



Province of the  
**EASTERN CAPE**  
EDUCATION

**2015/16 TEACHER DEVELOPMENT**

**CHIEF DIRECTORATE:  
CURRICULUM MANAGEMENT**

**18 JUNE 2015**



♣ How do we deal with this category?

All children  
Can Learn!



Province of the  
**EASTERN CAPE**  
EDUCATION



# THE BUSINESS OF EDUCATION



# THE PAINFUL TRUTH WHAT WE KNOW !

- **The state must share responsibility for education now**
- Mar 10, 2010 11:36 PM | By Jonathan Jansen
- **Jonathan Jansen: It is time to concede an unpleasant fact: our government does not have the capacity or the courage to change our schools in vast parts of this country.**

Tens of thousands of students exit the school system between grades 1 and 12. Half or more fall at the final hurdle, the matriculation examinations.

Thousands pass matric poorly and end up without a job, outside of training and with no prospects of changing their situation. This much we know.

The problem is that the crisis is deepening.

You do not have to be a prophet to see the social upheaval and community disintegration that lies ahead as these angry, alienated youngsters begin to turn on each other, and on ordinary citizens, in even more alarming numbers and with even greater viciousness than we witness at the moment.



# THE PAINFUL TRUTH WE KNOW !

Across the world, governments are responsible for schools. I like that. The term "public schools" has deep meaning for me for it suggests a broader ownership of schools that lies beyond the rather more restricting words, "government schools".

Public schools point to public values, to be carried through these vital institutions called schools. Both my children went to public schools as a matter of principle; this is something we as parents are very proud of.

But what happens when those charged with funding, developing and supporting public schools on the part of the community - the government - fail to deliver? What if the schools under the control of the government fail the poorest of the poor?

What if one state examination after another simply reinforces the fact that there is no change in the performance of young people whether in the foundational grades of primary school or in the terminal grades of high school?

What if there is no end in sight to the misery of public schooling?



## THE VISION IS CLEAR:

*By 2030, the schooling system is characterized by learners and teachers who are highly motivated; principals are effective managers who provide administrative and curriculum leadership ; parents are involved in the school their children attend; schools are accountable ; committed and professional teachers have good knowledge of the subjects they teach; schools and teachers are supported by knowledgeable district officials; the administration of education(including appointment and disciplining of teachers) is the preserve of government, with unions ensuring that proper procedures are followed; learning materials are readily available; basic infrastructure requirements are met across the board; and high speed broadband is available to support learning.”*

**[National Planning Commission Report 2011: Chapter 9 p.265-6]**





# STARTING THE JOURNEY !!

The McNamara fallacy says “ *The first step is to measure whatever can easily be measured. This is OK as far as it goes. The second step is to disregard that which cannot easily be measured or give an arbitrary quantitative value. This is artificial and misleading. The third step is to presume that what cannot be measured easily really is not important. This is blindness. The fourth step is to say that what cannot be easily measured really does not exist. This is suicide* ”. (Handy:1994).



# WHAT INFORMS THE TEACHER TRAINING PROGRAMMES

The system performance of learners – is revealed results, Annual National Assessments (ANA), National Senior Certificate(NSC) and the international bench mark studies – Trends in International Mathematics and Science Study(TIMSS), Progress in International Reading Literacy Study(PIRLS) and Southern & Eastern Africa Consortium for Monitoring of Education Quality(SAQMEC) etc.

- Independent reports by NGO's, Higher Education Institutions, Research Institutions(HSRC), SAQA, SACE.
- Diagnostic Reports produced nationally and provincially, NLSA, QBQ reports etc.
- School – Based Assessment data.





# THE LEVERS DRIVING TEACHER DEVELOPMENT

Nick Taylor's paper on what is wrong in South African Education and how to fix it, outlines three main shortcomings in the school system which combined undermine effective teaching and learning: poor time management, insufficient attention to text, and very low levels of teacher subject knowledge. With respect to these three factors our teachers and schools are significantly worse off than those many of our much poorer neighbours in the region.



