KZN Department of Education

Curriculum Management and Delivery Strategy
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PART 1: INTRODUCTION, BACKGROUND AND RATIONALE

1. Introduction and background
In August 2012, the Mr ES Mchunu, MEC for Education in KwaZulu-Natal, conducted oversight visits to the 12 education districts in the province to assess progress with regard to implementation of the curriculum in schools. The focus of the visits was to also establish the extent to which the province had implemented the Curriculum and Assessment Policy Statements (CAPS), preparations for the Annual National Assessments (ANA) and the National Senior Certificate examination (NSC).

The outcome of the monitoring visits showed progress with respect to the implementation of the Curriculum in the province. However, there were variations across districts in the support of curriculum in the province. There was need therefore to standardise the approach and to promote uniformity in curriculum implementation and support in the province. It was also necessary to ensure that all components of the system are guided to focus on supporting the improvement of the core function of the Department which is teaching and learning.

The achievement of effective curriculum management, support and implementation requires optimum school functionality and stable schools. In other words, the environment of the schools must provide a conducive atmosphere for teaching and learning. Thus, an effective curriculum management and delivery will required that all conditions at school level are stabilised.

Reports on school development and support have indicated that the school district unit is an important component in the support of schools. These reports have identified characteristics that are central to the improvement in school functionality. These can be grouped as follows:

- Effective leadership that focuses on learner achievement and learning
- Accountability that develops clear goals that identify how to improve learner achievement and takes responsibility for improving student learning.
- Creating opportunities for meaningful professional development
- Use of data to make decisions and to guide instructional decisions and allocation of resources. Districts must provide training in the use of data and help schools to collect and interpret information.
- Regular monitoring of progress with recognition for successful schools and intervention for struggling schools.
- Managing community partnerships and “buffering schools” against external distractions (Shannon GS and Bylsma (2004 – Characteristics of improved districts:...))
An overarching factor is that these characteristics work together and impact one another and therefore infuse the organization. Thus, this document provides a framework for the enhancement of the management of curriculum in the system and seeks to strengthen curriculum delivery in the classroom through the coordination of the different components of the schooling system in the province. It focuses attention in the entire schooling sector and seeks to break self-made barriers in the support of teaching and learning in schools. It provides an indication of alignment that is necessary to maximise schooling.

2. The South African Curriculum

The National Curriculum Statement NCS (CAPS) serves the following purposes:

- To equip learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfillment, and meaningful participation in society as citizens of a free country;
- Provide access to higher education;
- Facilitate the transition of learners from education institutions to the workplace.

In addition, the NCS aims to produce learners who are able to do the following:

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively as individuals and with others as members of a team;
- Organise and manage themselves and their activities responsibly and effectively;
- Collect, analyse, organise and critically evaluate information;
- Communicate effectively using visual, symbolic and/or language skills in various modes;
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation

It is therefore critical that the principles of the South African school curriculum should be supported and realised for all its learners in all schools of the province. To achieve the realisation of these goals, it is critical that optimum conditions for effective curriculum delivery are supported. In this regard, it is necessary that LTSM, teachers, Infrastructure, Resources are available.
3. Definition of Curriculum

Curriculum refers to what a learner is required to encounter, study, practice and master. It entails taking decisions about what should be taught, how it should be taught and when it should be taught. The four (4) core elements of the curriculum are teaching, learning, assessment and resources used for teaching and learning. The following diagram depicts the relationship between the core elements:

![Core curriculum elements](image)

Figure 1: Core curriculum elements

Furthermore, there are six elements of curriculum management and implementation that guide this strategy namely:

- Supervising the taught curriculum at classroom level.
- Monitoring and evaluating the curriculum implementation.
- Providing support services and resources to teachers.
- Providing skills development training through in-service education and training for teachers.
- Developing exemplars and demonstration programmes of quality learning activities.
- Quality assuring the assessment for learning and assessment for learning.

The above elements of curriculum management require a provincial strategy that is aligned to its resources- (human and physical) assets and linked to the internal and external environment so that all the participants move strategically towards the achievement of effective curriculum implementation. The strategy seeks to create a scaffold for a shared meaning on what needs to be
done and how best can it be done. It is guided by the Curriculum policies and other related prescripts, and it is also linked to the Departmental Master Strategic Plan. Its outcomes are to:

- To improve the achievement of all learners
- To maintain quality teaching and learning in all the schools
- To use resources, including time effectively and efficiently

### 4. Objectives of the strategy

The objectives of the strategy are to:

- Provide a common framework for curriculum management and effective implementation for all schools in the province of KwaZulu Natal.
- Describe the scope, the timing and procedures for curriculum delivery and management.
- Provide a strategic link between the four branches (Curriculum Delivery, Institutional Development, Human Resources and Finance) and affirm the centrality of curriculum management in the education system.
- Confirm the fact that curriculum delivery is the core function of the Department of Education.

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**Curriculum delivery is the core function of the department of education**

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### 5. Rationale and background for the development of a provincial curriculum management and delivery strategy

The need for developing a provincial curriculum management strategy arises from a variety of factors which are directly related to curriculum delivery. These factors are based on the following findings that were discovered during the monitoring, assessment and evaluation of curriculum delivery processes in the province of KwaZulu-Natal.

#### 5.1 Poor learner performance

The results of formative and summative assessments, particularly in 2010 and 2011 have proven that learners in schools are not performing according to the expectations of the system. There are
schools that perform very well and some produce unsatisfactory results. Learner performance differs from district to district due to the uniqueness and capacity of each district. The assessment of curriculum in the province is informed by the National Protocol for Assessment. Learners are assessed quarterly to measure the effectiveness of curriculum delivery and management at school level. Summative assessments such as the Annual National Assessments and the National Senior Certificate examinations also inform the system of the strengths and weaknesses in learner achievement levels across all the subjects and learning areas.

