

School Management,
Governance and
Curriculum

Project: *ERD Monitoring*
Focus: Monitoring of learner
testing

Project: *Department of
Housing*
Focus: Facilitate workshops
and report on national
housing consumer
programme

Project: *ICATE*
Focus: Assist four
agricultural colleges
with management
training, and setting
up of QMS for
learning

Finance and Administration

This division gives financial
and admin support to all JET's
divisions and their projects. In
addition, project funds
managed by this division
includes:

- Khanyisa
- CHESP
- Eastern Cape - SIDA
- SESD 11
- Mveledzandivho
- GEDT
- NDoE Support
- IEP/RTI
- Sisonke
- Lesedi la Sechaba
- Sci-Bono



SPECIAL ANNOUNCEMENT

JET Education Services, in
partnership with Murray &
Roberts will be hosting a
seminar on "Models of School
Development" on 28 and 29
February 2008. Target
audience will be CSI
practitioners, business leaders,
and government officers. If
you are interested in attending
this conference, please contact
Nevina Smith at:
Tel: (011) 403-6401
Fax: (011) 339-7844
e-mail: nsmith@jet.org.za

NEW APPOINTMENTS AT JET

We are pleased to
welcome a number of
new staff members to
JET.



Gcina Hlophe was
appointed Project
Manager for the
Mveledzandivho Project in the
School Development and
Support Division.



Diana Zhou was
appointed Project
Officer in the
Evaluation and Research
Division.

Roelien du Toit was
appointed Project
Manager in the
Evaluation and Research
Division.



Kedibone Boka was
appointed Senior Project
Manager in the
Workforce Development
Division.

Congratulations to the
following people who
have been appointed to
new positions:

- Godwin Khoza to
Programme Director.
- Cynthia Moeng to Project
Manager, Workforce
Development Division.
- Nevina Smith to Marketing
Manager.
- Kathy Tracey to Project
Manager, School
Development and Support.
- Peter Verbeek to Divisional
Manager, School
Development and Support.

ISSN: 1819-6675

Published by:

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Designed and produced by Kathy Tracey (JET)
Printed by Master Print (011) 472-1621

December
2007

FOCUS ON: IMPROVING SCHOOLING

In February 2007, towards the close of the fourth year of this seven-year programme, an annual review team comprising representatives from the UK Department for International Development (DFID) and the Limpopo Department of Education visited the Khanyisa implementation sites. The team concluded that a follow-up review should be arranged for September 2007 to establish if reasonable progress had been made in implementing new programme plans that had been held back due to inadequate staffing, organizational review and under-resourcing in schools.

Come September, school teachers, principals and district level officials told the review team how they had received a new lease on life through Khanyisa. Cases were presented on how the teaching staff, school and circuit managers have put together their efforts to improve curriculum delivery. To those who have been involved in South African schooling for decades, it was enormously encouraging that the teachers and managers at school and district levels showed a thirst for strategies, structured approaches and practical tools that can assist them to improve school performance. One of the lessons learnt through Khanyisa is that while policies and programmes developed at provincial and national levels set out excellent intentions, they are overwhelming for school staff. All schools, and particularly rural schools,

A MODEL FOR IMPROVING SCHOOLING

*Godwin Khoza
Programme Director
JET Education Services*



require frameworks and support to translate these policies and programmes into practical action plans appropriate at the individual school level.

The programme review also revealed a number of good practices arising out of the interventions aimed at systems level improvements. Khanyisa has successfully entrenched the programmatic approach; departmental officials are at the forefront of designing and implementing the programme in all its aspects – which is a practice rarely seen in school improvement interventions.

Following the positive observations from the review, the key partners in the Khanyisa Programme – DFID, Limpopo Education Department, and JET and its joint venture partner Cambridge Education Consultants – immediately initiated discussion about the management of the programme for the period up to the conclusion of its external funding in 2009. All parties are convinced that Khanyisa has introduced a coherent and cost-effective model for improving the quality of schooling in rural schools.

