School Seminar
28 – 29 February 2008

School Transformation

Khanyisa Education Support Programme

Limpopo Department of Education

Organisation of the presentation

- Background
- Key School challenges
- ST model
- Technical design aspects
- Delivery process
- Continuing Professional Development
- Framework for provincial replication

- Creating an Enabling Environment
  - MEC for Education

Background

- Seven-year education change programme – started 2003

- Limpopo Programme funded by DFID (£10,000)

- Output areas: education systems; FET and school transformation

- Purpose: improving learning achievements and life opportunities of young adults

School Transformation Programme

○ Large scale intervention aimed at designing, piloting & implementing WSD programme across all primary schools.

○ Full departmental Leadership v/s Technical assistance/ Project Management.

○ Pilot target
  ○ 12 <u>intact</u> circuits (4 districts)
  ○ 200 schools
  ○ 24 Multifunctional Teams
  ○ Replication across system intended

Design

- Basis of design -research
  - SE & Baseline ➡ appalling performance

  - Case Studies - to investigate the notion and operational reality of educational quality in different types of schools in order to refine programme design

The Case Studies of 12 schools

○ Sampling profile:

- 12 schools selected according to performance (bottom 6 and top 6).
- Performance differences between the two groups- largely at Grade 3.

Difference between groups (mean scores)

	Grade 3			Grade 6			Combined
	Literacy	Numeracy	Combined	Language	Mathematics	Combined	mean
Top 6	52.3	32.7	42.5	29.0	18.6	23.8	33.1
Bottom 6	27.6	14.4	21.0	26.5	14.9	20.7	20.9
Difference	**+24.7**	**+18.3**	**+21.5**	**+2.5**	**+3.7**	**+3.1**	**+12.2**

Key Findings

- School curriculum management
  - In both groups , curriculum coverage is incomplete and assessment is not effective

  - In both groups school gates are open for an average of 32 instead of 40 weeks (20% less than required)

  - The top 6 schools however,
    - have a work plan with some operational detail.
    - allocate a more reasonable period to the work plan .
    - have and use more copies of books including old books.
    - provide more instructional time per day.

Classroom practice

- Limited understanding of LO's and there misallocation of time to LO's, Lesson pacing is slow because of multi-grade syndrome, lesson quality often appeared to derive more from the use of a prepared text or other 'prescriptive' LTSM

- Top 6 schools
  - Use the assessment standard appropriate to the grade level.
  - Teachers are fully prepared for the lesson.
  - Use teacher-made materials- flash cards, posters.
 - Allow learners to take books home.
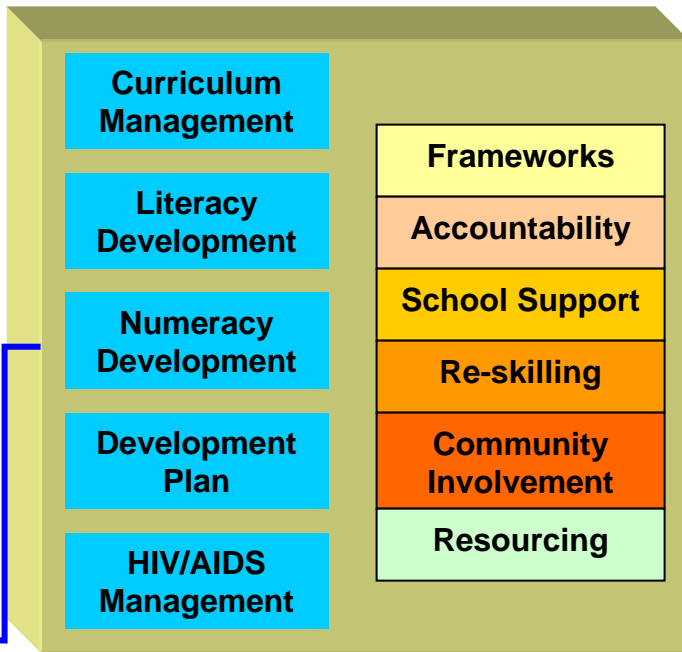
Reading, Writing, Maths

- Texts at Grade 6 are in English which may partly be the reason for bunched scores at the bottom.

- There is very little writing by learners or it is limited to simple writing.

- Simple mathematical problems- Grade 6 cannot factorise any number higher than 4.