5.2 Lack of monitoring of schools
Reports from district intervention teams and the oversight visits by the MEC for Education in KwaZulu-Natal indicate that there is no common and effective strategy for the monitoring of curriculum delivery across the twelve districts. There is no instrument designed to inform the system early enough of the extent to which learners are achieving learning objectives. The new organogram of the Department of Education aims at improving curriculum delivery, management and support which is one of the reasons why the branch “Curriculum Delivery and Management” was established for the first time in KwaZulu Natal since 1994. A common provincial curriculum management strategy will introduce a common and effective approach to curriculum delivery monitoring. In a nutshell, the strategy will:

- Focus the available resources to the attainment of learning objectives across the twelve districts.

- Provide a clear sense of direction in districts and schools thus strengthening the understanding of the teaching personnel and officials of where the Department of Education is heading to.

- Bring about effective integration of diverse decisions and activities of provincial and district curriculum managers and implementers not only at a point of time but also over a period of time.

- Provide a framework for the provincial and district curriculum managers and implementers for taking integrated decisions of curriculum related activities in an integrated manner that advances provincial coordination.
5.3 Poor time on task
Time on task is very important in a curriculum delivery and management environment. There is allocated time which is the total time available for teaching and learning. This time must be planned for and used effectively to accomplish the teaching and learning task. Allocated time at school is mainly for teaching, learning and assessment. It is for this reason that the school must have a time table which is followed by all teachers. Allocated time also requires that teachers and learners are always punctual for the task of teaching and learning. It also requires that the support of schools by the district and head office must be timely. Any loss of time on any day contributes to time deficits which will compound to learning deficits.

One of the observations of the ministerial oversight visits in the province is that there is a weak link between the school calendar (allocated time) and the planning at district and school level. The evidence of this challenge is shown by times at which the syllabus is covered and the quality of syllabus coverage. Linking time to task requires a common strategy that will compel schools make use of each and every minute of teaching time effectively. This will not be achieved if the province does not have a strategy that talks to fully utilised teaching periods and maximum punctual attendance of learners and teachers.

It also requires that teaching time is kept sacrosanct. Thus, the MEC for Education pronouncing policy regarding no training during school hours in order to maximise teaching time.

5.4 Poor supervision by School Management Teams (SMT’s)

School management teams seem to lack strategy to monitor the implementation of curriculum policy at classroom level and to translate the importance of effective teaching and learning into classroom excellence. This is also a matter that is not picked up early by officials who visit the schools.

The roles are not clear amongst the members of the SMT. Most of the Principals of schools do not fully play their role of ensuring school functionality. Deputy Principals do not play their role of ensuring the functionality of departments. Heads of Departments are not effective in ensuring that the subject is fully functional within their departments. Such weakness are serious when one considers that most of the SMT’s do not frequently walk through classes for observation, conduct curriculum management and delivery meetings and periodically review curriculum related documents such as exercise books, teachers portfolios etc.
5.5 Disjuncture in curriculum management and policy implementation
Curriculum delivery requires an integrated system that looks at human and physical resources jointly. It requires a system in which officials at all levels of the system understand the impact of curriculum policies on other activities of the department and equally the impact of other departments’ policies on curriculum delivery. This means that the system must successfully synergise all its activities to avoid duplication of activities and wasteful use of scarce resources. It means that all the programmes from various directorates across the Department that target the same cadre of educators must be planned centrally and implemented as provincial projects. It also means that the activities of all components of the Department must form part of the strategy for curriculum management at provincial and district level.

5.6 Lack of common strategy to deal with the challenge of absenteeism
Curriculum delivery in schools is sometimes managed through common sense. There is no common strategy for dealing with issues of learner and educator absenteeism. Whilst absenteeism has a direct impact on the academic performance of learners, there are no procedures to assist learners who were absent for valid reasons to catch up with the lost time and tasks and there are no common processes of discouraging learners and teachers from absenteeism. The common strategy for managing curriculum must speak to the issue of absenteeism and its negative impact on curriculum delivery in general, syllabus coverage, and quality teaching and satisfactory learner achievement.

5.7 Job vacancies that impact on curriculum delivery
Teaching cannot take place when there are no teachers appointed to teach. Optimum curriculum delivery requires that teachers are appointed and the vacancy rates wherever they exist are addressed immediately. The curriculum management strategy must refer to curriculum related job vacancies so that learners are not left without teachers and teachers are not left without subject advisors in the case of office based teaching work. The curriculum management strategy cannot work without the availability of teachers, subject advisors and other relevant experts to support teaching at school. The provincial curriculum management strategy seeks to guide districts to deal with teaching vacancies created as a result on unexpected circumstances and those that are created as a result of known and expected situations. This demonstrates the requirement for HR Management at district and provincial head office to manage this process. It is equally important that HR practices with regard to promotional posts are not implemented midterm as it creates gaps in other schools.
5.8 Lack of content knowledge among teachers

The fact that some schools underperform in the Annual National Assessments and the National Senior Certificate is an indication that one of the challenges that educators have is knowledge of content. Under-performance of schools and learners show that some of the educators are not yet excellent in dealing with all the content areas and this creates knowledge gaps in the level of achievement of learning objectives by learners. A provincial curriculum management strategy can improve the situation by providing direct tuition to teachers on specific topics before they meet learners at classroom level. The strategy will consider ways of assessing the extent to which teachers know and understand the content of the curriculum. The curriculum management strategy will go beyond content and address the teaching methodology for each area of content that has been dealt with. It is for this reason that content training must conclude with relevant methodology aspect so that teachers return to class with two important things, “The part of the curriculum—content” and “The how part of curriculum—methodology”. The ‘what’ part is content and the ‘how’ part is methodology.

