



DIE VERANDERING IN ONDERWYS  
THE CHANGE IN EDUCATION



## *WHAT ARE THE HITCHES IN THE TRANSITION FROM PRIMARY SCHOOLS TO SECONDARY SCHOOLS*

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1. Focus on foundation phase rather than matric results
2. The matric results have for too long been used as the barometre for success
3. The drop out figure is still too high
4. We have a responsibility to improve the morale in education and refocus on work load of teachers



If a child can do  
advanced math,  
speak 3 languages,  
or receive top grades

but

their

prac

or h

non

is really going to matter.



SELebrate YOU



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# HITCHES AS SEEN BY THE PUBLIC

## EXTERNAL RESEARCH: PRIORITIES FOR EDUCATION REFORM

### (BACKGROUND NOTE FOR MINISTER OF FINANCE 19/01/2019) – NIC SPAULL

1. **Reading:** National curriculum for meaning
2. **Mathematics:** not add and subtract numbers and
3. **Article Education:** dysfunctional



78% of Grade 4 learners cannot read (assessed).

that 61% of Grade 5 learners could understand of multiplication by one-digit they cannot do basic mathematics.

Spaull: "Roughly 75% of pupils attend

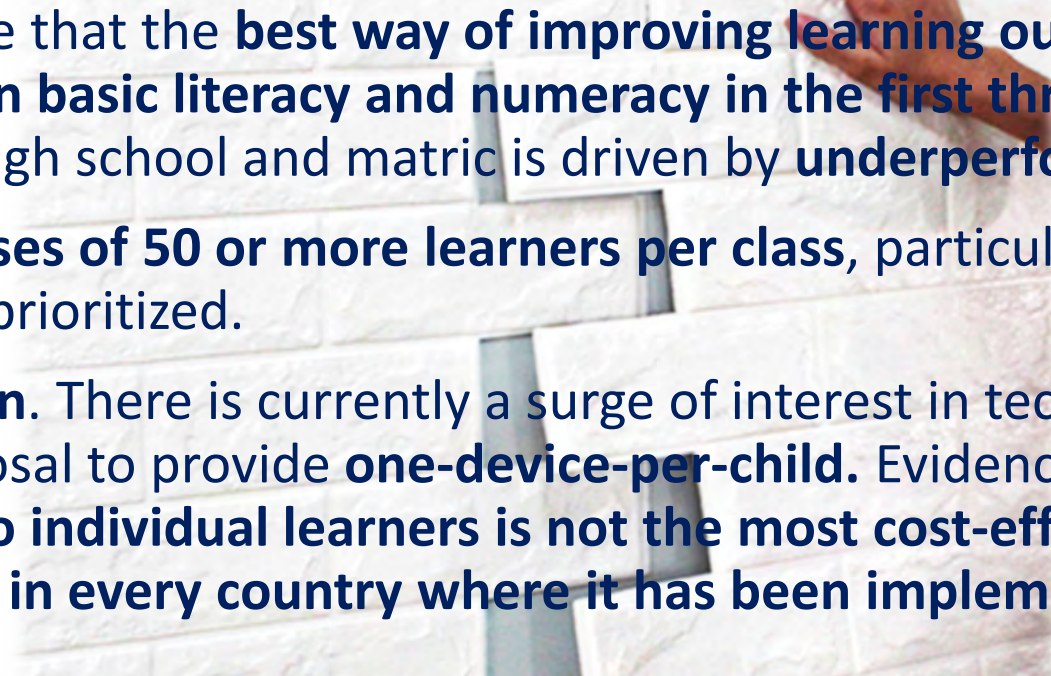




# HITCHES AS SEEN BY THE PUBLIC

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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 classes of 50 or more learners per class,** particularly in the Foundation Phase (Grade R-3), should be prioritized.
  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.** 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.**