SCHOOL TRANSFORMATION MODEL

PROBLEM STATEMENT	INTERVENTIONS		TARGETS	OUTCOMES
	AREAS	PRINCIPLES		
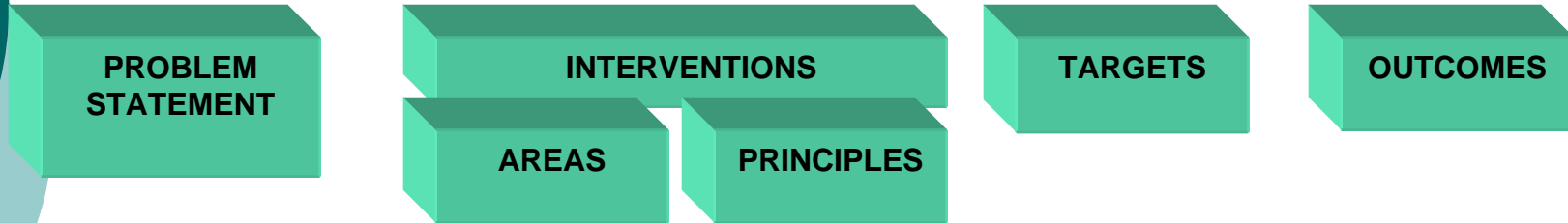
POOR LEARNER PERFORMANCE
- 22% Performance in Numeracy
- 40% performance in Literacy

- Curriculum Management
- Literacy Development
- Numeracy Development
- Development Plan
- HIV/AIDS Management

- Frameworks
- Accountability
- School Support
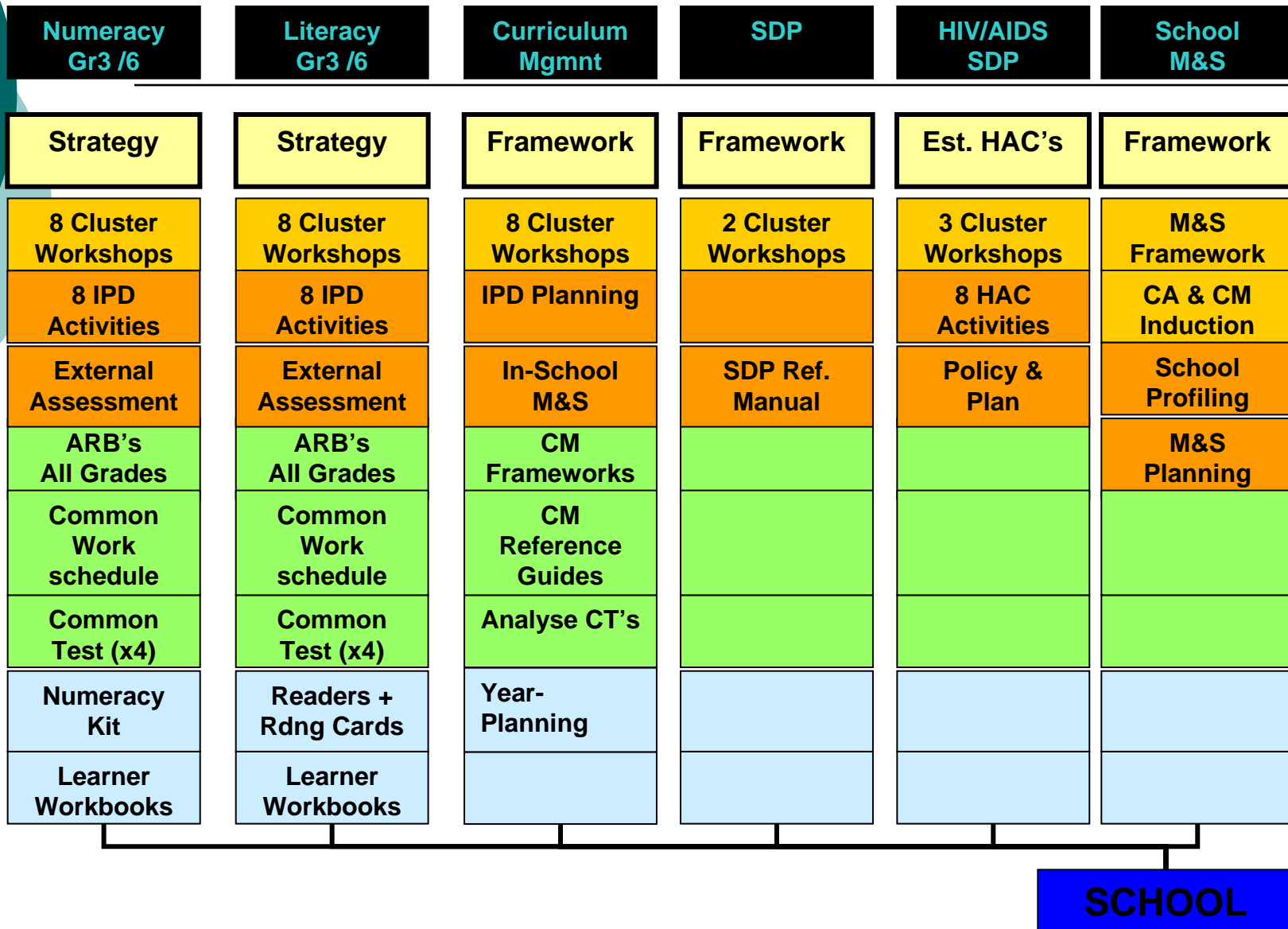- Re-skilling
- Community Involvement
- Resourcing

