

Words to live by...sometimes...

MODERATION



MODERATION



Moderation serves to

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

Moderation is an ongoing process and not a once-off event at the end of the year

MODERATION



☐ Internal Moderation of Learner Evidence

1. Written work has been marked, dated and signed
2. All work has been monitored by the HOD
3. Reports on work have been generated and presented
4. Requested improvements have been implemented

☐ Internal Moderation of Assessment Instruments

1. All content prescribed in the curriculum has been taught and assessed
2. Assessment tasks have been moderated (date and signature)
3. Analysis of items (difficulty and levels according to prescripts)
4. Quality of marking and feedback



“Empowerment is the natural complement to accountability.”

(Sergiovanni, 2002)



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Thank you

