

WESTERN CAPE EDUCATION DEPARTMENT CURRICULUM GET PROVINCIAL IMPROVEMENT PLAN 2022/2023



Education Reset

GET 2022

Education Reset

#BacktoBasics

#BacktoSchool

#BacktotheFuture

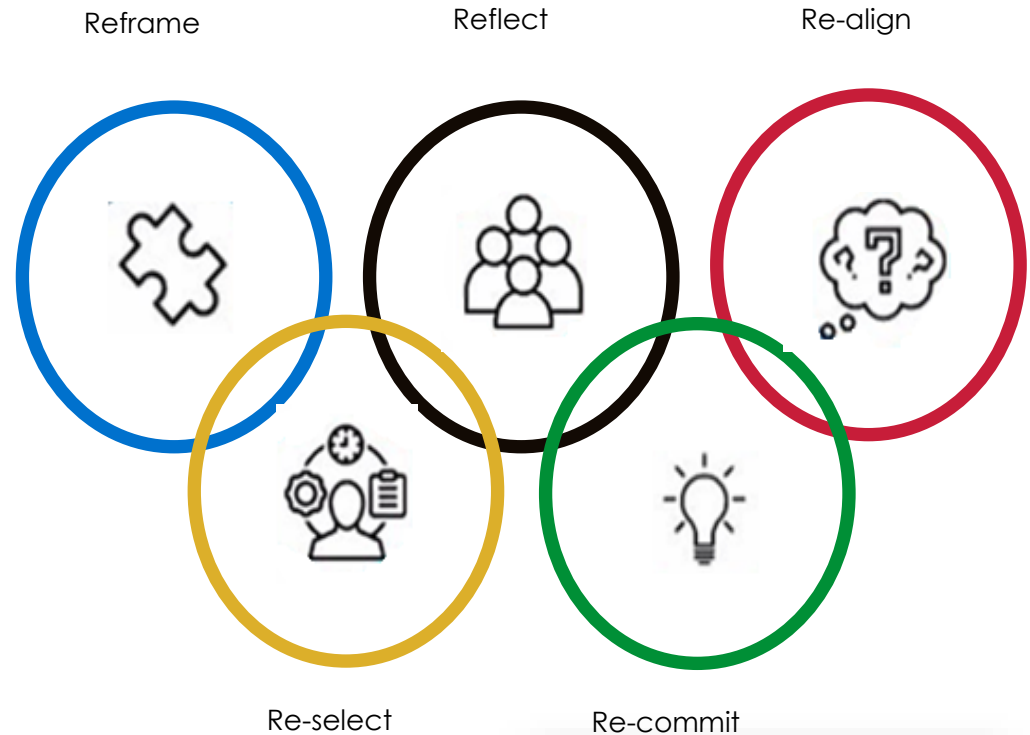


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INTRODUCTION

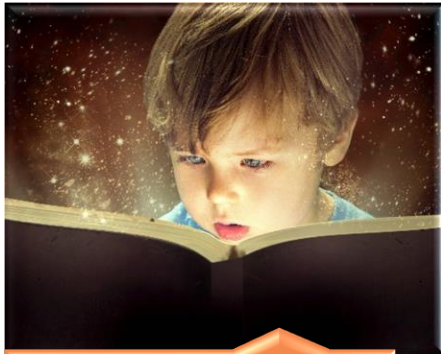
The National State of Disaster due to COVID 19 in 2020 resulted in a unique situation which has disrupted almost all aspects of society and the **implementation of the Curriculum GET directorate's operational plans**. The disruption resulted in budget **reprioritisation, changes to the operational plans and activities**, revised delivery models due to compliance of safety protocols to minimise the spread. More importantly the changes to the school calendar and the phased in implementation of different grades and the different models of timetabling impacted on the delivery of the Curriculum and Assessment Policy Statement (CAPS) during the 2020 academic year. To mitigate the impact of the COVID 19 lockdown and to minimise the spread, the Department of Basic Education (DBE) working in collaboration with Provincial Education Departments (PEDs) implemented curriculum reorganization and trimming resulting in changes to the ATP and assessment requirements formalised through circulars. The DBE proposed a three-year recovery plan and a framework for curriculum recovery post the COVID 19 lockdown for **2021 – 2023 to manage the learning losses**.

This operational plan has been informed by the understanding and belief that learners should ultimately be the beneficiaries of every intervention and action and the acknowledgement that teachers are a critically important resource. Imbued in every intervention or activity is the **aim to develop a changed mindset and values-driven thinking** opportunities for a future focused education, and to improve learner performance through transformed thinking.

