

Every child is a National Asset

DBE PLANS TO FUTURE – PROOF PRINCIPALS COMING INTO THE PROFESSION AND CURRENT PRINCIPALS

A NATIONAL SAPA CONFERENCE PRESENTATION

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basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

OVERALL STRATEGIC OBJECTIVES OF THE DBE

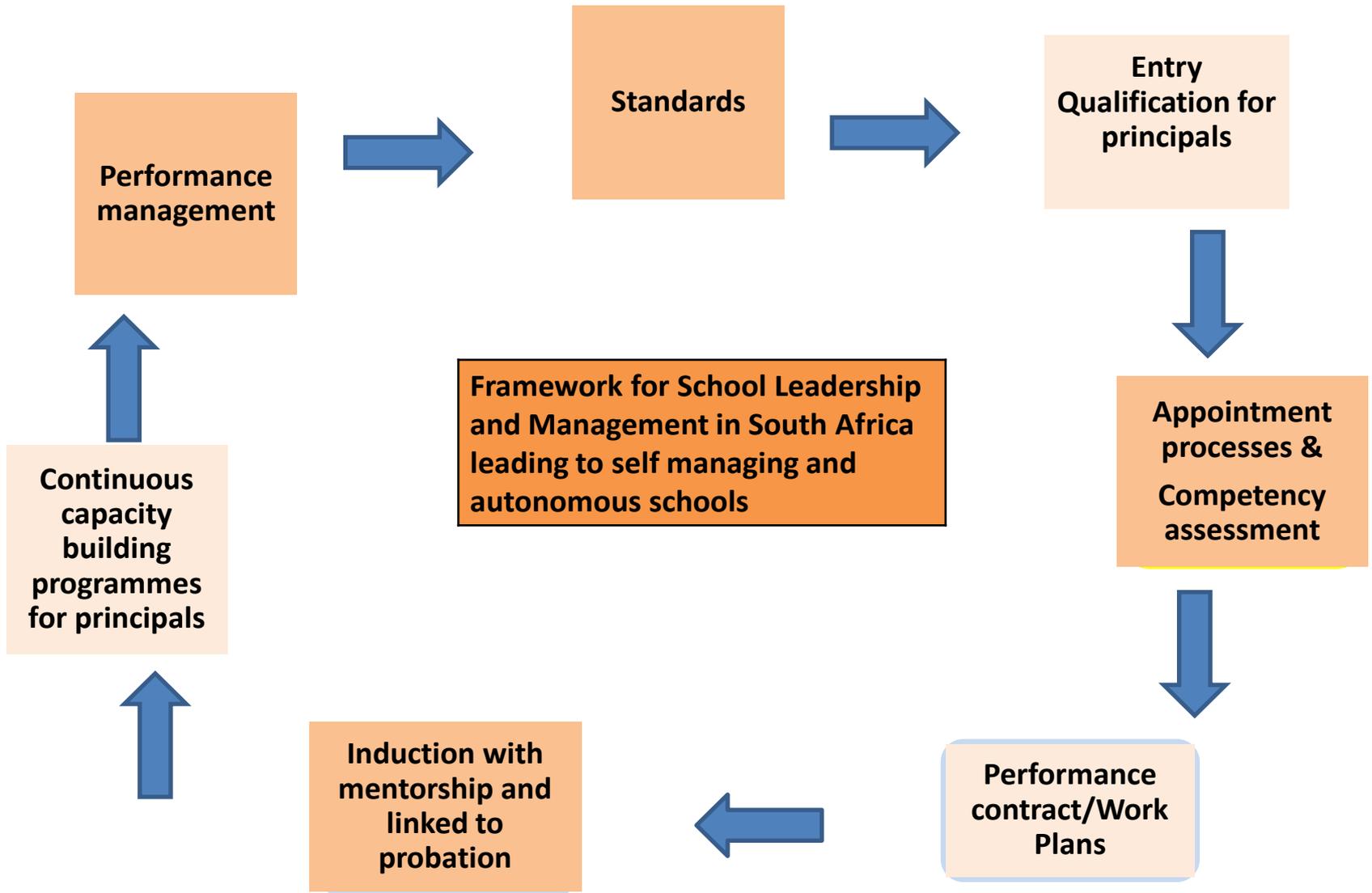
To

- Ensure effective professional management and Leadership capacity in schools
- Gradually give principals more administrative powers as the quality of school leadership improves
- Create autonomous and self-managing schools



