



DIE VERANDERING IN ONDERWYS  
THE CHANGE IN EDUCATION



## 2019 WORKSHOP FOR SCHOOL MANAGEMENT TEAMS

*THREE STREAM MODEL:  
The implications for your School*





# CRITICAL SKILLS REQUIRED IN THIS COUNTRY

**Addressing** the realities of the South African **economy**

Increase the number of scholars with qualifications in the technical field

## NATIONAL DEVELOPMENT PLAN 2030

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

## PRESIDENT RAMAPHOSA'S SPEECH 2019



## OUTLINE

- BACKGROUND
- TECHNICAL VOCATIONAL STREAM
- TECHNICAL OCCUPATIONAL STREAM
- IMPLICATIONS

## OBJECTIVES



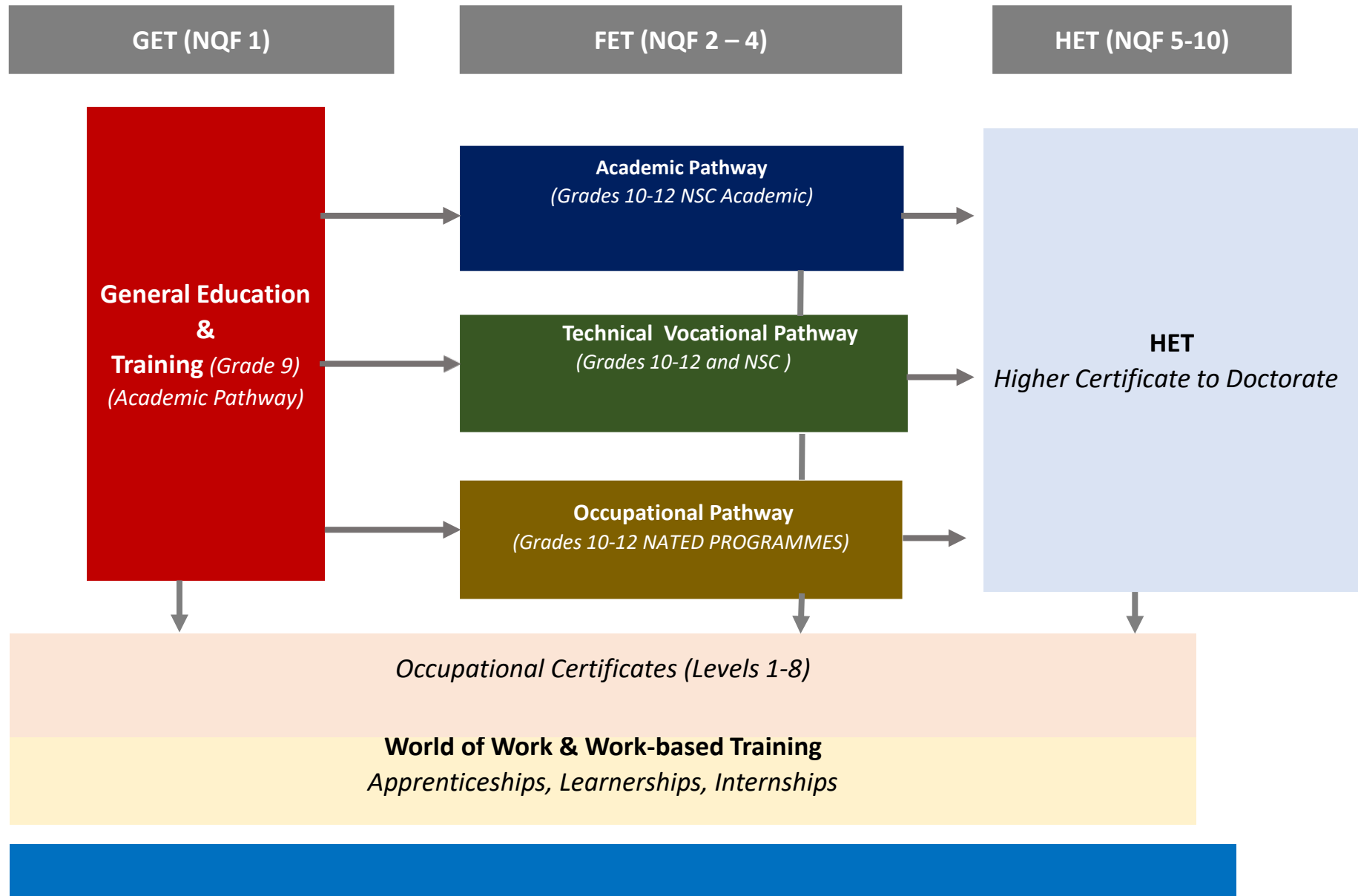
- a) To implement curriculum offerings which **meet the diverse needs** of the young people of the country;
- b) To **empower learners** to be **creative and organised system thinkers**;
- c) To **promote the acquisition of skills and competencies** for a **changing world**;
- d) To **improve the quality of and efficiency of learning outcomes** throughout the sector.
- e) To ensure the **parity of esteem** by providing for articulation and portability across the programmes.



