PARTICIPANT MANUAL

PERSONAL INFORMATION

NAME AND SURNAME: _____

SCHOOL / INSTITUTION: _____

PROVINCE:_____

PERSAL / IDENTITY NUMBER:_____

CONTACT DETAILS OF SCHOOL

POSTAL ADDRESS:_____

PHONE NUMBER:_____

E-MAIL ADDRESS:_____

PERSONAL CONTACT DETAILS

POSTAL ADDRESS:_____

PHONE NUMBER:_____

E-MAIL ADDRESS: _____

Introduction

GROUP DISCUSSION TOPICS

1. What do you understand under the concepts:
   a. Curriculum Manager
   b. Instructional leader
2. Express your opinion on the extend of involvement of principals in curriculum management within the school context.
3. Discuss the role of the principal in curriculum management with regard to:
   a. Planning
   b. Organising
   c. Directing
   d. Controlling

The functions of the principal as curriculum manager is indicated as:

1. Planning

The planning role of the principal with regard to curriculum management is to:

- Ensure that the relevant subject policies are in place
- Be knowledgeable on the relevant national and provincial policies
- Be knowledgeable on the implementation of these policies
- Ensure that a school policy referring to curriculum related matters is developed.

2. Organising

The organising role of the principal with regard to curriculum management is to:

- Create systems and structures which will enable the implementation of relevant policies at school level

3. Directing

As part of the directing role of the principal with regard to curriculum management, the principal has to:

- Determine the outcomes of the curriculum
- Establish an ordered and structured environment in which these outcomes can be delivered
- Provide dynamic leadership.

4. Controlling (monitoring)

As part of the controlling function of the principal within curriculum management, the principal has to;

- Monitor performance
- Take the necessary action to ensure the desired results.

1. PLANNING

To provide clarity on the planning function of the principal, the following policy documents constitute the National Curriculum:

1.1 Policy pertaining to the programme and promotion requirements which stipulates:
1.1.1   Subjects per phase
1.1.2   Time allocation
1.1.3   Promotion and progression requirements

1.2 National Protocol on Assessment
1.2.1   Assessment weighting per grade
1.2.2   Formal vs informal assessment
1.2.3   Examinations
1.2.4   Recording and reporting
1.2.5   National and international assessments

1.3 Curriculum and Assessment Policy Statements
1.3.1   Planning
1.3.2   LTSM

1.4 Language in Education Policy
1.4.1   LiEP
1.4.2   Incremental Introduction of African Languages

GROUP DISCUSSION TOPICS

1. Which legislative frameworks should be taken into consideration when conducting curriculum planning for a school?

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1. Planning: General overview

The planning function of the principal as curriculum manager is governed by the following frameworks:

1. Legislative Framework

1.1 National Education Policy Act 27 of 1996 (Section 3 (4) (I)):

NEPA identifies the 7 roles of educators which educators should be able to perform in curriculum related activities which should be performed by teachers*:*

(a)   Learning mediator
(b)   Interpreter and designer of learning programmes and materials
(c)   Leader, administrator and manager
(d)   Scholar, researcher and lifelong learner
(e)   Community, citizenship and pastoral role
(f)   Assessor
(g)   Learning area / subject / discipline / phase specialist

1.2 South African Schools Act 84 of 1996 (Section 6 A)

According to this act the Minister must determine:

(h)   A national curriculum statement indicating the minimum outcomes or standards; and

(i)   A national process and procedures for the assessment of learners achievement.

Which provides the curriculum framework in which public schools are to function.

National curriculum policies which should be referred to when planning school policy are the following:

- CAPS Subject policies
- *Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R - 12*
- *National Protocol for Assessment Grades R – 12*
- *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* (To be repealed and promulgated under a different title in 2013).

1.1 National Curriculum Statements (NCS)

The *National Curriculum Statement Grade R – 12* (January 2012) represents a policy statement for learning and teaching in South African Schools and comprises the following:

1. ***Curriculum and Policy Statements (CAPS)*** for each approved school subject as listed in the policy document *National policy pertaining to the programme and promotion requirements of the National Curriculum Statements Grades R – 12;*

2. *The policy document,* **National policy pertaining to the programme and promotion requirements** *of the National Curriculum Statement Grades R – 12.*

3. ***National Protocol for Assessment Grades R – 12 (January 2012)***

The following two documents have been repealed and replaced and should be removed from school policies:

The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF),* promulgated in *Government Gazette No.27819 of 20 July 2005 is* repealed and replaced with the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12, subject to paragraph 41.*

The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, promulgated in Government Gazette, No.29466 of *11 December 2006 is repealed and incorporated in policy document,* National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12, subject to paragraph 41.

1.2 Supplementary Policy Documents

The following supplementary policy documents should be referred to in compiling a school policy:

1. The *Language-in-Education Policy 1997*
2. *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*
3. *Admission policy for ordinary public schools* as published as *Government Notice 2432, Government Gazette, Vol. 400, No 19377* of 19 October 1998.

