

# **TECHNICAL VOCATIONAL VS / = TECHNICAL OCCUPATIONAL STREAMS (SCHOOLS PILOTING)**



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PRETORIA**

# Three stream Model



- Academic Stream
- **Technical Vocational Stream**
- Technical Occupational Stream

# Technical Vocational Stream

# TECHNICAL VOCATIONAL STREAM

1. Aligned to the FET band in Technical High Schools and is offered at a Grade 10 to 12 level only.
2. Learners follow Curriculum and Assessment Policy Statements with areas for specialization in technical vocational study fields - Engineering Graphics and Design, Technical Mathematics and Technical Sciences.

# Technical schools the past 10 years???

*Our achievements, however, we know full well, must not be used as a way to boast about our successes for **ignoring** mistakes that we have made and weaknesses that require our **urgent** attention*

**Nelson Mandela**

# WHERE DID IT START .... AND WHY DID IT GO WRONG???

- In 2008, Minister Pandor – meeting held with technical school principals – concerns about the skills in South Africa.
- In 2009, Department of Basic Education– team regarding skills – designed with changes in technical schools/ education in mind.
- **Technical subjects at present – does it supply our current needs – 2004 changes into curriculum – “MISTAKE.”**
- Skills training – What does SA need?

- **Study started here – FET**
- **This study had proven:**

- 1. Curriculum must be rewritten – FET no longer in line with basic education;**
- 2. Drop out – children belong in basic education structures;**
- 3. New subjects- actually old curriculum before 2004 – learner ship/(apprenticeship) must be mobilised again for career opportunities.**
- 4. THEREFORE rewrite of curriculum must be investigated. Team with role players etc.**

# ➤ WHAT WAS THE CURRICULUM FROM 2008 – TECHNICAL SCHOOLS?

- Only 18 subject allowed (all learning areas and subject **NATED 550**)
- **4 National Certificate subjects** for technical schools: Electrical Technology, Civil Technology, Mechanical Technology and Engineering Graphics and Design (Technical Drawing).
- **Before 2008** – as many of you may remember...
- Subjects: Electrical, Electronics, Civil Services, Automotive, Fitting and Turning, Welding and Metal, Technical Drawing (other subjects such as Mechanical Services)
- 2008 vs. < 2008 (New Curriculum vs. Old curriculum–  
“**Jack of all trades master of none**”)



# CRUCIAL SURVIVAL SKILLS IN THIS COUNTRY? (CRITICAL SKILLS)

To address the realities of the South African economy and to further the goal of the South African Government to increase the number of scholars who have qualifications in the technical field. The new subjects (specialization) are a must to enable learners to qualify as artisans and gain employment in industry.

## NATIONAL DEVELOPMENT PLAN – GOVERNMENT (NDP)

- Unemployment
- Skills development
- 30 000 artisans future...

# THE ROLE PLAYERS & THE FUTURE

- 1) NAST/ SAOU
- 2) DBE

➤ As **specializing of technical subjects** –

Subject disciplines by name:

**Mathematics and Physical Sciences – basis of technical education (perceptions).**

**Technical Math & Technical Sciences (With a PAT) (Applied Math's & Sciences) –**

**REPLACE** – current Mathematics Literacy.

# TECHNICAL VOCATIONAL STREAM (REALITY AS FROM 2016)

## Civil Technology

- Construction,
- Woodworking, and
- Civil Services.

## Electrical Technology

- Power Systems,
- Electronics, and
- Digital Systems.

## Mechanical Technology

- Automotive,
- Fitting and Machining, and
- Welding and Metal Work.

# CURRICULUM REDRESSING:

**Generic & specialized subject content** will be catered for:

The **generic** will be general information (Gr10 accounting for  $\pm 70\%$ , Gr. 11 accounting for  $\pm 50\%$ , Gr. 12 accounting for  $\pm 30\%$ )

The **specialized** field will be a choice. (Gr10 accounting for  $\pm 30\%$ , Gr. 11 accounting for  $\pm 50\%$ , Gr. 12 accounting for  $\pm 70\%$ ) The **practical field** will be integrated with the specialized field.

