

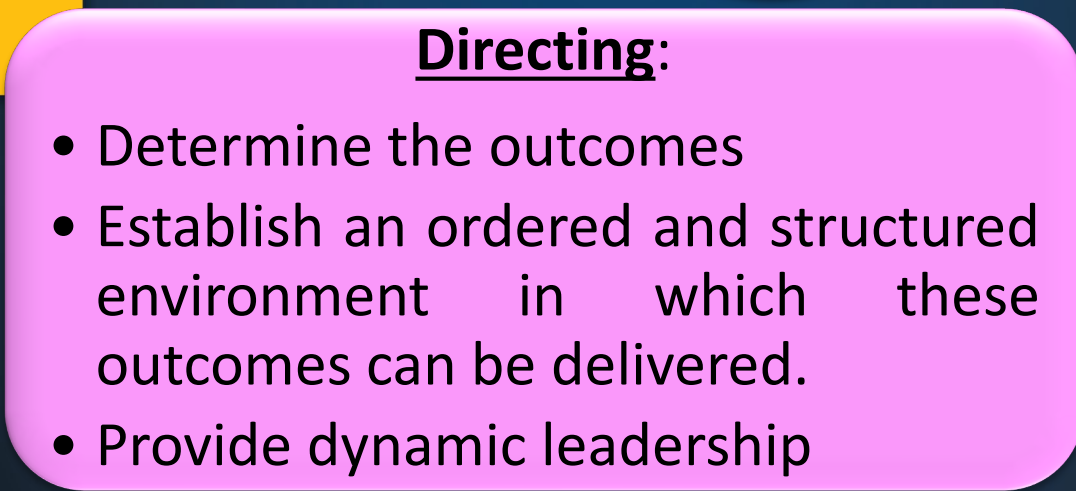
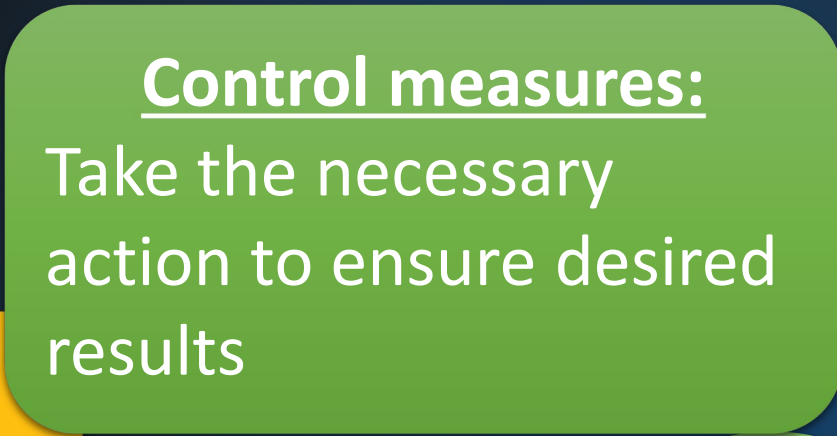
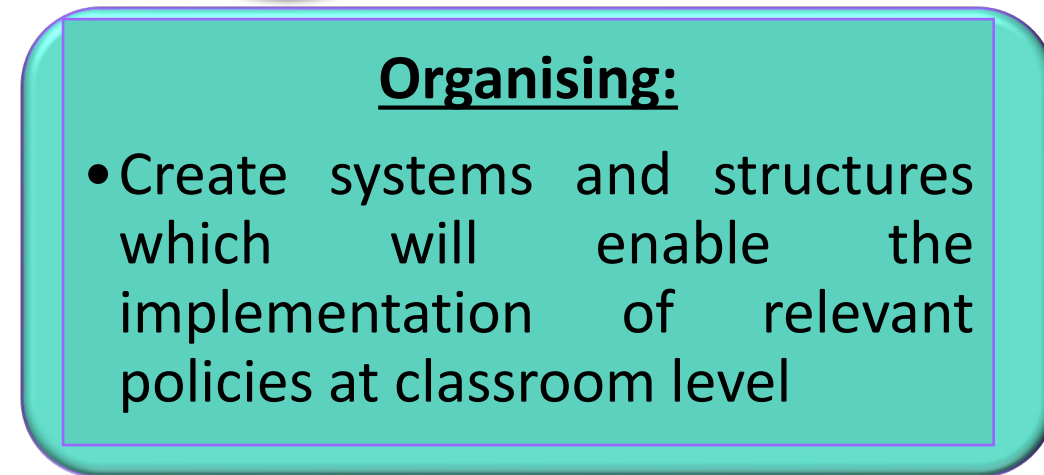
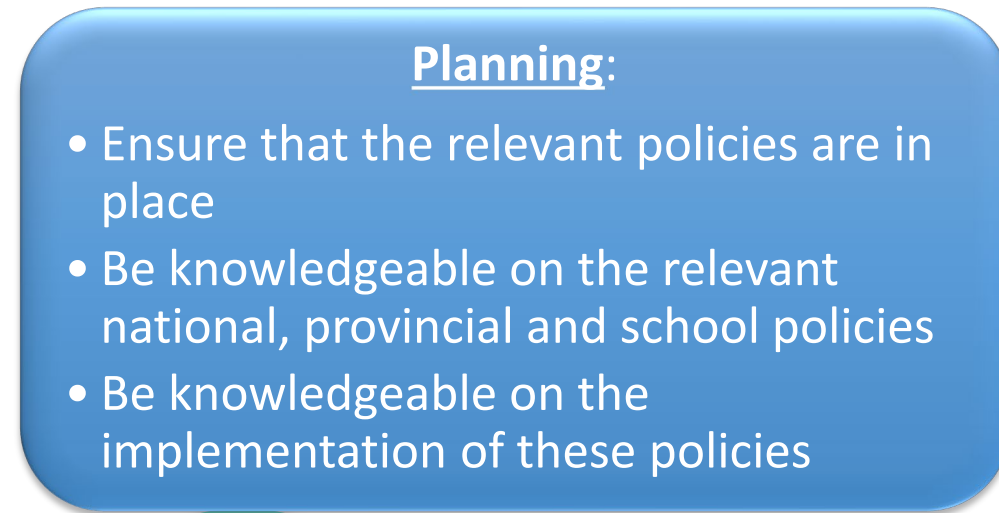
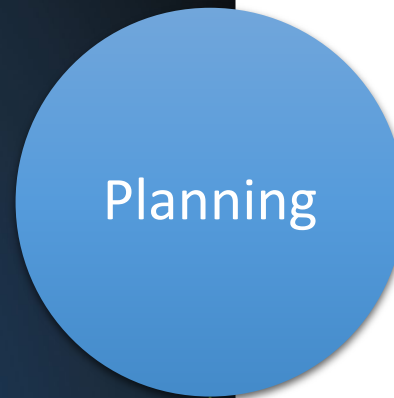
SCHOOL MANAGEMENT WORKSHOP CURRICULUM MANAGEMENT