The School Transformation Model

Over the first four years of the programme, a focused school transformation model was formulated and rolled out in the 200 pilot schools. The model is designed to address

the poor performance of learners in primary schools and unacceptably low levels of school functionality. During the programme implementation, baseline surveys and case studies were carried out to establish the profile of the project schools in rural Limpopo. These profiles highlighted some startling findings.

- Learner performance in numeracy in Grades 3 and 6 is approximately 22%, meaning that these learners are able to answer correctly only 22% of the questions that would standardly be expected in the National Curriculum. Learner performance in literacy in both grades is approximately 40%. Thus, the majority of the Grade 3 and 6 learners are performing two or three grades below their expected levels.

- There is incomplete curriculum coverage in classrooms; the teachers do not ensure that learners cover all aspects of the curriculum set for each grade.
- Inadequate assessments and promotions are widespread; learners are allowed to proceed to the next grades despite incompetence. This generally means that all classes are, in effect, multi-grade.
- Schools teach for 32 instead of the 40 weeks prescribed by national policy. Thus schools teach for 20% less than the required time.
- There is improper allocation of time to learning outcomes and there is a tendency to over-use group work.
- Lessons are generally under-pitched with regard to the standards set by the National Curriculum.

Learners are generally exposed to simpler lessons than required for their grades.

- The quality of curriculum management, planning, implementation, monitoring and assessment is generally very low or non-existent.
- Lesson planning is poor as teachers are not able to translate the curriculum statements into work-plans.
- Learners in classrooms are required to do very little reading and writing. Where reading does happen, it is unmethodical – learners read in chorus after the teacher and, in the main, they are expected to read only short sentences.

The deficiencies highlighted by these school profiles are often missed when school transformation programmes are designed. However, the Limpopo Education

Department chose to make use of these findings to design an intervention model that would address the problems indicated.

A systemic approach

The Khanyisa school transformation model is premised on the considered assumption that urgent relief to the system from the debilitating profiles cited above will come from tackling macro, systemic aspects first, before attention is paid to the micro aspects. This makes sense particularly in the context where the majority of schools in the broader education system are dysfunctional. The model proposes that in a situation where the majority of institutions are underperforming, a systemic approach is required to fix the failing systems. It makes sense, too, in



terms of resource allocation (tackling key aspects that will have wide and longer-term effects across the system), and in terms of change management where the focus is on ensuring system functionality before focusing on how to secure excellence in the subsystems. While this approach does not suggest a 'revolution', it proposes, instead, planned widespread reform that includes defining and rolling out the necessary support and monitoring systems.

The systemic approach recognizes that schools are part of a complex system and that transformation plans must include the various key and related factors at play. The idea is that when all the functions of the system are aligned, transformation will occur.

The model recognizes that the provincial level needs to lead in the implementation of policy through the provision of clear frameworks that spell out policy implementation expectations for the districts, circuits and schools. These frameworks should cover, as a minimum, curriculum management, learning programmes and common assessments, to be rolled out consistently in every district, circuit and institution within agreed timeframes.

Furthermore, frameworks shared across the system bring transparency in terms of expectations between teachers, school managers and education managers and therefore serve as the basis for enforcing accountability in the system. For example, districts without curriculum work schedules have no

basis to enforce appropriate pacing. There can be no effective enforcement of accountability in systems if there are no clear, agreed and practical expectations recognized between the different levels of the system. The expectation that this could be done simply on the basis of broad policy is set up for failure.

Over and above the provision of leadership on policy implementation, the province should facilitate basic resourcing in schools – including the re-skilling of educators and provision of classrooms, desks and reading materials.