5.9 Teacher quality and qualifications

Teacher quality is the single most important factor that makes a difference in effective curriculum management and delivery. The curriculum management strategy must link content and methodology training to teacher quality and teacher qualification. The challenge of unqualified educators is that they lack both content and methodology. The provincial curriculum management strategy must include an element of how the unqualified and under-qualified educators can be assisted in dealing with both teaching methodology and how their progress can be monitored.

The strategy must help the subject advisors to provide support for the unqualified educators. This means that the strategy must consider the fact that the support provided for unqualified educators must differ from the one that is used for supporting well experienced and well qualified educators. In providing special programmes for unqualified educators, the subject advisory system may close the methodology gap that exists between the qualified and unqualified educators. This part of the provincial curriculum management strategy may bring about confidence to unqualified educators and improve teaching and learning in the classroom.

6. Philosophical basis of the provincial curriculum management strategy

The strategy must be informed by the philosophy of “Quality curricular control, delivery and management” based on:
• A rigorous written curriculum that will be monitored through interaction with learners’ exercise books and other forms of written work. Monitoring of written curriculum will be based on a clear form for application by teachers in classrooms of related instructional settings.

• A rigorous taught curriculum that is shaped by and interactive with the written one. This will be monitored through observation and class visits.

• A rigorous assessed curriculum that links both written and taught curriculum through tasks and tests on skills, knowledge, values and attitudes. This part will be informed by the National Protocol for Assessment.

Technology, methodology and expertise used in instruction, assessment, monitoring, support and management of curriculum will form an integral part of the strategy.
PART 2: INTERNAL ROLE PLAYERS IN THE STRATEGY

7. Critical internal role players in the provincial curriculum management strategy

The Department has four branches that are connected by a common vision, mission and goals. These branches, viz. curriculum management and delivery, institutional development support, corporate management and finance have functions that are distinct but intertwined which are aimed towards the achievement of learning objectives by all learners in the province.

Within the curriculum management and delivery branch, there are internal role players. The following sketch illustrates the general functions of critical internal role players. The roles and responsibilities regarding curriculum management clearly indicate that curriculum is not managed from a single structure but it is a matter that calls for a joint effort by internal and external stakeholders.

Figure 2: Roles and responsibilities of internal role players
Besides the role players, there are four strategic areas of the KZN curriculum management strategy.

8. The four strategic areas of the provincial curriculum management strategy
The primary purpose of education is teaching and learning which is about imparting and creating knowledge, skills, concepts, processes, values and attitudes necessary for learners to satisfactorily achieve the learning objectives. The branch “Curriculum Delivery and Management” has, as one of its strategic goals, a responsibility to create and maintain an environment to support curriculum delivery at classroom level. This calls for the crafting of a provincial curriculum management strategy which describes the scope, timing as well as curriculum delivery and evaluation.

By its very scope and nature, the task of curriculum delivery and management requires a common provincial strategy. The provincial strategy must be applicable to all districts, circuits and schools. It must be used as a guide for curriculum management and to support schools in making effective delivery decisions. The provincial strategy must focus on four strategic areas.

The first area in the provincial curriculum management strategy is content planning for effective curriculum delivery. This calls for the structuring of learning content in such a way that all districts, circuits and schools in the province follow a plan that connects the topics in a logical manner. This is linked to development of provincial timeframes for curriculum coverage and implementable frameworks for testing, remediation and revision during the year. It suggests that the provincial strategy must provide space for the monitoring of curriculum coverage and curriculum support at school level.

The second area of the provincial curriculum management strategy relates to methodology for curriculum delivery which outlines the best ways of imparting knowledge, values, processes and attitudes to learners in a manner that prepares them not only to achieve the learning goals but also to excel in their achievements. It is linked to provincial intention to increase the number of distinctions in key subjects like Mathematics and Science as well as the increase in the number of bachelor passes in matric in KwaZulu Natal. Within this context excelling means providing support to struggling learners so that they achieve above the elementary level.
The third strategic area of the provincial curriculum management strategy is the **assessment of the effectiveness of delivery methodology and the quality of curriculum delivery**. This links provincial curriculum planning to assessment planning. The main purpose of curriculum assessment processes is to evaluate the work of the educators and that of learners in the entire system. The assessment of the effectiveness of delivery methodology and the quality of curriculum delivery must take place at three levels. The first one is **a conceptual level** where learners must demonstrate consistent use of subject concepts/terminology in their interaction with its content. The second one is at **objective level** where learners must demonstrate the extent to which their acquired knowledge is aligned to the learning objectives. The third one is **the strategic level** where the branch continually assesses learners, evaluate the successes and failures and strategically design working interventions as a way of closing the knowledge gaps. This level of assessment continuously creates a “Revision Programme” for end of year preparations.