# THE PULSE OF METHODOLOGY

- **Two pronged approach**
  - **Content knowledge**
  - **Methodology (How I Teach)**



## CURRICULUM GET PROGRAMMES

Training and Printing for Mathematics to be completed but not budgeted for

Nature of training	Purpose of the training	Targeted group	Time Frame	Financial Implications	Facilitators
<b>ANA Error Analysis</b>	Train teachers and district official on how to analyse learner responses to be able to identify errors and misconceptions	15 District official and 115 cluster lead teachers	3 day workshop	Accommodation and catering : R306 000 Printing of the document: R322 200 not yet budgeted	In house Curriculum Planner and Education Support Programmes (ESP)
<b>Provision of Maths Guidelines on space and Shape</b>	Training completed in 2014 on capacitating Maths advisors and Cluster Key teachers on understanding the teaching of space and shape	15 District official and 115 cluster lead teachers	N/A	Printing of maths document on Space and Shape: R 290 000 not yet budgeted for	Curriculum



# CURRICULUM GET PROGRAMMES

## Completed Training for Grade R

Nature of training	Purpose of the training	Targeted group	Time Frame	Financial Implications	Facilitators
<b>Materials Development</b>	Support Grade R advisors to develop Annual Teaching Plan, Item Bank for Assessment Tasks and Recording Exemplars	9 Grade R Advisors	3 day workshop 12-14 May 2015	Accommodation and catering : R50 500 Printing of the document: R220 000	In house Curriculum Planner & Education Support Programmes (ESP)
<b>Barriers to Learning</b>	Capacitate Grade R advisors and Grade R practitioners on identifying and supporting learners with learning barriers	9 Grade R advisors and 115 Grade R practitioners	2 day workshop in 2 clusters <ul style="list-style-type: none"> <li>• 25-26 May 2015</li> <li>• 27-28 May 2015</li> </ul>	Accommodation and catering : R164.840 Printing of the document: R270 000	In house Curriculum Planner & GMSAF





# CURRICULUM GET PROGRAMMES

## Language Training: Completed for 2015

Nature of training	Purpose of the training	Targeted group	Time Frame	Financial Implications	Facilitators
<b>Teaching of Reading and Writing</b>	Capacitate Language Advisors on the teaching of Reading and Writing in Foundation Phase.	11 Language Advisors and 115 Cluster Key teachers	2 day workshop in 2 clusters <ul style="list-style-type: none"> <li>• 19-20 May 2015</li> <li>• 21-22 May 2015</li> </ul>	Accommodation and catering : R162 840 Printing of the document and copying of DVD: R370 000	In house Curriculum Planner & GMSAF
<b>Materials Development</b>	Support Language to develop Item Bank for Assessment Tasks , Tools and Recording Exemplars	19 Language Advisors	2 day workshop 17-18 May 2015	Accommodation and catering : R22 420 Printing of the document: R260 000 not yet budgeted for	In house Curriculum Planner



# CURRICULUM GET PROGRAMMES

## Life Skills Training – Completed for 2015

Nature of training	Purpose of the training	Targeted group	Time Frame	Financial Implications	Facilitators
<b>Developing Life Skills Advisors</b>	Capacitate FP DCEs and Life Skills Advisors on supporting Schools to manage Creative Arts Competitions in schools as well as conducting the Competition at District Level.	23 FP DCEs and 10 Language Advisors	1 day workshop in 2 clusters <ul style="list-style-type: none"> <li>• 23-24 March 2015</li> </ul>	Accommodation and catering : R33 780	In house Curriculum Planner
<b>Materials Development</b>	Support Life Skills Advisors to develop Item Bank for Assessment Tasks , Tools and Recording Exemplars	10 Language Advisors	2 day workshop 17-18 May 2015	Accommodation and catering : R9 660 Printing of the document: R230 000 not yet budgeted for	In house Curriculum Planner



# INTERSEN TRAINING- 2015

Nature of Training	Purpose of Training	Targeted Group	Time Frame	Financial Implications	Responsibility
<b>Mathematics Addressing Learners' Errors and Misconceptions</b>	<b>Improving Teaching and Learning of Maths</b>	<b>Subject Advisors and Lead Teachers</b>	19-22 May 2015	<b>R385 000</b>	<b>In-house Ms N Dabula</b>
<b>Designing Quality Assessment Tasks (Item Bank)</b>	<b>Improving Quality of assessment and standardised assessment tasks</b>	<b>Subject Advisors and Lead Teachers</b>	23-26 June 2015	R79 000	<b>In-house Ms N Dabula</b>
<b>Technology Mediation of Term 3&amp;4 content</b>	<b>Improving Teaching and Learning of Technology</b>	<b>Subject Advisors and Lead Teachers</b>	29-02 July 2015	<b>R240 000</b>	<b>In-house Ms L Sishuba</b>
<b>Mediation of Technology Tool Kits</b>	<b>Improving Teaching and Learning of Technology</b>	<b>Subject Advisors and Lead Teachers</b>	11 June	-	<b>Service Provider Edu-Trade</b>