The Directorate will focus on a **revised operational delivery model** to enhance efficiency and impact with greater emphasis on monitoring and evaluation and systems development to manage curriculum and assessment policy implementation. Maximising the use of the ICT infrastructure and the promotion of the use of technology for online development programmes for teachers and learners will be encouraged. Increased access to teacher and learner resources on the **WCED ePortal** will enable ICT integration to enhance classroom practice and promote more inclusive teaching and learning to accommodate the various contexts and learning styles of learners.

While the directorate supports all teachers and learners in all schools, priority will be to respond to the **new normal** and changed context by support to novice teachers, teachers from underperforming schools, progressed learners and learners at risk. As guided by the National Development Plan, Action Plan 2014 and the Western Cape Education Department's Annual Performance Plan, emphasis will be placed on Mathematics and Languages.

The Four Priorities in GET



1. Focus on Reading for meaning (Reading Strategy)



2. Improvement Mathematics. (Mathematics Strategy)



3. Foundation Phase (Play, Read, Write, Calculate)



4. STEAMAC: High Focus on Coding & Robotics, Arts, Math & Science





Western Cape
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CHAPTER 1

STRATEGIC OVERVIEW: GET OPERATIONAL PLAN

2022 - 2023

1. VISION AND MISSION

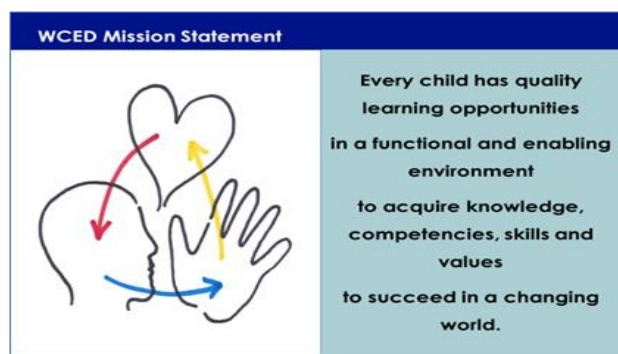
1.1 Vision

The Curriculum GET Directorate will be working towards the fulfilment of the vision of the WCED, **Quality Education for every learner in every classroom in every school in the province.**



1.2 Mission

Our mission is that "every **child has quality learning opportunities in a functional and enabling environment to acquire knowledge, competencies, skills and values to succeed in a changing world.**"



Furthermore, the officials in this directorate embrace the department's six core values of Caring, Competence, Accountability, Integrity, Innovation and Responsiveness.

2. FOUR POLICY PRIORITIES

The vision of the WCED of Quality education for every child in every classroom in every school will be given expression through working towards the following four policy priorities as noted below:

- Strengthen and expand enabling quality learning opportunities for enhanced performance
- Enhance and expand enabling learning environments
- Strengthen functionality and accountability
- Strengthen and enhance innovative adaptability and preparedness for changing context

Four Policy Priorities



Further mandates include the WCED to contribute towards Three Lead Issues viz. Safety, Wellness & Dignity and Jobs & Economy. Emphasis will be placed on the following four performance areas:

- Cyber Safety
- Maths, Science Learnerships & Language skills
- Psycho-socio support
- Entrepreneurship