The fourth area in the provincial curriculum management strategy is **curriculum feedback**. This part of the strategy documents, defines and describes the feedback on curriculum delivery. The main purpose of curriculum feedback in the provincial curriculum management strategy is to ensure that the strategy leads to the achievements its intended outcomes. Feedback is obtained from a variety of sources in the system. The quarterly monitoring of syllabus coverage, quarterly assessments and quarterly moderation provide feedback that lubricates the engine of curriculum delivery and management. The content of learners’ exercise books per subject, the content of teacher profiles and the performance and progress of individual learners must be used to provide feedback on how the provincial curriculum management strategy works in relation to intended outcomes.
PART 3: KEY FACTORS FOR EFFECTIVE TEACHING AND LEARNING

9. Key factors for effective teaching and learning

Linked to the afore–mentioned strategic areas are the twelve factors for effective teaching and learning manifesting themselves in Effective Schools, diagrammatically represented as follows:

Figure 3: Factors for effective teaching and learning

9.1 Strong curriculum leadership and management

The management of curriculum requires strong leadership across the system beginning at head office culminating in the classroom. Curriculum leadership and management is the essential function of the entire Department. All leaders and managers at head office and districts must play their role in curriculum leadership. They should work with teachers and school communities to provide a highly detailed definition of what is intended for each learner achievement. It is critical that head office officials, district managers, circuit managers, subject advisors, principals and SMTs as well as teachers must be curriculum leaders and managers. Each level of the system must execute its
function in a manner that contributes to the effective management of the curriculum. The section under roles and responsibilities indicated elsewhere in the document sets outs the level of leadership that is required of each level of the system in this regard.

### Actions to be taken

- Teachers must understand the curriculum and its elements for effective implementation. They must engage in curriculum planning collaboratively; set inquiry-based projects and other assessment tasks; monitor learners’ written work and ensure curriculum coverage.
- Teachers must revise and consolidate content topics.
- Principals must be curriculum managers at a school level i.e. determine how to best involve all teachers in curriculum work; gain their commitment and support their needs. He/she must ensure curriculum coverage; regular learner assessment; manage textbooks and stationery and mediate between the district office and the school on curriculum matters.
- Circuit managers must be knowledgeable about current curriculum and assessment practices. He/she must also accept and provide dynamic and future-oriented curriculum leadership.
- Subject Advisors must visit schools and provide guidance and mentorship in their fields of specialisation. They must check learners’ written work and request evidence for curriculum coverage.
- Head Office must monitor and evaluate curriculum implementation to ensure coherence and alignment in the system; develop common assessments that meet learning targets.

### 9.2 High standards and expectations for learner success

Learners must be made to believe that they are capable of achieving high content and performance standards. They need to be offered an ambitious goal and be assisted to overcome significant barriers that stand on their way. This factor requires that teachers need to change perceptions about their learners’ current level of achievement to enable learners conform to the standards and expectations.

### Actions to be taken

- Teachers must set high standards and expectations for learner success and hold learners accountable for completion of work within the established quality standards on a consistent basis.
Teachers must set challenging assignments that are appropriate to the subject

- Teachers must maintain high standards for learners’ behaviour in class
- Teachers must reflect on the classroom practice related to standards and expectations
- Teachers must give all learners constructive feedback regardless of the learners’ level of achievement
- Remedial lessons must form part of teachers’ schedule
- Schools must communicate the highest academic standards to all learners
- Province and Districts must support the mantra “all students can learn” with visible projects and actions for struggling learners to eliminate waste in human potential

9.3 Effective teaching and learning

Effective teaching and learning is the basis of the existence of the schooling system. It places the learner and teacher at the centre of this plan. Teachers are employed to teach learners. This is their fundamental role and responsibility which must be executed effectively. Teaching must be consistent with learning. It should be done meaningfully and professionally and not as an obligation or a passport to earn a living. It has to be embraced as the noblest profession which moulds learners to become valuable community members and responsible citizens who can serve the nation with pride.

Actions to be taken

- Teachers must plan adequately and engage in quality teaching and assessment
- Teachers must put in enough time – minutes and hours – to get the job done
- Teachers must vary teaching methods to accommodate diverse learners who have different learning styles and multiple intelligences
- Teachers must work together to plan high-quality lessons
- Schools must have an agreed upon schedule for extra lessons such as early classes; afternoon/evening classes; Saturday classes and/or Holiday classes
• Schools must create supportive teaching and learning environments through safe and orderly environments
• Principals and SMTs must frequently monitor teaching and learning – visibility is essential
• SMTs must co-ordinate subject meetings to discuss ways of improving learner progress
• HODs must visit teachers in classes for professional guidance and support
• Province and districts must apply pressure and support for good practices in the classroom.

9.4 Adequate curriculum resources

All schools must have adequate curriculum resources that support teaching and learning. The minimum standard of one textbook per learner per subject is a norm for the Department. The Department of Education regards ‘teaching and learning resources as essential to the effective running of an education system and also asserts that these materials are an integral part of curriculum development and well-resourced classrooms that ideally should include learning support materials such as textbooks for each learning programme and other print-based materials including print materials like readers, atlases, dictionaries…. teaching equipment such as maps, charts, globes, skeletons as well as equipment and consumable materials for different subjects.’ This definition embraces a variety of media and formats that are instrumental for teaching and learning as defined by national, provincial or local curricula. Examples of teaching and learning resources are:

- Textbooks
- Library books
- Charts and posters
- Digital resources such as DVDs, CDs
- Educational toys and games
- Kits such as science kits
- Teaching equipment such as globes
- Computers and other related equipment

Actions to be taken

• Textbooks must be ordered on time for all learners.
• All schools must manage textbooks and other resources effectively to prolong their lifespan.
• Textbooks must be stored in a safe place and be effectively managed and utilised.
• All primary schools without central libraries/media centres must create reading corners/classroom libraries for print-rich environment.
• Each circuit will have an Education Centre with 3 main features namely, computer laboratory, science laboratory and library.
• The province and the districts will establish 120 media centres annually.
• The province and districts must foster integration of teaching and learning materials into the curriculum.
• The province and districts must ensure the resource-sharing principle through Education Centres.
• The province will develop the Retrieval Policy for effective management of LTSM.

