

THABO MOFUTSANYANA EDUCATION DISTRICT

** A district committed to excellence no matter what! **



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Theme

“Embedding change in the Education system in South Africa: Planning to action”

LEWELAPUTSWA

THABO
MOFUTSANAYANA

**KAGISO TRUST PRESENTATION
26/06/2023**









‘Raising the bar, Closing the gap
& supporting learners in all grades’



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-  Introduction
-  District Profile
-  Implementation of Teach and Assess strategy to improve curriculum
-  Curriculum Management by DHs
-  Schools Support
-  Conclusion





INTRODUCTION





INTRODUCTION

- The arrival of Kagiso Trust in TMED resembles the two sides of a coin. From underperformance and mediocrity to a gigantic target setting era of exceptional performance.
- The 1st era of 2007 to 2010 did not show remarkable improvement in learner performance. Both KT and the District lived in the era of trial and error, much was put on the table with little improvement in performance.

INTRODUCTION CONT...

- The period of 2011 to 2015 was a period of the giant reawakening, both KT and the District went back to the drawing board and came up with turn around strategies that shook TMED to a point of no return.

-  When the district embraces support from partners, it's possible to embed change in the system and learners benefit.
-  This presentation will attempt to share insight on leadership from TMED perspective focussing on:
 1. Teach and Assess to improve curriculum coverage
 2. Management of Curriculum by DH
 3. School Support



DISTRICT PROFILE



THABO MOFUTSANYANA EDUCATION DISTRICT PROFILE



- Thabo Mofutsanyana District has 5 municipalities
- There are **13** circuits
- Total number of learners = **180 424**
- Total number of teachers = **10 248**
- Total number of Grade 12 learners in 2023 = **10 060**
- Total number of District Officials = **370**





Visionary leadership and
Excellence go well together



Serving the poor of the poorest
& to changes lives for better ...
no matter what!

May the spirit of our late MEC continue
to rest in peace



MEC MAKALO MOHALE AND THE HOD; ADVOCATE MALAKOANE



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SUPPORT TO ALL PROGRAMMES THAT IMPROVE TEACHING AND LEARNING
“METJHINI E YA DUMA”



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& supporting learners in all grades’



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IMPLEMENTATION OF TEACH AND ASSESS STRATEGY TO IMPROVE CURRICULUM COVERAGE








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THE FIVE PILLARS








-  **Quality** of the daily activity
-  **Frequency** of the daily activity
-  **Marking** of the daily activity
-  **Corrections** of the daily activity
-  **Monitoring** and control by the
SMT, with special reference to the Deputies and
DHs and oversight conducted by principals.





NB: only the relevant LOLT should be used in teaching and assessment

13 PILLAR 1: QUALITY

-  The use of previous years question papers together with all other resources.
-  Train teachers on the setting of papers of acceptable standard (**low, medium and high order thinking questions**). Bloom's taxonomy.
-  Make special arrangements to teach essay type questions, especially scenario type questions.
-  Teach learners to understand the key words and instruction words.
-  Tracking curriculum coverage in line with CAPS Document/ Examination Guidelines/ Moderators and Diagnostic Reports





14 PILLAR 2: FREQUENCY (HOW OFTEN)

-  Teach and assess immediately after the lesson.
-  Do not teach and give big chunks of content only to assess days later.
-  Give **weekly informal tests** based on all content taught during the week.
-  Give immediate feedback while the assessed content still rings in your learners minds.
-  Do not assess content not taught to learners.

-  All assessment given must be marked and not the business as usual way.
-  A robust approach to marking should apply even where learners exchange their books to mark themselves.
-  All informal tests should be marked by the teacher and not learners.
-  Feedback and remedial should be given early to reinforce content taught.

16 Pillar 4 : Corrections

- 🇷🇷 Corrections must be treated as yet another lesson.
- 🇷🇷 Learners must write down the correct answers during corrections in their answer books.
- 🇷🇷 Corrections must be marked per item to indicate that they are correct. **No one big mark in the corrections please.**
- 🇷🇷 If performance remains poor, reassessment must be done until learners master the content assessed.
- 🇷🇷 Correct the corrections and make sure learners keep only the correct answers in their booklets.

-  Monitor and control all the 4 pillars and guide both learners and teachers in case of need.
-  Encourage Item and Error analysis to identify topics that need re-teaching and reassessment.
-  Give guidance and leadership that may include a call for deployment if the need arises.
-  Encourage differentiated teaching and assessment at all times.

- Kagiso Trust through school management teams development, increased accountability on curriculum management by Heads of Department
- Conducts regular classroom visits to provide support & development to educators
- Monitor class attendance by educators & learners
- Controls educators' work (check lesson preparation, quality of tests, marking of tasks, etc.)
- Moderates learners' tasks by checking books regularly
- Assesses performance of educators regularly & provides feedback, monitoring and support
- Manages underperformance



- Organises workshops & training sessions for educators
- Displays good planning, monitoring & evaluation skills
- Takes full responsibility for decisions taken, is honest & decisive
- Consult stakeholders and communicates effectively with them
- Takes firm action against abuse & other forms of irresponsible & unprofessional conduct



ACTIVITY

- Accountability session



Microsoft Word
Document

- Content training
- Post Moderation

OBJECTIVES

- To ensure that Curriculum Coverage per term is attained and to check readiness for June exam as well as checking how ready learners were for examination.(Check the effectiveness of strategies)
- Unpacking challenging concepts/ content and how to teach them. (Maths Friday, Acc. Tues)
- To check topics where learners performed poorly and whether this content was taught & assessed during the term.