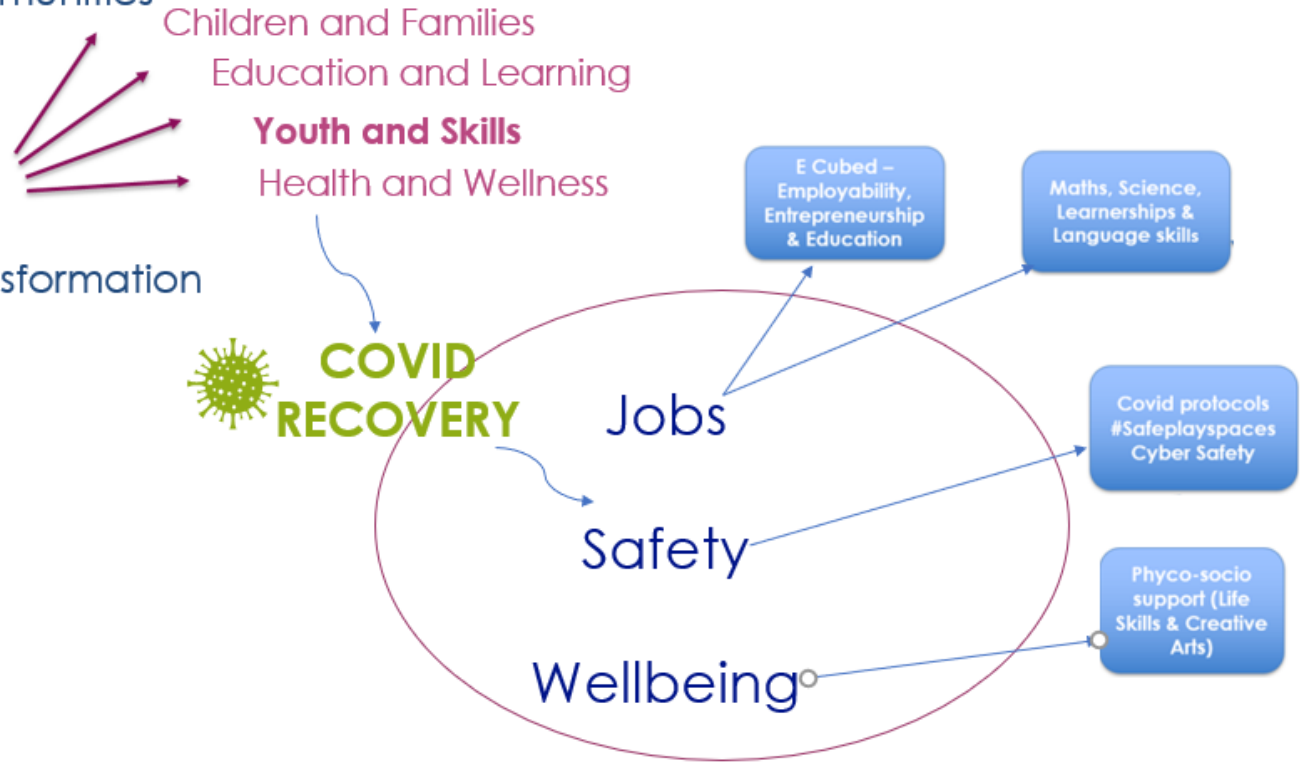
1.Safe and cohesive communities

2.Growth and jobs

3.Empowering people

4.Mobility and spatial transformation

5.Innovation and culture



2.1 Provincial Strategic Goals

All Curriculum GET activities are aligned to the five provincial strategic goals:

No.	Goal
PSG1	Create opportunities for growth and jobs
PSG2	Improve education outcomes and opportunities for youth development
PSG3	Increase wellness and safety, and tackle social ills
PSG4	Enable a resilient, sustainable, quality and inclusive living environment
PSG5	Embed good governance and integrated service delivery through partnerships and spatial alignment

2.2 Annual Performance Plan Goals (APP)

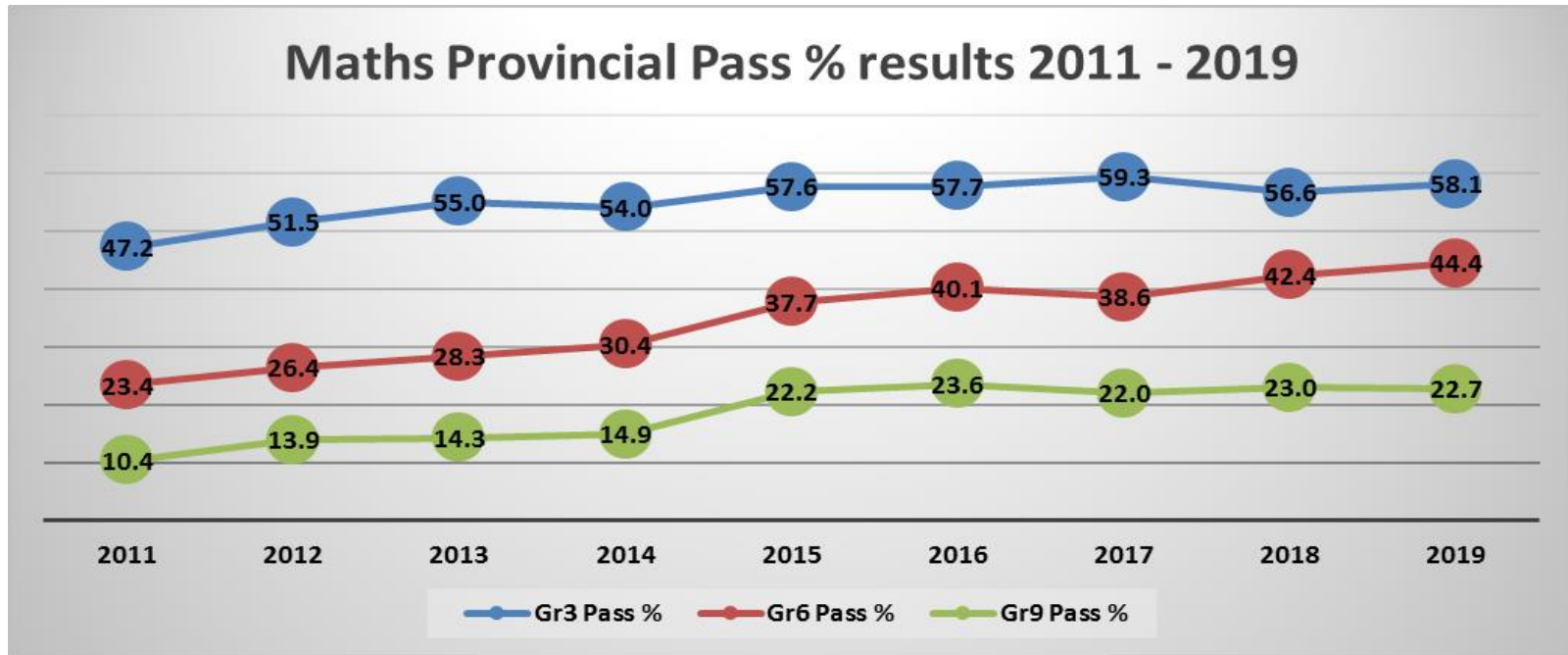
No.	Goal
Goal 1	Percentage of learners in Grade 3 attaining acceptable outcomes in Language
Goal 1	Percentage of learners in Grade 3 attaining acceptable outcomes in Mathematics
Goal 1	Percentage of Grade 3 learners attaining acceptable outcomes in Reading for Meaning (Reading and Viewing)
Goal 2	Percentage of learners in Grade 6 attaining acceptable outcomes in Language
Goal 2	Percentage of learners in Grade 6 attaining acceptable outcomes in Mathematics
Goal 3	Percentage of learners in Grade 9 attaining acceptable outcomes in Language

