

# **CURRICULUM MANAGEMENT DURING A PANDEMIC**

**PRESENTED BY: MARYNA BESSELING**  
**DATE: 19 AUGUST 2021**



**DIE VERANDERING IN ONDERWYS  
THE CHANGE IN EDUCATION**

# CONTENT

- ✓ Introduction
- ✓ Current Situation
- ✓ Planning
- ✓ Organising
- ✓ Direction and Leading
- ✓ Control Measures

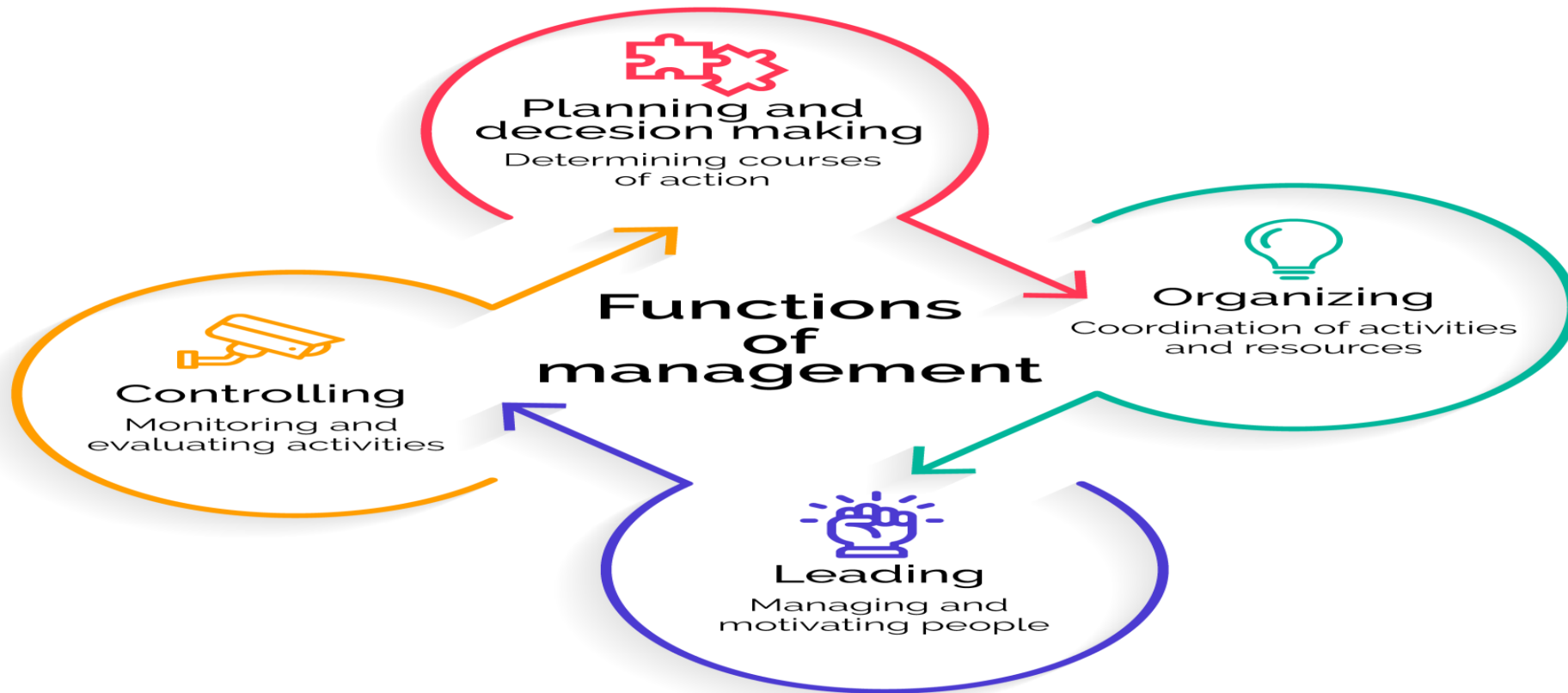


# Social



# Divide

SAOU



iEduNote

# CONTROL MEASURES

1. Curriculum Coverage tools
2. Tracking of performance



## OVERALL PERFORMANCE 2019 - 2021

Grade	TERM 1 PERFORMANCE					
	2019		2020		2021	
	% PASS	AVERAGE/BA	% PASS	AVERAGE/BA	% PASS	AVERAGE/BA
1	77,2	70,0	77,5	70,7	79,4	70,7
2	72,9	66,4	72,7	67,9	73,0	67,3
3	73,6	65,9	72,7	67,7	71,1	66,2
4	57,8	58,5	50,9	59,3	55,7	59,4
5	59,3	57,5	52,5	57,6	55,8	57,5
6	62,3	57,2	59,3	58,3	57,6	56,8
7	49,9	54,6	52,4	55,8	49,7	54,1
8	20,1	45,9	15,3	46,2	17,4	42,5
9	25,9	48,3	21,5	49,8	22,3	45,2
10	49,7	16,7	32,2	12,9	42,7	17,0
11	65,7	25,4	52,7	22,2	56,9	23,8
12	86,5	49,9	84,3	49,2	87,6	51,9



# FOUNDATION PHASE

## GRADE 3

SUBJECT	PASS % TERM 1		
	2019	2020	2021
Home Language	75.9	80.9	76.6
First Additional Language	84.2	83.8	83.4
Mathematics	90.6	91.2	90.9
Life Skills	98.0	98.3	96.8

# LEARNER PERFORMANCE IN THE INTERMEDIATE PHASE GRADE 4 AND 6

GRADE 4				GRADE 6			
SUBJECTS	PASS % TERM 1			SUBJECTS	PASS % TERM 1		
	2019	2020	2021		2019	2020	2021
Home Lang	66.8	76.3	73.4	Home Lang	67.3	79.1	75.6
FAL	76.0	69.0	74.0	FAL	84.0	76.0	79.0
Maths	73.3	77.6	79.0	Maths	72.0	74.8	72.2
Life Skills	95.0	96.4	93.3	Life Skills	94.7	95.4	92.4
NS & Tech	72.7	93.6	89.0	NS & Tech	78.7	94.3	89.0
