Province of the EASTERN CAPE DEPARTMENT OF EDUCATION

LEARNER ATTAINMENT IMPROVEMENT STRATEGY

PROGRAMME OF ACTION

FOR THE MASTER PLAN FOR LEARNER PERFORMANCE AND SCHOOL MANAGEMENT IMPROVEMENT FOR 2010

LAUNCHED BY HON. MEC

MR MAHLUBANDILE QWASE

07 JANUARY 2010

PREAMBLE BY THE HONOURABLE MEMBER OF EXECUTIVE COUNCIL

The history and inherited legacy of schooling in rural areas of South Africa, and Eastern Cape in particular, has been characterized by much deprivation, fragmented provisioning and lack of a culture of teaching and learning. Moyo (2006) notes that the situation was brought about by years of struggle and apartheid where schools became sites of struggle, strained relations within the school and with the communities in which the schools exist, thus creating environments that are not conducive to effective teaching and learning.

Numerous attempts to turn the situation around have been less than effective, and the Department continues to explore strategies to make our system of Education work by commissioning studies that deepen our understanding of the phenomenon of rurality, poverty and schooling so that informed interventions are put in place and key barriers to successful teaching and learning are identified.

The HSRC study commissioned by Nelson Mandela Foundation on rural education has noted with concern that "the great majority of children in rural poor communities are receiving less than is their right in a democratic South Africa. Worse still is the fact that this will have long-term effects on their opportunities for development, their capabilities and their lives. Moreover, the communities in which they live continue to suffer the debilitating effects of poverty and inequality for as long as these problems remain" (Emerging Voices: 2005).

Noting also the reality that continued marginalization and poor education outcomes seriously limits the developmental possibilities that might be achieved through education; the ANC has in its Medium-Term Strategic Framework (MTSF) clearly stated that Education is one of Government's key priorities over the next 5 years. The Presidency has indicated in the Green Paper on Performance Monitoring & Evaluation (M & E) that specific targets will be set to achieve education quality improvement by 2014 e.g.

- Grade 3 Literacy and Numeracy 65%;
- Grade 6 English and Maths 75%; and
- Grade 9 English and Maths 80%.

Strategic Priority 4, in particular speaks directly to Education - *Strengthen the skills and human resource base.* It recognises the importance of skills and education to enable every member of society to realise her/his potential and participate in social and economic life – and thus contribute to the reduction of inequality – the objective is to focus our skills and education system towards the delivery of quality outcomes. The elements of strategy include:

- ❖ Creating a culture of achievement and improving learner outcomes with a target of an overall 20% improvement in the key education indicators by 2014 and improving South Africa's position in cross-country tests.
- ❖ Increase participation in and improved quality of **early childhood development** services, with universal access to Grade R and double the number of 0-4 year-old ECD learners by 2014.
- ❖ Expand access to and capacity of **secondary education** with a view to increasing enrolment rates to 95 per cent by 2014 and ensuring that as many young people as possible are able to access **and complete** secondary education.

❖ Within the next two years provide **adequate basic services** such as water, sanitation and electricity to schools; and **progressively improve access** to facilities such as libraries, classrooms and laboratories.

❖ Government will intensify efforts to ensure that all schools have **safe and supporting environments** for all children.

❖ Supporting and developing a **teaching profession** that is dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conduct.

❖ Creating conditions for effective **school management** including M&E functions and performance management.

❖ Broaden access to **post-secondary education** and improve **higher education** throughput rate by 20% by 2014, including access by people with disability. Higher education should contribute to the economic and social wellbeing of the country and the wider global community. It should endeavour to transfer knowledge into practical applications; through contributing to international, national, regional and local policy formulation; and through social engagement in teaching and research agendas. It should encourage intellectual curiosity, and develop skilled and socially-conscious graduates

❖ Ensuring that training and skills development initiatives in the country respond to the **requirements of the economy, rural development challenges and social integration**. The main aim would be to **increase the number of skilled personnel** in the priority skills areas such as design, engineering and artisanship categories that are critical to manufacturing, construction, cultural activities and other priority economic sectors identified in the National Industrial Policy Framework. Additionally skills development programmes will be implemented, purposefully aimed at equipping the unemployed and vulnerable with requisite skills to overcome poverty and unemployment.