- Learner outcomes- 3–6% increase
- Teacher Level Outcomes
- School Level Outcomes
- Circuit/ District Level Outcomes
- Provincial Level Outcomes

REPLICATION OF MODEL AND SUSTAINABILITY

Battery of Interventions in Schools

Numeracy Gr3 /6	Literacy Gr3 /6	Curriculum Mgmnt	SDP	HIV/AIDS SDP	School M&S
Strategy	Strategy	Framework	Framework	Est. HAC's	Framework
8 Cluster Workshops	8 Cluster Workshops	8 Cluster Workshops	2 Cluster Workshops	3 Cluster Workshops	M&S Framework
8 IPD Activities	8 IPD Activities	IPD Planning		8 HAC Activities	CA & CM Induction
External Assessment	External Assessment	In-School M&S	SDP Ref. Manual	Policy & Plan	School Profiling
ARB's All Grades	ARB's All Grades	CM Frameworks			M&S Planning
Common Work schedule	Common Work schedule	CM Reference Guides			
Common Test (x4)	Common Test (x4)	Analyse CT's			
Numeracy Kit	Readers + Rdng Cards	Year-Planning			
Learner Workbooks	Learner Workbooks				

SCHOOL

Example of intervention area design: Literacy Development

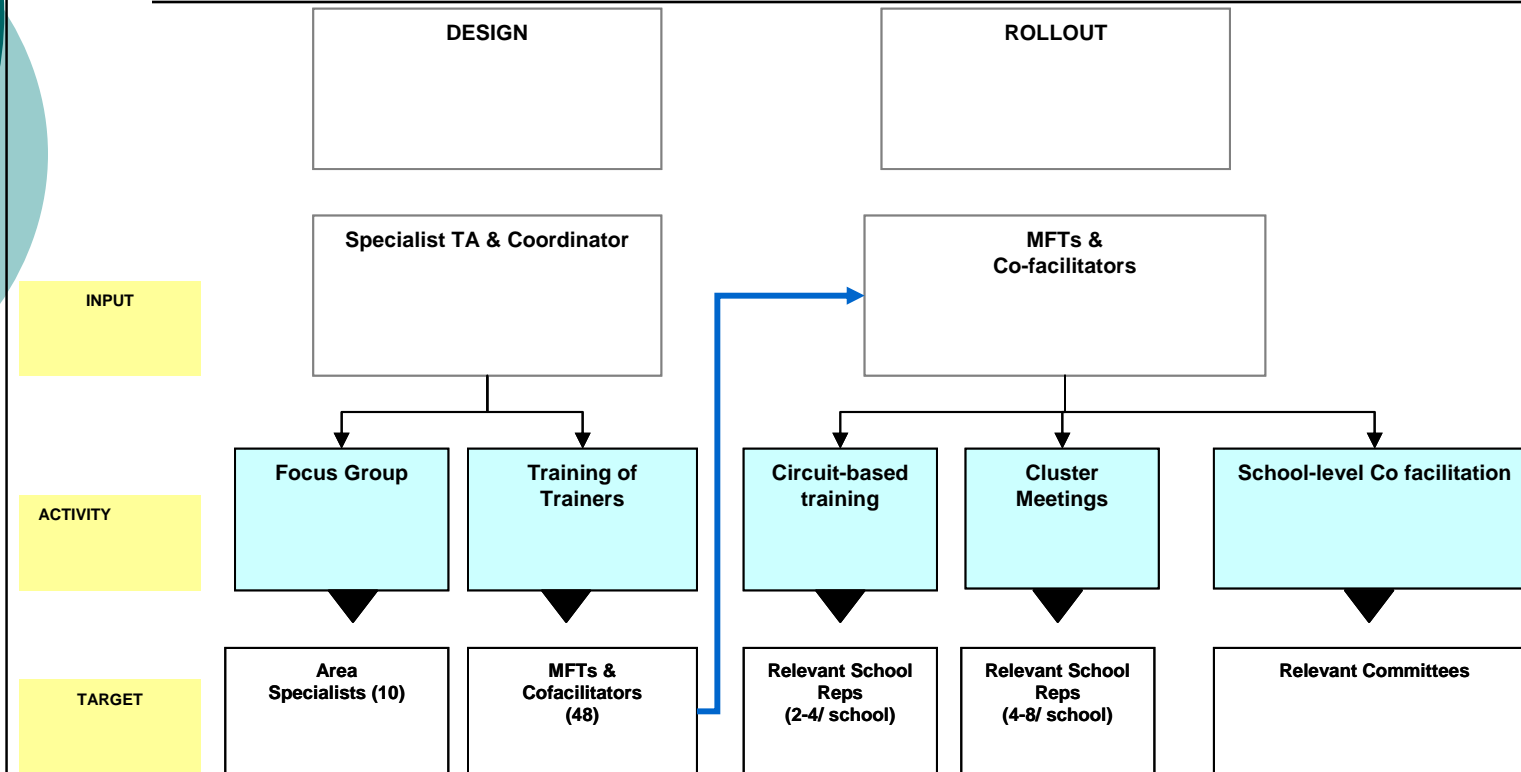|	Design	Delivery Mode
Framework	○Literacy Strategy ○Common Work schedules ○Assessment Resource Banks	○8 cluster workshops ○8 IPD's
Accountability	○Common Quarterly Tests ○External Assessment (annual)	
Support	○In-school support of teachers ○MFT/Co-facilitator Support	
Re-skilling	○Structured Cluster and In-school PD Activities	
Community Involvement	○See reading cards	
Resourcing	○Readers ○Reading Cards ○Learner Workbooks	