1.3 National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12

This policy was promulgated in Government Gazette No. 36042 (28 December 2012) and it determines the minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement.

The following is covered by the policy:
- Grouping of subjects
- Concessions
- Approved subjects
- Programme requirements
- Progression / Promotion requirements
- Assessment
- Recording and Reporting
- Time allocation
- Gr 10-12 Subject changes

1.3.1. Time Allocation

GROUP DISCUSSION TOPICS

1. Which factors should be considered when planning the time allocation for the different grades?
2. Are schools allowed to use subject time allocation for breaks, assemblies or extramural activities?
3. How would learners who experience barriers to learning be supported in the subject time allocation?

The first aspect which is dealt with in the document is the subjects which constitutes the programme of the NCS, with relevant time allocation to each subject, as well as, proviso's in terms of the subject combinations.

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

1.3.1.1 Time allocation per week in the Foundation Phase

Grade R follows an integrated approach. Integration of subjects in the Foundation Phase should be encouraged

Subject	Grade R (Hours)	Grades 1-2 (Hours)	Grade 3 (Hours)
Home Language	10	7 – 8	6 -7
First Additional Language	NONE	2 – 3	4 – 5
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	**23**	**23**	**25**

1.3.1.2 Time allocation in Intermediate Phase

Subjects	Time Allocation
Home Language	6 hours
First Additional Language	5 hours
Mathematics	6 hours
Natural Sciences and Technology	3.5 hours
Social Sciences	3 hours
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	4 hours [1.5 hours 1 hours 1.5 hours]

1.3.1.3 Time allocation in Senior Phase

Subjects	Time Allocation
Home Language	5 hours
First Additional Language	4 hours
Mathematics	4.5 hours
Natural Sciences	3 hours
Social Sciences	3 hours
Technology	2 hours
Economic and Management Sciences	2 hours
Life Orientation	2 hours
Arts and Culture	2 hours

1.3.1.4 Time allocation in Further Education and Training Phase

Subjects	Time Allocation
Home Language	4.5 hours
First Additional Language	4.5 hours
Mathematics or Mathematical Literacy	4.5 hours
Life Orientation	2 hours
A minimum of ANY THREE subjects	4 hours x 3

1.3.1.5 Language

GROUP DISCUSSION TOPICS

1. Who is responsible for planning the language policy of the school?
2. List factors which should be considered in the planning of a language policy
3. List factors which would influence the time allocation for language in the Foundation Phase

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According to the *South African Schools Act 84* of 1996 (section 6):

- The minister may determine norms and standards for language policy in public schools
- The Governing body of a public school may determine the language policy of the schools subject to the constitution, the Schools Act and any other applicable provincial law
- No form of racial discrimination may be practised in implementing policy determined under this act
- A recognised sign language has the status of an official language for the purposes of learning at a public school
- The Language policy of the school will determine the time allocation of the NCS

Additional to the SASA the *Language in Education Policy* (1997) indicates that the following aspects should be considered:

- "The underlying principle is to maintain home language(s) while providing access to and the effective acquisition of additional language(s). Hence the Department's position that an additive approach to bilingualism is to be seen as the normal orientation of our Language-in-education policy." (5A)
- The policy further indicates with regard to language as subjects, that:
  - from Grade 3 onwards, all learners shall offer their language of learning and teaching and at least one additional approved language as subject (6.2). This is already happening from Grade 1.
  - All language subjects shall receive equitable time and resource allocation (6.3)

The rights and duties of the school are that the governing body must stipulate how the school will promote multilingualism.

A school timetable should indicate the choice in time allocation for Languages in the Foundation Phase:

- Language at Home Language level = 7 hours, and Language at First Additional Level = 3 hours
- Language at Home Language level = 8 hours, and Language at First Additional Level = 2 hours
- This amounts to a total time allocation for Language which is 10 hours per week in Grades 1 and 2.
- 11 hours per week for Grade 3

The time allocation should be indicated on the school timetable as well as explained in the School Policy.

In the Intermediate and Senior Phase time allocation for the following should be taken into consideration:

- Schools are offering an optional language on at least Second Additional Language level may not use the time allocated for the subjects listed
- Optional languages may only be offered if the school can make an arrangement for the allocation of additional time to the allocated 27.5 hrs
- The 2nd additional language will be regarded as an additional subject not to be taken into account for promotion requirements

- **Incremental Implementation of African Languages**

This is a new initiative based on the previous statement from the LIEP and it seeks to have learners offer an African Language from Grade 1, but we know from the draft document that is in circulation that is is going to happen from Gr R already.

This initiative has already been piloted in 2013. The draft which is circulating at the moment, proposes more piloting in 2014, with implementation only in 2015 in Grades R and 1.

1.3.1.6 Subject Provisos for Further Education and Training Phase

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GROUP DISCUSSION TOPICS

1. In the selection of subjects to be offered in a school, certain provisos should be considered. List the provisos which would be applicable to your school, if any.