Social Sciences	82.0	78.6	83.3	Social Sciences	68.4	66.4	71.0

# SENIOR PHASE

GRADE 9				GRADE 8			
Subjects	Pass % @ 50%			Subjects	Pass % @ 50%		
	2019	2020	2021		2019	2020	2021
Afrikaans HL	58.2	68.5	57.0	Afrikaans HL	49.6	61.9	52.2
English HL	47.0	59.9	41.8	English HL	38.8	55.0	42.4
IsiXhosa HL	57.0	65.0	42.6	IsiXhosa HL	40.6	63.8	53.4
IsiZulu HL	51.8	78.3	60.2	IsiZulu HL	45.7	77.0	61.7
Sepedi HL	56.5	81.0	100	Sepedi HL	52.6	96.7	90.0
Sesotho HL	74.1	68.1	53.7	Sesotho HL	43.8	60.6	51.0
Setswana HL	47.3	68.7	35.4	Setswana HL	44.8	46.9	33.2
SASL HL	-	71.4	100	SASL HL	-	20.0	100
Xitsonga HL	73.1	84.0	100	Xitsonga HL	27.6	94.7	67.9

SENIOR PHASE

GRADE 9				GRADE 8			
Subjects	Pass %			Subjects	Pass %		
	2019	2020	2021		2019	2020	2021
Creative Arts	93.2	92.4	91.9	Creative Arts	93.7	91.1	91.5
EMS	60.4	61.3	60.4	EMS	64.5	69.0	62.9
English FAL	46.8	57.8	46.5	English FAL	38.9	57.9	40.5
LO	94.1	92.5	72.1	LO	93.5	89.8	66.4
Maths	22.9	32.0	31.8	Maths	23.3	23.7	27.6
NS	55.9	53.0	52.7	NS	55.0	52.0	49.0
Social Sci	67.0	66.0	60.8	Social Sci	66.2	65.2	59.0
Technology	73.1	89.5	83.9	Technology	65.4	87.0	78.7

# PROFILE OF THE CLASSES OF 2021

	GRADE 10	GRADE 11	GRADE 12
TOTAL NUMBER OF LEARNERS	58 003	46 029	35 443
PROGRESSED IN 2020	7379	3820	3035
PROMOTED IN 2020	36758	38175	31 753
RETAINED	13866	4034	645

# GRADE 10: LEARNER PERFORMANCE TERM 1

DISTRICT	2020		2021	
	Pass Percentage	Bachelor Pass Percentage	Pass Percentage	Bachelor Pass Percentage
Fezile Dabi	37.4	15.3	40.9	16.6
Lejweleputswa	26.1	8.4	42.1	17.7
Motheo	34.1	16.2	39.1	19.9
Thabo Mofutsanyane	32.8	11.8	41.0	15.9
Xhariep	23.4	8.7	46.9	16.6
Free State	32.2	12.9	42.7	17.0