8 LITERACY Cluster Workshops Activities (Example)	
1. Use of Readers oOutcomes Recording and control Use in reading hour Use in teaching reading and comprehension	**5. Demo lesson on using Reading Hour** **Outcomes** Demonstrate the following skills: Linking current lesson to previous
2. Analysis of common tests **Outcomes** oUsing sample common test answer sheets, identify common problem areas, plan intervention strategies for a group and for individuals	**6. Developing a test (formal assessment task), mark memo and marking** **Outcomes** oConstruct grid with ASs, level of difficulty and mark distribution oWrite up possible answers and mark distribution oMark actual sample of learner answers
3. Interpreting Ass **Outcomes** oRead and explain K and S required oWrite assessment task for ASs oGiven assessment task, identify AS	**7. Setting classwork and homework** oSelecting/developing and using daily written work and oral work to (a) conduct informal assessment of learners in learning outcomes and (b) to inform teaching
4. Developing lesson plans **Outcomes** oShow link between ASs, lessons outcomes, teaching/learning activities and learner application oDesign a lesson plan	**8. Acceleration programmes for fast learners** oOutcomes oState criteria to identify fast learners oState strategies to extend such learners: use of non-routine problems, puzzles, contests, assisting peers, etc

The School Transformation Delivery Process

	DESIGN		ROLLOUT		

INPUT

Specialist TA & Coordinator		MFTs & Co-facilitators		

ACTIVITY

Focus Group	Training of Trainers	Circuit-based training	Cluster Meetings	School-level Co facilitation

TARGET

Area Specialists (10)	MFTs & Cofacilitators (48)	Relevant School Reps (2-4/ school)	Relevant School Reps (4-8/ school)	Relevant Committees

Maths,
Science and
Technology
Centre
(MASTEC)

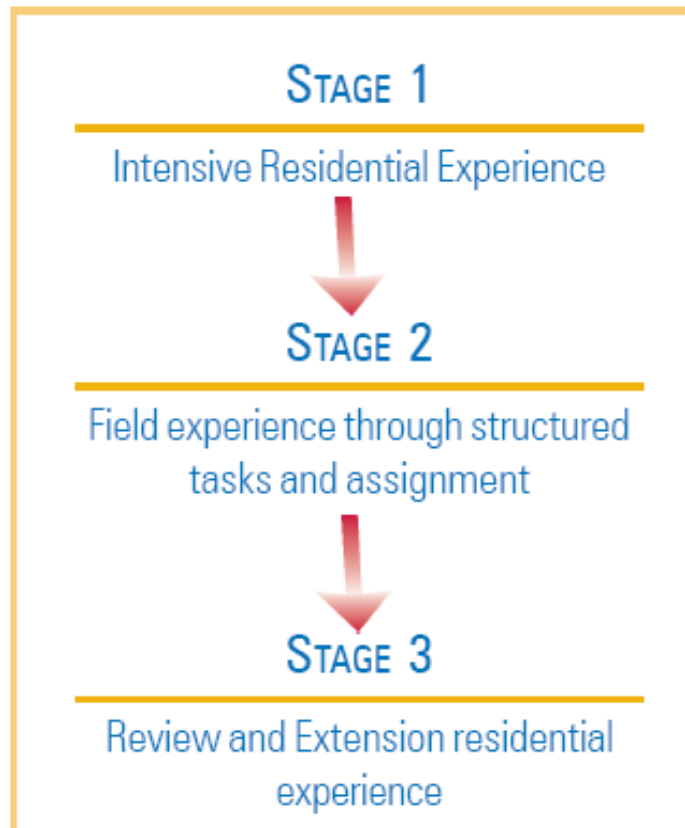Continuing Professional Development Programme

Aims and Objectives

- Promotion of the currency of knowledge, skills, methods, values and systems being employed by educators thus targeting Curriculum Advisors.