IMPORTANT!!!

**The level of subjects are very important for learners to be accepted at university.**

**(DREAM)**

# NOW !!!! - “NEW FUTURE...”

Important **aspects NOW!!!**

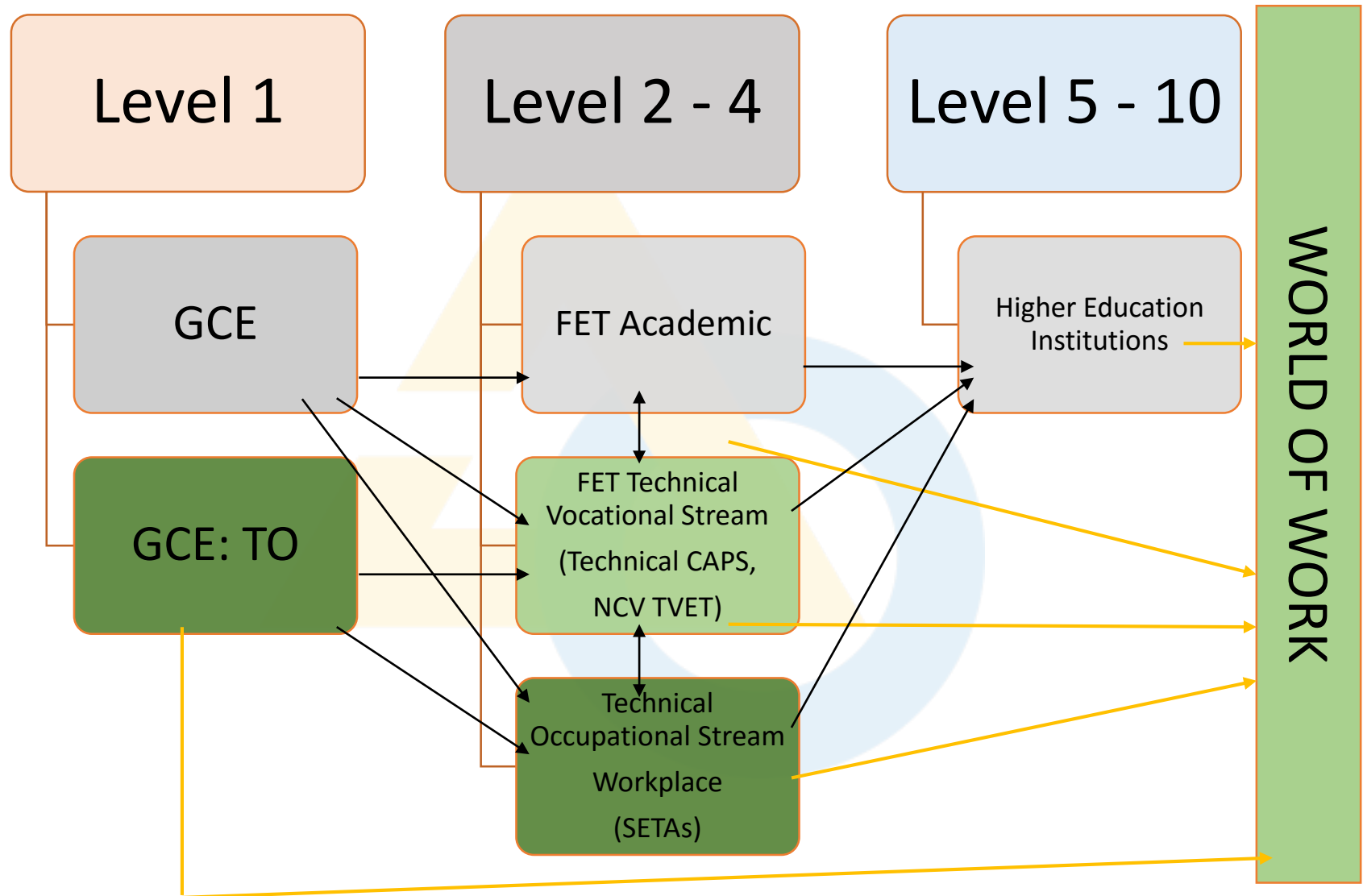
- WHAT IS THE DEFINITION OF A TECHNICAL SCHOOL?
- FOCUS SCHOOL STATUS – Audit - DBE
- DESIGNATED SUBJECTS – UNIVERSITIES (PART OF WRITING PROCESS) (If not ... university studies what now? (N4- N6 {2yr} – University...)
- GAZETTE + NORMS AND STANDARDS
- POST PROVISIONING SCALE (MODEL) – Safety - +/- 15 learners per subject teacher. (Norms and standards of Technical Schools)