PRESENTED BY: MARYNA BESSELING
DATE: 19 AUGUST 2021

SAOU

DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION



Macro Curriculum

International trends

African trends

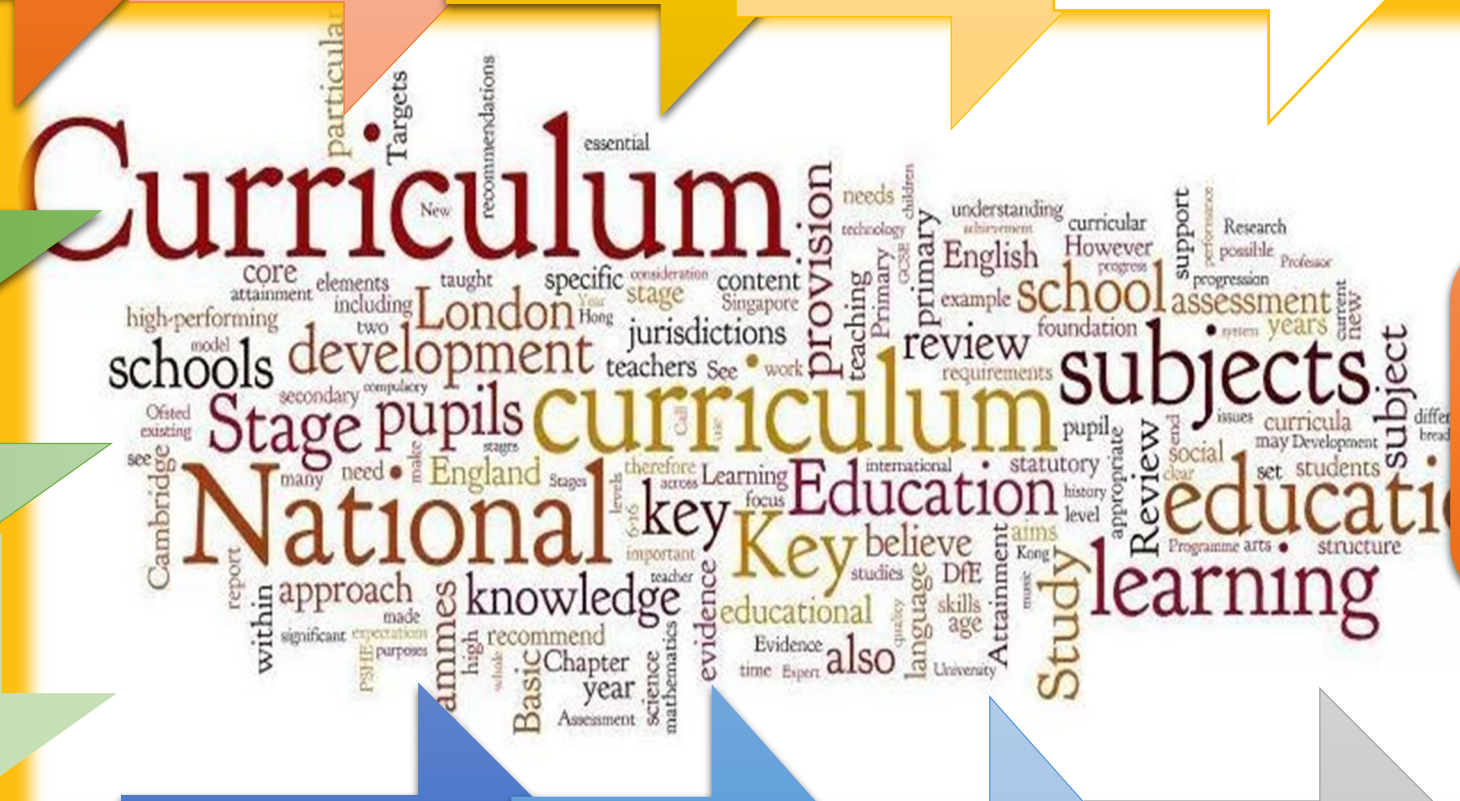
National trends

Provincial trends

Subjects

**Pass rate
require
metns**

**Exams
and
Assess-
ment**



CURRICULUM

Micro curriculum

Timetables

Teaching methodology

Subject content

SAOOL

DEFINITION OF CURRICULUM

“All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.

(Kerr quoted in Kelly 1983: 10; see also, Kelly 1999).

A Curriculum is not a syllabus

- A syllabus is connected with courses leading to examinations
- “Order of contents”
- Where people equate curriculum with a syllabus they are likely to limit their planning to a consideration of the content or the body of knowledge that they wish to transmit.