On the 09 October 2008, the previous Minister of Education, Mrs Naledi Pandor, launched the Quality Learning and Teaching Campaign (QLTC). The campaign is a clarion call on all individuals and organisations to assume responsibility for improving the quality of education.

The premise on which the campaign is grounded is that the achievement of quality education for all depends on the action of the departmental officials, school principals, teachers, learners, parents and community members. Each one of these are called upon to make a commitment to a 'Code for Quality Education', which describes the responsibilities and discipline required of them.

It is for that reason that the Department in collaboration with its Social Partners met at the end of 2009 in a Summit dedicated to Learner Attainment Improvement Strategy, to jointly reflect on our context, acknowledge achievements and best practice, analyze what remains our challenges with the intention of coming up with a Programme of Action that will be owned by all stakeholders and collectively implemented and monitored, within the context of the QLTC, to ensure the overall improvement of the performance of the system in 2010 and onward to enable us to meet our target of 70% improvement in matric performance by 2014 . This programme will be implemented from the beginning of the academic and will be closely monitored to ensure that its intentions are accomplished.

An invitation therefore is extended to all those who share the passion to want to make our education system work to join hands with us as we turn the tide for the Department of Education in the Eastern Cape to break the cycle of underperformance.

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MAHLUBANDILE QWASE

MEC FOR EDUCATION

MESSAGE FROM THE ACTING HEAD OF DEPARTMENT

The LAIS PROGRAMME OF ACTION FOR 2010 is a programme jointly developed by the management and officials of the Department of Education and its Stakeholders, designed to provide a clear plan for total learner performance and education service delivery improvement, school management renewal and professional development of education managers and educators in the Province of the Eastern Cape.

In the Concept Document presented in the LAIS SUMMIT, the department clearly articulated the context for the different pillars of LAIS, achievements, best practice and areas that remain challenges for improvement and added focus.

It is the departmental response to the call by the ANC government to ensure that education outcomes in the Eastern Cape are improved, and to ensure that all of us intentionally focus our energies in supporting districts and schools from the beginning of the academic year and thus holding one another accountable for the achievement of the set objectives.

The plan is implemented within the context of Quality Learning and Teaching Campaign and, without indicating that other elements of the education system are less important, will be focussing on the following key pillars:

1. STRENGTHENING MANAGEMENT AND GOVERNANCE IN SCHOOLS

The plan notes that there is direct relationship between effective leadership and governance and excellent academic achievement by learners. The challenge that is facing the department is how we create good leaders as well as good managers in our schools? How do we ensure that School Management Teams take full responsibility for providing instruction leadership in schools? How do we adequately mobilize our communities to support teaching and learning in schools?

2. SUPPORTING NCS IMPLEMENTATION

Teaching, Learning and Assessment constitutes the core business of the Department of Education, hence the main mandate is to provide for the planning, co-ordination, monitoring, evaluation and support for implementation of curriculum policies. This is achieved through the Professional Development of curriculum advisors and teachers, supported by e-Learning, Media Centres, Curriculum Information Services, Mathematics/Science/Technology Education, and Assessment and Examinations.

The enormous challenge confronting the province is providing **_professional development and support to teachers_** for effective curriculum implementation. The **_demands of the NCS_** and the global economy necessitate that all teachers, especially in the high-priority subjects such as Mathematics and Science, be systematically trained on high knowledge and skills. The programme of action articulates how the department will be dealing with this challenge and ensure that content knowledge gap in critical subjects and learning areas are addressed through the Integrated Human Resource Development Strategy.

3. RESOURCING EDUCATION

The inability of the department to adequately resource education both in terms of human, financial, material and physical resources has always been one of the major contributors to less than effective education system.

The plan will map out how the department will ensure optimal utilization of teaching and learning resources, whilst incrementally eliminating the backlogs in resource provisioning at all levels of the educations system.

