



KZN DEPARTMENT OF EDUCATION

CURRICULUM MANAGEMENT AND DIAGNOSTIC ANALYSIS GUIDE

1. INTRODUCTION

This guide seeks to assist schools to improve curriculum management practices and diagnostic analysis of learner performance in schools with the intention of improving learner outcomes through the leadership of school management teams. The guide also provides tools to assist in these tasks.

The guide builds on previous work done through the Jika iMfundo campaign led collaboratively by the Curriculum, District Operations and Teacher Development directorates.

The Department of Basic Education (DBE) developed a *Learning Recovery Programme (LRP)* for all provinces in 2022. The LRP is a teacher centered programme that seeks to assist schools recover learning losses accrued because of covid-19 but also as a result of other ongoing disruptions. Educators and officials will be trained on the LRP. Resources thereof can be found on the DBE website. (<https://www.education.gov.za/LRPGuidelines.aspx>)

2. ROLE OF THE SCHOOL MANAGEMENT TEAM (SMT)

- The School Management Team (SMT), made up the Principal, Deputy Principal, Heads of Departments (DHs), is responsible for the day to day running of the school and the implementation of policies. This includes the managing and monitoring of curriculum delivery in schools.
- While SMT members are leaders in their own right; the principal holds the ultimate accountability for all school activities.

2.1. RESPONSIBILITIES OF THE SCHOOL MANAGEMENT TEAMS (SMT)

The responsibility of the SMT has four main activities / functions:

- **ADMINISTRATION:** Keeping of school records
- **FINANCIAL MANAGEMENT:** Management of income and expenditure of the school finances
- **ORGANISATIONAL LEADERSHIP:** Organisation of staff development and other activities.
- **INSTRUCTIONAL LEADERSHIP:** Effective management and monitoring, of teaching, learning and assessment programmes to ensure that no learner is left behind.

2.2. SUGGESTED TIME TO BE SPENT ON EACH MANAGEMENT FUNCTION

ACTIVITY / FUNCTION	PERCENTAGE (time spend)
ADMINISTRATION	20
FINANCIAL MANAGEMENT	15
ORGANISATIONAL LEADERSHIP	15
INSTRUCTIONAL LEADERSHIP	50

3. INSTRUCTIONAL LEADERSHIP

The Departmental Head (DH) is first level of curriculum support to teachers and an instructional leader. This section outlines the key practices and routines the Departmental Head (DH) must undertake for effective curriculum management in schools.

This role requires the DH to be conversant with:

- subject policy
- curriculum management practices
- the assessment for approach
- communication protocols with Departmental Official

This entails:

3.1. Support for teachers in and through

- Planning for curriculum implementation
- Classroom support and follow-up
- Discussing learners' progress with teachers
- Keep records of curriculum covered
- Induction and mentoring of newly appointed teachers
- Resource allocation to support curriculum delivery
- And any other curriculum management duty/role not covered above

3.2. Monitoring of teaching and learning

- Monitoring curriculum implementation
- Having 1 on 1 conversations with teachers in their department
 - learner progress
 - teaching and learning challenges
 - responding and referring challenges
- Implementation of remedial work for struggling learners

3.3. Assessment for learning

- Monitoring and moderating Formal Assessment Tasks, Tests, memoranda and marked scripts, assignments, and projects, etc. (10% moderated)

4. SCHOOL WIDE CURRICULUM MANAGEMENT ACTIVITIES

4.1. Subject Committee Meetings

- All educators in **all grades** teaching the **same subject** in a school constitute the Committee. In High Schools educators teaching related subjects in FET e.g., Natural Science with Life Science and Physical Science Educators also form the Committee.
- Subject Head should be elected and report to the DH, preferably the Senior Educator/ Master Educator based on their knowledge and experience in the subject.
- Should **meet weekly/ fortnightly, the Subject Head is chairing the meeting** to discuss among other things
 - Report on curriculum covered against the Annual Teaching Plan
 - **(REFER TO ANNEXURE 5)**
 - Challenges i.e., Areas where support is needed based on Item Analysis.
 - **(REFER TO ANNEXURE 1,2 and 3)**