NATIONAL DEVELOPMENT PLAN





MODULES OF THE DIPLOMA

<p>Core Focus is on the South African context</p>	<p>Module 1. Professional Portfolio and Workplace Project</p>	<p>Integrates work across the programme. Includes a practical Workplace Project</p>	<p>30 credits/Level 7</p>
<p>Assessment per module including self assessment and reflections, formative and summative assessment</p>	<p>Module 2. Leading and managing teaching and learning in the school</p>	<p>Focus is on applied competence</p>	<p>18 credits/Level 7</p>
	<p>Module 3. Leading and managing extra-curricular and co-curricular activities</p>		<p>9 credits/Level 7</p>
	<p>Module 4. Leading and managing people and change</p>		<p>18 credits/Level 7</p>
	<p>Module 5. Working with and for the wider community</p>		<p>9 credits/Level 7</p>
	<p>Module 6. Leading and managing the school as an organization</p>		<p>18 credits/Level 7</p>
	<p>Module 7. Working within and for the school system</p>		<p>18 credits/Level 7</p>
	<p>Total</p>		

“REASONS FOR UNDERPERFORMANCE”

Poverty

Rurality

Infrastructure

Resources

Parental support

District support



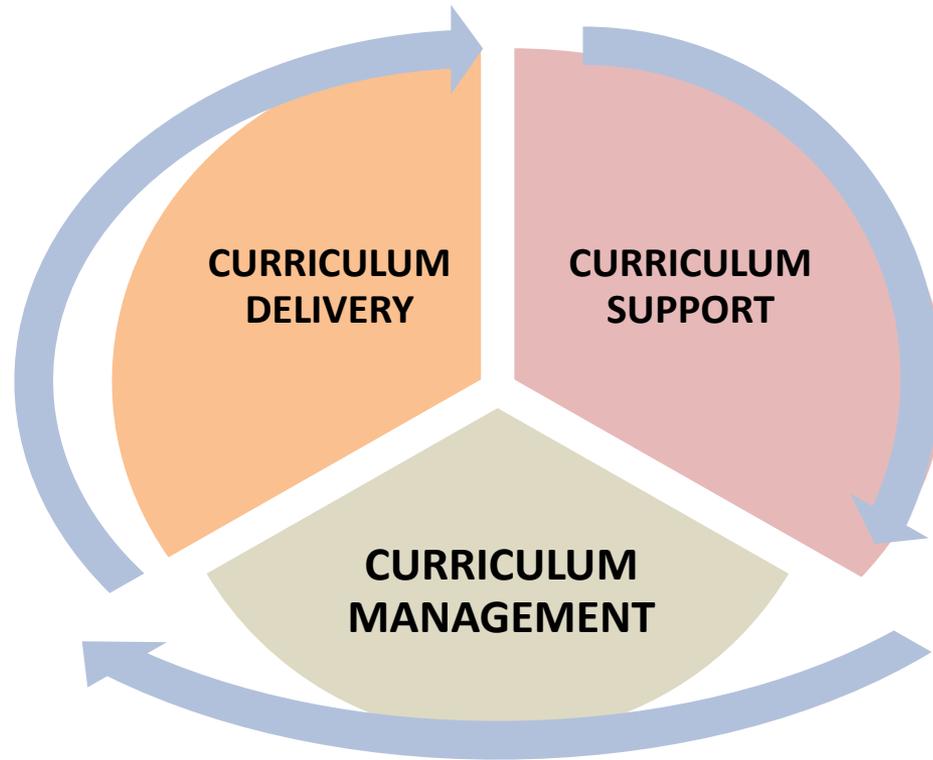
WHEEL BARROW MENTALITY



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CURRICULUM



INSTRUCTIONAL LEADER



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- Put everything aside to protect contact time
- Ensure that teaching and learning occurs as planned