The policy provides provisos as to subjects which a candidate may or may not offer in combination. According to the policy a candidate:

- May not offer Mathematics and Mathematical Literacy
- May not offer Consumer Studies and Hospitality Studies
- Learners offering Sport and Exercise Science must offer either Physical Sciences or Life Sciences.
- Music Examination Boards
-

(Associated Board of Royal Schools Practical Music Examination, Trinity College of London and UNISA)

- Only offered as an eighth NSC subject
- Only enrol in the Grade 12 year
- May not be offered during official school hours, but only as an extra-curricular subject.

1.3.2   Promotion requirements

The second aspect which is dealt with in the document *National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement, is the progression requirements for each Grade. The policy is governed by two principles: Progression and Promotion*

1.3.2.1 Promotion requirements per grade

SUBJECTS	Gr. R	Gr. 1-3	Gr. 4-6	Gr. 7-9	Gr. 10-12
Language at Home Language Level	4 (and)	4 (and)	4	4	40%
Language at First Additional Language Level		3	3	3	40% in TWO subjects 30% in THREE subject provided that the SBA component is submitted in the failed subject.
Mathematics	3	3	3	3	
OTHER:			3 In any TWO other subjects	3 In any THREE other subjects 2 In any TWO of the other subjects	

1.3.2.2 Promotion requirements NSC Grade 12

Higher Education South Africa (HESA) makes provision for three different qualifications for which a learner with a National Senior Certificate. These are the Higher Certificate; Diplomas and Bachelor's Degrees.

Higher Certificate

- For admission to a Higher Certificate, a candidate must obtain a National Senior Certificate, that is a pass of 40% in three subjects, one of which is an official language at Home Language level, and a pass of 30% in three subjects.

Diploma
- The minimum entrance requirements for Diploma study is a National Senior Certificate with an achievement rating of 3 (Moderate Achievement, 40-49%) or better in four recognised National Senior Certificate subjects.
-
Bachelor's Degree Study

- To meet the minimum admission requirements to a Bachelor's Degree study at a higher education institution, a candidate must obtain, apart from a National Senior Certificate, an achievement rating of 4 (Adequate Achievement, 50% - 59%) or better in four designated subjects. For this purpose Higher Education South Africa (HESA) has identified the following National Senior Certificate subjects to serve as designated subjects:
  - Accounting;
  - Agricultural Sciences;

- o Business Studies;
- o Dramatic Arts;
- o Economics;
- o Engineering Graphics and Design;
- o Geography;
- o History;
- o Consumer Studies;
- o Information Technology;
- o Languages (one of learning and teaching at a higher education institution and two other recognised language subjects);
- o Life Sciences;
- o Mathematics;
- o Mathematical Literacy;
- o Music;
- o Physical Sciences;
- o Religion Studies; and
- o Visual Arts.

In addition to the above entrance requirements for a Higher Certificate, Diploma, or Bachelor's Degree study, HESA will, require over and above the met requirements, a pass of 30% in the First Additional Language, if that language is the language of learning and teaching of the higher education institution.

1.4 *National Protocol for Assessment Grades R – 12*

GROUP DISCUSSION TOPICS

1. Which aspects should be considered in the School Assessment Policy?
2. Discuss your views on:
   a. Home work
   b. Setting of question papers, especially considering the weighting of the end-of year examination
   c. Time allocation in question papers
   d. Time allocation for tests and examinations for various grades
   e. The recording of informal assessment
   f. The workload of formal assessment programmes
   g. Utilisation of common papers and common tasks
3. Should the abovementioned aspects be included in the school assessment policy?

The second document which constitutes the National Curriculum Statement is the *National Protocol for Assessment. This document was promulgated in Government Gazette No 36042 (28 December 2013).*

- The policy standardises the recording and reporting processes.

- The policy provides a policy framework for:
  - the management of school assessment,
  - school assessment records and
  - basic requirements for learner profiles,

- teacher files,
- report cards,
- record sheets and
- schedules for Grades 1-12

- The policy focusses on assessment policy for both
  - Internal assessment comprising School-Based Assessment and Practical Assessment Tasks and
  - End-of-year examinations

1.4.1 National Policy on the conduct, administration and management of the National Senior Certificate.

The policy refers to *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* which will be repealed and promulgated with a different title – expected December 2013.

1.4.2 Assessment within the National Curriculum Statement

The policy document refers to two types of assessment within the NCS which focusses on providing feedback to learners through collection of adequate evidence of achievement by using various forms of assessment

1.4.3 Types of Assessment

The policy document refers to two types of assessment within the NCS which focusses on providing feedback to learners through collection of adequate evidence of achievement by using various forms of assessment.

The two types of assessment which is referred to in the NCS is informal and formal assessment.

1.4.3.1. Informal Assessment

Informal assessment is also referred to as assessment for learning in the policies.

- Informal assessment is the monitoring and enhancing of learners' progress and is done through teacher observation and teacher-learner interaction.
- Informal assessment builds towards formal assessment.
- Teachers are not required to record performance in informal or daily assessment tasks.