Time

Subjects

Resources

Assessment

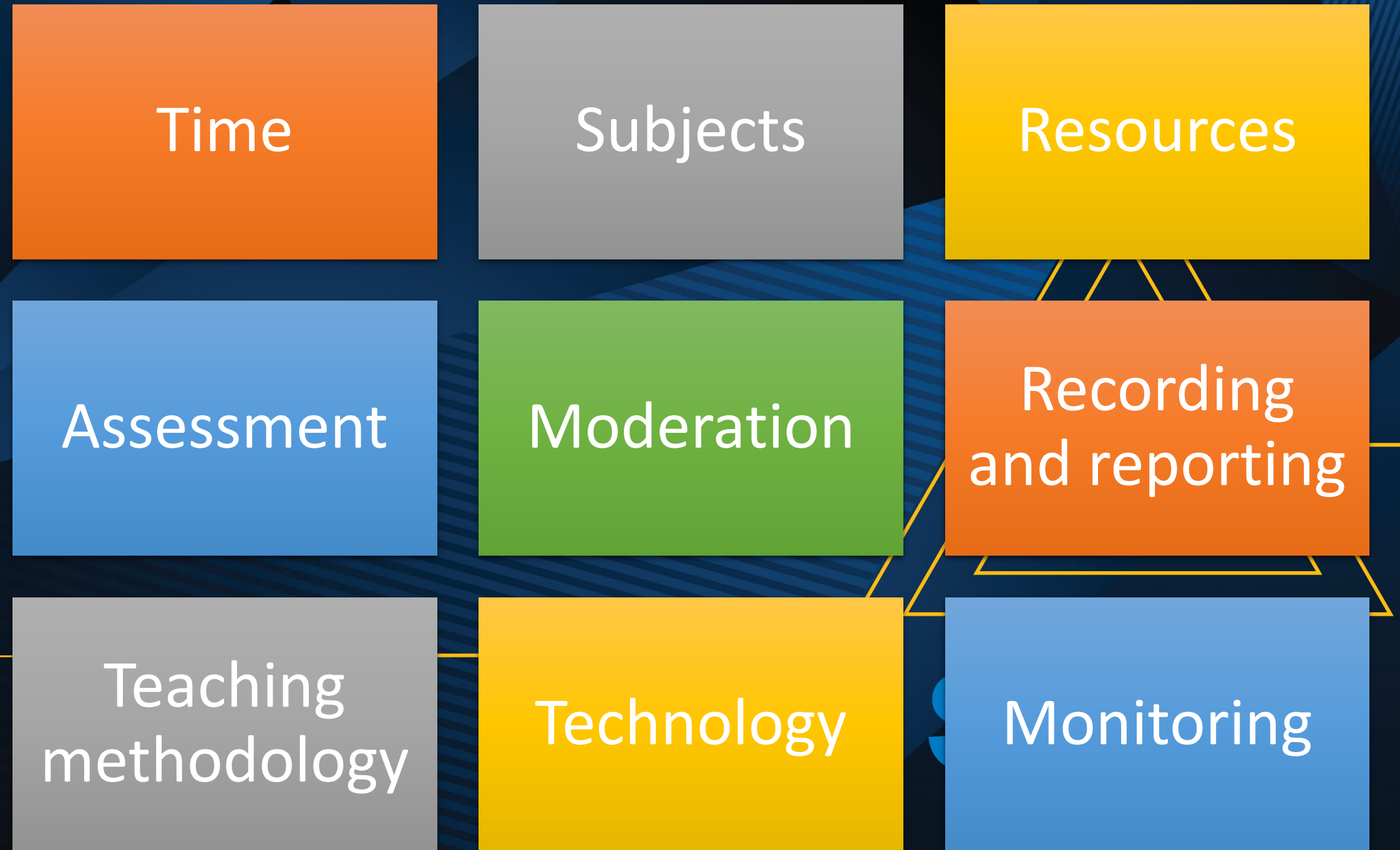
Moderation

Recording
and reporting

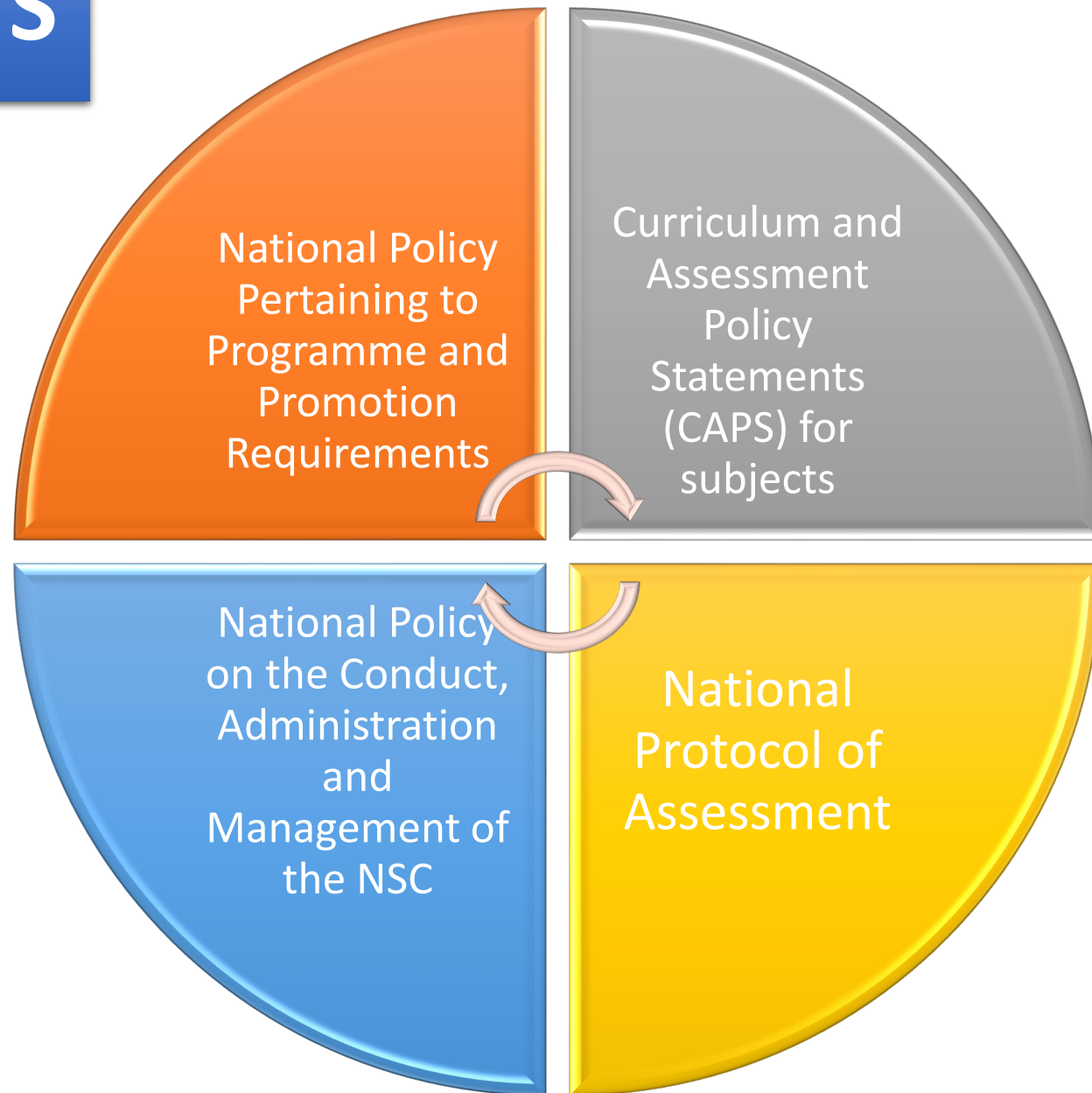
Teaching
methodology

Technology

Monitoring



POLICY PRESCRIPTS



POLICY PRESCRIPTS

Policy pertaining to the programme and promotion requirements

- Subjects per phase
- Time allocation
- Promotion and progression requirements

National Protocol on Assessment

- Assessment weighting per grade
- Formal vs. Informal assessment
- Recording and reporting

Curriculum and Assessment Policy Statements

- Planning
- Curriculum Delivery
- LTSM

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

- Examination processes

PLANNING – WHAT SHOULD BE CONSIDERED

National Recovery Programme
(Protocol)