4. INTEGRATED HUMAN RESOURCE DEVELOPMENT STRATEGY TO SUPPORT LAIS

Successful learning and teaching performance is nested in a range of contexts that begin in the classrooms and circle outward from the school to the community. Numerous factors contribute to success or failure and they are complex and interconnected, as illustrated by the 2004 Systemic Evaluation. However, it has been amply demonstrated by numerous studies that the positive influence of highly motivated teachers, who have mastered their subject matter and have adequate pedagogic experience and insight far outweighs the shortfalls in teaching resources and the socio-economic obstacles often present. For this reason policy and practice should be rooted in ensuring that instructional practice is strongly linked to intended learning outcomes and that the quality and supply of highly competent educators is treated as a priority.

The departmental plan for the implementation of integrated human resource strategy will focus on the following three dimensions to ensure the development of competent teacher cohort:

(a) **Professional growth** which refers to the acquisition and maintenance of skills and knowledge related to performing the core tasks of teaching and learning facilitation in the classroom.
(b) **Psychological preparedness** which refers to the ongoing personal enrichment of the educator's knowledge skills and attitudes to ensure high morale and exemplary professional conduct in the face of work place challenges.
(c) **Career-cycle development** encompasses the learning of new and additional skills and the growth of knowledge and experience in order to advance within the profession to higher levels of leadership and responsibility or to adapt to changes in practice and policy that impact upon the profession.

5. MOBILIZING STAKEHOLDERS TO SUPPORT QUALITY TEACHING AND LEARNING CAMPAIGN

As indicated in the MEC's preamble the launch of the Quality Teaching and Learning Campaign is a clarion call on all individuals and organisations to assume responsibility for improving the quality of education.

The premise on which the campaign is grounded is that the achievement of quality education for all depends on the action of the departmental officials, school principals, teachers, learners, parents and community members. Each one of these are called upon to make a commitment to a 'Code for Quality Education', which describes the responsibilities and discipline required of them.

According to the launching statement, the education elements of the campaign will:

- Inform citizens about the importance of education, and their roles, responsibilities and obligations towards education;
- Mobilize communities to monitor and support schools, teachers and learners;
- Improve the quality of education for all children, especially the poor, and to demonstrate this improved quality through better learner achievements.

The plan clearly articulates how planning across all levels of the system will be conducted, how the achievement of the set objectives will be monitored and how accountability at all levels will be ensured.

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PROF. RH NENGWEKHULU

ACTING HEAD OF DEPARTMENT

PROGRAMME OF ACTION FOR LEARNER PERFORMANCE AND SCHOOL MANAGEMENT IMPROVEMENT FOR 2010

1. STRENGTHENING GOVERNANCE & MANAGEMENT

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
SCHOOL LEVEL				
1.1. Ineffectual leadership resulting in dysfunctional schools	• Inability of principals to operate as Transformational Leaders due to SGBs leading the process of appointments resulting in 'selection errors'	• Propose amendment to the legislation governing appointment of principals. • In the meantime advocate and empower SGBs on appointments and management of cultural stereotypes	IMD&G to refer to HEDCOM Sub-Committee EDOs	By 15 January 2010 Ongoing
	• Newly appointed principals not inducted and continuously capacitated	• Clear and structured programme for newly appointed Principals to be developed and implemented in all districts	IDS&G/ELI	By end February 2010
		• EDOs implement the mentoring and coaching programme as trained, to support school principals	EDOs	Ongoing
		• On-going in-service training programme to promote collegiality to be developed jointly between DoE and Labour after thorough needs analysis (including programme for empowerment of Site Committees)	ELI, IDS&G and Labour	By end March 2010