## WHAT DO TEACHERS SAY:

1. PS: Lack of reading skills: Impact on curriculum coverage and level of reading
2. PS: Learners whose emotional skills are not adequately developed, often disrupt classes because they don't know how to cope in the class.
3. PS: Task orientation in primary schools, is a problem – learners cannot organise themselves to follow a list of instructions.
4. PS: Poor vocabulary means learners struggle with language which means they struggle to understand Maths – Maths is also a language
5. PS: Speed of task completion is often seen as intelligence / successful learning
6. Visual stimulation and the impact on listening skills is a major problem



## THE REASONS WHY WE EXPERIENCE HITCHES



1. SS: Learners do not know how to study for tests and exams
2. **SS: Lack of emotional/social skills, motivation, listening skills of learners, lack of discipline and routine at home, parental support, lack of taking responsibility**
3. **SS: Progressed learners** have an impact on the curriculum
4. SS: Too much time is spent on the “**easy stuff**” – lack of higher order thinking skills and critical thinking
5. Gr 4-12: Quality of assessment activities, we are forced to **teach to the test** - demarcation and departmental assessment (common exams)
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)**



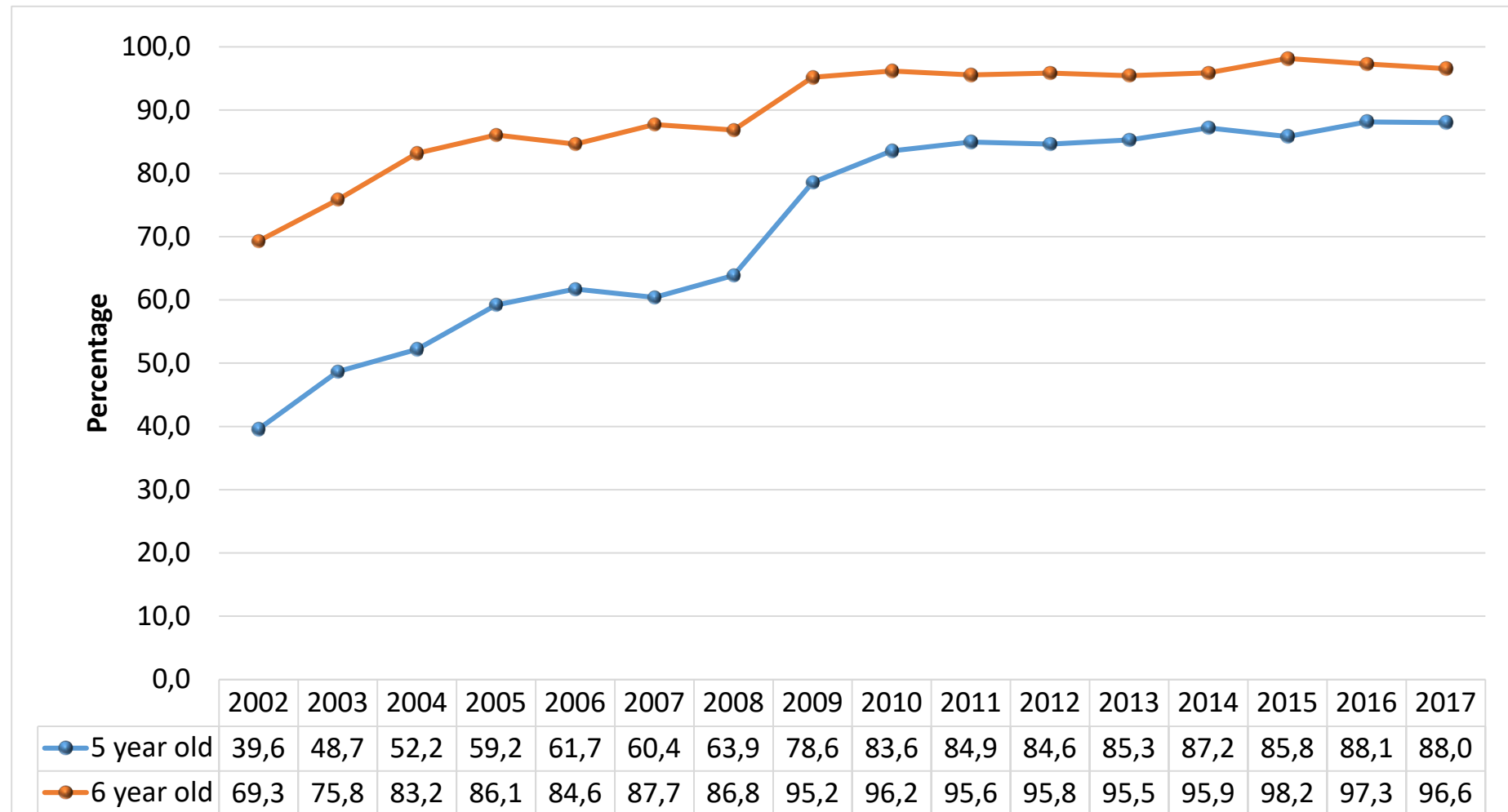
## THE REASONS WHY WE EXPERIENCE HITCHES