- Highlights i.e. What went well, report on learners that mastered the topic
- Resources i.e. Which teaching and learning resources required for effective learning?
- Minutes of meetings must be recorded.
- At the end of each term, (in FET raw marks) **subjects results** must be analysed and compared with the previous years at the same time in the year to predict the end of year results for immediate support to learners

4.2. Departmental Meetings

- All educators under the leadership of an DH should meet **fortnightly/ twice a month**. **The Departmental Head is chairing the meeting** and discuss, among other things:
 - Reports from Subject Committees and come up with a way forward.
 - Challenges and Highlights on the following as discussed in subject committees
 - Report on curriculum covered against the Annual Teaching Plan for the Department (**REFER TO ANNEXURE 5**)
 - Challenges i.e., Areas where support is needed by subject heads and discuss the remedial plan for the Department (**REFER TO ANNEXURE 1,2 and 3**)
 - Highlights i.e. What went well, report on subject performance
 - Resources i.e. Which teaching and learning resources required for effective learning in the Department and way forward.
 - Absenteeism and late coming for both teachers and learners as it affects teaching and learning.
 - Resources i.e., Textbooks, utilization of workbooks and other LTSM
 - Classroom environment (display of chart, cleanliness, discipline etc) as it enhances teaching and learning.
 - Learner performance on assessment for learning/ formal assessment programmes and strategies to deal with struggling learners. **REFER TO ANNEXURE 1, 2 and 3**
 - Staff development programmes emanating for one-on-one sessions
 - Educational excursions
 - Record and file minutes
 - At the end of each term, (in FET raw marks) **Departments' subjects results** must be analysed and compared with the previous years at the same time in the year to predict the end of year results for immediate support to learners

NB: Instructions and guidance to educators on one-on-one sessions must be given in writing and be filed in the Educators' files (REFER TO ANNEXURE 6)

4.3. SMT MEETING

- All SMT members in a school i.e., Principal, Deputy Principal and HODs should meet **monthly**. **The principal is chairing the meeting** and discuss among other things progress and challenges on:
 - Instructional Leadership
 - Reports by DH on their departments as per the items on their agenda of Departmental meetings
 - Scope of work covered against Annual Teaching Plan (Annexure 4)
 - Departmental Programmes e.g., educational excursions etc.
 - Assessment Programmes and Records of works

- Areas for teacher development in terms of content gaps and professional development
- Internal workshops / External workshops etc.
- Resources that need to be bought for support of curriculum implementation eg Text books, educator's books, teaching aids as per needs of the subject. The school will have to priorities according to the school allocation as per Norms and Standards for funding allocation.
- Keeping of school records on:
 - Books, any other equipment bought by the school
 - Late coming both teachers and learners
 - Absenteeism both teachers and learners ** Records of minutes to be kept
- At the end of each term, (in FET raw marks) **schools' subjects results** must be analysed and compared with the previous years at the same time in the year to predict the end of year results for immediate support to learners

4.4. STAFF MEETING

- All Staff members in a school should attend i.e., SMT and educators.
- Should meet **monthly, the principal is the chairperson of the meeting**. The staff meeting must be convened after SMT meeting to give the meeting a chance to discuss and take resolutions/decisions informed by previous meetings
- Should discuss among other things:
 - **Curriculum issues** as per deliberation in SMT meeting. (Reports by DHs)
 - **Curriculum Coverage against Annual Teaching Plan. (REFER TO ANNEXURE 5)**
 - **Departmental Programmes** e.g., educational excursions etc.
 - **Learner performance in all subjects and grades** on assessment for learning/ formal assessment programmes and strategies to deal with struggling learners. **REFER TO ANNEXURE 1, 2 and 3)**
 - **School diagnostic analysis (REFER TO ANNEXURE 4**
 - **Areas for teacher development** in terms of content gaps and professional development, Internal workshops / External workshops etc.
 - **Resources** that need to be bought for support of curriculum implementation eg Text books, educator's books, teaching aids as per needs of the subject. The school will have to priorities according to the school allocation as per Norms and Standards for funding allocation.
 - **Absenteeism and late coming** for both teachers and learners as it affects teaching and learning
 - Administrative duties, financial management, Organisational leadership, the discussions should endeavor to support the implementation of Curriculum in a school
- Minutes to be filed