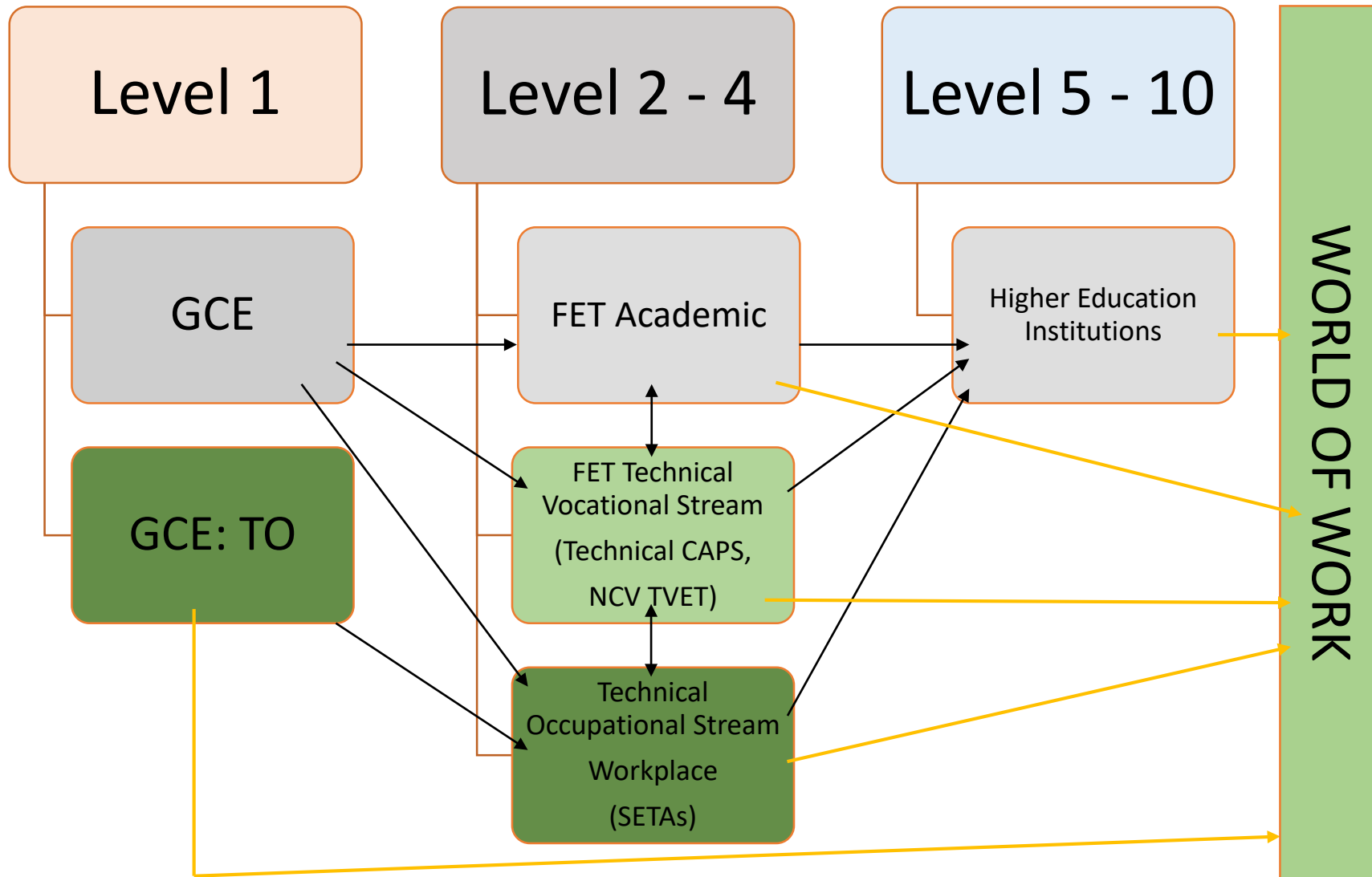
# RE-ALIGNMENT OF CURRICULUM:

- 1. Curriculum must be rewritten – FET no longer in line with Basic Education NEEDS;**
- 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.**

# THREE STREAM MODEL



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NQF LEVEL	GRADE	ACADEMIC	TECHNICAL VOCATIONAL	DIFFERENTIATED CURR -	TECHNICAL OCCUPATIONAL
4	12 NSC Exit level qualification	NSC Gr 12	Mechanical , Electrical, Civil Tech +		<div>Occupation specific training</div> <div>(TVET)</div> <div>World Of Work</div>
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
	4	NCS Gr 4			Aged 14 turning 15
	3	NCS Gr 3			
	2	NCS Gr 2			
	1	NCS Gr 1			
	A	NCS Gr R			
				Grade 5	
				Grade 4	
				Grade 3	
				Grade 2	
				Grade 1	
				Grade R + PID	
				Grade RR + PID	
				Grade RRR + PID	
				Grade RRRR + PID	





# TECHNICAL VOCATIONAL STREAM

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## 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.



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.

## THREE STREAM MODEL

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

**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.**

# TECHNICAL OCCUPATIONAL SUBJECT LIST



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		

# TECHNICAL OCCUPATIONAL SUBJECT LIST



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 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*



## THREE STREAM MODEL

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



# Repackaging of GCE:TO for Grade 8 and 9

## GENERIC CONTENT



- 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

- Formal Assessment **Terms 1-3** for all subjects will constitute a **Practical Mark weighted 60%**  
**Theory mark weighted 40%**
- **Term 4: exam** covering the years' work **weighted 40%**  
for the end of year progression mark  
**Terms 1-3 constitutes 60%** of the final progression mark
- Cognitive levels – 50 ; 30 ; 20



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



# IMPLICATIONS FOR CONSIDERATION



### WHAT ARE THE IMPLICATIONS FOR SCHOOLS ?

1. Departmental requirements
2. Staff Requirements
3. Infrastructure requirements
4. Safety Requirements
5. Resources
6. Benefits

# 1. DEPARTMENTAL REQUIREMENTS



- **Schools applying to pilot** the occupational subjects will be audited to determine whether they meet the required standard of resources and infrastructure to allow for the pilot to be sustained and to lead to formal implementation, before approval is granted.
- The requirements of the **Occupational Health and Safety (OHS) Act 85 of 1993** need to be complied with at all times.
- A **workshop assistant** for the **Civil Technology workshop** is required to service the workshop. The purpose of this assistant is to **perform preventative maintenance, maintenance, upgrading, service and repair of devices** in cooperation with the subject teacher.



## 2 STAFF



- Recruiting suitably **qualified technical staff**
- Recruiting **workshop assistant/s**
- Ensuring registration with **SACE**
- Determine suitable **remuneration** (part-time)