With the implementation frameworks and appropriate resourcing levels in place, curriculum advisors, circuit managers, principals and heads of departments (HODs) have to monitor and support schools' implementation of policy through and on the basis of the common policy implementation frameworks. The frameworks help the district and circuit level staff to focus their energies. If the frameworks are agreed with

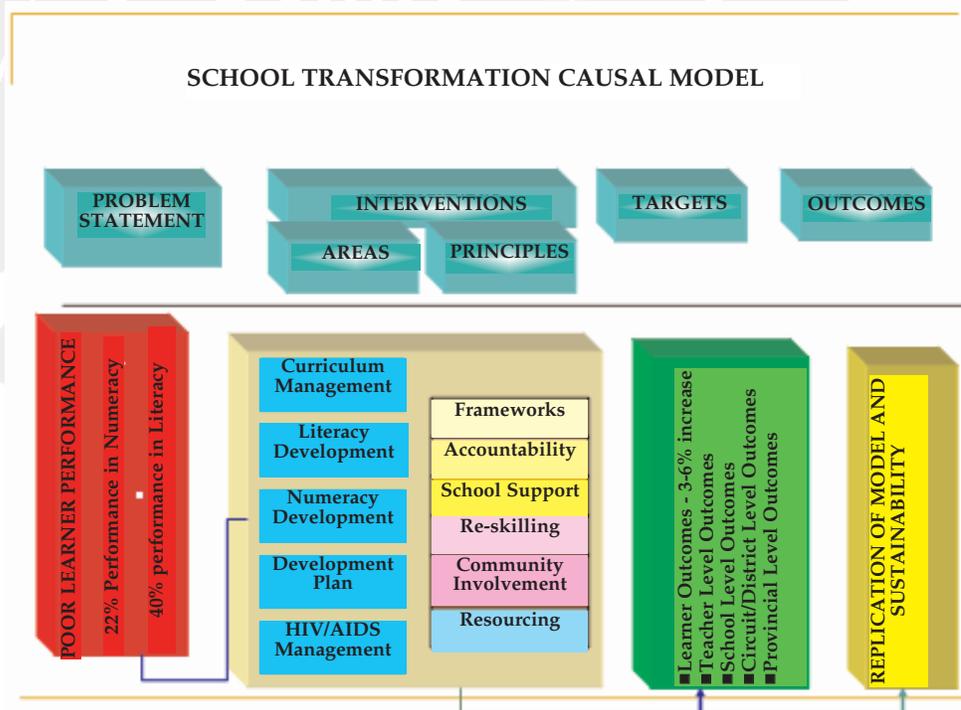
the teachers and managers, district, circuit and school-based managers can legitimately walk into the class- and staffrooms to provide support and to call the staff to account.

The diagram below sketches the key aspects of the Khanyisa model. It outlines the problem, interventions and expected targets and outcomes.

Areas of intervention

Five intervention areas, as depicted in the diagram, have been carefully identified to cover the areas that promise quicker and sustainable improvement in the classroom: curriculum management, development in literacy and numeracy, development planning for the school, and HIV and AIDS management.

The first three intervention areas are designed to improve learner performance in the two key learning areas of literacy and numeracy; the last two create a supportive environment for this





improvement to take place and for the changes achieved to be sustained.

Principles of intervention

Many school improvement projects focus on the same or more areas; many attempt to cover a wide range of areas and shy away from making focused interventions as proposed by the Khanyisa model. The key difference between this model and others is marked by the systemic approach followed and the content covered. The approach and content choices in this case were informed by principles identified as pertinent to the process of school transformation. Six

principles were adopted to serve as the parameters for the design of the interventions.

- Provision of clearly defined **operational frameworks** in all the areas of intervention. As discussed above, schools benefit from simple frameworks that help them to prioritise policy and programmatic expectations vis-à-vis learning outcomes. The following frameworks have been provided to schools: numeracy and literacy strategies; common work schedules; curriculum management frameworks (for advisors, circuit managers, principals, HODs and teachers); an SDP framework; HIV &

AIDS guidelines for Health Advisory Committees.