- Extended training- 40 days fulltime + 2 moths fieldwork

- Will extend the concept to Commercial Subjects and Languages.

- 2008 target
  - 50 Maths & Science CA's
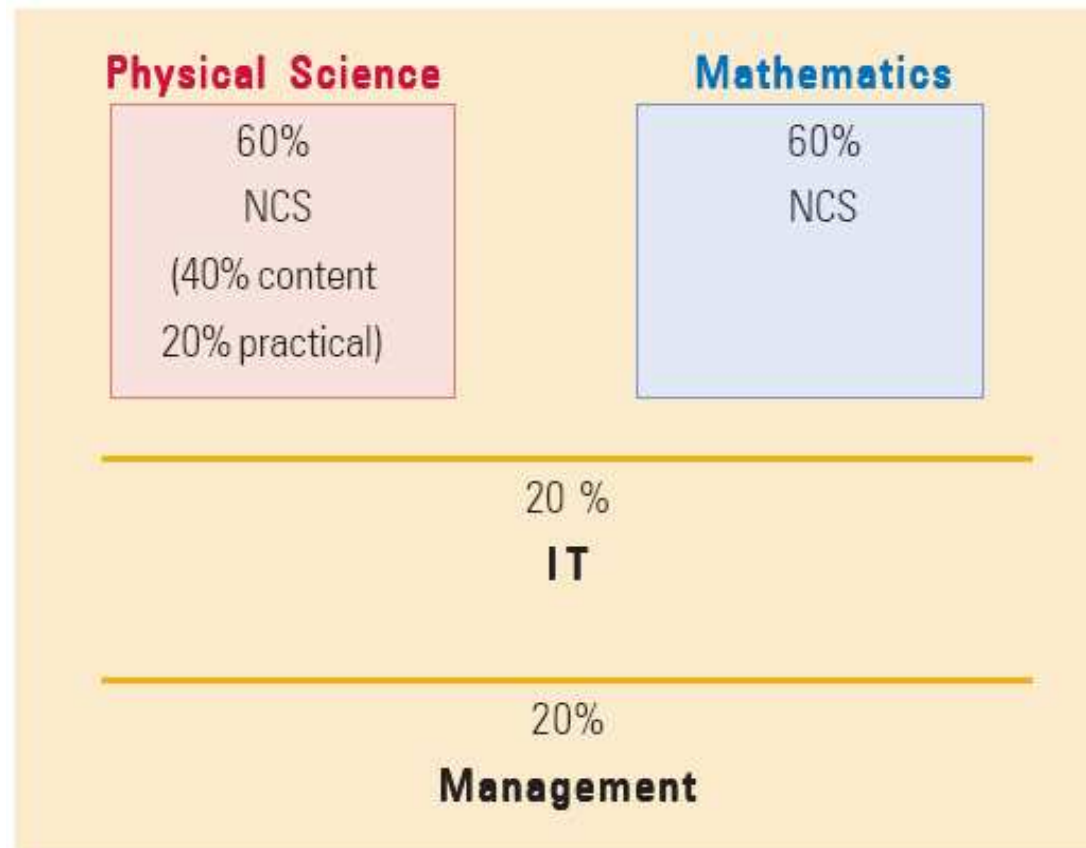 - 100 Maths & Science teachers

Programme Design

STAGE 1

Intensive Residential Experience

↓

STAGE 2

Field experience through structured tasks and assignment

↓

STAGE 3

Review and Extension residential experience

Programme Content

Physical Science
60%
NCS
(40% content
20% practical)

Mathematics
60%
NCS

20 %
IT

20%
Management

Framework for Provincial Replication

Intervention Level	Description	ST Programme Response	Other interventions
Level 6	School Support by Circuits/ Districts	School Support and Monitoring Framework	
Level 5	School Functionality	SDP/CM/HIV&AIDS	SDP Manuals ##
Level 4	Systemic teaching aspects	Curr planning/delivery/ monitoring	
Level 3	Teaching Methods	#	Research ##
Level 2	Content Knowledge	#	CPDCs
Level 1	Resourcing	Readers/Learner workbooks /ARBs###	QIDS UP/ Desks, classrooms

ST programme addresses this aspect as a secondary objective.
addressed through the Support of Fhatuwani Programme
ARBs and LW adopted from IEP

What is the Department doing to create environment for school change

Dr. Aaron Motsoaledi,

MEC for Education in Limpopo

The Challenge

- School functionality as highlighted by the School Transformation Programme is the big challenge.