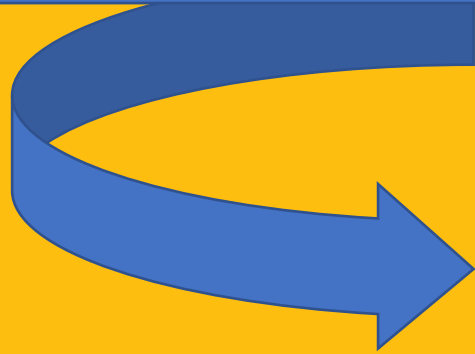
Provincial Recovery Programme



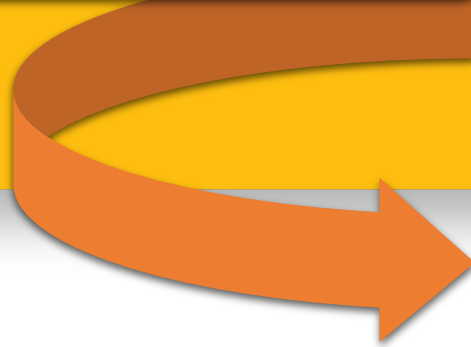
School Recovery Programme

PLANNING – WHAT SHOULD BE CONSIDERED

Annual Teaching Plans
(ATP)



Guideline
Documents



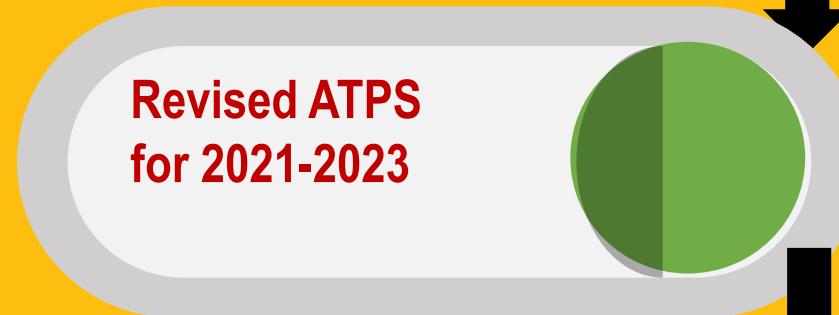
Instructional
Videos

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

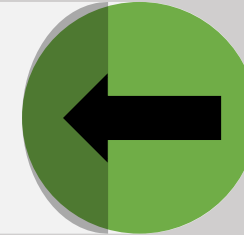


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop **an Assessment for Learning** pedagogical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

DBE: PROPOSED CURRICULUM

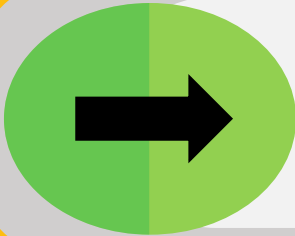
To outline the process to develop the **Three-year Recovery Plan** in managing the learning losses over a period of three years

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



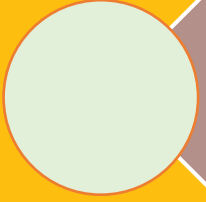
Use of the **2020 Curriculum Recovery Framework** as the base document