At the end of each term, (in FET raw marks) **schools' subjects results** must be analysed and compared with the previous years at the same time in the year to predict the end of year results for

NB: All meetings should be plotted in School Year Plan as standing meetings so that affected people can make necessary arrangements. Special meetings can be called when the need arises. Meetings should not disrupt teaching and learning. Contact time cannot be compromised.

4.5. CIRCUIT MEETING

- All Principals members in a Circuit should attend preferably both Primary and High schools
- Should meet **monthly, the Circuit Managers is the chairperson of the meeting.** The Circuit meeting must be convened after Staff Meetings in schools to give the meeting a chance to discuss and take resolutions/decisions informed by previous meetings
- Should discuss among other things:
 - **Curriculum issues** as per deliberation in Staff meeting. (Reports by Principals)
 - **Curriculum Coverage against Annual Teaching Plan. (REFER TO ANNEXURE 5)**
 - **Learner performance in all subjects and grades** on assessment for learning/ formal assessment programmes and strategies to deal with struggling learners. **REFER TO ANNEXURE 1, 2 and 3**
 - **School diagnostic analysis (REFER TO ANNEXURE 4**
 - **Areas for teacher development** in terms of content gaps and professional development, Internal workshops / External workshops etc.
 - **Resources** that need to be bought for support of curriculum implementation eg Text books, educator's books, teaching aids as per needs of the subject. The school will have to priorities according to the school allocation as per Norms and Standards for funding allocation.
 - **Absenteeism and late coming** for both teachers and learners as it affects teaching and learning
- Minutes to be filed
- At the end of each term, (in FET raw marks) **schools' subjects results** must be analysed and compared with the previous years at the same time in the year to predict the end of year results an organise immediate support to learners at risk.

4.6. DISTRICT MEETING

- All MANCO members in a District should attend the meeting
- Should meet **monthly, the District Director is the chairperson of the meeting.** The District meeting must be convened after Circuits, CMC Meetings, Curriculum both GET and FET to give the meeting a chance to discuss and take resolutions/decisions informed by previous meetings
- Should discuss among other things:
 - **Curriculum issues** as per deliberation in different sub-directorate meetings. (Reports by MANCO MEMBERS)
 - **Curriculum Coverage against Annual Teaching Plan.**
 - **Learner performance in all subjects and grades** on assessment for learning/ formal assessment programmes and strategies to deal with struggling learners.
 - **School diagnostic analysis**
 - **Areas for teacher development** in terms of content gaps and professional development External workshops etc.
 - **Resources** that need to be bought for support of curriculum implementation eg Text books, educator's books, teaching aids as per needs of the subject. The school will have to priorities according to the school allocation as per Norms and Standards for funding allocation.
 - **Absenteeism and late coming** for both teachers and learners as it affects teaching and learning
 - Other issues that affect curriculum delivery in schools
- At the end of each term, (in FET raw marks) **schools' subjects results** must be analysed and compared with the previous years at the same time in the year to predict the end of year results an organise immediate support to learners at risk.
- Minutes to be filed



ITEM ANALYSIS

SUBJECT: _____

DATE: _____

Content Area	Topic	Questions/ Sub-Questions	No. Of Learners Who Obtained Full Marks	No. Of Learners Who Obtained Partial Marks	No. Of Learners Who Obtained No Marks	No. Of Learners Who Did Not Attempt the Question
Eg. Patterns, functions and algebra	Algebraic equations	1.1	116	0	18	1
Eg. Numbers, operations and relationships	Decimal fractions	2.1	113	1	21	0
Eg Measurement	Pythagoras	3.1	129	0	6	0



ANNEXURE 2

[illegible]



IMPACT ANALYSIS ON INTERVENTION PER LEARNER

[illegible]