- We need to improve the efficiency of the resources already in schools-
  - **Schools** must be open for 40 weeks p/a.
  - **Teachers** must teach.
  - **Learners** must learn enough, read enough, write enough.

Teacher Subject Knowledge
-Level 2 & 3

- MASTEC will provide Maths, Science and technology training.

- Commercial subject and Languages centres are planned to follow.

QIDS UP
- Level 1- Resourcing

- R171 million in 2 years.
- R43 million already being spent in 472 schools.
  - Just under 70,000 mother-tongue readers delivered (150/school).
  - 212,400 English readers (450/ school).
  - 944 Maths kits.
  - Desks procured and delivered.
  - 9 different toys for toy libraries (R2,4m)

School Monitoring and Support Strategy
-Level 6 intervention

- Commitment and involvement of teacher unions

- Strengthening of Labour Relations unit (HQ/ Districts)

- Strengthening Legal Services.

- Increasing the capacity of curriculum advisors- numbers/knowledge/systems.

- Strengthening school governance unit

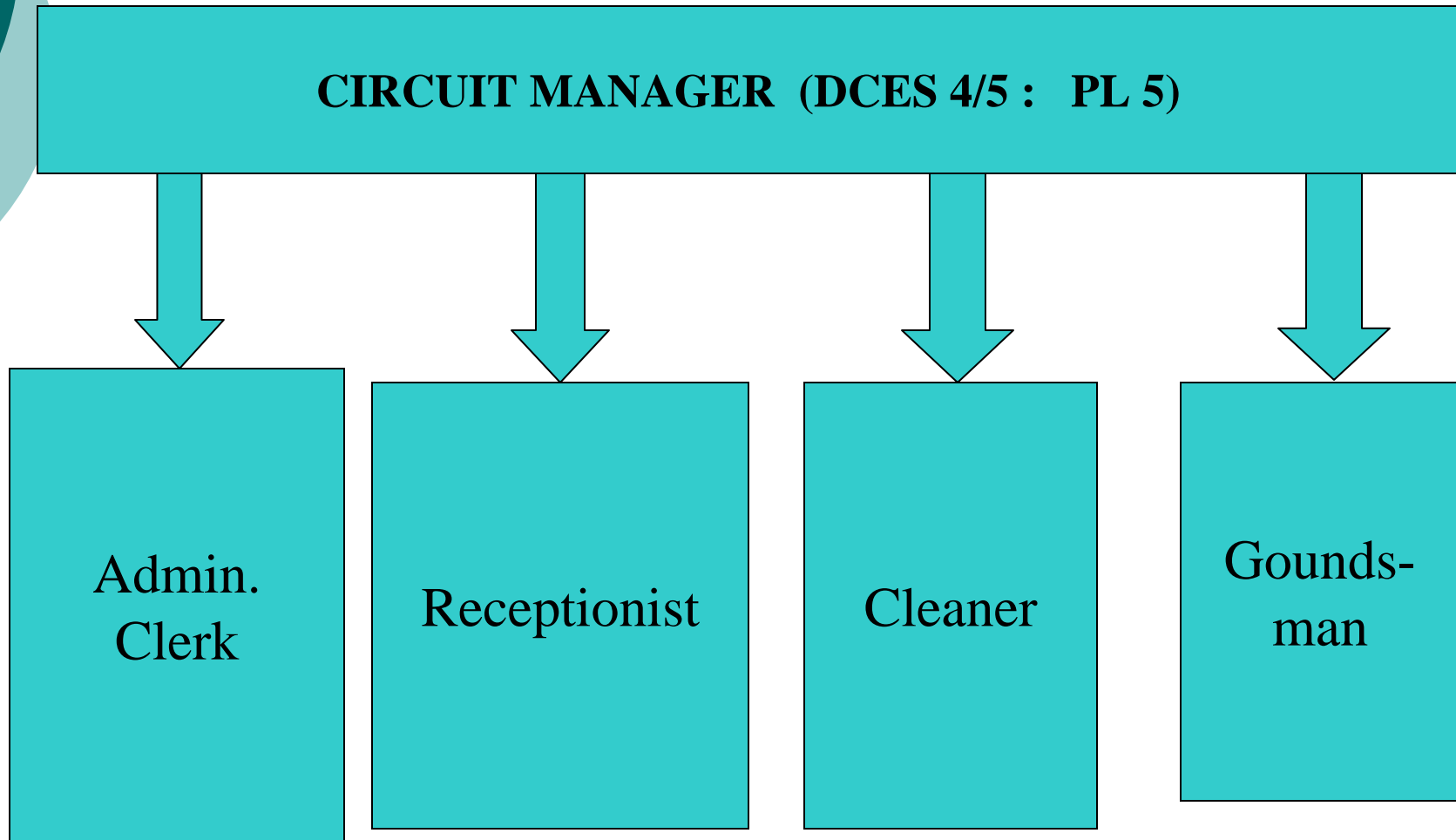# Implementation of School Monitoring and Support Strategy