- Improvement of **accountability** by setting up monitoring practices for the different levels of the system. The importance of learner performance is being promoted among teachers through publishing of performance data from external assessments and common assessments. HODs and principals are assisted (with training, materials and tools) to carry out classroom observations and to take an interest in learners' performance. The curriculum advisors and circuit managers are also assisted with tools (monitoring instruments) to improve schools' accountability for their performance. It should be noted that it is possible to enforce accountability because common and practical frameworks have been set beforehand, clarifying expectations between the different levels of the system.
- Teacher **re-skilling** in the areas of Literacy and Numeracy. Repeat training sessions on lesson planning and assessment are provided to teachers. A Continuous Professional Development (CPD) strategy for maths, science and technology is being initiated by the province and two more will be set up to focus on commercial subjects and languages. The CPD courses are intended to tackle issues of teacher development in a systematic manner and to close the gap that has emerged over the past 10+ years during which there has been inadequate professional development, particularly in relation to the introduction of the new curriculum.
- Strengthening **community involvement** through School Development Planning. Community mapping and district conferencing are being

integrated into the SDP process to ensure that each school adequately considers the opportunities and weaknesses posed by the communities, and that communities are fully briefed about developments in the school. A simple but powerful aspect of community involvement has been the provision of reading cards to all Grade 3 and 6 learners, with the aim of involving parents or guardians in their children's reading programmes. Parents and guardians have shown great interest in the use of reading cards.



This observation again suggests a dearth of practical strategies to trigger meaningful participation for parents and guardians in their children's education.

- **Resourcing** – school grants, professional development grants for on-site and off-site training, numeracy kits and readers are being provided to schools to facilitate learning. In addition, the province is fast-tracking the provision of basic resources such as classrooms and desks in the pilot schools.
- Each of the principles outlined above feeds into the core principle of *school support* to guide the programme of interventions towards the overall objective of improving schooling.

Lessons from Khanyisa

The big lesson emerging from the Limpopo school transformation programme is that current challenges dictate

that systemic approaches to school improvement be considered first, to restore widespread basic functionality, before strategies seeking excellence are pursued. These challenges include the scale of the public education system (in the region of 4 000 schools per province), high levels of poverty, long distances between schools and the provincial headquarters and districts, the multiplicity of and often fairly complex post-apartheid policies to be implemented with relatively meagre non-personnel budgets, poor resourcing and poor staffing at district and circuit levels. In this context, meaningful redress to the majority of schools will require that practical implementation frameworks and basic resourcing are prioritized.

However, the big questions remain unanswered – about the cadre of officials who will help to raise the levels of functionality and to maintain basic functionality once it is achieved. Circuit and district

capacity (staffing, transport and offices) will have to be upgraded sooner rather than later, in spite of the high budget inflationary potential this carries. The resourcing and frameworks strongly propounded by the Khanyisa school transformation model require skilled and legitimate district and circuit personnel to disseminate them and to facilitate their implementation. What is more worrying is that even if the demand for these district level staff is created, there is bound to be an undersupply of these skills. In 2006 and 2007, Limpopo failed to fill 500 funded advisory positions because of an undersupply of skilled people. Only 150 suitably qualified applicants could be identified. After ten years of serious national and school-level educational reforms, a fair amount of attention has to be shifted to the circuits and districts. The provincial levels as well will need assistance for them to better drive the efficiency agenda that will release a greater share of the education budget into the districts, circuits and schools.



This project is now in its fourth year of operation and will come to an end in November 2008. As a school development and support project, Mveledzandivho is working in 28 selected schools in Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North West and Northern Cape. It focuses on the following programmes:

- School management and governance support
- Curriculum support for maths, science, technology and language of teaching and learning
- Numeracy and literacy for the Foundation Phase
- Early Childhood Development for schools with Grade R
- Youth and Social Development activities
- Support to Kamagugu Special School
- Infrastructure refurbishment, and
- The supply of basic educational resources.