1.4.3.2. Formal Assessment

In some instances formal assessment is also referred to as assessment of learning

- Provides teachers with a systematic way of evaluating how well learners are progressing in a particular subject in a grade.
- Formal assessment comprises assessment by means of assessment tasks performed by the learners.
- Formal assessment programmes are provided in the CAPS subject documents. These should be considered the minimum outcomes to be assessed.

- Formal assessment tasks are recorded for reporting purposes.

The policy (2012:5) stipulates that:

- The teacher must submit the annual formal programme of assessment to the SMT before the start of the school year.
- This will be used to draw up a school assessment plan in each grade.
- The school assessment plan should be provided to learners and parents in the first week of the first term.

The marks recorded for formal assessment is compiled of:

- School-based assessment
- Practical Assessment Tasks (where applicable)
- The Practical Assessment Task mark must count 25% of the end of year examination mark.

(SBA and PAT allow for the assessment of skills that cannot be assessed in a written format.)

- Final End-of-year examination

1.4.3.3 Examples of Formal Assessment

The forms of assessment can either be oral, demonstrations, written such as essays or assignments, or written tests and examinations or it can be projects or investigations. The instruments will vary according to the chosen form of assessment.

1.4.3.4 Assessment weighting per grade

Grades	School-Based Assessment % Weighting	Final Examination % Weighting
R - 3	100%	-
4 - 6	75%	25%
7 - 9	40%	60%
10 – 12	25%	75%

All assessment is 100% school based, except for the Grade 12 NSC examination. In the Foundation Phase assessment weighting is equally distributed amongst the four terms. For the Intermediate Phase, the weighting ratio is 75% for the first three terms, and 25 % for the final examination. In the Senior Phase the assessment weighting ratio is 40% for the first three terms and 60% for the final examination. In the FET phase, the assessment weighting ratio is 25 % for the SBA and 75% for the final examination.

School-based assessment is a compulsory component of the promotion marks.

Exceptions:

In Grade 10 and 11 Life Orientation where SBA component will comprise 100% of the total mark. SBA will be externally moderated. Grade 12 Life Orientation where SBA will be 100%

of the total mark, based on internal assessment (externally moderated) as well as a Common Assessment Task (externally set and moderated)

With the increased emphasis on the final examination at the end of the year internal moderation plays a key role. School policies should reflect the weighting of End of year examinations, the time allocations as well as all concessions allowed by the school during examinations.

Frequently asked questions on the assessment weighting.

- Are provinces and districts allowed to administer common tasks, tests and examinations and should these marks form part of the SBA and eventually reporting on the learners' performance?
- Should the SMT intervene if the quality of the common paper or task is not on the expected standard of the school?
- Should the SMT intervene if papers or tasks are not in the LOLT of the school?
- Should the SMT adjust test or exam timetables to allow for district or provincial initiatives?
- Could a district or province require that the results of the Annual National Assessment (ANA) form part of a learners' mark?

1.4.4 End-of-year Examinations

GROUP DISCUSSION TOPICS

1. How can the principal ensure that the standard of assessment in the school is maintained through thorough planning and school policy, with special reference to the compilation of end-of-year examination papers?

The purpose of the end-of-year examination is to provide reliable, valid and fair measures of the achievements of learners in the subjects offered from Grade 4 onwards.

1.4.5 Moderation

GROUP DISCUSSION TOPICS

1. Should moderation form part of the School Assessment Policy?
2. Which structures should be established to conduct effective moderation?

GROUP DISCUSSION TOPICS

1. How should the recording process of the school be planned?
2. Which recording process should be planned?

A seven level scale is used in the policy.

- **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.

According to the *National policy pertaining to the programme and promotion requirements:*

- **Grade R to 3**
    - Teachers must record and report learners' performance in terms of the achievement descriptors.

- **Grade 4 to 9**
    - Teachers must record learners' results in marks and report them as percentages.
    - The percentage obtained will determine which rating code will be allocated.

- **Grade 10 to 12**
    - Teachers or examiners must record learners' results in marks and report them as percentages.
    - The percentage obtained will determine which rating code on the scale of achievement will be allocated to learners.

1.4.7   Teacher File

GROUP DISCUSSION TOPICS

1.   Which guidelines should be provided to staff members with regard to the compilation of a Teacher File?

Compilation of the Teacher File is stipulated in the policy. The Minister of Basic Education announced, effective as of 2010 that teachers should only have ONE teacher file.

- The teacher file is a complete record of teaching and assessment
    - Annual teaching plan
    - Assessment plan
    - Formal assessment tasks and memoranda
    - Indication of textbooks and resources used
    - Record sheet of learners marks for each formal assessment task
    - Intervention that is planned

The file should be available for monitoring and moderation purposes and the failure to maintain a file with assessment tasks constitutes an act of misconduct.

1.4.8   Management of School Assessment Records

GROUP DISCUSSION TOPICS

1.   Which documents should form part of the assessment practices of the school?
2.   Is the management and maintenance of these documents the responsibility of the SMT?