# INTERSEN TRAINING- 2015

Nature of Training	Purpose of Training	Targeted Group	Time Frame	Financial Implications	Responsibility
<b>Languages</b> CiPELT Phase 2 Clusters A,B&C-IP	Improving Teaching capacity of IP Teachers on EFAL	Subject Advisors and Lead Teachers	23-27 July 2015	R385 000x3	In-house Mr C Blignaut Ms B Qaga
Training of Reading Sparks in GET schools	Enhance the establishment of Reading Clubs in schools	Subject Advisors and Lead Teachers	16-17 August 2015	R68 000	Service Provider Nal'ibali PRAESA
Training on Folklore for GET schools	Improving Teaching of Folklore as a Literature genre	Subject Advisors and Lead Teachers	25-29 June 2015	R340 000	In-house Ms N Matshingana
Creative Art Development of Assessment Tasks	Empowering Subject Advisors with additional skills in Dance, Music, Drama	Subject Advisors and Lead Teachers	01-05 June 2015	R350 000	In-house Ms T Songabe





# INTERSEN TRAINING- 2015

Nature of Training	Purpose of Training	Targeted Group	Time Frame	Financial Implications	Responsibility
EMS Designing Quality Assessment Tasks (Item Bank)	Improving Quality of assessment and standardised assessment tasks	Subject Advisors and Lead Teachers	23-27 July 2015	R86 400	In-house Mr M Tshofothi
Development of teaching materials for Practical aspects of EMS	Enhance Teachers' understanding of EMS	Subject Advisors and Lead Teachers	16-17 August 2015	R108 000	In-house Mr M Tshofothi
“ How I Teach” session on Financial Literacy	Improving Financial Literacy knowledge within EMS	Subject Advisors and Lead Teachers	25-29 June 2015	R64 000	In-house Ms N Matshingana
Life Orientation Content Framework and worksheets	Empowering Subject Advisors with additional skills on Life Orientation	Subject Advisors and Lead Teachers	22-26 June 2015	R350 000	In-house Ms S Yoyo

# INTERSEN TRAINING- 2015

Nature of Training	Purpose of Training	Targeted Group	Time Frame	Financial Implications	Responsibility
<b>Life Orientation</b> <b>Developing Formal Assessment Tasks for Practical Activities</b>	<b>To improve implementation of School –Based Assessment</b>	<b>Subject Advisors and Lead Teachers</b>	<b>23-26 July 2015</b>	<b>R86 400</b>	<b>In-house</b> <b>Mr M Tshofothi</b>
<b>Natural Science</b> <b>Developing Formal Assessment Tasks for Practical Activities</b>	<b>To improve School –Based Assessment implementation</b>	<b>Subject Advisors and Lead Teachers</b>	<b>19-22 June 2015</b>	<b>R330 000</b>	<b>In-house</b> <b>Ms G Chacko</b>
<b>Social Science</b> <b>Designing Quality Assessment Tasks (Item Bank)</b>	<b>Improving Quality of assessment tasks</b>	<b>Subject Advisors and Lead Teachers</b>	<b>17-19 June 2015</b>	<b>R85 456</b>	<b>In-house</b> <b>Mr Tshofothi</b>



# CURRICULUM FET PROGRAMMES

NATURE OF THE TRAINING PROGRAMME	PURPOSE OF THE TRAINING	TARGET GROUP	FACILITATOR	TIME FRAME	ESTIMATED FINANCIAL EXPENDITURE	BUDGETED FOR (Y/N)
Certificate in English Secondary Language Teaching (CiSELT)	To capacitate English FAL Subject Advisors and teachers in new methodologies	Subject Advisors & lead teachers	In-house Provincial Training Team (PTT) & British Council	June – July 2015	R 900 472	Y
Content Gap training for 29 subjects	Provide guidance in the teaching of new content prescribed by the CAPS	Subject Advisors & lead teachers	In-house	June – July 2015	R 1 723 247	Y
Materials development workshops for Life Orientation, Arts subjects, History, Business Studies, Economics	To develop materials and capacitate SA and Lead teachers in materials development	Subject Advisors & lead teachers	In-house	June - July	R 216 732	Y
Language across the curriculum workshop	To capacitate Subject Advisors and lead teacher in LAC techniques and methodologies	Subject Advisors & lead teachers	In-house	July 2015	R 959 400	Y