Goal 3	Percentage of learners in Grade 9 attaining acceptable outcomes in Mathematics
Goal 3	Percentage of learners in Grade 9 attaining acceptable outcomes in writing
Goal 11	Improve the access of children to quality Early Childhood Development (ECD) below Grade 1
Goal 17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction

Overview of the 2019 WCED Systemic results to guide interventions in Mathematics and Languages. All objectives in the two subjects are aimed at improved performance in the two subjects as aligned to goals in Annual Performance Plan and the National Development Plan:

HISTORICAL DATA OF PASS PERCENTAGE

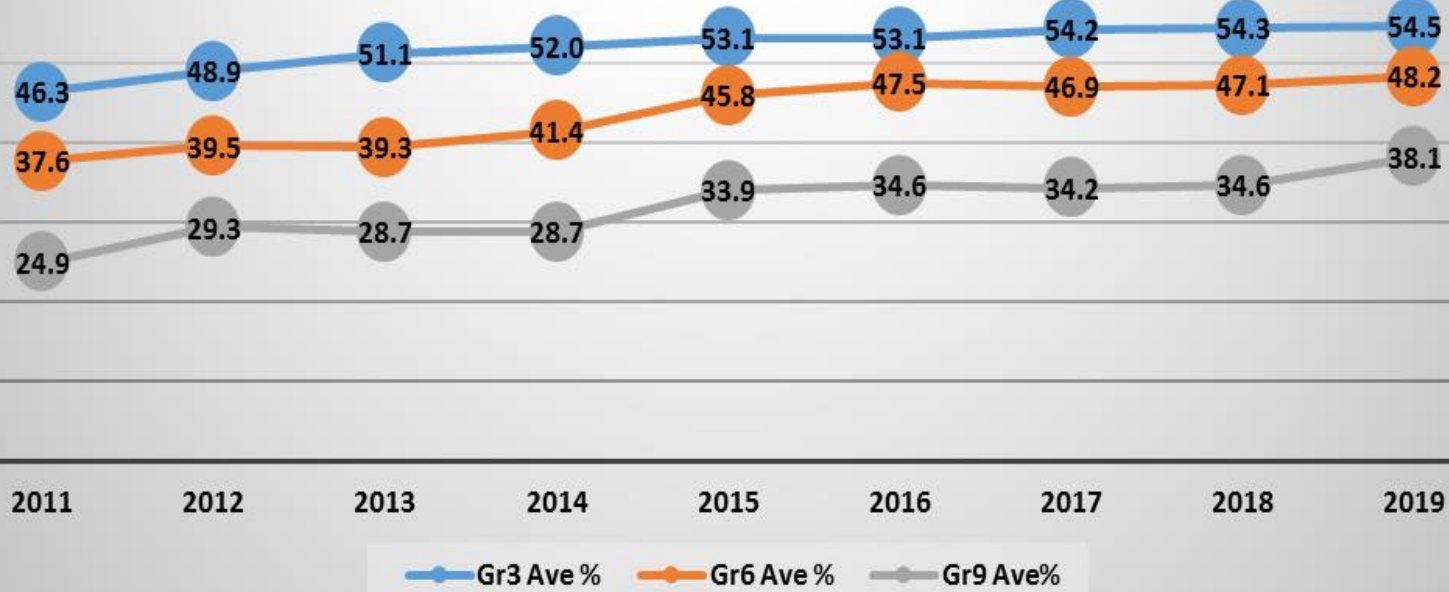
Maths Provincial Pass % Results 2011 - 2019											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	Diff 19/18	Diff 19/11
Gr3 Pass %	47.2	51.5	55.0	54.0	57.6	57.7	59.3	56.6	58.1	1.5	10.9
Gr6 Pass %	23.4	26.4	28.3	30.4	37.7	40.1	38.6	42.4	44.4	2.0	21.0
Gr9 Pass %	10.4	13.9	14.3	14.9	22.2	23.6	22.0	23.0	22.7	-0.3	12.3