# GRADE 11: LEARNER PERFORMANCE TERM 1

DISTRICT	2020		2021	
	Pass Percentage	Bachelor Pass Percentage	Pass Percentage	Bachelor Pass Percentage
Fezile Dabi	59.7	24.7	54.8	21.8
Lejweleputswa	50.4	18.4	55.4	22.6
Motheo	55.9	28.0	53.5	27.5
Thabo Mofutsanyane	48.3	17.6	52.1	21.4
Xhariep	40.9	16.1	60.9	24.4
Free State	52.7	22.2	56.9	23.8

# GRADE 12: LEARNER PERFORMANCE TERM 1

DISTRICT	2020		2021	
	Pass Percentage	Bachelor Pass Percentage	Pass Percentage	Bachelor Pass Percentage
Fezile Dabi	87.0	51.6	87.9	52.9
Lejweleputswa	86.4	47.9	88.3	52.6
Motheo	82.9	52.6	85.4	54.0
Thabo Mofutsanyane	83.2	45.3	81.4	45.9
Xhariep	79.3	44.1	87.9	47.2
Free State	84.3	49.2	87.6	51.9



# GRADE 12: LEARNER PERFORMANCE TERM 1

HIGH ENROLMENT SUBJECTS	2020		2021	
	PASS %	Pass % > 40	Pass %	Pass % > 40%
Accounting	74.1	49.4	84.9	59.2
Agricultural Sciences	79.4	46.4	82.0	54.6
Business Studies	92.2	76.0	85.8	67.9
Economics	84.4	62.8	83.4	59.7
Geography	80.0	59.8	82.3	59.4
History	84.1	64.4	85.0	64.7
Life Sciences	85.0	66.6	88.4	69.8
Mathematical Literacy	81.7	60.1	86.9	65.5
Mathematics	45.8	28.5	63.0	43.1
Physical Sciences	76.8	52.5	48.2	23.0
Technical Mathematics	48.7	31.2	56.7	39.6
Technical Science	56.0	31.2	63.9	31.0

# GRADE 12: LEARNER PERFORMANCE TERM 1

HOME LANGUAGES	2020		2021	
	PASS %	Pass % > 50	Pass %	Pass % > 50%
Afrikaans HL	84.1	58.4	77.8	52.9
English HL	66.9	39.7	59.4	35.8
IsiXhosa HL	95.0	85.8	97.1	86.4
IsiZulu HL	94.0	73.1	92.4	64.6
Sepedi HL	100	87.5	100	90.0
Sesotho HL	95.1	79.0	94.4	71.4
Setswana HL	93.3	73.9	91.8	69.6
South African Sign Language HL	90.0	30.0	66.7	44.4
Xitsonga HL	100	75.0	100	81.0