The National Protocol on assessment indicates that the following documents should form part of the assessment practices:

- RECORD SHEETS
- REPORT CARDS
- SCHEDULES
- LEARNER PROFILES

The management, maintenance and the safety of the learner profiles, schedules and report cards is the responsibility of the SMT.

1.4.9   External Assessment

GROUP DISCUSSION TOPICS

1. List external assessment instruments which are provided to schools
2. Express your views on the use of external assessment instruments as part of assessment
3. Should external assessment instruments form part of reporting process of learner achievement?
4. Should the use of external assessment instruments be recorded in the School Assessment Policy?

External assessment refers to any assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and, coordinated by Provincial Education Departments and the Department of Basic Education either collectively or individually.

Examples of various types of external assessments:

District or Provincial Assessment:
- Common tasks, (i.e. Common tasks in Life Orientation especially for Grades 10 and 11)
- Common tests, (i.e. Provincial Annual Assessments conducted annually or quarterly, GPLMS or Litnum tests)
- Common examinations

National Examinations:
- Annual National Assessments
- National Senior Certificate Examinations

International Assessments:
- Trends in International Mathematics and Science Studies (TIMMS)
- Progress in International Reading Literacy Studies (PIRLS)
- Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ)

1.5 Curriculum and Assessment Policy Statements

GROUP DISCUSSION TOPICS

1. Which changes were brought about with the CAPS policy documents?
2. Which components of the CAPS policy should be taken into consideration in planning for curriculum Management?

The following changes emanated from the Ministerial Task Team's recommendations in stages. The changes are classified into two categories, namely:

(a) Decisions with immediate effect for implementation since 2010; and
(b) Decisions with a longer term effect for implementation during the period 2012-2014.

Decisions with immediate effect for implementation since 2010 are:
(a) Discontinuation of the Learner Portfolio Files;
(b) Requirements for a single teacher file for planning;
(c) Reduction of the number of projects required by learners; and
(d) The discontinuation of Common Tasks of Assessment (CTAs).

Decisions with a longer term effect for implementation during the period 2012- 2014 are:
(a) The reduction of the number of Learning Areas in the Intermediate Phase of the General Education and Training Phase;
(b) The teaching of English as a First Additional Language to be given priority to be taught from Grade 1;
(c) Regular external systematic assessment of Mathematics, Home Language and English First Additional Language in Grades 3, 6 and 9; and
(d) The development of curriculum and assessment policy statements per learning area and subject

1.5.1 Layout and structure of CAPS documents

All CAPS documents are structured to include the same content:

- Section 1: Generic policy
- Section 2: Overview of phase content
- Section 3: Curriculum content per grade
- Section 4: Assessment

1.5.2   LTSM

GROUP DISCUSSION TOPICS

1. How should a principal plan for LTSM in schools?
    a. List the LTSM which is used in your school
    b. Budget implication of LTSM
    c. Policy considerations in LTSM acquisition
    d. Policy consideration in LTSM retrieval processes

As part of the Minister of Basic Education's intervention strategy mention is made of the CAW (Curriculum, Assessment and Workbook) process.

- LTSM plays a key role in the implementation of the National Curriculum Statements.
- The Minister announced a national textbook catalogue with a maximum of 8 titles in each subject.
- Additionally workbooks have been developed
- Study guides

The *National policy for an equitable provision of an enabling school physical teaching and learning environment* provides the basis for the provisioning of LTSM.

– The policy states that "Equity in the provision of an enabling physical teaching and learning environment is therefore a constitutional right and not just a desirable state." (2010: 2.6.1)
– The policy lists the following as necessities in the teaching and learning environment: E-education, libraries, science laboratories, ICT's and textbooks.
– The policy indicates that "Without adaptations to norms and standards for provision of these elements, there is a clear risk of failure to attain the intended benefits of such curricula and pedagogical reforms" (2010: 2.11.1)

The only guideline documents with regard to workbooks are the following circulars from the Department of Basic Education:

- Circular S4 (2012)
- Circular S7 (2012)

2. ORGANISING

The previous section focussed on the relevant policies which should be utilised in the development of school policies. The organising function of the principal focusses on the implementation of national, provincial and school policies. The organising function further entails the role of the principal to create systems and structures which will enable the implementation of relevant policies at school level.

GROUP DISCUSSION TOPICS

1. Which systems and structures should be put in place to implement curriculum management?
   Reference should be made to the following aspects:
   a. Heads of Departments (Roles, functions and responsibilities)
   b. Heads of subjects (Roles, functions and responsibilities)
   c. Selection of Subjects (Provisos, time allocation)
   d. Subject policies
   e. Assessment (Examination)
   f. Timetable

To provide clarity on the organising function of the principal with regard to the compilation of the following documents:

1. School policy with reference to curriculum related matters

2. Subject policies
3. Timetable

2.1 School policies on curriculum management

GROUP DISCUSSION TOPICS

1. List a few aspects which should be considered when compiling a School Policy on curriculum management.

Description of the school's curriculum management policy (MSM, 4.1. (iv))

- 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

b) Rules concerning subject choices for Gr 10-12
c) Rules concerning the changing of subjects in Gr 10-12
  – National policy must be reformulated to read as school policy with procedures and deadline dates clearly stated.