# Technical Occupational Stream

# Technical Occupational Stream

1. Aligned to the Senior Phase of the GET band offered at two levels;
  - 1.1 Firstly as *an elective within the General Certificate of Education with an exit qualification at NQF level 1* in a
    - School of Skill
    - Special School (Not SOS)
    - Full Service Ordinary School
    - Ordinary School or
    - Technical Vocational School
  - 1.2. Secondly at a Special School, Ordinary School or Technical Vocational School to strengthen technical vocational training into the FET Band
- *DBE Circular S1 of 2018*
- *\*Under discussion.*

# PROPOSED MODEL: GCE/GCE:TO





NQF LEVEL	GRADE	ACADEMIC	TECHNICAL VOCATIONAL	DIFFERENTIATED CURR -	TECHNICAL OCCUPATIONAL
4	12 NSC Exit level qualification	NSC Gr 12	Mechanical , Electrical, Civil Tech +		Occupation specific training (TVET) World Of Work
3	11	NCS Gr 11			
2	10	NCS Gr 10			
1	9	NCS Gr 9			
E	8	NCS Gr 8	TO		TO Yr 4
	7	NCS Gr 7	TO		TO Yr 3
	6	NCS Gr 6			TO Yr 2
	5	NCS Gr 5			TO Yr 1 Aged 14 turning 15
	4	NCS Gr 4		Grade 5	C
	3	NCS Gr 3		Grade 4	
	2	NCS Gr 2		Grade 3	
	1	NCS Gr 1		Grade 2	
	R	NCS Gr R		Grade 1	
				Grade R + PID	
				Grade RR + PID	
				Grade RRR + PID	
				Grade RRRR + PID	
	A				

**Technical Occupational**  
**to strengthen**  
**Technical Vocational**  
**into the FET Band / TVET**  
**College**

**MARKETING**

**PRESIDENT RAMAPHOSA SPEECH 2019**

# Technical Occupational to strengthen Technical Vocational into the FET Band / TVET College

- Follow the Curriculum and Assessment Policy Statement as specified for **Grade 8 and 9 in the Senior Phase Subjects:**
  - Home Language; First Additional Language;
  - Mathematics;
  - Natural Sciences;
  - Social Sciences and
  - Life Orientation

The learner may replace one but no more than two of the following three subjects;

- Technology,
  - Creative Arts and or
  - Economics and Management Sciences
  - With one but no more than two occupational subjects as listed
- Learners will follow the **Curriculum and Assessment Policy Statements adapted from the Technical Occupational subjects in Grade 8 and 9.**

*\* Under discussion*

# SUBJECT LIST 1

Organising Field	Subject: TO	Writing Team	Subject: Grade 8 and 9
Organising Field 1: Agriculture and Nature Conservation	Agricultural Studies	1	Agricultural Studies
Organising Field 2: Culture and Arts	Art and Crafts	2	Art and Design
Organising Field 3: Business, Commerce and Management Studies	Office Administration +ICT	3	Office Administration
Organising Field 5: Education, Training and Development	Early Childhood Development	4	ECD
Organising Field 6: Manufacturing, Engineering and Technology	Mechanical Technology: Motor Mechanics	5	Mechanical Technology
	Mechanical Technology: Body Works		
Organising Field 6: Manufacturing, Engineering and Technology	Mechanical Technology: Welding Mechanical Technology: Sheet metal work		
Organising Field 6: Manufacturing, Engineering and Technology	Electrical Technology: Electrical	6	Electrical Technology (Digital, Electronics and Electrical)
Organising Field 6: Manufacturing, Engineering and Technology	Civil Technology: Woodworking and Timber	7	Civil Technology
Organising Field 11: Services	Civil Technology: Plumbing ; Civil Technology: Bricklaying and Plastering		