INSTRUCTIONAL TIME (GET - FOUNDATION PHASE)

SUBJECT	GRADE R	GRADE 1-2	GRADE 3
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
TOTAL	23	23	25

INSTRUCTIONAL TIME (GET – INTERMEDIATE PHASE)

SUBJECT HOURS	HOURS PER WEEK
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Mathematics	3.5
Social Sciences	3
Life Skills	4
TOTAL	27.5

INSTRUCTIONAL TIME

(GET - SENIOR PHASE)

SUBJECT HOURS	GRAD E 1 & 2	GRADE 3	INT PHASE	SEN PHASE		HOURS PER WEEK
Home Language						5
First Additional Language						4
Mathematics						4.5
Natural Sciences						3
Social Sciences						3
Technology						2
Economic and Management Sciences						2
Life Orientation						2

INSTRUCTIONAL TIME (FET P HASE)

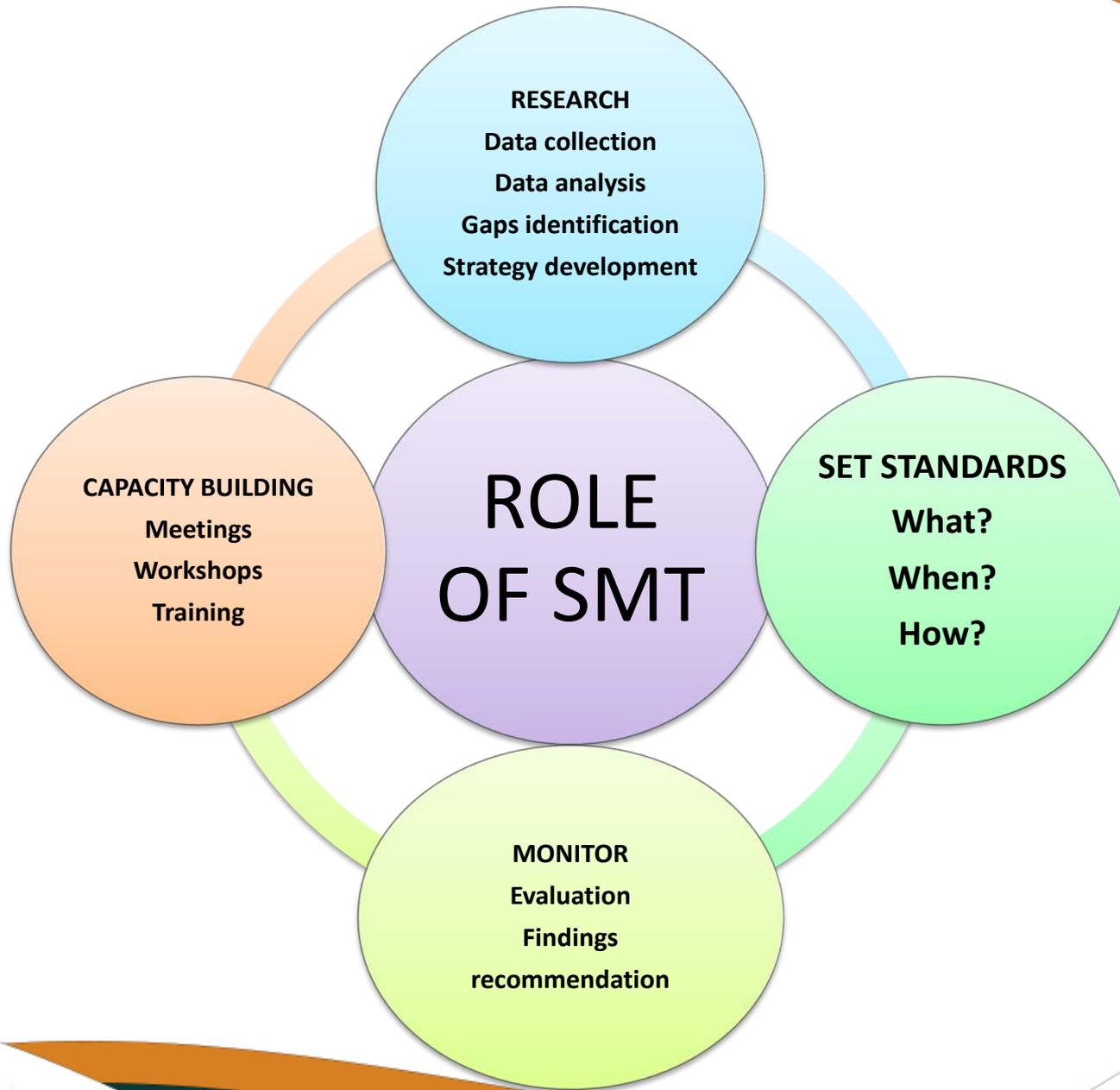
SUBJECT	HOURS
Home Language	4.5
First Additional Language	4.5
Mathematics	4.5
Life Orientation	2
Minimum of 3 Subjects Selected from Group B Annexure B, Tables B1-B8 of the NPPPPR	3X4=12
TOTAL	27.5