HISTORICAL DATA OF AVERAGE PERFORMANCE

Maths Provincial Ave % Results 2011 - 2019											
	2011	2012	2013	2014	2015	2016	2017	2018	2019	Diff 19/18	Diff 19/11
Gr3 Ave %	46.3	48.9	51.1	52.0	53.1	53.1	54.2	54.3	54.5	0.2	8.2
Gr6 Ave %	37.6	39.5	39.3	41.4	45.8	47.5	46.9	47.1	48.2	1.1	10.6
Gr9 Ave%	24.9	29.3	28.7	28.7	33.9	34.6	34.2	34.6	38.1	3.5	13.2

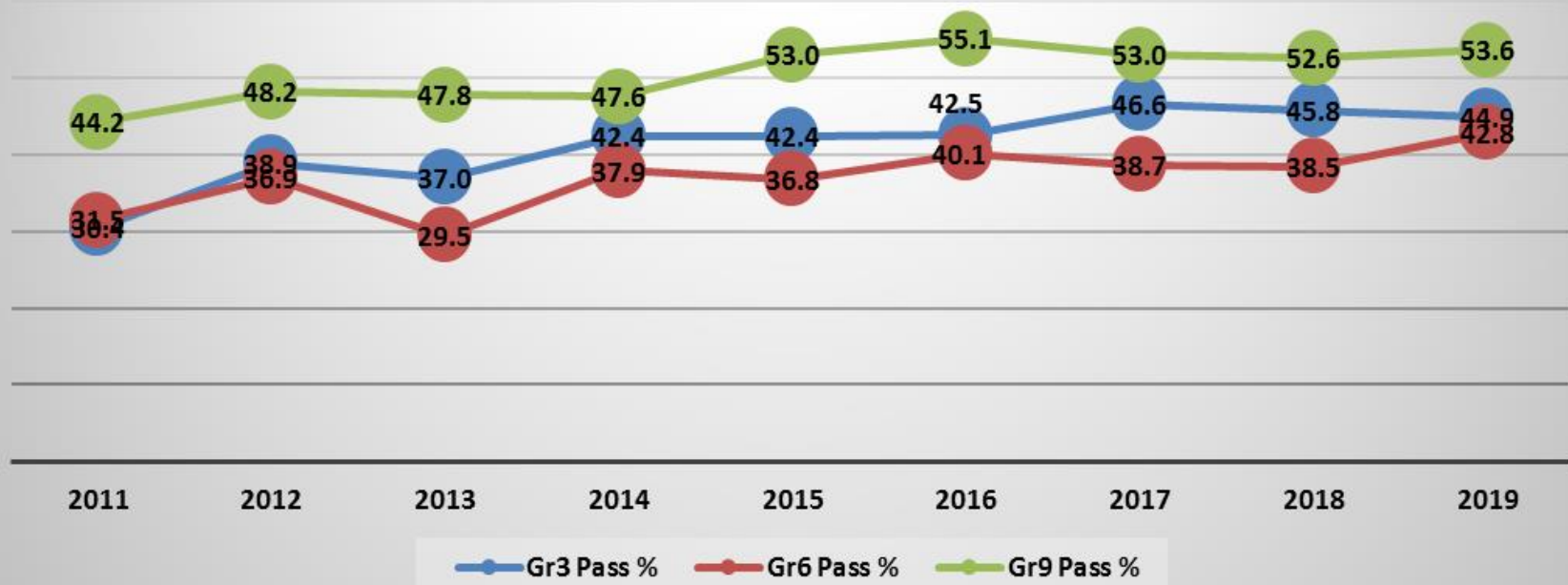
Maths Provincial Ave % results 2011 - 2019



Lang Provincial Pass % Results 2011 - 2019

	2011	2012	2013	2014	2015	2016	2017	2018	2019	Diff 19/18	Diff 19/11
Gr3 Pass %	30.4	38.9	37.0	42.4	42.4	42.5	46.6	45.8	44.9	-0.9	14.5
Gr6 Pass %	31.5	36.9	29.5	37.9	36.8	40.1	38.7	38.5	42.8	4.3	11.3
Gr9 Pass %	44.2	48.2	47.8	47.6	53.0	55.1	53.0	52.6	53.6	1.0	9.4