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

PLANNING – WHAT SHOULD BE CONSIDERED

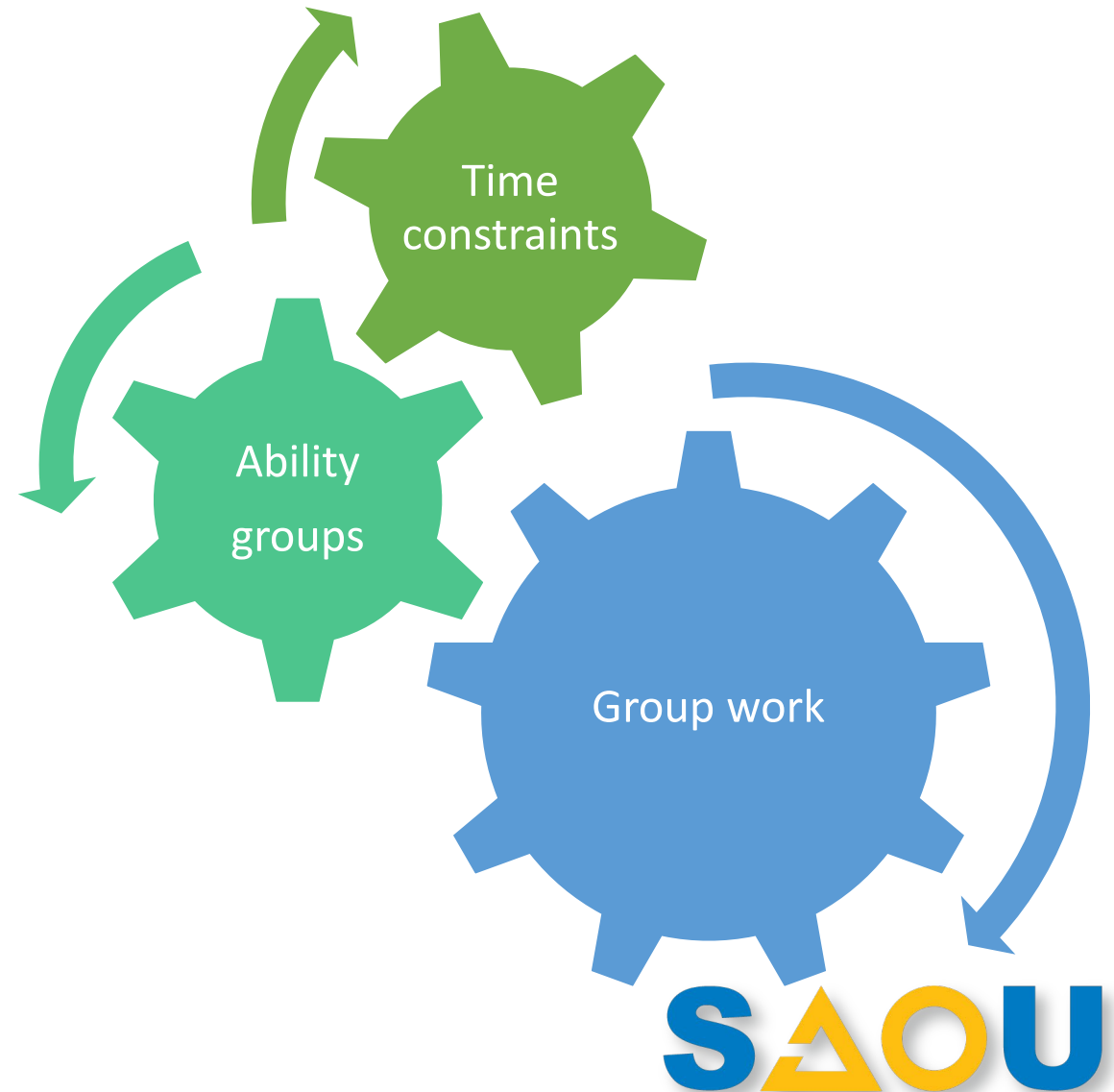
- Amended methodology – blended model
- Extending teaching time during school day
- Teaching during holidays
- Teaching on Saturdays?
- Is it necessary to recover teaching time? Using 2020 as a measure?

Educator Competence

A good teacher is one who engages her learners' cognitive attention through a set of activities and interactions with text and other materials.

She is experienced in presenting the forms of knowledge representation which her learners find most illuminating and has an intuitive feel for the pacing of activities.

Minimum standards set out in curriculum vs Professional Freedom?



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.

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.

CURRICULUM COVERAGE TOOLS

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

Principal

School Evidence

Teacher Evidence

Learner Evidence

DBE
Workbooks

Curriculum
tracking
tools

School Policy

Subjects

Subject choices

Subject changes

Additional activities

Time Allocation

School Calendar

Formal school day

Time allocation for subjects

Assessment

Homework

Examinations;
Timetables

Concessions

Promotion and Progression

Inclusive Education

Admission and accommodation

Institutional Level support team

Curriculum adaptation

Adapted assessment

Language

Language in Education Policy

School Policy

(a) Description of the school's curriculum

- The school's main aims
- List of subjects in terms of the national curriculum statements
- Description of languages offered as subjects with an explanation as to the levels
- Activities and subjects that are not prescribed by national policy must be pointed out and the reason for inclusion
- High schools: elective subjects must be listed with an explanation for the selection of subjects
- A school must categorise itself on the basis of its curriculum

TIME MANAGEMENT



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



It is the responsibility of the principal to ensure school effectiveness through Educational Leadership, specifically with regard to HR Management and time management.