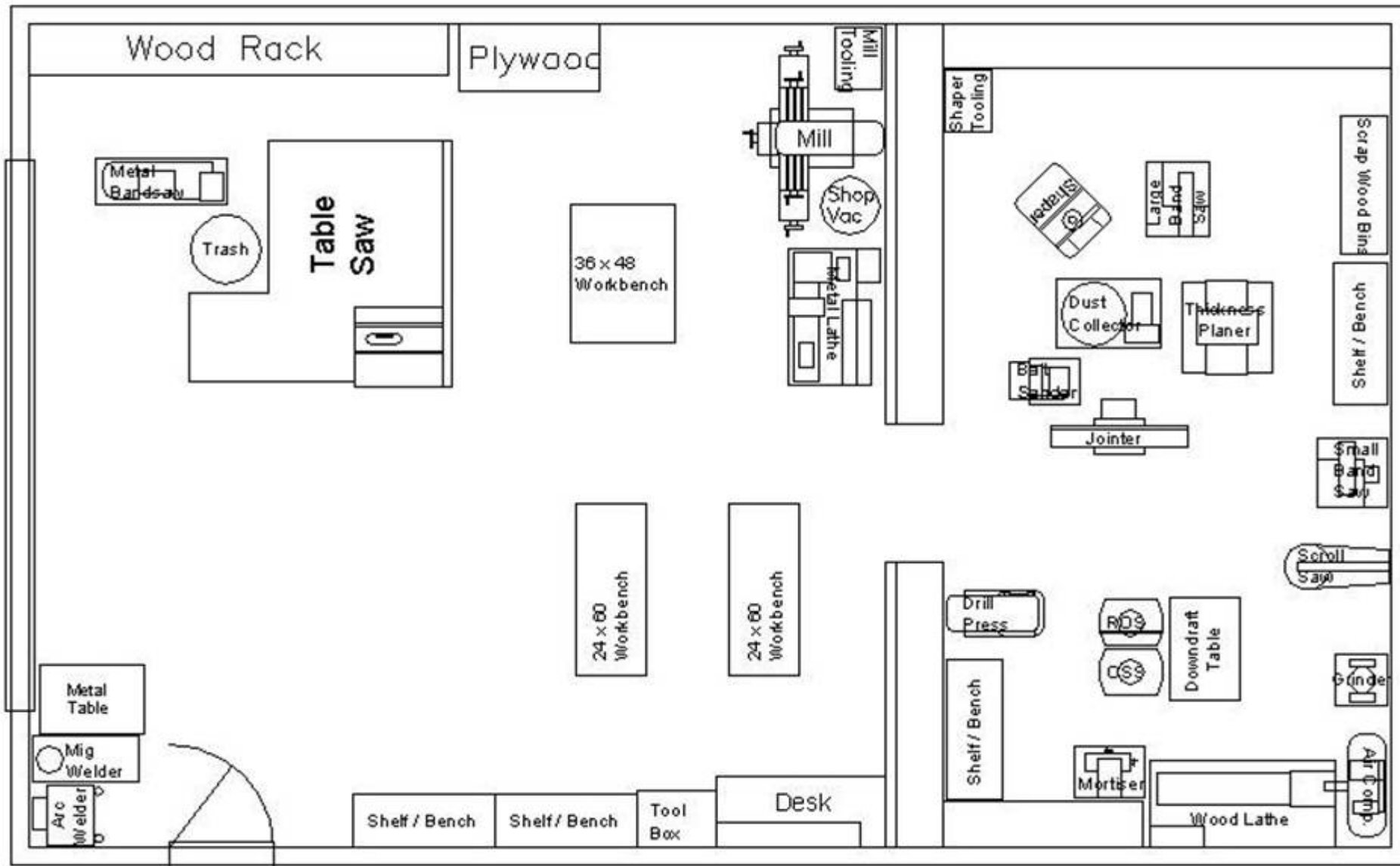


### 3 INFRASTRUCTURE



- (1) The **workshop must be big enough** to allow the safe layout of equipment and to provide adequate working spaces at benches and machines so that pupils do not impede each others movements
- (2) Overcrowding contributes to accidents. The plan of the room and the **layout of equipment** should permit full supervision by the teacher.
- (3) There should be **enough space between benches** to allow pupils to move. Gangways and working spaces should at all times be kept free from obstructions.

### 3 INFRASTRUCTURE



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## 4 SAFETY REQUIREMENTS



### 1. Layout

- (i) The **machines** should be **arranged** so as to eliminate risks to others from any flying particles, tools, or work which could be ejected accidentally.
- (ii) The **floor surface** needs to be provided and maintained in a non-slip condition and free from risks of tripping.
- (iii) Because of the varying heights of pupils using the same workshop it is difficult to ensure that benches always provide the right working height.
- (iv) The **layout plan** of the workshop should be **on display** in the workshop.

# 4 SAFETY REQUIREMENTS



## 1. Electrical Safety



## 4. First Aid



## 2. Lighting



## 5. Fire Precautions



## 3. Storage



## 6. Ventilation



## 5 RESOURCES



- Each Occupational subject will require **different resources**
- The **CAPS documents specifies** exactly what is required.
- Certain resources will require **replacement** after a few years.
- **Consumable resources** needs more frequent replacement.



## Benefits



- Addressing the learners' needs
- Creating new opportunities for learners
- Supporting the skills need in RSA
- Fully fledged skilled citizen of SA
- Contributing towards alleviating the unemployment rate in RSA
- Responsibility to empower learners





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"NOW IS THE TIME FOR ALL OF US TO  
WORK TOGETHER, IN HONOUR OF  
NELSON MANDELA, TO BUILD A NEW,  
BETTER SOUTH AFRICA FOR ALL."

PRESIDENT CYRIL RAMAPHOSA

**#SendMe**

**MAKING YOUR FUTURE WORK BETTER**  
LEARNING FROM MADIBA





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Thank You