7. Absenteeism of teachers, **work ethics, professionalism**
8. DBE: Monitoring/administration = implementation
9. **Quality of initial teacher educators, new teachers, training (universities) and generation gaps, new workforce**
10. **New generation parents:** reinforce children's unsuitable or undesirable behaviour
11. Importance of subject specialisation
12. **Transition of phases: rotation of classes, teachers, rules, subjects, different class structures – communication between phases/schools**
13. “Mobile” language
14. Lack of common sense: Assault – teachers snap, sexual harassment, unacceptable conduct, racism from subtle to /unacceptable
15. To perform well in school, children must do many things that require their **mind and muscles to work together as a team. In fact, all communication skills—reading, writing and speaking —are motor-based abilities.**



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



# REALITIES: IMPACT OF GRADE R AND (UN)QUALIFIED TEACHERS ON CURRICULUM DELIVERANCE

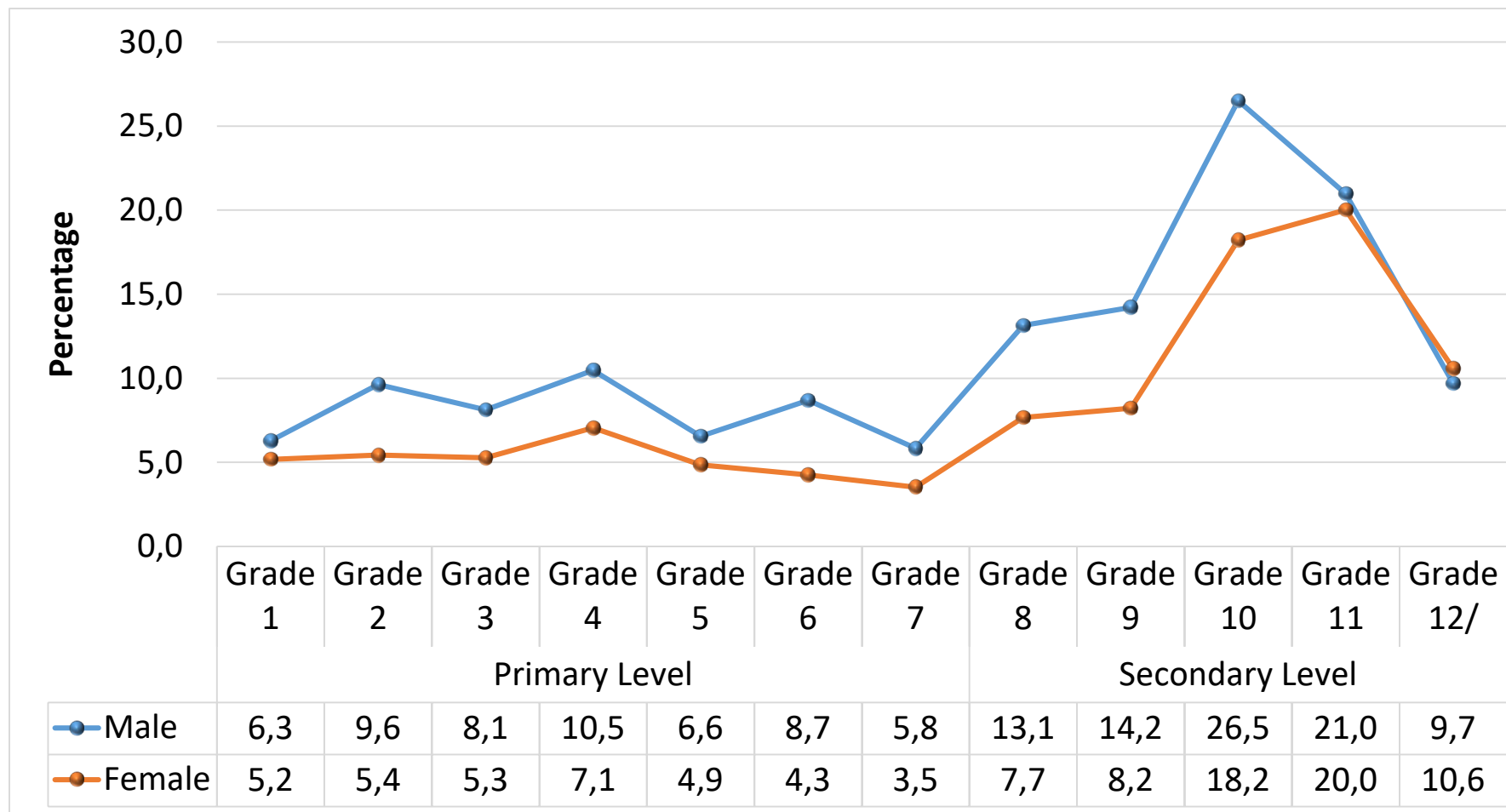


**90% OF A CHILD'S BRAIN DEVELOPS BY AGE 5**

Pro	BL4	L4	L5	L6	Total
EC	109	1862	624	1963	4558
FS	0	61	1194	264	1519
GP	0	1467	1660	1067	4194
KZN	124	3651	321	1162	5258
LP	0	75	776	1314	2165
MP	0	0	1535	527	2062
NW	0	0	0	1299	1299
NC	0	388	328	49	765
WC	5	242	1711	490	2448
<b>Total</b>	<b>238</b>	<b>7746</b>	<b>8149</b>	<b>8135</b>	<b>24268</b>