The first phase of the project dealt with school infrastructure and refurbishment of facilities, as well as the supply of basic educational resources. Thereafter the project has concentrated on its other programmes in the 28 schools under its umbrella.

Management, governance and curriculum support

In 2007, a monitoring and evaluation process was initiated to verify the impact of Mveledzandivho interventions in specific schools where service providers reported that very little impact had been achieved. A monitoring instrument was developed using the targets and indicators for management, governance and curriculum support. The Project Manager and one fieldworker piloted the monitoring instrument at one selected school. A meeting was then held with

MVELEDZANDIVHO

AN UPDATE

*Kathy Tracey
Project Manager*

*and
Gcina Hlope
Project Manager
Mveledzandivho*



all fieldworkers to reflect on the suitability and effectiveness of the monitoring instrument and it was decided that it would be used as was.

The feedback after piloting the monitoring instrument helped in developing reporting templates per school and per province for use by the fieldworkers. After monitoring the intervention programmes at each school, each fieldworker used the reporting template to write a report per school and per province. Reports per school were submitted to the Project Manager while reports per province were presented in the Area Working Group (AWG) meetings to highlight areas of intervention that needed more attention. At the AWG meetings, the respective service providers were called on to address these areas.

In May 2007 new service providers were appointed to increase support for the management and governance programme while the curriculum support component of the project continued to be serviced by a consortium of service providers. Management and governance service providers delivered school-based support to principals, school management teams, school governing bodies and representative councils of learners in the selected schools where minimal impact had previously been reported. Monitoring of the additional support introduced by the new service providers shows a marked improvement in the impact of the programmes in these schools. While findings of the second management and governance support activity are being analysed, participating schools have reported a significant improvement in the services received from the new consultants.

Support for ECD

More than 20 ECD practitioners continued to

receive training and support through 2007. While four of them from Kwazulu-Natal have already graduated with a Level 4 qualification, the other practitioners from Mpumalanga, Limpopo and Gauteng will complete their courses by the end of 2007. In addition, basic resources were procured during the course of the year to enhance teaching and learning in the ECD centres. These included both indoor and outdoor resource materials. While further support will be provided in these provinces, much attention will be given to ECD centres in the greater Hotazel area of Northern Cape. Here,

seven ECD practitioners have been identified by the Northern Cape education department to participate in the 2007/2008 ECD training and support programme.

Youth and Social Development

About half of the project schools participated in the Youth and Social Development (YSD) events, which addressed issues like drug abuse awareness as well as celebrating national days like Arbour Day and Heritage Day. These initiatives saw schools going beyond their departmental zones and

drawing in expertise from other departments such as South African Police Services, Environment, Health and Welfare. Representatives from these departments participated in the events by making presentations and demonstrations to learners to raise consciousness on important issues. Some learners were presented with awards for excellence in various spheres, including sports, art and drama.

School signage

Project schools without signboards are being identified and provided with boards bearing their names. While some schools have requested that the boards be installed at their premises next to the gates, others want them to be at the nearest intersection to give direction to the school.

As the project moves into its final year, all stakeholders are geared to ensure that gains made during the execution of the project, through training, support and resource provisioning, can be sustained by the schools once the project is complete.

Mveledzandivho is a project of the national Department of Education, funded by BHP Billiton through its Development Trust and managed by JET Education Services.



South Africa is still grappling with the daunting challenge of making previously disadvantaged schools functionally effective to produce a competent workforce for the future. The Beyers Naude Schools Development Programme (BNSDP) is an initiative of Kagiso Trust and was established in honour of struggle icon, Dr Beyers Naude. The programme seeks to address some of the difficulties and constraints experienced in previously disadvantaged school communities, particularly those in rural areas. These include abject poverty, HIV and Aids, poor school facilities and a general lack of resources, among a range of other factors that compound poor school performance in rural South Africa.