# CURRICULUM FET PROGRAMMES

NATURE OF THE TRAINING PROGRAMME	PURPOSE OF THE TRAINING	TARGET GROUP	FACILITATOR	TIME FRAME	ESTIMATED FINANCIAL EXPENDITURE	BUDGETED FOR (Y/N)
CAPS training for Technical Subjects (including Tech. Science and Tech Maths)	Orientate teachers in the new CAPS for technical subjects	Subject Advisors and Teachers	In-house & out-sourced	July & September 2015	R 2 000 000	Y (as part of the MST Grant)
SBA moderation techniques	Orientate teachers & Subject Advisors in moderation methodologies	Subject Advisors and Teachers	In-house	August 2015	R 1 500 000	Y (as part of the total costs for Centralised SBA moderation)
Workshop on the teaching of new literature for Grade 12 English HL and FAL	Orientate teachers & subject advisors on the content and methodologies to teach new prescribed works	Subject Advisors and teachers	In-house	September 2015	R 390 500	Y





# LiEPU TRAINING PROGRAMS

NATURE OF TRAINING PROGRAM	THE PURPOSE OF TRAINING	TARGET GROUP	TRAINING PROVIDER	TIME FRAME	Financial Implications: (estimated)
Accredited SLP	IsiXhosa FAL Teaching	IIAL Educators	University of Fort Hare	1 year part-time from 2016	R4 2000 000
<b>LiEP Implementation</b>	School Language Policy Formulation	EDO's in all districts [4 x 23 districts]	In-house expertise	2 days: 2015/16	R250 000
<b>LiEP Implementation</b>	Legal Framework mandating LiEP implementation  IIAL Roll-out	Subject Advisers	In-house expertise	2 days: 2015/16	R80 000
<b>LiEP Implementation</b>	IIAL Roll-out	FP HOD's FP 'IIAL host' Teachers from SNOALS	In-house expertise	1 day: 2015/16	R150 000
<b>LiEP Implementation</b>	Support to IIAL Educators	IIAL Educators	In-house expertise	1 day: 2015/16	R210 000



# MSTE-GET IMPLEMENTATION PLAN

Nature of Training	Purpose of Training	Target Group	Required Presenter	Time frames	Financial Implications
<b>Workshop (method &amp; content)</b>	Sharpen presentation & facilitation skills	Selected Tutors & Lead Teachers (Gr 7 -9)	In house	July '15 (2 days)	Line function Budget
<b>Workshop (on methodology)</b>	Develop exemplars of the 5 Forms of Assessment in Mathematics (Project, Investigation, Test, Examination, and Assignment)	SES's & Lead teachers	Service Provider	August' 15 (4 days )	Not Budgeted
Contect W/shop	Geometry & Probability	Teachers from elected district	Stats SA	2 Days / Distr	Budgeted

# MSTE-FET MATHS TEACHER TRAININGS

Nature of Training	Purpose of Training & Area to be covered	Target Group	Required Presenter	Time Frames	Financial Implications
W/shop	Orientation & Problem solving	Teachers from 1 <sup>st</sup> time Maths offering school	In house	3 days	Budgeted for
Content & Methodology	Calculus & Trigonometry	1st time Maths offering & Under performing school	Maths Foundation	3 days	No Budget
Content & Methodology	Probability (Regression line)	Same as Above	Stats S.A	2 days	Budgeted for
Content & Methodology	Euclidian Geometry	1st time Maths offering & Under performing school	Service Provider required	3 days	Not Budgeted
Workshop	Orientation & Guidance of tutors	Selected Tutors for Incubation classes	In house	2 days	Budgeted for

# MSTE-PHYSICAL SCIENCES TRAININGS

Nature of Training	Purpose of Training	Target Group	Required Presenter	Time frames	Financial Implications
W/shop	Orientation & Problem solving & Assessment	Teachers from 1 <sup>st</sup> time Phy. Sc. offering schools	In house	3 days	Not Budgeted for
Workshop	Orientation & Guidance of tutors	Selected Tutors for District Incubation classes	In house	2 days	Budgeted for
Practical Workshop	Practical & experimental skills	1st time Phy. Sc. & Lead Teachers	Service Provider	3 days	Not Budgeted
Content & Pedagogy	Pulley System, Friction & Electrostatics	1st time Phy. Sc. & MST Grant Teachers	Service Provider	3 days	MST Grant Budget
Content & Pedagogy	Polymer Chem & Acids & Bases	1st time Phy. Sc. & MST Grant Teachers	Service Provider	3 days	MST Grant Budget
Methodology	Activity / Project based & Olympiads	MST Grant Teachers	Service Provider	2 days	MST Grant Budget