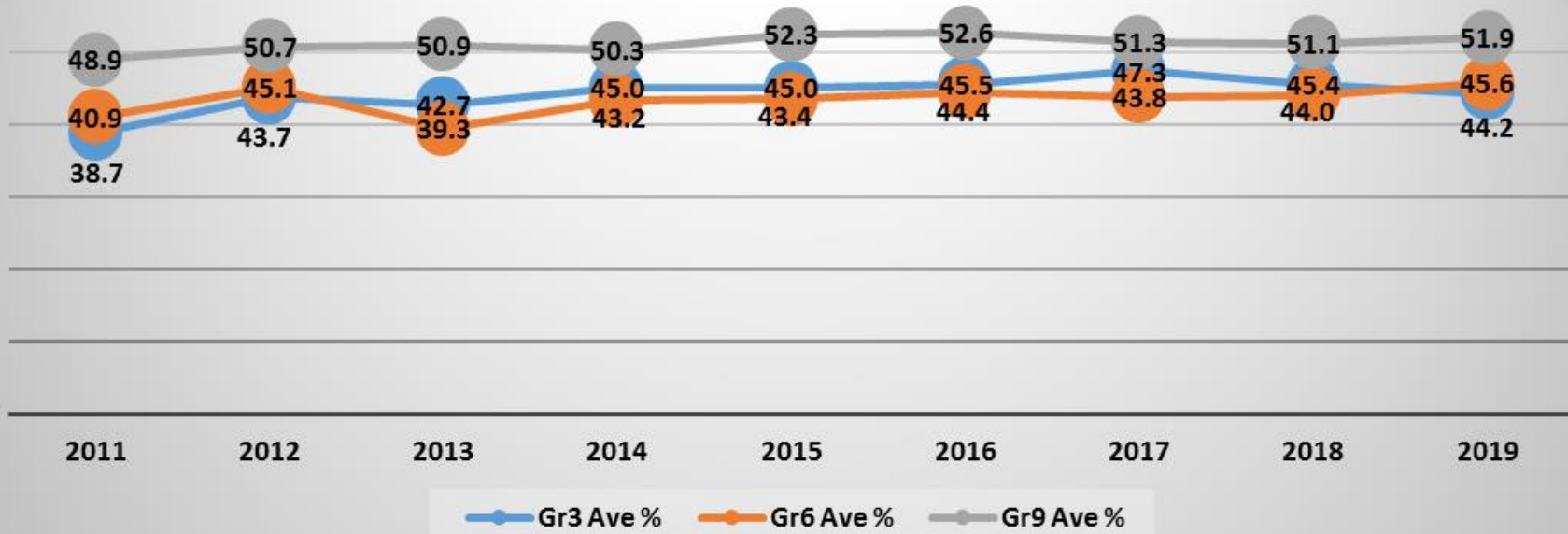
Lang Provincial Pass % results 2011 - 2019



Lang Provincial Results 2011 - 2019

	2011	2012	2013	2014	2015	2016	2017	2018	2019	Diff 19/18	Diff 19/11
Gr3 Ave %	38.7	43.7	42.7	45.0	45.0	45.5	47.3	45.4	44.2	-1.2	5.5
Gr6 Ave %	40.9	45.1	39.3	43.2	43.4	44.4	43.8	44.0	45.6	1.6	4.7
Gr9 Ave %	48.9	50.7	50.9	50.3	52.3	52.6	51.3	51.1	51.9	0.8	3.0

Lang Provincial Ave % results 2011 - 2019



GRADE 3 MATHEMATICS RESULTS 2013 - 2019

AREAS TESTED	No. of Learners 2019	Pass %									Average %							
		2013	2014	2015	2016	2017	2018	2019	Diff 19/18	2013	2014	2015	2016	2017	2018	2019	Diff 19/18	
Numbers, Operations and Relationships	95 482	49.5	59.7	56.0	57.8	59.4	56.9	57.3	0.4	49.0	52.5	52.5	52.1	53.3	52.6	54.0	1.4	
Patterns, Functions and Algebra	95 482			83.4	83.7	84.3	72.7	87.6	14.9			68.6	68.5	69.0	59.2	68.7	9.5	
Space and shape	95 482	95.5	83.9	85.9	76.3	76.6	81.7	77.4	-4.3	79.6	78.0	78.6	70.8	71.3	69.9	70.9	1.0	
Measurement	95 482	51.8	23.1	30.4	43.0	45.4	44.4	30.7	-13.7	30.8	28.9	35.4	38.2	40.1	40.4	33.6	-6.8	
Data Handling	95 482	83.5	80.4	79.9	80.0	79.7	87.7	71.6	-16.1	83.5	80.4	79.9	80.0	79.7	66.7	62.3	-4.4	
PROVINCE	95 482	55.0	54.0	57.6	57.7	59.3	56.6	58.1	1.5	51.1	52.0	53.1	53.1	54.2	54.3	54.5	0.2	