# **SUMMARY OF TERM 1 2021 LEARNER PERFORMANCE : Grade 10**

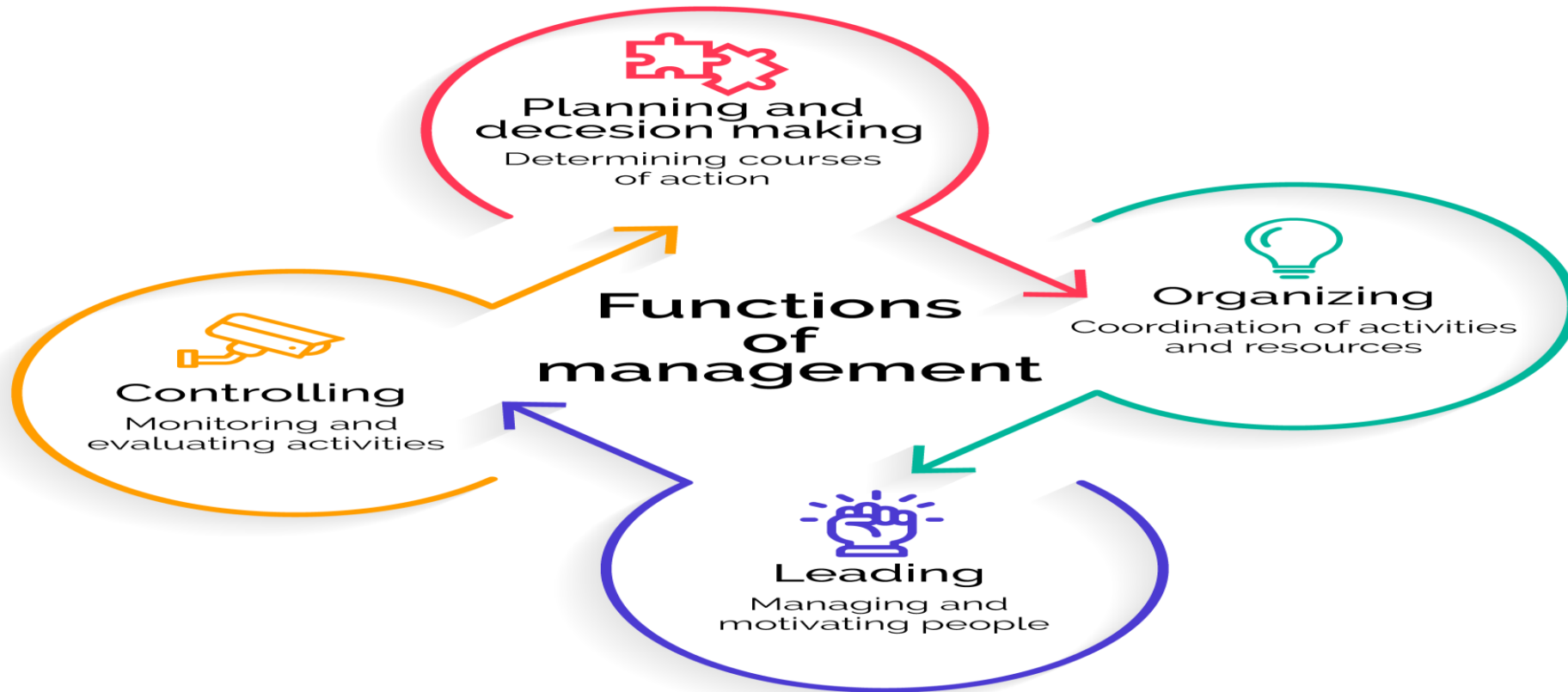
- Learner performance in Term 1 2021, although still lower, it improved as compared to Term 1 in 2020.
- Provincial standardised tests were written in 2020.
- In 2021, school-based tests were written.
- The marks presented are raw marks without the SBA component of term 1.

# **SUMMARY OF TERM 1 2021 LEARNER PERFORMANCE: Grade 11**

- Learner performance in Term 1 2021 improved slightly as compared to Term 1 in 2020.
- Provincial standardised tests were written in 2020.
- In 2021, school-based tests were written.
- The marks presented are raw marks without the SBA component of term 1.

# SUMMARY OF TERM 1 2021 LEARNER PERFORMANCE: Grade 12

- Learner performance in Term 1 2021 improved as compared to Term 1 in 2020.
- Provincial standardised tests were written in 2020 as well as in 2021.
- The marks presented are raw marks without the SBA component of term 1.



iEduNote



# PLANNING – WHAT SHOULD BE CONSIDERED

**Curriculum  
revision**

**Time table**

**Blended  
learning**

**Extra  
mural  
activities**

**Learner  
centred  
learning**

**And...  
Masks**

**Parental  
involve-  
ment**

**Assessment**

## PLANNING – WHAT SHOULD BE CONSIDERED

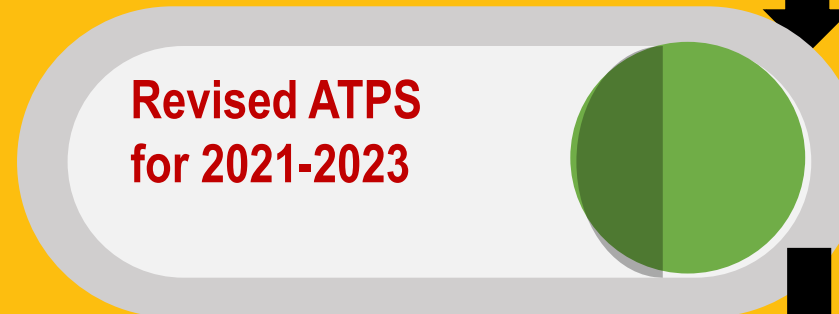


## DBE: PROPOSED CURRICULUM

The Three Year Curriculum Recovery Guideline outlines the development of the three year recovery ATPs to manage learning losses over a period of three years **2021-2023**

**Recovery ATPs as stipulated in Circular S11 of 2020.**

# DBE: PROPOSED CURRICULUM

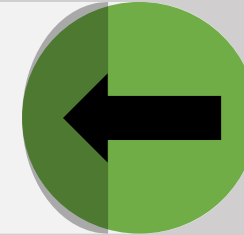


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop **an Assessment for Learning** pedagogical strategy, and
- Develop Educator Mediation Programmes.