# MSTE-NATURAL SCIENCES TRAININGS

Nature of Training	Purpose of Training	Target Group	Required Presenter	Time frames	Financial Implications
Short Course	Content & Practical skills	Lead teachers & SES's	SLCA	5 days	Teacher Dev
Workshop	Content & Method (Earth & Beyond)	Lead teachers & SES's	SAAO	3 days	Budgeted
Short Course	Content & Method (Energy & Change)	Lead teachers & SES's	Service Provider	5 days	Not Budgeted for





# TECHNOLOGY TRAINING

Nature of Training	Purpose of Training	Target Group	Required Presenter	Time frames	Financial Implications
Technology Workshop	Electrical / Electronics	Gr 8 -9 Lead Teachers (Districts without SES's)	In house	End July (4 days)	Budgeted
Workshop	Mechanics	Gr 8 -9 Lead Teachers (Districts without SES's)	In house	1week August 3 days)	Budgeted



# LIBRARY AND INFORMATION SERVICES (EDULIS)

NATURE OF TRAINING PROGRAM	THE PURPOSE OF TRAINING	TARGET GROUP	TRAINING PROVIDER	TIME FRAME	Financial Implications : (estimated)
Library Management	Development and optimal functionality of the School Library	Media Advisors and targeted Educators School Principals 1112 Schools targeted	EDULIS In-house expertise	June – August 3 day workshops (Also on-site 2015/16)	R1 334 200.00
Literacy support	Promotion of Literacy Improvement of Literacy standards	All Districts and Schools	In-house expertise	August-September	R350 000
Media- user Skills	Integration of Library Resources in Teaching and Learning	Subject Advisers and Teachers	In-house expertise	2 days: October	R190 000
NGLIS Training	Roles of the Principal, SGB, SMT and other Subject Teachers in the Library	Principals Media Advisors Lead Teachers	In-house expertise	2 days February	R250 000.00



# E-Learning Training

Nature of Training	Purpose	Target	Provider	Budget	Time-Frame
Change management and basic skills	Management and sustenance of ICTs in schools	50 Principals	In-house	R152,600	June
Development of Learning objects	Integration of ICTs in teaching and learning	40 Teachers	In-house	R164,600	July
E-Lesson (Interactive Lesson) development and content management using Web Tools	Integration of ICTs in teaching and learning	40 Teachers	In-house	R164,600	August
Use of Web tools and applications	ICT integration	40 Subject advisors	In-house	R158,400	September
ICT Integration		10% of Teachers in district	District officials/ Service providers	No Budget	April 2015 to March 2016



## CONCLUSION

*“Allow passion and dedication, not money to drive you, then you might succeed”* (Margaret Harris: Sunday Times: 16/05/2010).

WHAT GETS YOU AHEAD(Source: Ethel Nyembe, GIBS)

Ranking	Component to build your career capital ( to be High- Value Employee)	Average on a 5 point scale.
1	Ability to participate in a team	4.86
2	Self motivation and drive	4.72
3	Passion for the working environment	4.68
4	Professional acumen	4.67
5	Knowing yourself/emotional intelligence	4.67
6	Ability to influence/motivate	4.66
7	Multi-disciplinary experience	4.61
8	Flexibility and adaptability	4.58
9	Personal reputation	4.58
10	Being known for delivery and execution	4.57



# IN CONCLUSION

*“Success can only be achieved through repeated failure and introspection. In fact, success represents 1 per cent of your work, which results from the 99 per cent that is called failure” (Soichiro Honda). Successful people and teams see mistakes as feedback on how they are doing. You learn far more when things go wrong because people contemplate, analyse, regroup and develop alternative approach. When things go well, we just say great and go onto the next thing.*

*Successful people and teams ...make far more mistakes than unsuccessful ones who can be paralysed by their fear of failure. They make more mistakes in the process of getting there, but the end result is much greater than it would have been without them. (I Durston: Everything I Need to Know about being a Manager, I Learned From my Kids:2007).*





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