ACTIVITY

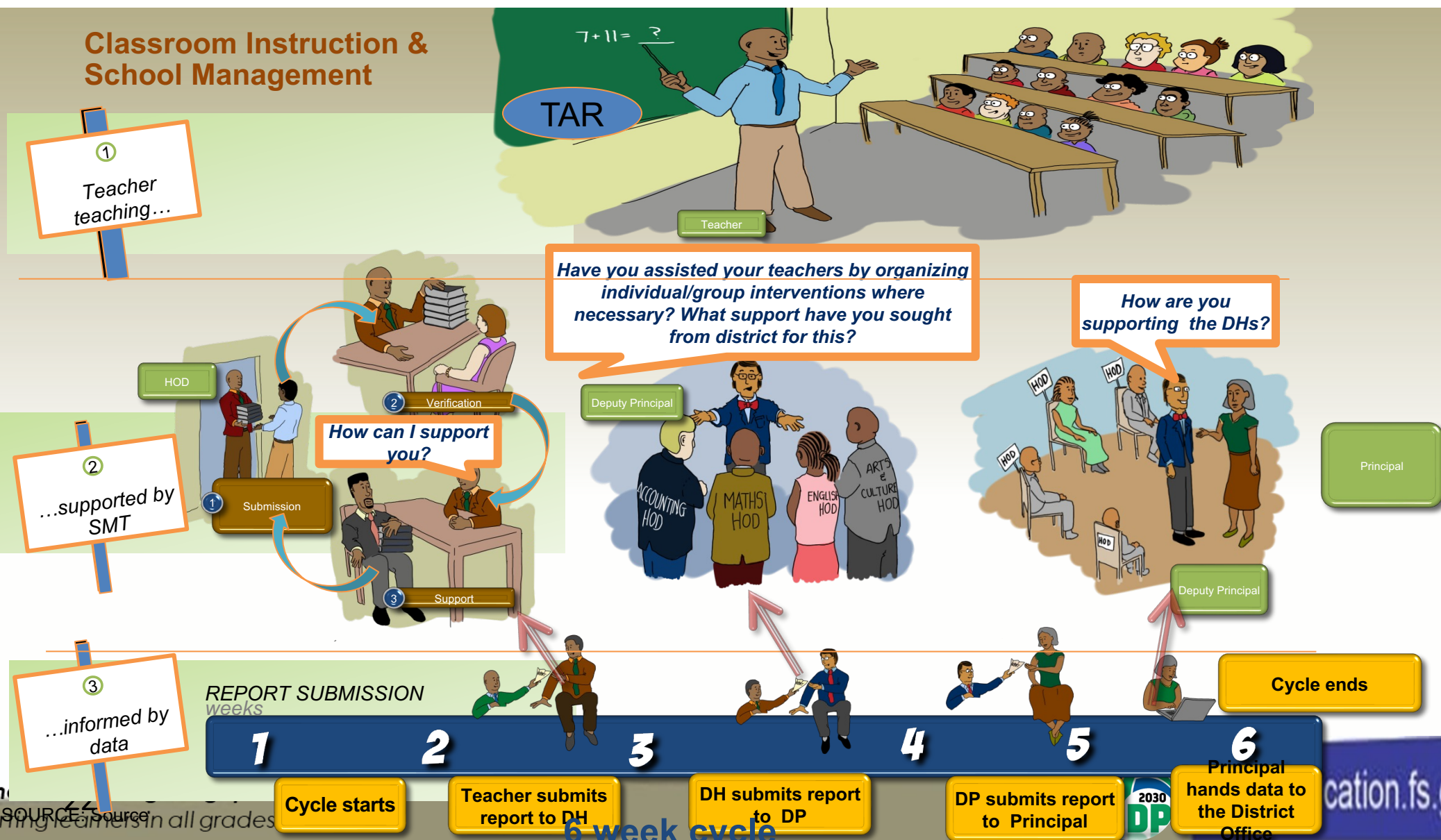
- CMs meeting for all officials supporting the circuits.
- Director's oversight
- Establishment of Functional PLCs

OBJECTIVES

- To establish the root causes for underperformance and address them.
- To hold principals accountable for learner performance and provide a way forward to the principals, CMs and DMT. (PLCs)
- To provide targeted support to progressed, learner at risk and struggle learners.

CURRICULUM MANAGEMENT AND MONITORING SYSTEMS








TAR (teaching, assessment and remediation) every day in the classroom.








'Raising the... supporting learners in all grades

6 week cycle



-  We are a District that believes in Excellence.
-  We subscribe to the “Franchise Mindset”
-  We are guided by our MANTRA
-  We are value-driven (honesty, support, sacrifice, integrity and accountability at all levels)
-  We want to turn ALL our schools into Centres of Excellence
-  We analyse data to inform our next move, i.e. to support our schools
-  Data proved that this evidence-based monitoring & support are needed



-  Systems should reveal weaknesses & strengths
-  Tactics and strategies used should yield expected results and attainment of our targets
-  If not, indication of what needs to happen should be done
-  Sound leadership by the principal supported by both District and Province should ensure enhanced results
-  Clear vision and mission should be articulated to propel the school towards the desired level



THANK YOU