2.1.2 Subject policies

GROUP DISCUSSION TOPICS

1. A part of the organising function of curriculum management is to provide guidance in the development of systems. The development of the subject policy is an integral part of the curriculum management system. Provide guidelines to the HOD as to the development of a subject policy.

The subject policy must

- Be developed with the departmental policy as point of departure and framework.
- Form part of school policy and be in line with school policy on other relating aspects.
- Approved by the principal and then be regarded as school policy.

Guidelines for development of the subject policy which should be taken into consideration:

– Purpose of the policy
– Utilization of the policy as well as availability
– List national and provincial documents on which the policy is based.
– Indication of how the subject / phase policy ties in with school policy.
– Purpose of the subject
– Teaching approaches to be followed in the subject
– LTSM
– Assessment
– Subject curriculum
– Related organisational aspects

2.1.3   Timetable

GROUP DISCUSSION TOPICS

1.   List the relevant legislation which should be considered when compiling a timetable
2.   List factors which could complicate the compilation of the timetable
3.   List factors relevant to your school when compiling a timetable. Reference should be made to:
     a.   Learner movements between classes
     b.   Additional subjects or activities presented by the school
     c.   Length of period
     d.   Available staff members

When the principal performs the organising function within curriculum management, the construction of the timetable could be a key focus.

Development of the timetable should include relevant national policy, especially with regard to the guidelines of time allocation, as well as the requirements of the school

The organising duties and responsibilities of the principal include:
   •   Incorporating legislation, especially:
       SASA
       Personnel Administration Measures (PAM)
   •   Managing the process of compiling the timetable in compliance with applicable legislation and regulations.
   •   Seeing to an equitable distribution of workload between the various post levels and within a post level.
   •   Taking the qualification of teachers into consideration when time is allocated.
   •   Noting specific factors relevant to the school - (e.g. the time it takes learners to move from class "a" to class "b".)
   •   Deciding on the length of periods (30; 40; 45; 60 min) and the number of periods per day.

   According to the Personnel Administration Measures (PAM)

   The role of the principal is to:

   •   Ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed.

   •   Ensure that workloads are equitably distributed among the staff.

   •   Teach if required.

   •   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.

Workload of educators (school based) (3.1)
- Each post level within a school has different duties and responsibilities.

- The allocation of subjects, timetable and resultant scheduled teaching time is to be determined by the principal in consultation with teaching staff (3.2).

- The time allocated for teaching in respect of different post levels will differ according to the size of the school (3.3).

- Educators must be able to account for 1800 actual working hours per annum

- Educators should be **at school** during the *formal school day* – no less than 7 hours per day - except for

  - Special reasons
  - Prior permission of Principal

- May be required by the employer to attend programmes for professional development (a maximum of 80 hours per annum) outside the formal school day or during holidays. The employer has to give notice ONE term in advance. (Chapter A Par 3)

The following outlines the scheduled teaching time per post level:

Primary school
  - Post level 1:   Between 85% and 92%
  - Post level 2:   Between 85% and 90%
  - Deputy: 60%
  - Principal: Between 10% and 92%

Secondary school
  - Post level 1:   Between 85% and 90%
  - Post level 2:   Between 85%
  - Deputy: 60%
  - Principal: Between 5% and 60%

2.1.3.1 Formal School Day

Activities scheduled during the formal school day:
  - Scheduled teaching time
  - Relief teaching
  - Extra and co-curricular duties
  - Pastoral duties (detention, grounds duties, etc)
  - Supervisory and management functions
  - Administration
  - Professional duties (meetings, workshops, seminars etc.)
  - Planning, preparation and evaluation

Activities scheduled outside the formal school day include:
  - Planning, preparation and evaluation
  - Extra and co-curricular duties
  - Professional duties (meetings, workshops, seminars, etc)
  - Professional development

No prescriptions have been provided as to the type of timetable which should be followed:

• Schools therefore have the choice to follow either a weekly timetable or a cycle time table

• The length of periods will be informed by the type of timetable and the type of school.

• Principals should take note of the amount of time lost during class rotation.

• Different types of schools will require different types of timetables   (technical)

• The workload of the teachers should be taken into consideration. The keys to workload are reasonable and transparent

• Heads of subjects and SMTs should be utilized in the process

• The principal should make the final decision as to the staff allocation

• The principal is responsible for protecting teaching time.

When compiling an extramural time table, the following factors should be taken into account:

➢ The size of school and activities which are offered by the school

➢ The facilities available at the school e.g. sport fields and equipment

➢ Staff allocation.