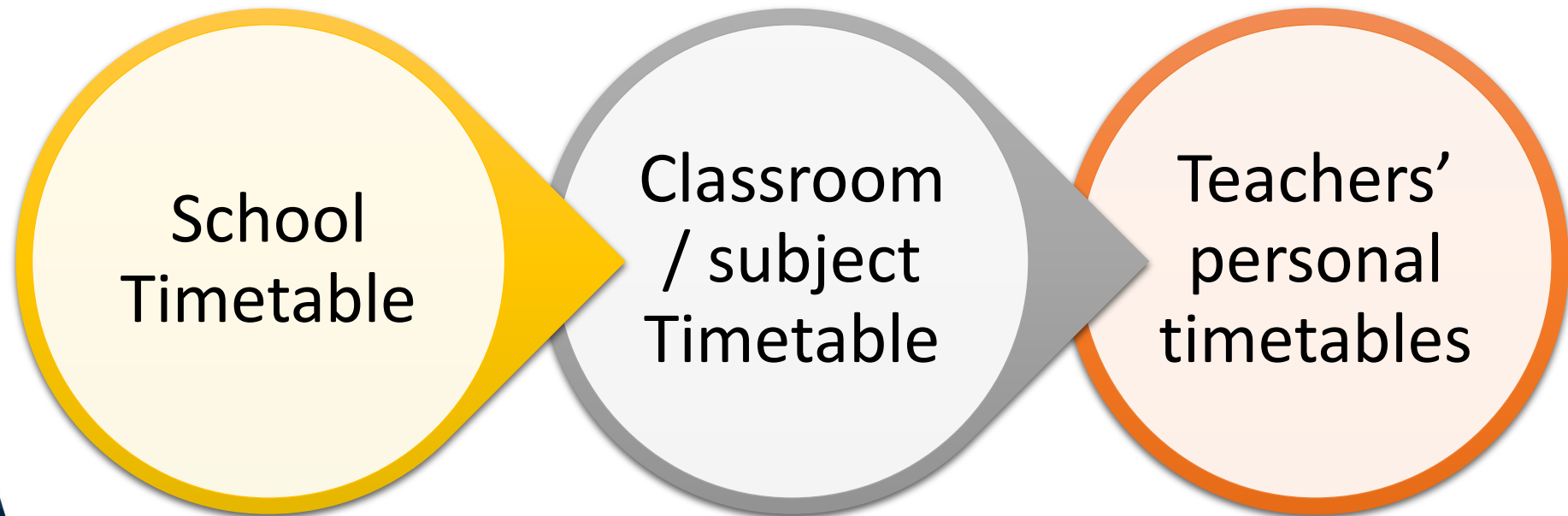
TIME MANAGEMENT

The Policy Pertaining to Programme and Promotion Requirements, is the subjects which constitutes the programme of the NCS, with relevant time allocation to each subject.

- Instructional time is set per subject per grade
- Time allocated to breaks, assemblies and extramural activities is excluded from the time allocation. This can be monitored through the school time table.
- Time must be available to support learners who experience barriers to learning within the instructional time.

TIME MANAGEMENT

Instruments to manage time in schools:



Time
allocation
per subject

Workload
of
teacher



TIME MANAGEMENT

The principal should:

- Involve the SMT in early discussions.
- Ensure that the SMT agrees with the motivation for using a specific teacher in a particular subject or class.
- Find a way for staff members to express their needs– (e.g. a subject or grade he/she would like to teach.)
- Communicate with the staff, as this is very important.
- Make use of a timetabling programme of which various programmes are available.

TIME MANAGEMENT

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

Curriculum Monitoring

Teachers are assessed on the curriculum delivery and both teachers and schools are being held accountable based on these results.

The aspect of systemic accountability impacts on the teacher's ability to establish professional freedom and to implement educator competence.

Are we becoming a system which only teaches to the test?

- The directing focus areas for curriculum delivery should be:
 - The formulation and implementation of a school language policy
 - Curriculum planning
 - Construction of school norms for tracking and strengthening reading and writing
 - Procuring and managing LTSM
 - Moderation of assessment
 - Analysis of test results
 - Teacher professional development

WHAT IS A CURRICULUM COVERAGE: MONITORING AND TRACKING TOOL?

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.

CONTROL MEASURES

Control measures

Monitor
performance

Take the necessary
action to ensure
desired results

CONTROL MEASURES

The purpose of monitoring teaching practices and learning outcomes is to identify strengths and weaknesses in the school in order to make best use of the strengths and minimise the weaknesses.

MONITORING

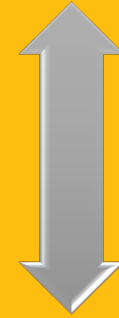
- Monitoring in all classes in the grade takes place to ensure that the same sequence and pace in curriculum coverage is used.
- Classroom organisation
- Classroom discipline
- Documentation (Teacher File and Planning documents)
- Pedagogy: Different concepts and preconceptions of different age groups (by implication the Social Curriculum) is taught
- Teachers' subject knowledge and general instructional methods are related to the school context.
- Teacher needs are identified and support structures are put in place.