# PERCENTAGE OF REPEATERS BY GRADE AND GENDER, 2017



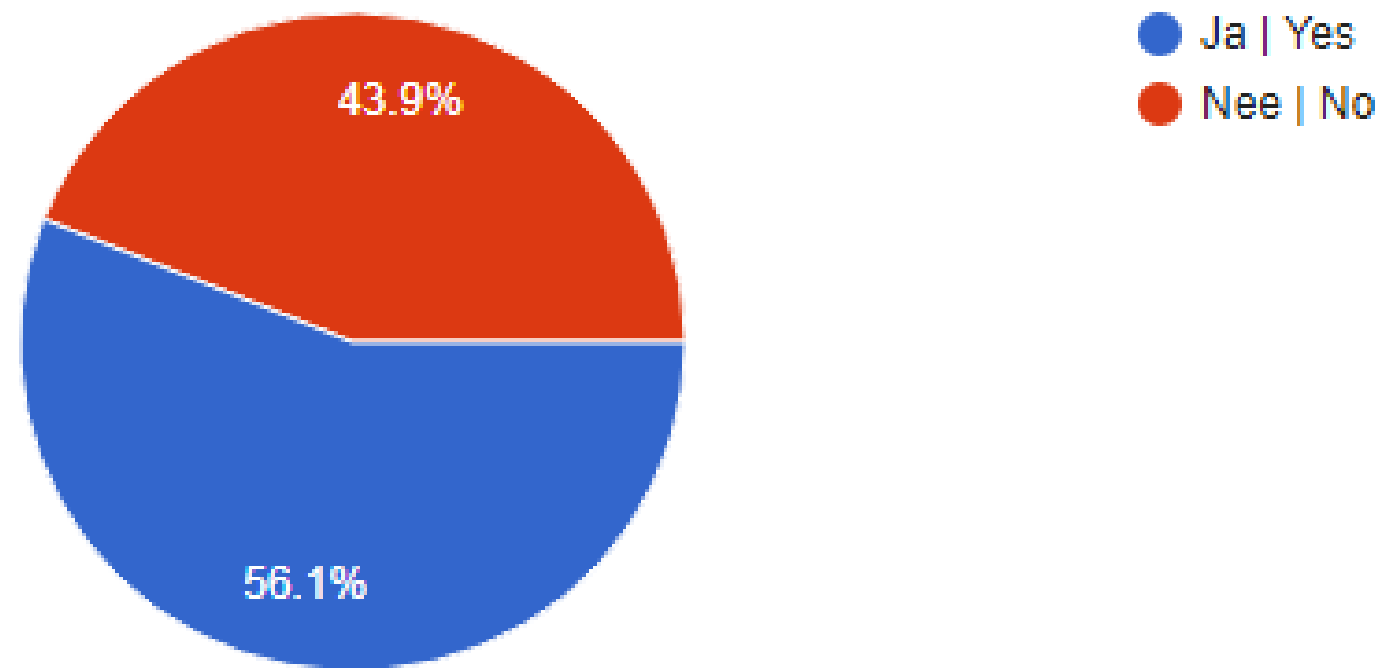
# NSC 2017/18 PROGRESSED LEARNERS ENTERED

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	101
National	629 155	107 430	17.1	624 733	128 634	20.6	21 204

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



# Teachers trained to teach their subject



- Across South Africa, there is significant misalignment between teachers' subject specialisations and what they teach
- 64% of teachers are teaching social cohesion subjects (arts & life orientation) without training. 33% of teachers are teaching maths and science without training, and 22% of teachers are teaching languages and foundation phase without training
- Conversely, 34% of teachers are not teaching the languages they were trained to teach, 20% of teachers trained in maths, science and social sciences are not teaching these subjects

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# HOMEWORK AND CLASS VISITS – A NEW APPROACH?

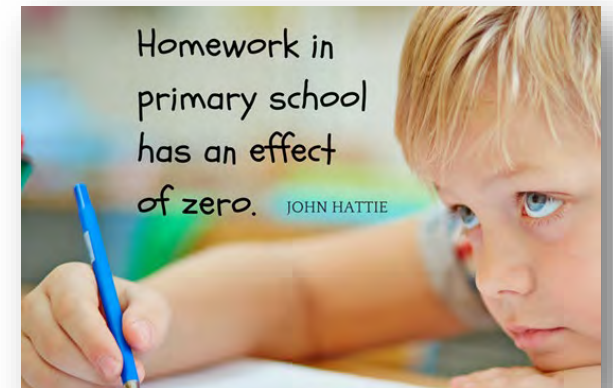


## REAL VALUE OF CLASS VISITS AND REVISIT THE CONCEPT OF HOMEWORK.

- ❖ “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)