➢ The social responsibility of the school

➢ Projects already offered in the school and

➢ Community involvement

Time should also be allocated to the professional development of staff members. Teachers should be encouraged to participate in:
➢ Sport.
➢ Further studies. Staff members should be motivated to expand their knowledge.
➢ Attending courses
➢ Duties within a school, which should be alternated between staff members.
➢ Co-operative management within the school
➢ A constant nourishing of teaching and education philosophy

3. DIRECTING:

3.1 Directing: Introduction

GROUP DISCUSSION TOPICS

1. List ways in which a principal could perform the directing function of curriculum management. Refer to:
   a. Development of a vision statement
   b. Defining curriculum aims for the school
   c. Guiding staff in the interpretation of curriculum policies
   d. Guiding staff in the implementation of curriculum policies
   e. Supervision of curriculum activities

The principal as curriculum manager should focus on the following aspects when directing:

- Develop a vision statement for the school, by outlining clear aims and policies for the school, with specific reference to the curriculum.
- Guide staff as to the interpretation and implementation of curriculum policies
- Inspire and lead staff members

- Supervise activities in order to achieve the desired results for the school.

3.2 Directing: NEEDU Report

The recent release of the National Education and Evaluation and Development Unit's National Report on the functioning of the South African schooling system, provides a reasonably objective analysis of the system.

The NEEDU report assessed the state of the systems operation of schooling and to make recommendations for improving their efficiency (2013:9), thus informing the direction role of the principal.

The following knowledge components are required of a principal to provide direction in curriculum management:

- Need to be familiar with progressive teaching methods,
- New curriculum to be implemented,
- New approach in directing pupils, including active learning approach and contextual learning as strategies for successful teaching.

3.2.1 Directing: Curriculum Delivery

GROUP DISCUSSION TOPICS

1. List curriculum delivery processes which should be fully functioning for successful curriculum delivery
2. Which aspects of successful curriculum delivery should be addressed by the principal?

If the NEEDU report is taken as point of departure in the systemic analysis, the primary objective should be curriculum delivery. For a system to perform satisfactorily the following curriculum delivery processes should already be in place:

• The issuing of policy at the national level by DBE.
• The procurement and delivery of resources
• The provision of support systems to schools by provinces and districts.

For curriculum delivery to be successful, school leaders should:
• Organise and manage time
• Organise and manage human and material resources, which must culminate in teaching and learning activities conducted by teachers in classrooms.

The NEEDU report analysed the issues of underperformance in schools. Some of the concerns were systemic and others were focussed on teacher competence. The report posed the question: Is it a case where teachers won't or can't deliver the curriculum correctly?

    i.   Directing: Time Management

GROUP DISCUSSION TOPICS

1. What are the time management concerns in your school?
2. Discuss a few ways in which you have addressed these concerns
3. List systems which you could provide to address time management in your school.

• Won't

The report researched various factors which would influence teachers in a system where they won't deliver the curriculum successfully.

Time management has been identified as one of the greatest sources of concern when it comes to curriculum delivery. Some aspects which have been highlighted were frequent teacher absenteeism, especially coming late to the school in the mornings. A second recommendation which was made and which will require further intervention is the number of days which teachers claim as sick leave. A third concern in teacher time management is taking part in non-scheduled activities during the school day (training workshops, union meetings or memorial services) which limits time allocated to curriculum delivery.

A time management concern for both teachers and learners is tardiness in going to class according to the timetable.

According to Needu (2013, 21) the biggest cause of loss of teaching time is late coming on the part of the learners, this included getting to school in the morning, getting to class, especially after breaks and disruptions in class, through discipline problems amongst learners.

Teachers reported that disruptions to the daily timetable which occur through sports meetings, choir practices and other extramural activities also limit time which should be spent on curriculum delivery.

An important aspect which was highlighted by the NEEDU report is that principals are responsible for time management in schools as part of the principal's directing function in curriculum management.

A recommendation is that principals should work more closely with their SMTs and SGBs on the efficient use of time to limit time lost to:

      –   Late arrivals in the morning of both teachers and learners
      –   Extra-curricular activities, with relevant recommendations and plans which are put in place to ensure that teaching time is maintained
      –   Teachers not teaching when they should be, thus teachers who are in class, but who is not teaching. A recommendation from NEEDU is that the SGB and SMT should formulate a ZERO TOLERANCE POLICY as to this aspect.

This should inform the planning and organising functions of the school. Time management should be included in the school and relevant subject policies. Time for extra-curricular activities should be taken into account when organising the school term.

3.3 Directing: Lack of knowledge

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GROUP DISCUSSION TOPICS

1. Discuss areas which could influence a teacher's ability teach.
2. Which policies could be implemented to assist in directing curriculum management?
3. Which systems could be developed to assist in directing curriculum management?

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A second component which NEEDU considered in the lack of curriculum delivery, is what is labelled as "CAN'T", thus teachers who would like to perform, but who lacks various knowledge components to achieve results.

NEEDU identifies two areas which could influence the teachers' ability to teach as the lack of knowledge and educator incompetence.