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
1.2. Lack of proper planning aligned to the vision of the DoE at district and school level	• School improvement plans not informed by summative evaluation and learner performance in all schools	• All schools to conduct analysis of results and forward to district offices through the EDOs, taking into account the summative evaluation processes conducted at the end of the year	School Principals/ IQMS Coordinators/ EDOs	By end of January 2010
	• Development of SDPs is just a compliance issue: no/ poor involvement of stakeholders	• Empower Principals to plan (SDP) and envision where their schools should go. Imbewu modules on Vision Crafting still relevant. Timing of the planning process to be managed for development of meaningful SDPs	EDOs (supported by ELI & IDS&G)	By end February 2010
1.3. Lack of Accountability for Outcomes	• Serial underperformers not caused to account	• EDOs to ensure that all schools that were identified in terms of S58B submit their analysis of results and where necessary invoke Schedule 1 of Employment of Educators to manage underperformance or incapacity	District Directors/EDOs/School Principals	By end January 2010
	• Implementation of S58B of Education Laws Amendment 31 of 2007	• Identify schools that have underperformed in terms of S58B during the 2009 academic year and apply appropriate accountability measures	Exams and Assessment/ IDS&G/ District Directors	By 15 January 2010
	• Implementation of S16A of Education Laws Amendment 31 of 2007	• Ensure that all schools submit their annual reports on the performance of the schools	District Directors/ EDOs/IDS&G	By end February
1.4. Absence of a coherent strategy for supporting and monitoring schools	• School visit and monitoring programmes to add more value to schooling outcomes	• Focused school visits by both head office and especially district teams that must inform interventions	District directors/ IDS&G/ Curriculum Management	H/O: Quarterly Duistricts: Weekly
		• Districts to profile each school and ensure effective mentoring and coaching where necessary		

2. SUPPORTING NCS IMPLEMENTATION

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
2.1. National promotion and progression requirements Grades 1 - 12	• Non-compliance with national assessment requirements • Undeserving learners progress to the next grade with a negative impact on Grade 12 results	• Provincial Assessment Roadshows on progression and promotion requirements for Grades 1-12 in each district with Principals and district officials	▪ Directorate Assessment & Exams	▪ February/March 2010
2.2. On-site monitoring and support of NCS implementation	• Insufficient monitoring and support at all levels • Non-compliance of schools in relation to NCS policy in terms of Time Tabling, Neglect of certain subjects and learning areas	• Prioritise monitoring at all levels • Clarify Roles and Responsibility of all role players • Evaluation of implementation • Formalise Time Allocation and subject prescripts through a circular.	▪ Head Office, Districts & Schools	▪ January 2010
2.3. Teacher Capacity and Support	Areas which need continued capacity building and support include: • Planning • School Based Assessment • Development of content knowledge • Multi-grade teaching • Inclusive Education methodologies	Training / Workshops / Orientation and capacity building to address: ▪ Planning ▪ Assessment ▪ Content Gap ▪ Multi grade teaching principles and methodologies ▪ Implementation of White Paper	▪ Education Leadership Institute (HRD) ▪ Head office	▪ January - December 2010

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
2.4. Improving performance in Literacy / Languages in Grades R - 12	Low levels of literacy from Grades R – 12 in South Africa in general and the Eastern Cape in particular. • Poor interpretation of the LIEP • The disjuncture between the use of language as a LOLT vis-à-vis proficiency in communicative language skills • Low priority given to English competency / proficiency • Insufficient implementation of FFL policy	Training / Workshops / Orientation / skills development and capacity building to address: ▪ Ensure correct interpretation of the LiEP ▪ Ensure full implementation of FFL ▪ Conduct a pilot HLBBE in the province ▪ Skills development on teaching reading and writing for teachers (Grades R – 12) ▪ Training of non-English speaking teachers on using English as the medium of teaching and learning ▪ Increase learner exposure to reading books, newspapers articles, magazines, posters, etc ▪ Re-introduce prescribed texts across all grades ▪ Promote English FAL from Grade R -12.	▪ Head office ▪ Education Leadership Institute (HRD) ▪ Schools ▪ Head office	January – December 2010
2.5. Improving performance in Numeracy / Mathematics	Low levels of numeracy / mathematics from Grades R – 12 in South Africa in general and the Eastern Cape in particular: • Lack of basic Numeracy / Maths knowledge and skills • Lack of mathematical terminology required • Insufficient implementation of FFL policy in terms of adhering	Training / Workshops / Orientation / skills development and capacity building to address the following: ▪ Monitoring programmes to all teachers of Maths and Science (Grades 4 – 12) ▪ The selection, development and utilisation of resources for Numeracy / Mathematics ▪ Ensure implementation of Maths component FFL	▪ Head office ▪ Education Leadership Institute (ELI) ▪ District officials ▪ SMTs ▪ Cluster key teachers	January – December 2010