- The model circuit
- The model school

CIRCUIT OFFICE
TYPICAL STRUCTURE – OLD LOOK

CIRCUIT MANAGER (DCES 4/5 : PL 5)

Admin. Clerk	Receptionist	Cleaner	Gounds-man

Total Staff Complement = 1 + 4 = 5

CIRCUIT OFFICE
NEW LOOK : 2007

CIRCUIT MANAGER: (CES : PL 6)

Section 1:
Curriculum
Advisory
And
Learner
Assessment
(19 x SES: PL 3)

Section 2:

School
Governance

**Deputy Manager
(SL 9)**

Section 3 :

Corporate
Services

**Deputy Manager
(SL 9)**

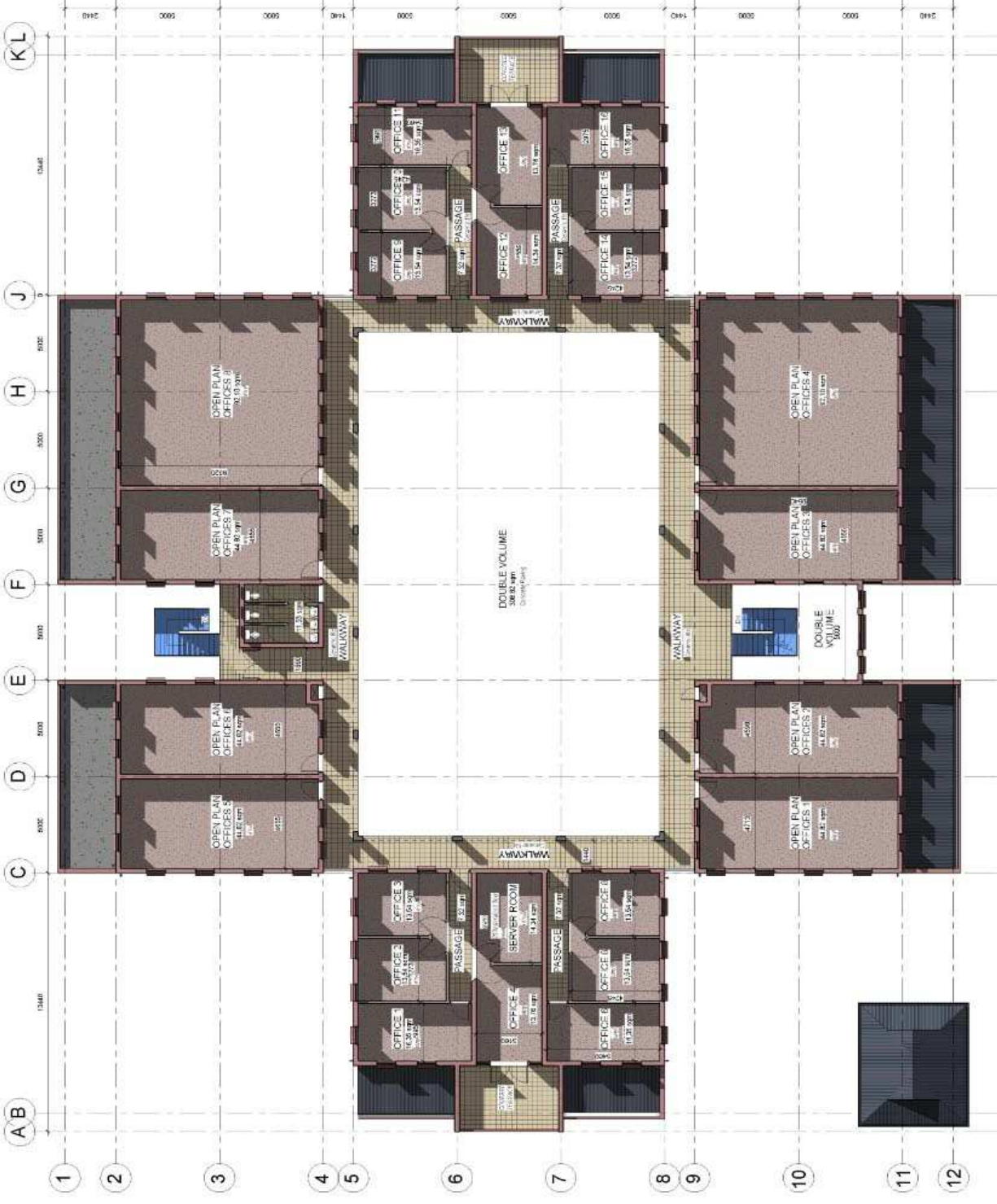**Total Staff Complement : 45**

15/10/2007

GROUND
FLOOR PLAN
SCALE 1:200

PROPOSED CIRCUIT OFFICES FOR THE LIMPOPO PROVINCIAL
GOVERNMENT DEPARTMENT OF EDUCATION

MASHILO LAMBRECHTS