The strategic objectives of the BNSDP are:

- To turn rural schools into centres of learning excellence by creating effective teaching and learning environments and improving curriculum delivery;
- To encourage learners to develop a sense of responsibility towards their education and strive towards reaching their full potential, through the implementation of a youth leadership, sports and cultural programme;
- To create effective, functional schools, through leadership and management training and by building relationships among all stakeholders involved in running and managing schools.

The overall aim of the project is to improve learner performance by improving school management and governance and improving educators' teaching competencies in three major areas: mathematics, science and language (English).

BEYERS NAUDE SCHOOLS DEVELOPMENT PROGRAMME

*Kedibone Boka
Workforce Development*



This Kagiso Trust initiative involves 10 rural high schools in the Maluti–A Phofung area (MaP). Maluti–A Phofung is a Presidential nodal area in the Thabo Mofutsanyana District of the Free State. Records indicate a high level of unemployment in the area (57% in 1996) and widespread poverty, with an estimated 69% of all households in MaP earning less than R1 000 a month and 53% of those earning less than R500 a month.

Poverty in the community gives rise to and is exacerbated by a number of related challenges:

- Inadequate provision and maintenance of basic infrastructure
- Informal housing and insecurity of tenure
- Lack of economic opportunities
- High illiteracy and innumeracy
- HIV and AIDS
- Unemployment
- Crime.

In implementing the BNSDP, JET Education Services is drawing from its experience and lessons learnt in implementing other, large scale school improvement projects, such as the Quality Learning Project (QLP) and the District Development Support Programme (DDSP).

In August 2007, JET conducted a baseline study among the project schools in order to identify priorities and guide the programme of implementation. The baseline analysis will also serve as a point of reference and comparison against which to measure impacts and improvements at the end of the project.

The baseline study focused on:

- Gathering information on current management and governance practices at school level;
- Analysing the extent to which these practices

support competent curriculum delivery;

- Collecting data on educator practices in the teaching of mathematics and science in Grade 10 and 11;
- Describing levels of learner performance in mathematics and science for Grade 11, in order to inform the intervention to achieve more effective practices;
- Identifying strengths within the target sites;
- Identifying training needs and priorities.

Data from the baseline study has now been collated by JET's Evaluation and Research team and will be used to inform focused training interventions. A draft baseline evaluation report is currently going through the necessary consultation stages and is soon to be published. The report notes some encouraging practices, such as the monitoring procedures in place for assessment and homework; the fact that the majority of schools have the relevant documents and policies on hand to manage the schools effectively; and that some form of departmental training does take place. The report also makes some key recommendations for the strengthening of management and governance systems, especially the monitoring role of the SMGDs.

Following delays in 2007 due to the prolonged teachers' strike, JET is gearing up for full implementation of the BNSDP in 2008. Training in management and governance is one of the key focus areas of the programme, together with curriculum management training and support and curriculum delivery and assessment. The project schools will also be assisted in optimising their use of resources and in ensuring the availability and appropriate use of policies and tools provided through the programme.



JET's Mission:

To provide market driven and knowledge-based education and training programmes of a high standard in research and evaluation, project management and capacity building of people and organisations most in need.

Keeping the above in mind, JET recently embarked on a review of its strategy and work done over the past five years. Part of the review was to look at successes achieved and challenges facing JET and to develop a comprehensive strategy that takes into account internal and external needs.

It was also important that all JET staff were in agreement with the future plans for JET and what the organisation aims to achieve. Discussions were held at various levels within the organisation and culminated in a two-day team building event where all staff were present.

In addition to enjoying huge amounts of fun at this event, the organisation also consolidated the four main strategic thrusts which ensure that both an internal and external focus will be maintained.

These key strategic focus areas include:



STRATEGIC WORKSHOP



- Organisational development (OD)
- People development
- Consolidation of JET's knowledge base
- Marketing our services, knowledge and findings.

In each of these areas plans will be drawn up to ensure that we offer the best service to our clients and partners and become an employer of choice.