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
	to time frames for mental Maths,	▪ Expand the best practices of the National Dinaledi Programme to all GET and FET schools offering Maths and Science		
2.6. Learner Motivation	Due to the challenges facing Learner motivation remains low particularly in terms of: • Learner attainment • Absenteeism • Learner confidence	Intensify learner exposure to co-curricular activities such as: ▪ Competitions, Olympiads, EXPOs, Bursary opportunities, Career Guidance, etc	▪ Head office ▪ Head office ▪ District Director ▪ Principal ▪ SMTs ▪ Cluster key teachers	January – December 2010
2.7. Learner Support Programmes for Grade 12	One of the current tools to measure Learner Attainment in the Eastern Cape remains the final Grade 12 results.	To ensure optimal Grade 12 results, focus should be placed on: ▪ Specialised subject interventions ▪ Trial examinations ▪ Spring Schools ▪ Extended classes/Saturday Classes (grade 9 – 12) from January 2010 ▪ Focus on "killer subjects" (Mathematics, Physical Science, Accounting, Agricultural Science, English FAL) ▪ Extended period of radio lessons	▪ Head Office ▪ Education Leadership Institute (ELI) ▪ District Director ▪ Principal ▪ SMTs	January – November 2010
2.8. Uplifting Agricultural Science	• The Eastern Cape to a large extent is a rural province with high levels of unemployment. • Education is the key for social and economic upliftment in the Province. Agricultural Science as a subject offers learners, schools and communities	To uplift Agricultural Science as a vehicle for economic and social empowerment, the following should be undertaken: ▪ Career guidance on opportunities ▪ Intensified teacher training for teachers of agriculture (ACE programme) ▪ Provide bursaries for teachers and learners to study to Agriculture	• Head Office • Education Leadership Institute (HRD) • District Directors	January – December 2010

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
	the opportunity for practical economic advancement. However, as a subject it is hampered by factors such as: Perceptions as a menial occupation; unskilled and un/under qualified teachers; Focus on theory;	▪ Create linkages between schools and communities that run agricultural projects ▪ Forge healthy relationships with sister departments e.g. Department of Agriculture, DWAF	• School Principals • SMTs and HODs	

3.   RESOURCING SCHOOLS

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
3.1 Physical Resources : 3.1.1 Mud structures eradication	• Gross under funding of infrastructural backlogs • Province characterised by many unsafe mud structures • Non-conducive teaching and learning environment • Disaster stricken schools	• Monitoring of re-prioritization process in each district. • Replace unstable and unsafe buildings with permanent structures • Partnerships with Private / Public Sector • Link with municipalities in the development of IDPs • Alignment of eradication of mud structures to the process of rationalization and realignment of public schools.	• District directors • CD: Infrastructure • Department and Public works • Cluster Chief & District directors • Cluster Chief & District directors	
3.1.2 School Furniture refurbishment	Lack of desks and chairs in some schools in the province	FET Colleges & Sister Departments	CD: FET Colleges	From 2010 to 2012