NEEDU ascribes the lack of performance in the Foundation Phase to the following aspects:

The lack of teacher knowledge is further refined to include:

- Subject knowledge
- Curriculum knowledge
- Pedagogical Content knowledge

3.3.1 Directing: Curriculum Knowledge

Subject knowledge constitutes the teacher's knowledge of a subject, phase or grade.

The Department of Basic education states that the successive curricula should not be seen as being in opposition to one another, but as complementary perspectives on the subject knowledge to be acquired by learners.

3.3.2   Directing: Pedagogical content knowledge

Pedagogical content knowledge is the understanding Forms of representation of key concepts in the curriculum, which renders them comprehensible to learners.

It includes an understanding of what makes the learning of specific topics easy or difficult:
- Concepts and preconceptions of different age groups (by implication the Social Curriculum)
- Teachers' subject knowledge and general instructional methods are related in the school context.
- Teachers' subject knowledge and general instructional methods are related to the school context.

3.3.3   Directing: Educator competence

Educator competence refers to the knowledge of the different kinds of strategies which are effective in teaching certain topics, classroom competence is the practical ability to deploy these strategies with learners as to effect good learning

The principal in the directing function as curriculum manager should indicate the role of resource materials, such as workbooks and textbooks in the curriculum delivery of the school.

A second area of educator competence which should be directed by the principal, is the time constraints placed on teachers due to assessment in CAPS.

The CAPS policies set out minimum standards which should be implemented in schools. This should not impact on the professional freedom of the teacher in displaying educator competence which is relevant to the learning experience.

Teachers are assessed on curriculum delivery and both teachers and schools are being held accountable based on the results of national and international assessments. The aspect of systemic accountability impacts on the teacher's ability to establish professional freedom and to implement educator competence.

Principals who functions as curriculum managers should direct the school towards "Leading for Learning" which should be one of the slogans of the school.

Principals should consider the following recommendations from the NEEDU report:

- The choice of the Language of Learning and Teaching should be carefully considered. Research has shown that learners perform better in the Foundation Phase, where they are taught in their Home Language as Language of Learning and Teaching.

- An effort must be made to improve the proficiency of learners and teachers in both the LOLT and the FAL.

- Schools should set norms for reading in the subject policy. The SMT should monitor learner reading systemically against the norms.

- School leaders should monitor learner writing throughout the school.

- SMTs should structure and lead systemic learning opportunities for teacher empowerment.

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

3. CONTROLLING

4.1 Controlling: Introduction

The last function of the principal as curriculum manager is controlling. The NEEDU report indicates that two key aspects of the controlling function:

- Accountability
- Teacher Development

GROUP DISCUSSION TOPICS

1. Discuss the controlling function of curriculum management.
2. Which systems should be provided to enable monitoring of performance in the school?
3. List some curriculum objectives and standards relevant to your school
4. Does school perform a school assessment?
5. List some of the strengths and weaknesses identified in your school

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Controlling is a process of monitoring performance and taking action to ensure desired results.
- It maintains compliance with essential organizational rules and policies
- It establishes objectives and standards
- It measure actual performance
- It enables comparison of results with objectives and standards
- It enables the necessary action to be taken.

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

4.2 Controlling: Accountability

GROUP DISCUSSION TOPICS

1. Do you use the ANA results to direct and control systems in your school? Explain why this tool is used / not used?
2. List curriculum delivery processes which should be fully functioning for successful curriculum delivery
3. How do you use the ANA results to inform Teacher Development in your school?

Accountability mechanisms must be directed with professional insight and judgment if they are to be useful in managing curriculum delivery.

To enable principals to provide direction within the context of curriculum management, the aspect of external accountability, with reference to the Annual National Assessments, should be taken into consideration:

4.3 Controlling: Teacher Development

GROUP DISCUSSION TOPICS

1. Should teachers still be involved in Teacher Development?
2. What should be the format of teacher development
3. List some of the teacher development activities which could be initiated by the SMT?
4. How should you plan for teacher development activities?

To empower teachers by one or other model of building their knowledge resources must be the most important factor in any reform strategy for schools.
Formal in-service training (INSET) programmes will be strengthened in the DBE.

"Effecting pedagogical change in classrooms require far more than going through the motions of a new set of routines. Improving teaching requires not only an explicit restructuring of daily activities, but also continuous guidance on how to engage with the substance of the new routines" (2013: 59)

Therefore short training courses as have been previously presented will be replaced by programmes which would facilitate pedagogical change in classrooms.

2. CONCLUSION

The South African Task Team report (1996:27) stressed that management is important because it provides a supportive framework for teaching and learning:

Management in education is not an end in itself. Good management is an essential aspect of any education service, but its central goal is the promotion of effective teaching and learning.

Good curriculum management is characterised, among other things by:

- Coherent planning and coordination,

- Effective language policies and programmes,

- Good time management,

- Procurement and deployment of books

- Promoting high levels of writing

- Using assessment to improve teaching and learning and

- Fostering professional development among teachers. (NEEDU, 2013: 52)