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ANNEXURE 4 SCHOOL DAIGNOSTIC ANALYSIS PER SUBJECT

SCHOOL: _____ CIRCUIT: _____

CMC: _____ TERM: _____ GRADE: _____ ENROLMENT: _____

1. COMPARATIVE ANALYSIS:

TERM	No. wrote	No. Passed	No. failed	%Pass	%Failed	TARGET	GRADE 10 -12		
							BACHELOR-	N. DIP	N. CERT.
1									
2									
3									

2. SUBJECT ANALYSIS:

SUBJECT	TARGET	ACTUAL PERFORMANCE	W	P	F	%P	%F	LEVEL DESCRIPTORS							OVERALL PERFORMANCE
								1	2	3	4	5	6	7	

3. SUBJECTS AT RISK AND IMPROVEMENT PLANS

NO.	SUBJECT	NUMBER OF LEARNERS	GRADE	TOPICS/SKILLS NOT PERFORMED	MITIGATING STRATEGY	TIME FRAME
1						
2						
3						
4						
5						



ANNEXURE 5

CURRICULUM COVERAGE TOOL FOR SMT/ ADVISORS/ CIRCUIT MANAGERS

SCHOOL: _____ SUBJECT: _____
 GRADE: _____

Name of Educator:					Name of Supervisor			DATE:	
Pacing /Year Planner			Lesson Preparation		Topic/ Section Covered			Outstanding Topics	
Ahead	On par	Behind	Available	Not available	As per Annual Teaching Plan			1.	
								2.	
% Curriculum coverage (if behind):					Not as per Annual Teaching Plan			3.	
How is the lost contact time to be recovered?									
Are no. of formal tasks in line with POA?					YES		NO		
If No, what is the catch-up plan?									
No. of periods per week				Total no. learners in the grade				Target % for this year	
Control of learners written work (quality and quantity)									
	Names of learners sampled				Comments/Remarks on reviewal of learners' tasks/ books/ workbooks				
1.									
2.									
3.									
4.									
5.									
FINDINGS:									
RECOMMENDATIONS:									
Supervisor's Signature: _____					Teacher's Signature: _____				
Official's signature: _____									



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ANNEXURE 6

DEPARTMENTAL HEAD-TEACHER PROFESSIONAL CONVERSATION TOOL

KEY PRACTICE	WHAT'S WORKING	WHAT NEEDS WORK	EVIDENCE
1. PLANNING & MONITORING			
Use of appropriate planning and monitoring tools to plan			
Use of appropriate monitoring tools to track the completion of topics			
Reflect on learners' class activities, what works, and what can be improved.			
Has homework completion been monitored?			
2. ASSESSMENT			
Planning for assessments as required by the ATP.			
Completion of assessments as per plan			
Reflection on the range of learner performance			

After that conversation, and having reviewed your documents, how would you rate:

(a) Your planning for, and tracking of, curriculum coverage and learner performance?

☐ STUCK & NEED HELP
 ☐ ON TRACK
 ☐ GREAT & READY TO HELP OTHERS

(b) how well your learners are succeeding in covering the curriculum

<input type="checkbox"/> STUCK & NEED HELP	<input type="checkbox"/> ON TRACK	<input type="checkbox"/> GREAT & READY TO HELP OTHERS
<i>Now reach a consensus with the Teacher on the following...</i>		
What actions can you (the Teacher) take to improve in the two areas above?		
What role would you like me (the DH) to take in supporting you to improve?		
<div> <div><i>SIGNED: DH</i></div> <div><i>SIGNED: TEACHER</i></div> </div> <div> <div><i>DATE:</i></div> </div>		

OTHER ATTACHMENTS:

ANNEXURE 7: SCHOOL VISIT FORM BY CIRCUIT MANAGEMENT

ANNEXURE 8: PROFESIONAL CONVERSATION BETWEEN PRINCIPAL AND CIRCUIT MANAGER

ANNEXURE 9: SCHOOL VISIT FORM FOR GET SUBJECT ADVISORS

ANNEXURE 10 SCHOOL VISIT FORM FOR FET SUBJECT ADVISORS