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
3.2 Access to clean water and basic facilities.	• Many rural schools have no access to clean water and basic sanitation • Predominance of pit latrines and lack of such in some • Lack of maintenance of pit toilets which results to unsafe and unhealthy conditions.	• Eradication of pit toilets and replace with them proper standardized toilets, designed according to age of learners. • Maintenance of toilets and provisioning of honey sucker, septic tanks, chemicals, and enviro-loos. • Provisioning of running water & treated water pumped into tanks in rural schools.	• CD-Infrastructure • Districts & Section 21 Schools • Collaboration with relevant Government departments.	2010 – 2012
3.3 Learning and teaching resources.	• Gross under funding of LTSM leading to backlogs • Lack of accountability in Section 21 schools regarding purchases of LTSM	• Development of book retrieval and disposal policies. • Monitor budget transferred to Section 21 schools, for LTSM expenditure • Encourage Section 21 schools to buy LTSM from Department catalogues.	• LTSM project • CD:IMD&G • Districts (IMD&S Section)	2010 – 2012 and ongoing
3.4 Textbooks	• Inclusion of poor quality textbooks in catalogues • Limitation of catalogues to textbooks and posters.	• Limit choice of textbooks • Develop specific catalogues for photocopiers, printers, computers, arts, maths and science materials	• Top management • CD: Curriculum & LTSM project	2010 – 2012 and ongoing
	• Improper use of budget by Section 21 schools. • Section 20 schools exceed their budget in requisitions	• Establish & maintain systems for compliance and efficient expenditure by Section 21 schools • Conduct an audit and needs analysis of LTSM in schools.	• CD:IMDG • Districts (IMD&S Section)	2010 – 2012 and ongoing

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
3.5 Financial Resources: • Transfers and quintile allocation	• Delays in processing of transfers to schools • Improper allocation of quintiles to schools leading to quintile contestations	• Timely processing of transfers to schools to complying schools • Alignment of payment of transfers with the school academic year instead of departmental financial year • Proper quintile allocation to schools.	CD:IMDG Directorate: Finance Directorate: Payments • Directorate : EMIS	Nov/Dec and June each year
	• Gross under funding with consequent lack of meeting National NSF. • Lack of proper document management .	• Funding of schools according to National Norms • Introduction and monitoring of the audit intervention plan • Establishment of a document management centre	CD:IMDG Directorate: Finance All directorates	2010/11 and ongoing Ongoing
	Schools are reluctant to implement the Fee Exemption Policy.	Monitoring of schools to comply to Fee Exemption Policy	Districts (IMDG & S) CD: IMD&G Directorate: Finance	2010/11 – 2011/12
3.6 Human Resource.	• Multi-grade and multi-phase teaching is still rife in farm and rural schools. • Viability of schools and provisioning of educators is based on learner enrolment rather than Curriculum needs.	• Provision of educators according to Curriculum needs including Grade R. • Replace Morkel Model with a progressive one that will not deprive schools • Reinstate teacher librarian posts.	Office of the MEC CD: Human Resource Management CD: Curriculum	Jan 2010- 2012
3.6.1 Inadequate non teaching staff at school level:	• Shortage of care takers, hostel staff, administrative clerks and security. • Schools rendered vulnerable to vandalism and lack of safety and security	• Provision of adequate non - teaching staff in all schools.	Directorate: Human Resource	Jan 2010-2012

4. MOBILIZING STAKEHOLDERS TO SUPPORT QUALITY LEARNING AND TEACHING CAMPAIGN

Preamble: Education is a societal issue and as such all stake holders should be involved in the life of the school. "Currently there is lack of community participation in schooling affairs and matters of broader developmental agenda of the communities, which would alleviate lack of capacity and other associated problems."(Kiti in Maile,2008:114).

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
4.1 Lack of meaningful community participation.	Schools alienated to "ivory towers", left in the hands of SMTs and SGBs alone.	• Advocacy of the QLTC at school level and acceleration of implementation. • Schools to identify their stakeholders, mobilise them and create opportunity for their involvement	• CD: Curriculum Management • School Principals, SGBs and communities	By The end of February 2010
4.2 Safety and security in school.	Majority of schools are hives for negative activities and are vulnerable to vandalism and criminal activities.	• Utilisation of sector policing • Schools partnership of with SAPS and CPFs e.g. adopt a school campaign • Ownership of schools by communities and parents • Collaboration with sister departments to address socio-economic conditions • Taverns close to schools to be dealt with through available legislation. • Provision of proper fencing to secure schools	• Principal s and SGB.s • District Director.	By the end of the first term and ongoing.
4.3 Drop out, school going age learners out of school.	• High drop out rate in schools due to socio - economic conditions resulting to: ✓ street kids of school going age, ✓ child headed homes ✓ orphans.	• Mobilisation of community stakeholders around the constitutional obligations regarding compulsory schooling, e.g Community Development Workers and Sister Departments • Establishment of social support structures.	• Principals • Communities • Relevant stakeholders	Effective by end of by the end of February 2010