# SUBJECT LIST 2

Organising Field	Subject: TO	Writing Team	Subject: Grade 8 and 9
Organising Field 9: Health Sciences and Social Services	Personal Care: Hairdressing	8	Hairdressing and Beauty
	Personal Care: Beauty and Nail Technology		
Organising Field 9: Health Sciences and Social Services	Personal Care: Ancillary Health Care	9	AHC
Organising Field 11: Services	Service Technology: Upholstery	10	Services: Maintenance and Upholstery
Organising Field 11: Services	Service Technology: Maintenance		
Organising Field 11: Services	Consumer Studies: Food Production	11	Consumer Studies
	Consumer Studies: Sewing		
Organising Field 11: Services	Hospitality Studies	12	Hospitality Studies
Organising Field 11: Services	Wholesale and Retail Studies +ICT	13	Wholesale and Retail Studies

# Technical Occupational

- *Learners who meet the minimum promotion requirements will be awarded a Grade 9 qualification at an NQF level 1 may: (under discussion)*
- Choose to enter a TVET college to further their studies in a preferred occupational field



# Repackaging of GCE:TO for Grade 8 and 9

# TIME ALLOCATION (FOCUS ON PRACTICAL) (TO + TV)

- Time allocation per week is two hours of contact time ( from 13 ½ Hours )
  - Terms 1-3; = 8 weeks (16 hours) for teaching and learning and 2 weeks (4 hours) for formal assessment;
  - Term 4; = 6 weeks (12 hours for teaching and learning and 4 weeks (8 hours) for formal assessment



# GENERIC CONTENT (PREPARATION FOR SKILLS DEVELOPMENT) (TO +TV)

- The annual teaching plan per term for all subjects must introduce the following generic topics;  
**Graphic / Communication Skills**, Tools and Equipment, Safety, First Aid and **Entrepreneurship** (Use of IT in the workplace)
- Integrated within “**Workshop Practice**” (Practical work) suitable for each subject. Subjects that are made up of a collection of specialised fields must be proportionality spread as a premise for teaching and learning and for formal assessment.

# ASSESSMENT (TO)

- Formal Assessment for **Terms 1-3** for all subjects will constitute a **Practical Mark weighted 60% (Mark 100?)** and a **Theory mark weighted 40% (Mark 50?)**;
- **Term 4** will prescribe to an **exam** covering the years' work that is **weighted 40% (Mark of 100?)** for the end of year progression mark and the work done in **Terms 1-3 constitutes 60%** of the final progression mark.
- Cognitive levels – 50 ; 30 ; 20

# CURRENTLY -Proposals made by writers to DBE

## (Technical Vocational Schools)

- Schools should be allowed to **replace three subjects** should they offer **all three of the technical streams**
- Schools should be allowed to make **use of a buffet model**. (Selecting only certain terms from subjects) **(ALL schools replace Technology as subject)**
- **Graphic communication (EGD)** should be a stand alone subject.

# Way Forward?

- Advocacy – Teacher training - planning
- Pilot Grade 8 in 2020 and 9 in 2021
- Questions? Educators, Budget, Resources and Textbooks?
- Audit of schools to PILOT 2019?



**“IT IS IN YOUR  
HANDS TO  
CREATE A BETTER  
WORLD FOR ALL  
WHO LIVE IN IT.”**

**NELSON MANDELA**



TEACHING IS LIKE...

TRYING TO HOLD 35 CORKS  
UNDERWATER AT ONCE.

- Mark Twain

# THANK YOU!!!



- **QUESTIONS?**

# WA LODEWYK

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