WHEEL BARROW MENTALITY

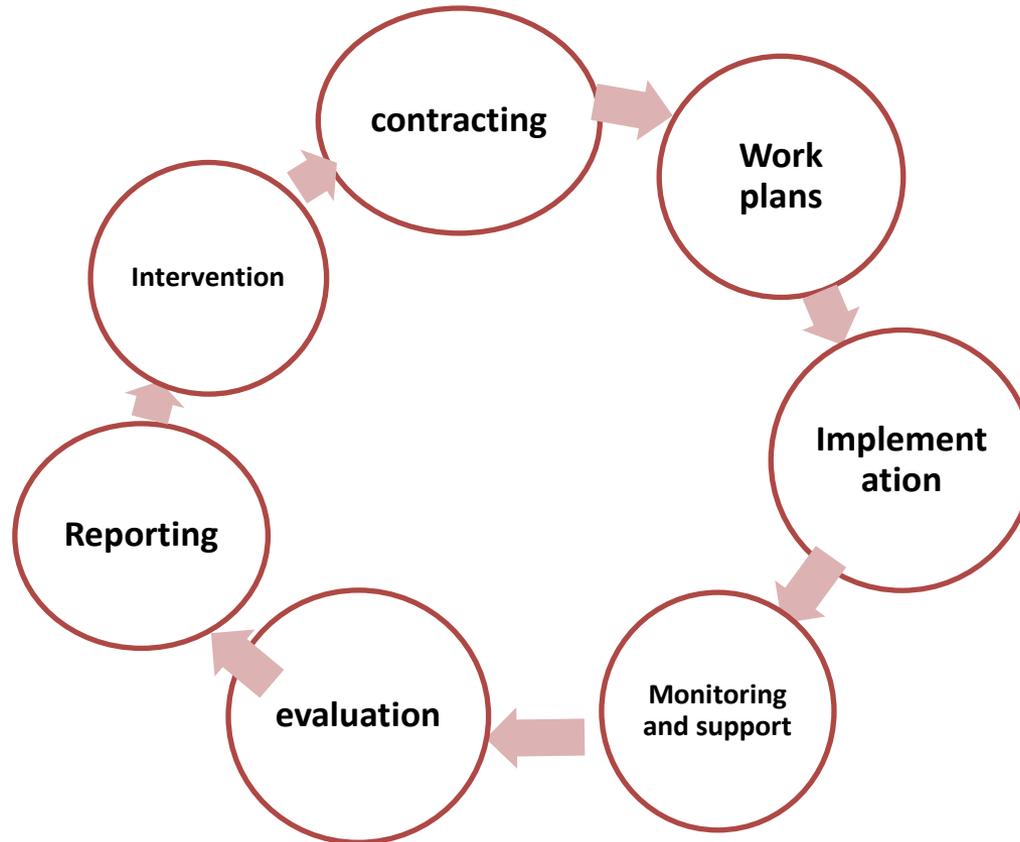


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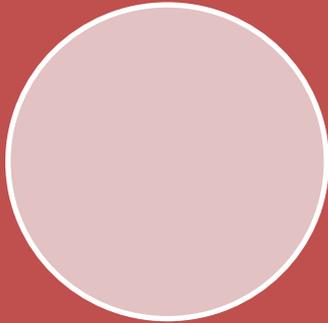
ACCOUNTABILITY