# DBE: PROPOSED CURRICULUM

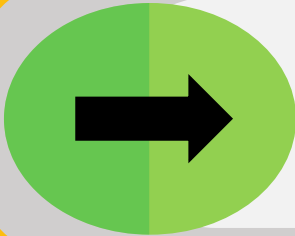
To outline the process to develop the **Three-year Recovery Plan** in managing the learning losses over a period of three years

**RATIONALE FOR  
THIS GUIDELINE**



**LEARNING LOSSES**

for the purpose of this exercise are defined as:



**Learning Outcomes (content, skills & competencies, values & attitudes)** as stated in the revised ATPs not achieved during the 2020 school year.

# DBE: PROPOSED CURRICULUM




Use of the **2020 Curriculum Recovery Framework** as the base document




Learning losses inform the **Three Year Recovery Plans for School – based Assessment**



**Management of the learning losses and the School Based Recovery Plans**



Create opportunities through adjusted ATPs to strengthen **pre-knowledge, consolidation, revision, and deeper learning**



Entrench **Assessment for Learning** as a **Pedagogical Approach** to address the learning losses

# DBE: PROPOSED CURRICULUM



The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.



Content topics removed in 2020 were not returned in the 2021 Recovery ATPs.



Fundamental and core topics were retained in the Recovery ATPs



To guide and support effective teaching and learning

# DBE: PROPOSED CURRICULUM



## **ASSUMPTION 1**

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

## **ASSUMPTION 2**

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

## **ASSUMPTION 3**

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;

# DBE: PROPOSED CURRICULUM



## ASSUMPTION 4

All schools will develop & implement school-based support programmes for all grades/years with particular **focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.**

## ASSUMPTION 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

## ASSUMPTION 6

Schools have systems in place to manage the possibility of a second wave of the pandemic in **Q1 and Q3 of the 2021**

# **Assessment for Learning**

## DBE: SCHOOL RECOVERY PLAN

- Exploiting the digital learning platforms,
- Extending schooling into the pre-planned holidays,
- Extended hours for schooling and
- Lessons broadcast through radio stations.
- A staggered return to school
- Trimming of current curriculum content
- No testing of curriculum that has not been taught, suggesting that teaching to assessment would influence what gets taught and what is left out of the curriculum.