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mlanm@yebo.co.za

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SONPARK 1201
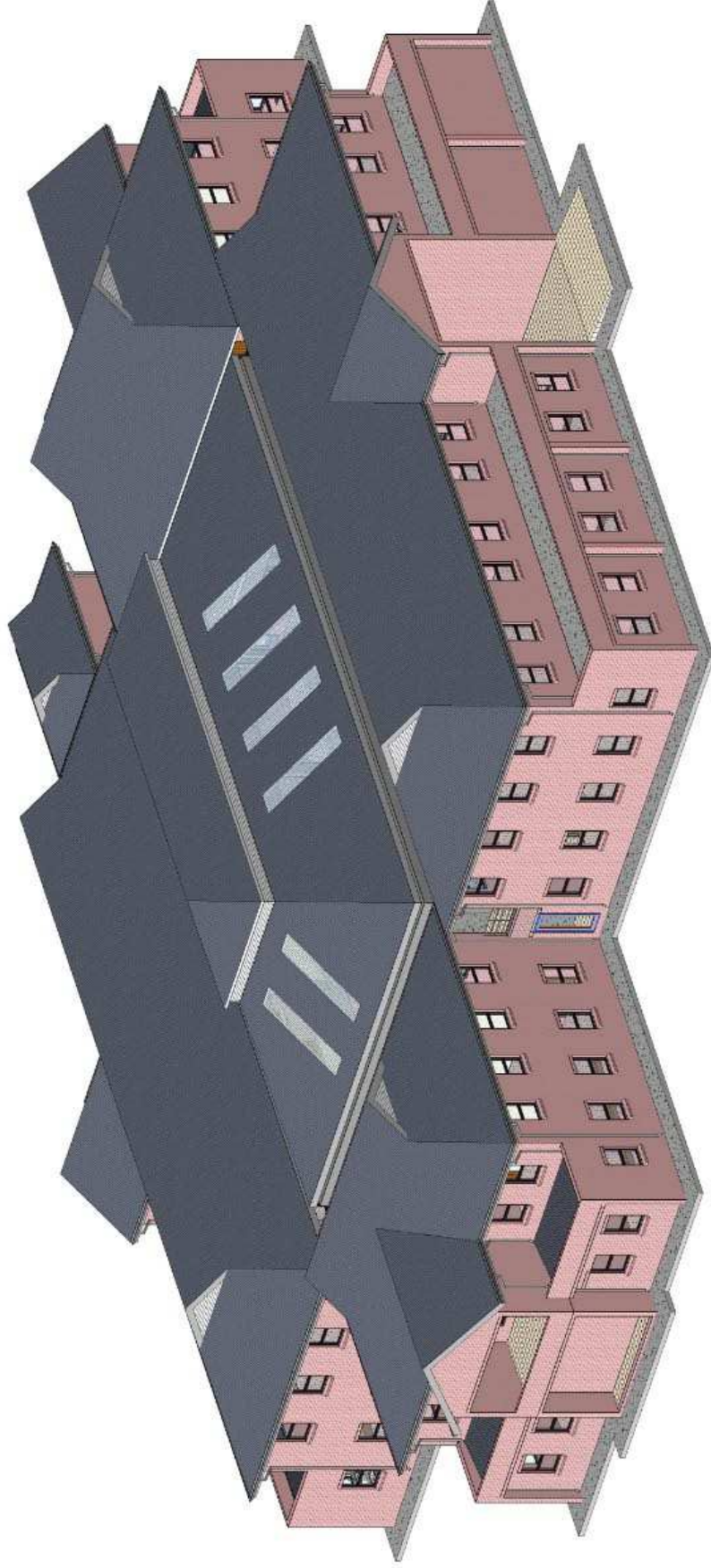TEL 013 - 741 4109
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FIRST
FLOOR PLAN
SCALE 1:200

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PERSPECTIVE 1

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architects

Conclusion

- The 472 QIDS UP schools will be increased four folds.

- The environment will therefore be improved significantly in many schools.

- School transformation programme will be run in all the QIDS UP schools.

- Limpopo has a clear and excellent programme to improve schooling quality.