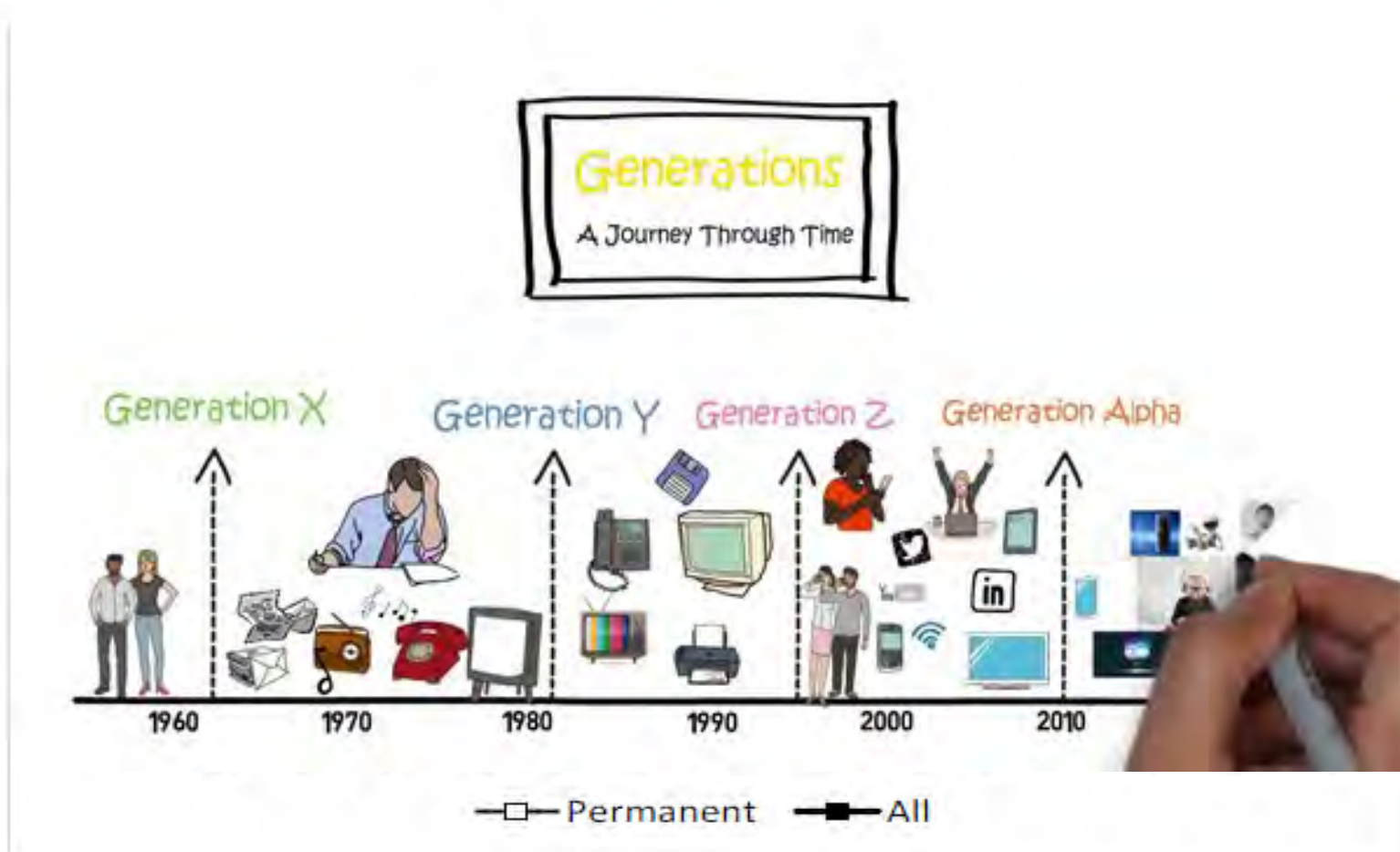
### The concept of homework:

- Advantages
- Disadvantages





# AVERAGE AGE OF EDUCATORS



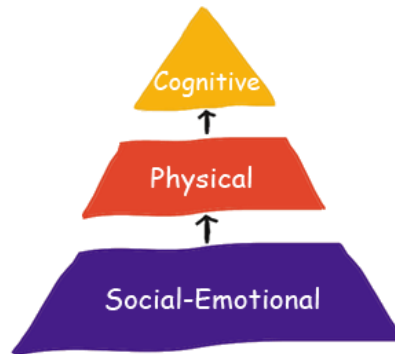
# TECHNOLOGY IN THE PRIMARY SCHOOLS



## 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?

1. **Managers/leaders spend the most time with the best people**
2. **Very few people change**
3. **How acceptable is the-anything-goes mentality?**



## THE RIGHT PEOPLE



IF WE CREATE THE RIGHT ENVIRONMENT, THE RIGHT PEOPLE WILL COME

Create heroes.