In this regard, the KZN DoE has initiated a project on classroom equipment. This project seeks to ensure that all schools in the province are provided with basic minimum resources for teaching and learning.

9.5 Effective support from districts and province
Effective curriculum support and monitoring that is non-threatening is the responsibility of the districts and Head Office. Therefore, collaboration and synergy between the two levels cannot be over-emphasised.

Actions to be taken
• School visits for monitoring and support as per the guidelines set by the Department
• Monitor and support the implementation of the curriculum in the relevant subject
• Provide and or source relevant teaching and learning material to improve performance in the subject
• Ensure that teachers have all the requisite curriculum and assessment documents for the subject
• Support teachers in effectively delivering the curriculum in the classroom
• Support teachers in strengthening their subject content knowledge
• Moderate school based assessment including the Annual National Assessment
• Support teachers in organising relevant/related co-curricular activities
• Ensure that schools order textbooks and other LTSM which are distributed on time for use by learners
• Ensure that schools have retrieval systems for LTSM
9.6 Frequent and appropriate teacher development

INSET has an undeniable value to the efficiency and effectiveness of service delivery. It yields increased productivity, reduction of costly mistakes, increased job expertise, and work standardisation. However, the quality of INSET owes itself to the recognition of prior learning that is determined through proper needs analysis and the delivery mode that needs to cater for different learning styles especially for adult learning. A systematic approach to in-service training whereby there is needs analysis, consideration of different ways of learning, designing cost-effective inset programmes and assessing the effectiveness of inset is crucial.

Teachers need continuous professional development opportunities that will enable them teach effectively. Some of the methods and approaches are indicated in the diagram below:

Figure 4: Models of professional development

**Actions to be taken**

- Teachers should attend workshops, courses and seminars planned for their professional development.
- Subject Committees will be established and supported for continued professional development.
- Districts must conduct INSET professional programme that is aligned to teachers’ needs.
- Head Office and Districts must facilitate establishment of Teachers’ Professional Networks and Communities of Practice.
- Head Office and Districts will co-ordinate twinning of schools for benchmarking.
Partnerships with Teacher Unions, NGOs, HEIs etc. will be maintained for teachers’ professional development.

Bursaries will be awarded to unqualified and under-qualified teachers.

From 2013, the Department will run a concerted programme on teacher training that will target three key strategic areas:

(i) Training of teachers in Mathematics and Science across the GET and FET bands
(ii) Training of School Management Teams (SMT)
(iii) CAPS training for the implementing Grades

9.7 Focus on Literacy and Numeracy

The South African education system is currently characterised by a literacy crisis. Unfortunately, study after study confirms the crisis. For example, the Department of Education’s national systemic evaluation of Grade 3 learners in 2003 determined that the national average for reading and writing at that grade level was only 39% (DoE 2003). This means that 61% of learners in South Africa have not learned basic literacy skills by their third year of school. The Grade 6 systemic evaluation found that 72% of learners were not performing at grade level (DoE 2005).

The most recent (2006) large-scale study of reading in South African primary schools took place in the form of the Progress in International Reading Study (PIRLS). Howie (2007) found the raw mean scores of South African Grade 4 learners to be 13.2% and that of Grade 5 learners to be 18.2%. These scores were the lowest scores of all the participating countries. The recent ANA results (2010) showed a similar trend with most learners not achieving average outcomes above 50%.

Local and international surveys have stated conclusively that South Africa’s learners are seriously underachieving in numeracy. The 2003 International Maths and Science Study (TIMMS) revealed that the level of numeracy competence of South African learners is amongst the lowest in the world. Further, in the Joint International UNESCO-UNICEF Monitoring Learning Achievement Project, it was revealed that more than 10 000 South African Grade 4 learners scored an average of only 30% for numeracy, with a large proportion of them scoring less than 25%.

Actions to be taken

- Schools will teach literacy and numeracy effectively.
• Districts will co-ordinate training of teachers on literacy and numeracy and provide classroom-based support.

• Head Office will craft the Literacy and Numeracy Strategy and monitor its effective implementation.

• Head Office will allocate literacy and numeracy packs as indicated in the Literacy and Numeracy strategy.

• Head Office and Districts will establish classroom libraries in primary schools to create a print and text-rich environment.

• Head Office will implement the quality assurance framework.

9.8 Focus on Maths and Science

South African pupils performed worst in both mathematics and science in an international study conducted among grade 7 and grade 8 learners in 41 countries. The South African results were released by the Human Sciences Research Council (HSRC) on 24 November 1996. Furthermore, recently the alarming state of mathematics and science education in South Africa was unveiled by the Third International Mathematics and Science Study (TIMSS), the largest and most ambitious international study of mathematics and science achievement ever undertaken.