ASSESSMENT



NPA: TYPES OF ASSESSMENT

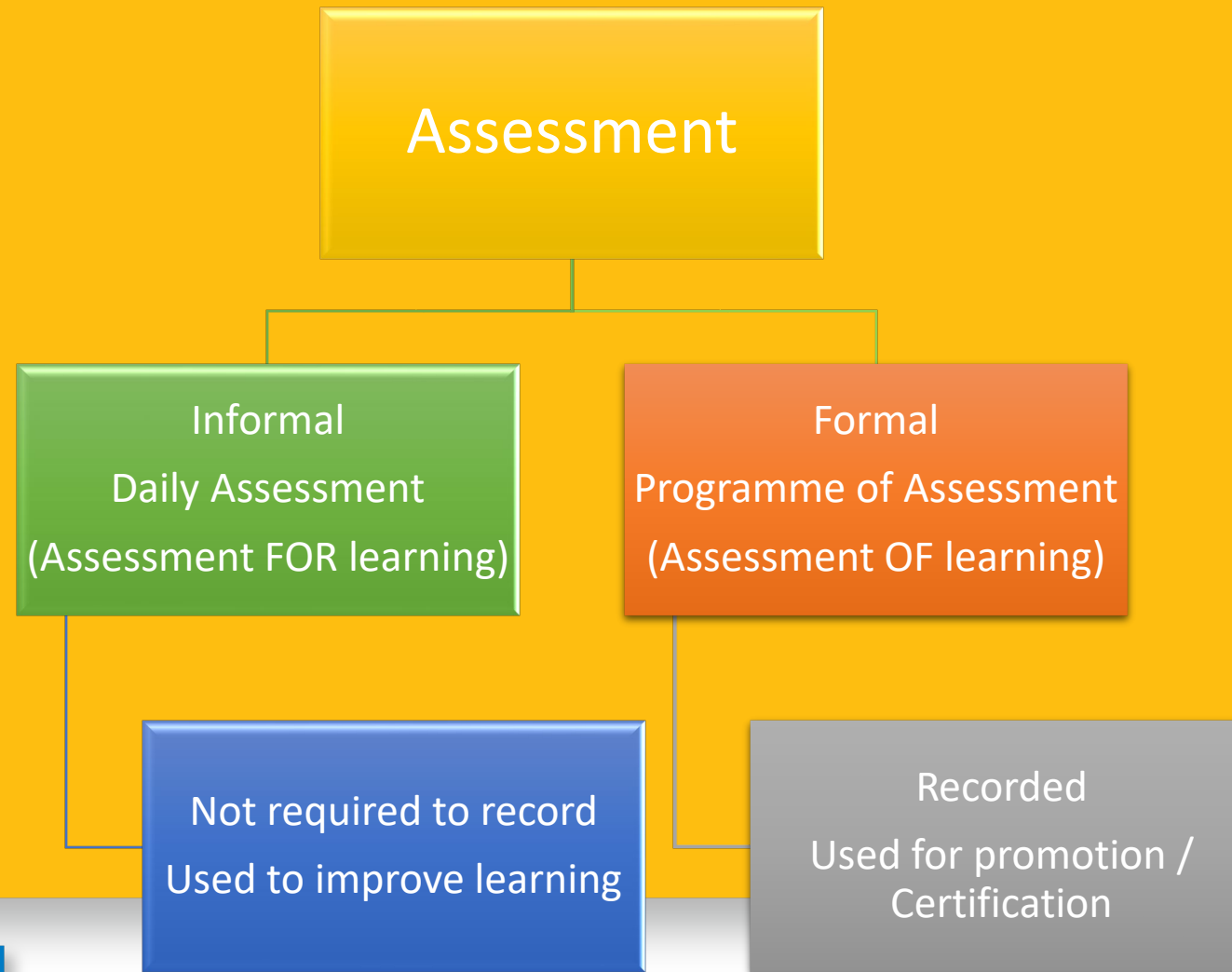
Informal



Formal

SASAMS indication of
number of assessments and
weighting

NPA: FORMAL AND INFORMAL ASSESSMENT



Examples of Formal Assessment Tasks

FORM	INSTRUMENT
Oral	Observation, check list, rubric
Demonstration	Observation, check list, rubric
Written: essay, assignment, question/answers	Rubric, worksheet
Test, examination	Question paper and memorandum
Project/investigation	Rubrics

MODERATION

Moderation

Approach

Evidence

Report

MODERATION

- Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable.
- Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.
- In Grades 7, 8 & 9 the formal School-based assessment (including the practical assessment tasks) should be moderated by the relevant subject specialist(s) at district level and if necessary at provincial level in consultation with the moderators at school.

Moderation serves the following purposes:

1. Has the subject content and skills which have been taught been assessed?
2. Correct balance of cognitive demands is reflected in the assessment.
3. 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. 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

☐ 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

Assessment for Learning



PROGRESSION PROMOTION AND CONDONATION

Through put rate



- The teacher assesses that which is required by the policy, district or province
- The teacher assesses on the norm which is set for a minimum set of outcomes, in line with the age and skill levels of the learners.
- The decision of the teacher, with regard to a learner repeating a grade, promotion or progression, is no longer final. Initiatives throughout the system dictate whether the learner will be progressed even though he / she did not meet the requirements

School
requirements

District
requirements

DBE
requirements

International
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	

RECORDING AND REPORTING



- **Recording** is a process in which the teacher documents the level of a learners performance.
- Recording of learner performance is against the assessment tasks completed
- Promotion of a learner is based on the composite marks obtained in all four terms.

- **Reporting** is a process of communicating learner performance to learners, parents, schools and the other stakeholders.
- Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card.

CHECKLIST

- Is there evidence of informal recording?
- Does the recording sheet correctly indicate the learners' information?
- Are the weighting and calculation on recording sheets aligned to CAPS and SASAMS?
- Does the recording reflect learner performance against the concepts and skills in assessment tasks?
- Does it reflect on overall performance in the subject?
- Does the learner achievement correlate with the learner performance in the task?
- Have recorded marks been verified?
- Do the records indicate intervention and support strategies?

CONTROL MEASURES

Good
Management

Instructional
Leadership

Improved
Teacher
Effectiveness

Improved
Learner
Achievement

SAOU



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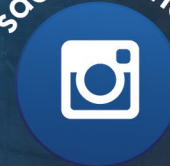
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SAOU National



saouteachers



SAOU YouTube