# PLANNING – WHAT SHOULD BE CONSIDERED

## LIKELY SCENARIOS:

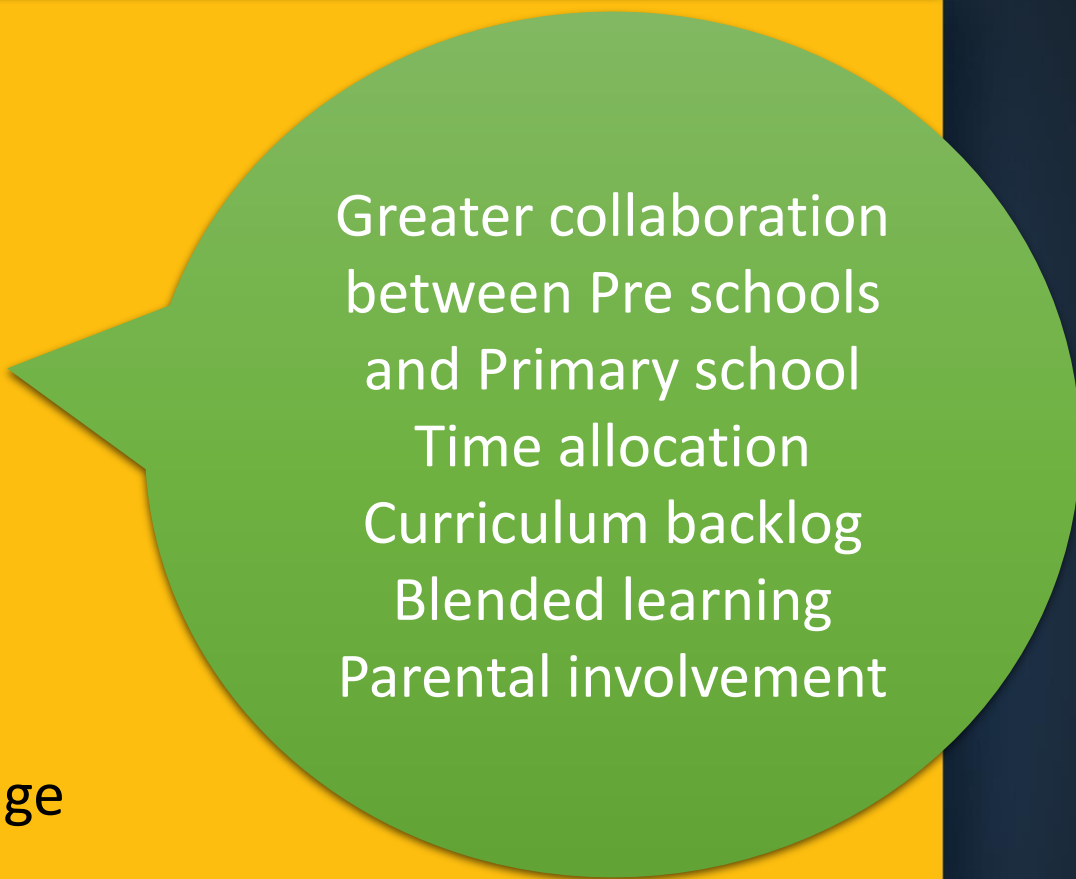
- A large amount of content will not have been covered in 2020
- Revised ATPs will remain
- Free State – provincial trimming of ATPs
- Content which was cut will not return
- Teaching and learning in the holidays?
- October holiday?

# PLANNING – WHAT SHOULD BE CONSIDERED

## LIKELY SCENARIOS:

- **ECD AND GET**

- Core skills and values
- Function shift of ECD
- Role of primary schools
- Grade R practitioners
- Grade RR
- Infrastructure
- Reskilling and upskilling of teachers
- Robotics and Coding
- Incremental Introduction of African Language




Greater collaboration  
between Pre schools  
and Primary school  
Time allocation  
Curriculum backlog  
Blended learning  
Parental involvement

# PLANNING – WHAT SHOULD BE CONSIDERED

## LIKELY SCENARIOS:

### • SENIOR PHASE

- A review of promotion and progression requirements
- Less subjects
- Impact on subject choices
- Impact on feeder schools
- Post provisioning norms
- Reskilling and upskilling of teachers
- Philosophy of needs of country
- Robotics and Coding

An orange speech bubble with a white outline, pointing towards the left. It contains text about collaboration and learning.

Greater collaboration  
between Primary  
school and High school  
teachers  
Time allocation  
Advice on subject  
choices  
Blended learning

# PLANNING – WHAT SHOULD BE CONSIDERED

## LIKELY SCENARIOS:

- **FET PHASE**

- Grade 10 – learners who offered less subjects
- Subject choices
- Least amount of learning and teaching time
- Self-directed learning
- Grade 10 and 11 – CATCH UP PLANS – school driven
- Revision of Grade 12 Exam guidelines to ensure that “cut Content” is not assessed
- Revised PAT weightings
- Revised exam timetables?
- Preparation for 2021
- Studying during holidays and Saturdays inevitable

# PLANNING – WHAT SHOULD BE CONSIDERED

Curriculum coverage

Time

Promotion and progression (outcomes)

Curriculum content

Pedagogy

Curriculum monitoring and accountability

Assessment

Relevance of schools and education

The fundamental curriculum question:

What **knowledge and skills** are most relevant in a period of disaster?

Are schools still relevant?

Learning should be relevant

## PLANNING – WHAT SHOULD BE CONSIDERED

- Amended methodology – blended model
- Extending teaching time during school day
- Teaching during holidays
- Teaching on Saturdays?
- Is it necessary to recover teaching time? Using 2020 as a measure?