Classwork, homework, experiments, practical work is central to teaching of Maths and Science

Actions to be taken

• Classwork, homework, experiments, practical work is central to teaching of Maths and Science

• Teachers must always supervise learners’ work and give constructive feedback

• Saturday and holiday classes must be conducted by schools

• Tutorials should be given after school and/or on Saturdays at the Education Centres

• Appropriate electronic programmes should be installed in targeted schools and Education Centres for learners to use

• Holiday Camps for learners should be organised periodically
Maths and Science Institute will be established at Dokkies

Appropriate science equipment will be provided to targeted schools and Education Centres

Partnerships would be sought with all role players

In-service training is essential for mathematics teachers. It should be done every once a quarter. This should cover content and methodology of the sections, which are to be done on the following quarter

Newly appointed mathematics teachers and teachers whose pass rate is below 60%, should attend a two week’s workshop before the new term starts. This can be done before the beginning of each term. More emphasis to be put on problem-solving as one of the most important approaches in the teaching of mathematics. (Teachers whose pass rate is high to be part of the facilitating team)

More workshops should be planned for un- and under-qualified teachers

HODs must lead in the identification and correct implementation of the suitable teaching and learning methods

Supervision of daily preparation is essential

Management should motivate learners by for, instance identifying and discussing the goal for a class (in terms of percentage pass and the prospects of students who get high marks in maths)

9.9 Strong parent and community support

Education is a social phenomenon. Parent and community involvement play a vital role to learners’ academic success. The shared responsibility translates into a child who is developed holistically - has good character, good marks, good morals, healthy ambitions etc. Schools have a particular responsibility for engaging parents and communities in improving learners’ performance. It is without doubt that the community can be a very positive force in the life of a school.

Actions to be taken

- Parents should supervise learners’ work at all times.
• Schools must communicate regularly with parents to improve learner performance through parents meetings; notices; newsletters; invitations to extra-curricular activities etc.

• Schools must establish School Governing Bodies guided by the prescripts.

• Schools must offer parents different parent involvement options such as providing transport for field trips; helping out in the classroom etc.

• Schools must form partnerships with local business, civic groups, churches, NGOs and other

• Head office must set explicit policies and procedures that guide the development of parental and community involvement in education.

9.10 Proper guidance on subject choices
Our education system should prepare the learners from Grade 8-12 to choose appropriate career paths. In order to achieve this, all schools should dedicate time to career guidance as indicated in Life Orientation learning area and even go beyond the curriculum specifications. One of the learning outcomes for Life Orientation is that:

\[\text{The learner will be able to make informed decisions about the further study and career choices.}\]

Actions to be taken

• All schools offering Grade 9 must organise a parent/learner guidance session to guide learners in subjects that are offered in Grades 10-12

• Career Guidance Task Team of the Department to implement annual Career Guidance exhibitions and workshops to guide learners in available careers

• Publish subject packages and combinations that will enhance learner career mobility

• Life Orientation teachers must teach career guidance to all learners.

• Each school must have a career guidance week.
• Schools in each circuit must plan subject packages that cater for all streams.
• Districts must organise career expos in collaboration with HEIs per each circuit.
• Education Centres must provide career information services
• Head Office must co-ordinate career guidance programmes

9.11 Rewards for schools that work
Good performance needs to be rewarded. Each school that is doing well academically and otherwise needs recognition and appreciation as a primary source of motivation.

Actions to be taken

• Schools must acknowledge learners who do well in assemblies, prize-giving days, weekly newsletters etc. with meaningful awards like scholarships, discount on school fees, merit points etc.
• Head Office and Districts should “ring fence” highly performing schools and ensure that their performance is sustained and celebrated.

• Head Office and Districts will organise “National Teaching Awards” for best performing teachers.
• Circuits should organise prizes for best performing schools
• Head Office and Districts will analyse performance results to identify high performing schools and those which are on the verge of high performance and provide contextualised support.
• Head Office and Districts should “ring fence” highly performing schools and ensure that their performance is sustained and celebrated.
• Head Office and Districts should provide incentives for improvement as a form of reciprocity, not as a form of favouritism.

9.12 Continuous improvement of learner performance
The culture of continuous improvement stems from the belief that mistakes can be avoided and defects can be prevented. It leads to continuously improving results, in all aspects of work, as a result of continuously improving capabilities, people, processes, and technology and machine
capabilities. This means that the root cause of such mistakes can be identified and eliminated, and repetition can be prevented by changing the process.

Continuous improvement must deal not only with improving results, but more importantly with improving capabilities to produce better results in the future. There are three major mechanisms of prevention:

- Preventing mistakes (defects) from occurring.
- Where mistakes can’t be absolutely prevented, detecting them early to prevent them being passed down.
- Where mistakes recur, stopping and correcting them to prevent the production of more defects.

Actions to be taken

- Schools must conduct self-evaluation from time to time, formulate and implement improvement strategies.
- Head Office and Districts must conduct quantitative and qualitative evaluation periodically.
- Head Office should conduct Whole School Evaluation.
PART 4: ROLES AND RESPONSIBILITIES

Subject Advisors

During each school visit the subject advisor must look at a sample of learners’ written work to:

- Check the pace at which work is done against the work schedule;
- Check that homework and class work exercises are relevant, short, focused, frequent, and manageable and meaningfully selected exercises.
- Visit and observe at least one classroom activity per grade
- Check that written work given to learners collectively incorporate all cognitive levels and are of a relevant standard;
- Check that corrections are done regularly
- Check that effective remedial work is done
- Check that daily lessons include reading and writing in the subject as far as possible. The reading and writing exercises include activities such as problem solving, paragraph writing, etc.;
- Check that teachers have all the necessary support material for e.g. content framework, textbooks, exam guidelines, exemplar papers and memoranda, past exam papers and memoranda, training materials on content, etc.;
- Moderate formal assessment tasks where relevant;
- Undertake face moderation in subjects that have a practical component or orals.