1. I know who my heroes are
2. I have watched them work
3. In the last 6 months, I have seen them work
4. My HOD has encouraged me to work like them
5. At work, my colleagues and I have a common purpose
6. The purpose of my work is important
7. My colleagues and I have a common purpose
8. I have a friend at work
9. In the last 6 months, someone at work has talked to me about my progress

1. Determine how to get your staff loyal and engaged
2. Create the right environment
3. Get the right people

## EXCELLENCE IS AN ATTITUDE, NOT A SKILL AND ETHICS IS CAUGHT, NOT TAUGHT



### EXCELLENCE IS:

1. Moral intelligence – the ability to know the difference between right and wrong, the direction in which to go
2. Emotional intelligence – the ability to understand and manage your own emotions as well as the emotions of others. **You cannot afford to be impatient, touchy, or unpatient.**
3. Adaptability – the ability to change with the times, the ability to survive in a world of survival.
4. Self-discipline – the ability to do what you have to do it, whether you feel like it or not.
5. Tolerance and perseverance: to respect **human dignity and the rights of others, even if it differs from your own;** never quit, quitting is losing too.
6. Create the right environment and the right people will come
7. Back to basics and the core curriculum
8. Commitment and attitude is 80%

IT BOILS DOWN TO  
RESPECT

A SCHOOL IS AN EXTENSION OF  
THE HOME, THEREFORE, A  
TEACHER IS AN EXTENSION OF  
PARENTS  
X-FACTOR: EXPOSURE AND  
STIMULATION

"CHARACTER IS  
LIKE PREGNANCY.  
IT CANNOT BE  
HIDDEN FOREVER"

African Proverb

## Cyril, skryf jou eie storie...

Deur Tian Alberts, Universiteit Stellenbosch | 28 November 2018 11:14



Beste Cyril,

Met jou verkiesing as president van Suid-Afrika het daar 'n soort uitbundigheid in Suid-Afrika posgevat wat 'n post-Mandela-generasie nog nie vantevore ervaar het nie.

Hier is 'n leier wat alles gaan verander, meen swart, wit en bruin jeugdiges tesame op 15 Februarie 2018.

Nege maande later is die storie van hoop, vereniging en groei wat Matamela Cyril Ramaphosa vir ons sou skryf, egter nie meer so klinkklaar nie: Ons sien dat Cyril Ramaphosa se storie sinoniem word met die ontrafelde storie van die ANC.

Jou Twitter-biografie vertel vir ons dat jy

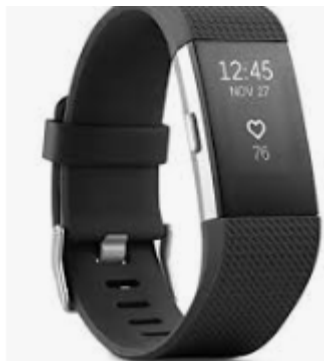
6. *Waarom word daar na die Nylrivier verwys as "die geskenk van die Nyl"?*  
*Omdat die sneeu se smelt ~~se~~ ket en af geboei*  
*ket en dat dit rugbaar is en ~~I~~ nog baie*  
*goed wat gebeurket my sutfrou sal*  
*jou se.*

Life has its ups and downs, this is life. Life brings you to your knees, lower than you think you can go. But if you stand up and move forward, if you go just a little further, you will always find hope. Our stories will continue after we have gone, because those sitting in front of you will become your story.

**YOU CANNOT SELL WHAT YOU  
DON'T BELIEVE IN.**

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**AS LEADERS OF THE SCHOOL, 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!**