GRADE 3 LANGUAGE RESULTS 2013 - 2019

AREAS TESTED	No. of Learners 2019	Pass %									Average %							
		2013	2014	2015	2016	2017	2018	2019	Diff 19/18	2013	2014	2015	2016	2017	2018	2019	Diff 19/18	
Reading and Viewing	95 452	37.0	43.2	42.6	43.4	46.7	49.4	53.0	3.6	43.7	45.5	45.2	46.2	47.6	48.0	49.2	1.2	
Writing	95 452	33.9	51.8	55.3	48.2	56.3	37.4	36.9	-0.5	34.5	42.2	44.2	40.4	45.3	33.5	34.5	1.0	
Thinking & Reasoning	95 452	37.2	42.4	44.2	46.3	50.7	44.9			42.7	45.0	46.7	46.5	48.4	44.9			
Language Structure and Use	95 452	50.2	67.6		27.6	29.8	42.1	62.7	20.6	53.0	65.6		29.7	31.4	31.0	43.0	12.0	
PROVINCE	95 452	37.0	42.4	42.4	42.5	46.6	45.8	44.9	-0.9	42.7	45.0	45.0	45.5	47.3	45.4	44.2	-1.2	

GRADE 6 MATHEMATICS RESULTS 2013 - 2019

AREAS TESTED	No. of Learners 2019	Pass %									Average %							
		2013	2014	2015	2016	2017	2018	2019	Diff 19/18	2013	2014	2015	2016	2017	2018	2019	Diff 19/18	
Numbers, Operations and Relationships	89 853	29.7	27.3	30.7	41.2	40.1	36.9	42.9	6.0	43.1	40.8	42.1	47.6	47.1	45.3	47.7	2.4	
Patterns, Functions and Algebra	89 853	62.2	65.3	43.9	45.4	43.8	37.0	62.9	25.9	47.6	51.6	45.5	46.3	45.5	39.4	55.3	15.9	
Space and Shapes	89 853	57.3	61.4	84.2	84.2	83.9	55.4	81.4	26.0	56.0	59.2	65.6	65.3	65.1	54.3	64.5	10.2	
Measurement	89 853	17.6	15.8	44.1	27.5	26.5	41.8	41.5	-0.3	20.5	23.8	36.8	33.2	32.5	38.1	34.6	-3.5	
Data Handling	89 853	35.7	50.2	55.5	55.4	53.4	63.7	60.5	-3.2	37.9	45.6	54.1	53.9	52.6	51.7	47.6	-4.1	
PROVINCE	89 853	28.3	30.4	37.7	40.1	38.6	42.4	44.4	2.0	39.3	41.4	45.8	47.5	46.9	47.1	48.2	1.1	

GRADE 6 LANGUAGE RESULTS 2013 - 2019

AREAS TESTED	No. of Learners 2019	Pass %								Average %							
		2013	2014	2015	2016	2017	2018	2019	Diff 19/18	2013	2014	2015	2016	2017	2018	2019	Diff 19/18
Reading and Viewing	89 834	29.5	37.9	36.8	44.1	43.0	41.9	50.3	8.4	39.3	43.2	43.4	46.3	46.0	46.0	49.3	3.3
Writing	89 834	19.3	30.9		22.2	18.0	31.2	33.0	1.8	16.0	25.6		19.4	15.6	35.0	38.2	3.2
Thinking and reasoning	89 834	27.2	35.3	36.8	40.1	38.7	30.3			38.7	42.6	43.4	44.4	43.8	37.8		
Language Structure and Use	89 834						31.2								35.0		
PROVINCE	89 834	29.5	37.9	36.8	40.1	38.7	38.5	42.8	4.3	39.3	43.2	43.4	44.4	43.8	44.0	45.6	1.6