Circuit Managers

Circuit Managers are required to ensure that schools are functional and stable. In addition, they are required to do the following:

- Ensure that teachers at the school follow the relevant curriculum
- Ensure that subject advisors visit schools to provide support to teachers
- Ensure that schools observe the 30 minutes reading period daily in their timetable
- Monitor that principals and SMTs monitor the implementation of the curriculum according to plan
- Monitor adherence to and completion of work schedules from principals
- School to implement homework policies which are monitored daily
- Ensure that schools in the GET Band receive proper allocations of the Literacy and Numeracy workbooks in the correct languages and use them
• Monitor that schools order and receive the appropriate textbooks for learners and that these are used
• Ensure that schools establish LTSM committees and that relevant LTSM retrieval systems are implemented
• Ensure parents receive quarterly feedback on learner performance

**Principals**

- Supervise teachers to do their duties diligently and manage their work effectively.
- Provide opportunities for teachers’ professional development and encourage them to attend training sessions and subject forums organized by the District and Head Office.
- Discuss with staff analysis of learners’ results and plan improvement tactics for improved learner achievement.
- Facilitate teacher-parent relationships that lead to sustained high learner performance.
- Ensure that all subjects have the required Learning and Teaching Support Material and proper management as well as effective utilisation of these materials thereof.
- Work with heads of departments and deputy principal/s to ensure high learner attainment.
- Share with parents the CAPS requirements and expectations.

**School Management Teams [SMTs]**

- Ensure collaborative curriculum planning within their scope of operation.
- Organize and hold regular subject meetings with teachers who belong to their departments.
- Encourage teachers to attend meetings and workshops organized by Learning Facilitators and other relevant stakeholders.
- Respond to professional development needs of subject teachers as indicated in feedback from their IQMS.
- Oversee a process of developing subject improvement plans by *all* subject teachers especially those whose subjects are underperforming.
- Ensure that all teachers in their departments are in possession of all required policy documents.
- Encourage regular teacher-parent meetings where the performance of learners is discussed.
## PART 5: IMPLEMENTATION FRAMEWORK