In addition, to underpin the strategies, JET decided on its core values which will determine how we deliver our services, both internally and externally, and ensure that we are constantly striving for improvement.

These values are:

- Integrity
- Passion
- Development
- Customer-focused
- Innovation

JET staff all committed to upholding these values for the success of the organisation as we build on our accomplishments to date and continue to make a contribution in the field of education, training and development in South Africa.



School Development and Support Division

Project: *Mveledzandivho*
Focus: Grade R - 12
School Management,
Governance and
Curriculum

Project: *Gauteng Education
Development Trust*
Focus: School buildings,
renovations and ad
hoc projects for
schools

Project: *DANIDA-SESD*
Focus: FET Colleges

Project: *Sisonke*
Focus: Pilot project on
Inclusive Education

Project: *Khanyisa*
Focus: Provincial and
District offices and
schools

Project: *Mveledzandivho
Interim Evaluation*
Focus: Evaluation of project

Project: *Family Literacy
Programme*
Focus: Grades 1 to 3
Parents and teachers

Evaluation and Research Division

Project: *North West MIET*
Focus: Evaluate Education
and Support Centres

Project: *Sisonke Database
Maintenance*
Focus: Development of a
database

Project: *Systemic
Evaluation*
Focus: Grade 3 Testing

Project: *IEP Learner Testing*
Focus: Learner Results
Measurement Study

Project: *Tracer Study*
Focus: FET Student Choices

Project: *EQUIP- Estrata*
Focus: Evaluate the
Education Project

Project: *APLLC*
Focus: Improve reading,
writing and literacy in
public Gauteng
schools

PROJECTS

MANAGED BY

JET IN 2007

Project: *Mindset/Zenex*
Focus: Investigate the use of
computer
programmes
developed by
Mindset

Project: *Firoz Study*
Focus: Providing technical
assistance to DoE

Project: *Khanyisa Learner
Testing*
Focus: Testing Grades 3 & 6
learners at schools in
the project

Project: *IEP Master Teacher*
Focus: Analysis and
reporting of teacher
assessments in IEP

Project: *Khanyisa Classroom
Observations*
Focus: Assessment of
management and
teaching practices in
all project schools

Project: *IEP Classroom
Observations*
Focus: Assessment of
management and
teaching practices in a
sample of schools

Project: *RNE School
Effectiveness Study*
Focus: School effectiveness
study in 300 schools
nationally

Project: *Family Literacy*
Focus: Assessment of family
literacy practices in
Cofimvaba.

Project: *Absenteeism Study*
Focus: Review absenteeism
report prepared by
C A S E

Project: *ICATE Tracer Study*
Focus: Alumni study of
graduates in four
agricultural colleges

Project: *DoE Reading
Workshop*
Focus: Participation in an
Early Reading
workshop at the DoE

Project: *Bitou 10*
Focus: Evaluation of the
Bitou 10 project

Project: *RPL Workforce
Training*
Focus: Assist Workforce
Division in RPL
Training

Workforce Development Division

Project: *EAP Mbizana
Municipality*
Focus: Develop and
implement an
Employee Assistance
Programme

Project: *SASSETA MV Project*
Focus: Improve lives and
employment
opportunities for
military veterans

Project: *Gauteng Enterprise
Propeller*
Focus: SMME Training
programme

Project: *Department of
Labour - Expanded
Public Works
Programme*
Focus: Provide life skills
training to prepare
unemployed youth to
take up employment
opportunities

Project: *Municipal Support
Project*
Focus: Training in work
ethics and money
management

Project: *Lesedi la Sechaba*
Focus: Training on business
development skills
and sustainability

Project: *Kagiso Trust-Beyers
Naude Schools*
Focus: School development
and training
programme and
materials
development and
training in 10 school
in the Free State

Project: *Mveledzandivho*
Focus: Monitoring of schools
in the project.

Project: *Mindset/Zenex*
Focus: Grade R - 12

Continued on page 12