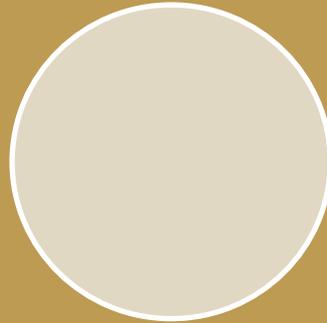
CURRICULUM COVERAGE

PLANNED CONTENT	COMPLETION STATUS	OUTSTANDING	REASONS FOR NON-COMPLETION	REVISED COMPLETION DATE

LEARNING



“Learning does not begin when children walk through the school doors nor does it end when they exit for the day”.



It takes place all the time and everywhere, throughout life. There is a pedagogic dimension to the links between schools and homes and localities.



Children bring to school their family and community beliefs, practices, knowledge, expectations and behaviours.



LEARNING

Similarly, when they return from school they bring back to their homes and communities new forms of knowledge, practices, behaviours, attitudes and skills.

Children are engaged in a continuous, dynamic process of bridging the world of school and the world of home and world of their communities together.

They learn from these worlds, facilitated by teachers, family members, neighbours and others. Linking schools and communities is widely recognised as good pedagogic practice



RESEARCH FINDINGS

- Parents play an **important role in supporting children's learning** in schools.
- Without parental support, learner performance is **adversely affected**.
- Schools which have **supportive parents** tend to produce **better results** and have less disciplinary challenges.
- More often than not, **parents do not know how to support** their children with school matters.
- Some schools struggle to get **meaningful participation** and support from parents.

CREATING A ROUTINE FOR STUDYING (SPACE AND TIME)

- Routines are important because they give children a sense of security and help them develop patterns of self-discipline.
- A predictable routine allows children to feel safe, and to develop a sense of mastery in a safe secure environment.
- As this sense of mastery is strengthened, it then persuades a child to tackle larger challenges. Helping children feel safe and ready to take on new challenges is one of parent's responsibilities.
- Structure and routines allows children to internalise constructive habits and function well with others.
- Establishing a family routine with regular mealtimes, bedtimes, homework time, and outdoor play and exercise time is important. Sharing time with family in a structured routine gives a child a sense of meaning, belonging and security.
- It is a parental responsibility to make the home a suitable environment for learning. Part of this includes ensuring that there is space for the child to study. If it is not possible to create a space for studying at home, parents have the responsibility to look for alternative safe spaces in the community. Examples of alternatives spaces in the community include – the use of school afterhours, community hall, a space in one of the homes in the community etc.
- Additionally, having a set time and space to do homework, kids learn how to sit themselves down to accomplish a task.