# PLANNING – WHAT SHOULD BE CONSIDERED

National Recovery Programme  
(Protocol)



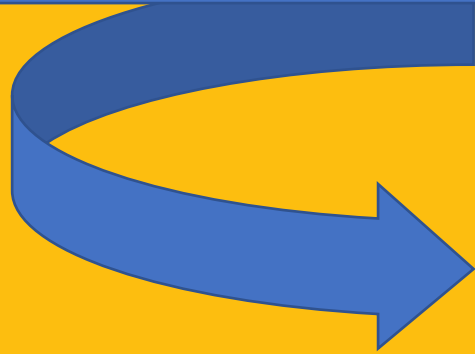
Provincial Recovery Programme



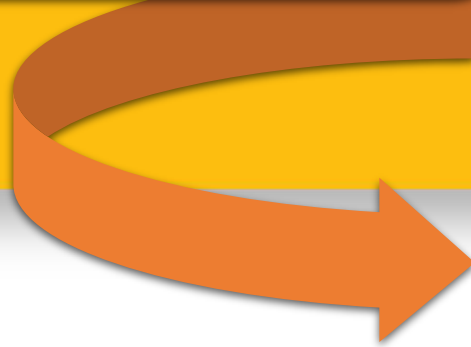
School Recovery Programme

# PLANNING – WHAT SHOULD BE CONSIDERED

Annual Teaching Plans  
(ATP)



Guideline  
Documents



Instructional  
Videos

## PLANNING – WHAT SHOULD BE CONSIDERED

- What competence and skills are needed for learners to sufficiently engage with the expected curriculum in the next grade or phase?
- Are content still relevant or is it outdated?
- What did you naturally cut from CAPS previously?
- What duplications are there across different subjects?
- What are the identified fundamentals in every subject?

# DIGITAL LEARNING

- Digital learning would further widen the inequity gap
- Should be used for supporting guided independent studies
- Being physically in a school is necessary because of the inequalities in the South African Schooling system.

# PEDAGOGY

- Do we need to amend our teaching strategies?
- HOW?
- Using technology tools
- Psychosocial support
- Pedagogy leading to assessment
- Self-directed learning