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
	• Lack of social support structures within communities.			
4.4 Reading to promote literacy	The culture of reading amongst learners has been gradually deteriorating over time.	• Establishment of community and mobile libraries • Strengthening relations with NGOs, service providers. • Each school adopts a policy of drop everything and read for one hour per day. • Strengthen Foundations for Learning Campaign and advocate with stakeholders. • Encourage teachers to be part of the Reading Association of South Africa, conference to be held at NMMU in October 2010, start preparing for this event from the first term, to hear the voices of teachers, especially ECD educators.	• Principal • Curriculum section of DO • Parents • NGOs • Local government • HEIs	31st January
4.5 Lack of collaborative planning by state departments.	State departments are operating in silos in terms of service delivery.	• Collaborative planning must be done and the departments must participate in Intergovernmental relations and IDP.	Relevant State Departments under the tutorage of the municipality.	By the end of the First term and continuous as need arises..
4.6 Poor school attendance	There is a high rate of poor attendance by learners, leading to poor performance.	• Mobilization of stakeholders to ensure that learners are at school during school hours. • Parents account for non-attendance by learners • Schools to make follow up on non-attendance with parents and tighten control measures.	• Principal • Parents • Circuit Manager	By the end of Jan 2010

5: INTERGRATED HUMAN RESOURCE DEVELOPMENT STRATEGY TO SUPPORT LAIS

KEY ISSUES	CONTEXT	PROPOSED INTERVENTIONS	RESPONSIBILITY	TIME FRAME
5.1 Educator Development	• Deficient curriculum implementation, content and methodology gaps. • Lack of continuous in-service training	▪ CPTD Programme ▪ Strengthening existing satellites . ▪ Identification of Circuit /Cluster Education Development Centers ▪ Strengthen Learning Programmes/ Areas/ Subject Development Committees at all levels ▪ Establishment of Materials Development Unit	• Education Prof Services & SACE • PPCC • Curriculum (GET & FET) • ELI	• Continuous Start process in January 2010
5.2 Initial training of teachers	Lack of interphase between training and classroom practice	• HEI's to offer curriculum content to respond to current education needs • Re-opening of teacher colleges : To reopen one teacher education college as a pilot	CD:EPS	Start feasibility study process in January 2010
5.3 Quality assurance , monitoring and evaluation of IQMS and PMDS implementation.	Lack of synergy between policy implementation and practice in reality	• Resuscitation and retraining of school based IQMS structures • Resuscitation & strengthening of PMDS Services.	• DTT & SDT • Chief Directorate: EPS	• 1st Quarter • 1st Quarter
	Non –compatibility of training programmes and WSP	• Deployment of SDC EXCO Members to districts to assess functionality and programme implementation. • Monitoring of quality of Skills Development programmes an integration of WSP offered • Review of Teacher Development Curriculum and other skills programmes offered by HEIs	• Chief Directorate: EPS • Quality Assurance Sub Committee of SDC	• Twice per year (April – Oct 2010) • February 2010 and continuously
5.4 School Management and Leadership Empowerment Programmes	Lack of effective management and leadership skills	SMT TRAINING on core functions on school management including curriculum management (with priority given to underperforming schools).	Curriculum, IDMG & EPS	Jan 2010 and quarterly thereafter

	Lack of effective governance in schools	• Enrollment of SMT's into ACE School Leadership & Management Programme • SGB Training on core functions school governance through the implementation of SASA	IDMG & EPS	February 2010
	Lack of empowerment programmes for learners (RCL's)	Training sessions on roles and responsibilities of RCL's and establishment of co-ordination of structures at all levels	IDMG	1st Quarter & Quarterly
5.5 Improvement of Teacher Qualifications	• System still has unqualified and under qualified educators • Implementation of ELRC agreements	• Audit of unqualified and under qualified educators • Enrolment of those educators into NPDE programmes • Roll out of Maths & Science academy	Dir: HRP Chief Directorate: EPS	February 2010 and ongoing till 2014