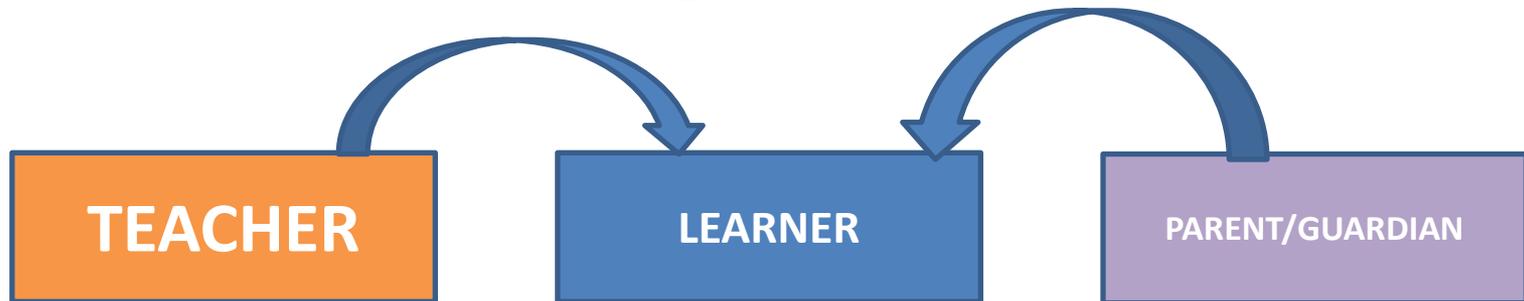


DOCUMENTS TO BE USED BY PARENTS

DOCUMENT	WHAT IT TELLS YOU	HOW CAN IT BE USED?	WHERE SHOULD IT BE PLACED?
The Work Schedule	All areas that should be covered in the grade for that particular academic year.	Assist parent to monitor if the child is on par with set time frames.	Parent's file Pasted in the workbook of the child.
The Child's Personal Time Table	Informs parents about what subjects are taught for a particular day.	Prepare homework for the next day. Inform on correct books for that day.	In the Child's bedroom or study. A copy should be in the child's diary.
Assessment Programmes	Assessment Timetable. Study timetable.	Parents can monitor if child is preparing him/herself for the test on time. Allows parent to monitor if the child does study and also pays attention to the subject(s) that challenge him/her.	Child's bedroom or Study. A copy should be pasted in the child's diary.
The child's report	How the child is performing at school.	Observing the child's progress. Set obtainable goals. Use to encourage the child.	Parent's file.

WHAT ARE HOUSEHOLD TRACKERS?

The Household Trackers are developed for parents/guardians to enable families, teachers and schools to work together to support children with learning,



WEEKS 7&8 29.08 - 09.09	THEME	 LISTENING & SPEAKING	 PHONICS	 READING	 COMPREHENSION	 WRITING
Recovery Programme (DBE Recommended Learning):	Learning new things	Vocabulary: Theme words about learning new things, e.g.: know, learn, question, internet, library, research, expensive, cheap Song: A song about learning new things	New sounds: /tch/ thatch, catch, patch, match, sketch, fetch, witch, stitch /nch/ lunch, bunch, munch, punch, stench, bench, drench, pinch	Teacher reads: A story about learning new things Sight words: Learners learn to read a few words by sight, e.g.: loved, seeds, how, properly, different, waste, what, search, learnt, seen	Teacher asks learners simple questions about the story.	<ul style="list-style-type: none"> Learners write: Questions I want to search on the internet: 1. ... Learners write: Pictures I want to find on the internet 1. ... Complete pages 21 - 27 of DBE Workbook 2.
Ask your child these questions:	<ul style="list-style-type: none"> What theme are you learning about in English? How have you learnt something new? 	<ul style="list-style-type: none"> What new words did you learn? Can you sing a new song or rhyme? 	<ul style="list-style-type: none"> What words end in /tch/? What words end in /nch/? Can you sound out any new words? 	<ul style="list-style-type: none"> Did you listen to an English story at school? What was it about? Can you read any new English words? 	<ul style="list-style-type: none"> Who was the story about? What did you like about the story? 	Tell me about your writing. What did you write here?
Look for evidence of this in their exercise book:	n/a	n/a	<ul style="list-style-type: none"> A list of /tch/ word A list of /nch/ word 	n/a	n/a	Look for these activities in your child's book.
Comments or notes on your child's progress:						

CHECKLIST

GENERAL CHECKLIST		YES	NO
1.	I monitor the work of my child (study time table, homework etc.)		
2.	I check his test marks		
3.	I check his absenteeism record		
4.	I motivate and encourage my child		
5.	I ensure that my child wears the full school uniform		
6.	I am aware of the whereabouts of my child after school		
7.	I telephone the school when I need information		
8.	I attend all parent meetings		
9.	I have a copy of the school year plan (and use it)		
10	I have a copy of the grade (twelve)12 year plan (and use it)		
11	I am aware of when report cards are handed out		



CHECKLIST

	GENERAL CHECKLIST	YES	NO
12	I make sure school fees are paid on time		
13	I am aware of the importance of CASS marks		
14	I am aware of the subjects/learning areas of my child		
15	I do not overburden my child with household chores		
16	I budget for additional resources		
17	I give my full support to the school and its various activities		



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THANK YOU



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