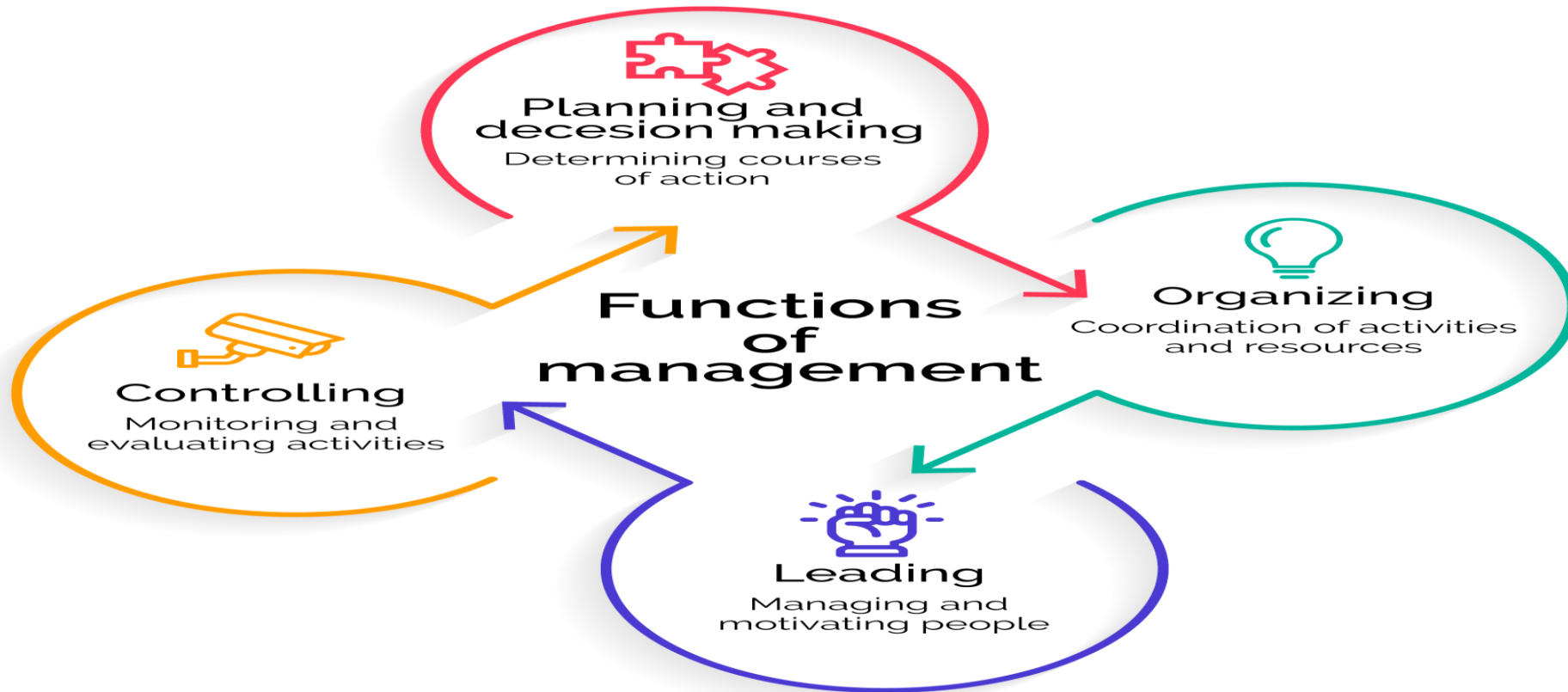
# ASSESSMENT

1. Continuous assessment is limited
2. “By doing away with continuous assessment marks the focus then shifts away from learning into mechanical coverage of curriculum content which then speaks to issues of accountability through curriculum coverage rather than accountability through competence or outcomes of learning.” (Ramrathan)

# ASSESSMENT

## CONDONATION: What will happen in 2021?

- Proposed maximum mark adjustment of 2% (Circular 3 of 2015)
- Proposed condonation of ~~2%~~ 5% in **ONLY ONE** subject (3 of 2015)
- Special condonation dispensation in Mathematics of 20% will still remain



iEduNote

# MANAGERS VS LEADERS



# TIME MANAGEMENT

For curriculum delivery to be successful school leaders should:

- Organise and manage time
- Organise and manage and human and material resources, which must culminate in teaching and learning activities conducted by teachers in classrooms.

# TIME MANAGEMENT

- Timetabling options
- Social distancing
- Teacher absenteeism
- Substitute staff
- Learner absenteeism
- Grade 12 exams - absenteeism

# NPPPR: AMENDMENTS

	Gr 7 – 9
NPPPPR	60% SBA 40% End of year assessment
Amendment	80% SBA 20% End of year assessment
Areas for concern	<ul style="list-style-type: none"><li>• Promotion requirements very high for phase</li><li>• Condonation</li></ul>
SASAMS	<ul style="list-style-type: none"><li>• Reports</li></ul>

# NPPPR: AMENDMENTS

	Gr 7 – 9	Gr 10-11
<b>Current weightings (NPPPR)</b>	60% SBA 40% End of year assessment	25% SBA 75% End of year assessment (PAT included)
<b>Amended weighting for 2020</b>	80% SBA 20% End of year assessment	60% SBA 40% End of year assessment
<b>Areas amended</b>	<ul style="list-style-type: none"> <li>• Condonation will still be implemented</li> </ul>	<ul style="list-style-type: none"> <li>• PAT 20% of 40%</li> <li>• Languages: 12.5% Orals</li> <li>• Control tests:               <ul style="list-style-type: none"> <li>○ Reduced number of tests</li> <li>○ Reduced content</li> <li>○ Reduced time allocation</li> <li>○ Not common papers</li> </ul> </li> <li>• Fundamental skills</li> </ul>
<b>SA-SAMS</b>	<ul style="list-style-type: none"> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Reports</li> </ul>

	<b>Gr 10-11</b>
<b>NPPPPR</b>	<p>25% SBA</p> <p>75% End of year assessment (PAT included)</p>
<b>Amendment</b>	<p>60% SBA</p> <p>40% Assessment instrument</p>
<b>Areas for concern</b>	<ul style="list-style-type: none"> <li>• PAT %</li> <li>• Control tests? <ul style="list-style-type: none"> <li>○ Reduce no of question papers?</li> <li>○ Reduce content assessed?</li> <li>○ Reduce time allocation of question papers?</li> <li>○ Common assessment / papers – Free State</li> </ul> </li> <li>• Fundamental skills</li> <li>• Overload in Grade 12</li> <li>• Not all content taught – possible amendments to Gr 12 2021 Exam guidelines?</li> </ul>
<b>SASAMS</b>	No amendment to promotion and progression requirements



# CONTROL MEASURES

Good  
Management

Instructional  
Leadership

Improved  
Teacher  
Effectiveness

Improved  
Learner  
Achievement

# SAOU



012 033 1333



saou@saou.co.za



076 127 1921



SAOU National



saouteachers



SAOU YouTube