<table>
<thead>
<tr>
<th>STRATEGIC ISSUES</th>
<th>ACTIVITIES</th>
<th>TIME FRAME</th>
<th>RESPONSIBILITY</th>
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</thead>
<tbody>
<tr>
<td><strong>1. High standards and expectations for learner success</strong></td>
<td>All schools will communicate highest academic standards to learners</td>
<td>Quarterly</td>
<td>Principals and teachers</td>
</tr>
<tr>
<td></td>
<td>Schools will be challenged to reach the targets set by the national and provincial Department of Education</td>
<td>Quarterly</td>
<td>Districts and Head Office</td>
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<tr>
<td><strong>2. Effective teaching and learning</strong></td>
<td>Teachers will plan and implement the curriculum effectively</td>
<td>Jan-Dec</td>
<td>Teachers</td>
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<td></td>
<td>Teachers will employ effective teaching methods to accommodate diverse learners and multiple intelligences</td>
<td>Jan-Dec</td>
<td>Teachers</td>
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<td></td>
<td>Supportive teaching and learning environments will be created in all schools</td>
<td>Jan-Dec</td>
<td>SMTs and principals Governance and Management</td>
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<td></td>
<td>Establish and sustain subject committees</td>
<td>Jan-Dec</td>
<td>Curriculum Branch</td>
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<tr>
<td><strong>3. Strong curriculum leadership and management</strong></td>
<td>Collaborative curriculum planning</td>
<td>Jan</td>
<td>Teachers and HODs</td>
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<tr>
<td></td>
<td>Curriculum coverage in all subjects</td>
<td>Jan-Dec</td>
<td>Teachers and HODs</td>
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<td></td>
<td>Monitor regular learner assessment</td>
<td>Periodically</td>
<td>Principal, Teachers and HODs</td>
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<td></td>
<td>Provide guidance and mentorship in different subjects</td>
<td>Frequently as the guidelines</td>
<td>Subject Advisors</td>
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<td></td>
<td>Strong supervision of learners’ progress</td>
<td>Periodically</td>
<td>SMTs</td>
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KZN DEPARTMENT OF EDUCATION | Curriculum Management and Delivery Strategy
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<tr>
<th>4. Adequate curriculum resources</th>
<th>Monitor effective curriculum implementation</th>
<th>Quarterly</th>
<th>Districts and Head Office</th>
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<tbody>
<tr>
<td></td>
<td>Order textbooks timeously</td>
<td>Sept-Oct</td>
<td>Principal and LTSM committee</td>
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<td></td>
<td>Manage textbooks and other curriculum resources effectively</td>
<td>Jan-Dec</td>
<td>Principal and LTSM committee</td>
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<td></td>
<td>Implement the classroom resources and equipment project</td>
<td>Jan-Dec</td>
<td>SGM: Curriculum Management and Delivery and Committee</td>
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<td></td>
<td>Integration of resources including ICTs in teaching and learning into the curriculum</td>
<td>Jan-Dec</td>
<td>Teachers</td>
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<td></td>
<td>Establish an Education Centre in each circuit</td>
<td>Periodically</td>
<td>ELITS and Infrastructure Management</td>
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<td></td>
<td>Establish and facilitate utilisation of classroom libraries for primary schools</td>
<td>Jan-March</td>
<td>ELITS</td>
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<td></td>
<td>Develop and implement LTSM Retrieval Policy</td>
<td>Oct-Nov</td>
<td>Curriculum Branch and schools</td>
</tr>
<tr>
<td>5. Effective support from districts and province</td>
<td>Monitor and support the implementation of the curriculum in the relevant subject</td>
<td>Jan-Dec</td>
<td>Subject Advisors Head Office</td>
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<tr>
<td></td>
<td>Provide and or source relevant teaching and learning material to improve performance in the subject</td>
<td>Sept-Oct</td>
<td>LTSM directorate</td>
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<td>Subject Advisors</td>
<td>Nov-Jan</td>
<td>Subject Advisors</td>
<td>November-January</td>
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<td>Support teachers in effectively delivering the curriculum in the classroom</td>
<td>Periodically</td>
<td>Subject Advisors</td>
<td>Periodically</td>
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<tr>
<td>Support teachers in strengthening their subject content knowledge</td>
<td>Periodically</td>
<td>Subject Advisors</td>
<td>Periodically</td>
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<tr>
<td>Moderate school based assessment including the Annual National Assessment</td>
<td>Sept-Oct</td>
<td>Subject Advisors</td>
<td>Sept-Oct</td>
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<td>Support teachers in organising relevant/related co-curricular activities</td>
<td>Quarterly</td>
<td>Subject Advisors</td>
<td>Quarterly</td>
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<tr>
<th>Subject Advisors</th>
<th>Monthly and quarterly</th>
<th>Teacher Development</th>
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<tr>
<td>Organise workshops, courses, seminars etc. for teachers’ professional development</td>
<td>Teacher Development</td>
<td>Monthly and quarterly</td>
<td>Teacher Development</td>
<td>Monthly and quarterly</td>
<td>Teacher Development</td>
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<tr>
<td>Establish and facilitate sustenance teachers’ professional networks and Communities of Practice</td>
<td>Jan-Dec</td>
<td>Teacher Development</td>
<td>Jan-Dec</td>
<td>Teacher Development</td>
<td>Jan-Dec</td>
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<tr>
<td>Identify schools with best practices and twin them struggling schools for benchmarking</td>
<td>Jan-Tues</td>
<td>Examinations and Districts</td>
<td>Jan-Tues</td>
<td>Examinations and Districts</td>
<td>Jan-Tues</td>
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<tr>
<td>Partner with role players to strengthen teachers’ professional development</td>
<td>Periodically</td>
<td>Head Office</td>
<td>Periodically</td>
<td>Head Office</td>
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6. Frequent and appropriate teacher development
<table>
<thead>
<tr>
<th>Focus on literacy and numeracy</th>
<th>Award bursaries to unqualified and under-qualified teachers</th>
<th>Oct-Nov</th>
<th>Teacher Development and HRD</th>
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<tbody>
<tr>
<td>7. Focus on literacy and numeracy</td>
<td>Craft the Literacy and Numeracy strategy and ensure its effective implementation</td>
<td>Jan-Dec</td>
<td>Curriculum Branch</td>
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<tr>
<td>8. Focus on Maths and Science</td>
<td>Conduct Saturday and holiday classes</td>
<td>Saturdays and holidays</td>
<td>Curriculum FET MST and ICT</td>
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<td></td>
<td>Organise learner camps</td>
<td>March, June and Sept</td>
<td>Curriculum FET</td>
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<td></td>
<td>Provide science equipment to needy schools</td>
<td>Jan</td>
<td>MST and ICT</td>
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<td>Support the Dinaledi schools</td>
<td>Jan-Dec</td>
<td>Curriculum FET MST and ICT</td>
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<td></td>
<td>Establish Maths and Science Institute</td>
<td>Oct-Jan</td>
<td>Teacher Development Curriculum FET MST and ICT</td>
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<tr>
<td></td>
<td>Promote effective use of Education Centres for science equipment and digital software on maths and science</td>
<td>Jan-Dec</td>
<td>ELITS MST and ICT</td>
</tr>
<tr>
<td>9. Strong parent and community support</td>
<td>Effective communication with parents</td>
<td>Jan-Dec</td>
<td>Principals and SGBs</td>
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<tr>
<td></td>
<td>Support SGBs in fulfilling their roles and responsibilities</td>
<td>Jan-Dec</td>
<td>Governance and Management</td>
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<td></td>
<td>Encourage partnerships with relevant</td>
<td>Jan-Dec</td>
<td>Head Office and</td>
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<td>Role Players</td>
<td>Districts</td>
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<td>10. Proper guidance on subject choices</td>
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<td>Life Orientation teachers to teach career guidance to all learners</td>
<td>Jan-Dec</td>
<td>Teachers</td>
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<tr>
<td>Schools must organise career guidance week</td>
<td>July</td>
<td>Principals and teachers</td>
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<td>Organise career expos in collaboration with HEIs</td>
<td>Sept</td>
<td>Institutional Development and Support Education Centres</td>
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<td>Education Centres to provide career information services</td>
<td>Jan-Dec</td>
<td>Education Centres</td>
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<tr>
<td>Each circuit must plan subject packages to cater for all streams</td>
<td>Sept-Oct</td>
<td>Curriculum Branch and Institutional Development and Support Branch</td>
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<tr>
<td>11. Rewards for schools that work hard</td>
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<tr>
<td>Learners must be acknowledged for good work</td>
<td>Monthly and quarterly</td>
<td>Principals and teachers</td>
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<tr>
<td>Organise National Teaching Awards</td>
<td>Nov</td>
<td>Teacher Development</td>
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<tr>
<td>Analyse learner performance results and provide support</td>
<td>Periodically</td>
<td>Teachers</td>
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<td>Celebrate good performance with meaningful incentives</td>
<td>Annually</td>
<td>Examinations and other internal role players</td>
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<tr>
<td>12. Continuous improvement of learner performance</td>
<td>Each school to conduct self-evaluation</td>
<td>Annually</td>
<td>Principals and teachers</td>
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<td>External and internal evaluation must be conducted periodically</td>
<td>Annually</td>
<td>Whole School Evaluation</td>
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