GRADE 9 MATHEMATICS RESULTS 2013 - 2019

AREAS TESTED	No. of Learners 2019	Pass %								Average %							
		2013	2014	2015	2016	2017	2018	2019	Diff 19/18	2013	2014	2015	2016	2017	2018	2019	Diff 19/18
Numbers, Operations and Relationships	70 535	26.9	21.0	25.7	28.3	27.9	30.0	16.4	-13.6	22.8	25.4	27.7	29.7	29.9	32.1	36.0	3.9
Patterns, Functions and Algebra	70 535	12.6	19.7	25.9	27.8	26.4	28.8	34.9	6.1	19.7	24.7	31.3	33.8	33.2	35.7	42.4	6.7
Space, Shape and Size	70 535	13.1	14.0	24.5	17.8	16.4	28.3	25.4	-2.9	21.5	23.1	37.1	29.4	28.9	34.1	34.4	0.3
Measurement	70 535	40.4	12.7	18.9	20.1	18.7	32.6	23.5	-9.1	33.9	21.6	29.1	30.1	29.8	32.6	23.5	-9.1
Data Handling	70 535	38.3	35.0	49.2	60.3	59.0	37.9	43.5	5.6	46.1	44.9	50.3	54.9	54.2	43.2	43.5	0.3
PROVINCE	70 535	14.3	14.9	22.2	23.6	22.0	23.0	22.7	-0.3	28.7	28.7	33.9	34.6	34.2	34.6	38.1	3.5

GRADE 9 LANGUAGE RESULTS 2013 - 2019

AREAS TESTED	No. of Learners 2019	Pass %								Average %							
		2013	2014	2015	2016	2017	2018	2019	Diff 19/18	2013	2014	2015	2016	2017	2018	2019	Diff 19/18
Reading and Viewing	70 551	81.0	80.2	88.6	89.7	91.5	90.9	60.5	-30.4	65.0	64.4	71.5	72.5	72.9	73.7	54.7	-19.0
Writing	70 551	27.1	22.6	23.1	26.0	21.4	25.1	51.2	26.1	36.6	31.8	31.0	34.9	32.2	33.1	48.7	15.6
Thinking & Reasoning	70 551	32.1	26.5	33.8	39.3	30.9	40.5			38.9	35.6	42.5	45.5	42.0	43.9		
Language Structure and Use	70 551	44.1	42.2	51.0	53.4	49.8	61.1	28.7	-32.4	42.9	39.9	53.7	55.5	52.8	61.1	33.6	-27.5
PROVINCE	70 551	47.8	47.6	53.0	55.1	53.0	52.6	53.6	1.0	50.9	50.3	52.3	52.6	51.3	51.1	51.9	0.8

Annual Performance Plan Targets (APP) 2022/23

MTSF Priority 3: Education, Skills and Health									
Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2018/19	2019/20	2020/21		2021/22	2022/23	2023/24
There is an improvement in learner performance in Grade 3 systemic assessment in language and mathematics.	Support for quality teaching in classrooms; reading strategy deployed; foundation phase focus training	PPI 701: Percentage of learners in Grade 3 attaining acceptable outcomes in Language	45.8%	44.9%	42%	42%	44%	46%	48%
		PPI 702: Percentage of learners in Grade 3 attaining acceptable outcomes in Mathematics	56.6%	58.1%	54%	54%	56%	58%	60%
		PPI 703: Percentage of Grade 3 learners attaining acceptable outcomes in Reading for Meaning (Reading and Viewing)	New	New	47.0%	47%	49%	51%	53%
There is an improvement in learner performance in Grade 6 systemic assessment in language and mathematics.	Support for quality teaching in classrooms; reading strategy deployed; intermediate phase focus training	PPI 704: Percentage of learners in Grade 6 attaining acceptable outcomes in Language	38.5%	42.8%	38.5%	38%	40%	42%	44%
		PPI 705: Percentage of learners in Grade 6 attaining acceptable outcomes in Mathematics	42.4%	44.4%	40.0%	42%	44%	46%	48%
There is an improvement in learner performance in Grade 9 systemic assessment in language and mathematics	Support for quality teaching in classrooms; reading strategy deployed; senior phase focus training	PPI 706: Percentage of learners in Grade 9 attaining acceptable outcomes in Language	52.6%	53.6%	50%	50%	52%	54%	56%
		PPI 707: Percentage of learners in Grade 9 attaining acceptable outcomes in Mathematics	23.0%	22.7%	20%	20%	22%	24%	26%
		PPI 708: Percentage of learners in Grade 9 attaining acceptable outcomes in writing	New	New	21%	23%	25%	27%	29%

3. PROVINCIAL SITUATIONAL ANALYSIS

3.1 Internal factors that are impacting strategic direction

3.1.1 GET schools

The Western Cape is home to approximately 7.0 million people (2020, Stats SA), and is one of the provinces that contributes greatly to the economic growth of the country. The people and their social capital are key resources for the province. Whilst the province is perceived as the site of hope and contributes significantly towards the economic growth of the country, it is experiencing significant growth in terms of the population, and this increase has created economic pressures in the last 5 years. The increase in population and annual migration of learners from other provinces translate into an increased number of learners who must be admitted to various learning sites.



SCHOOL TYPES FOR OPEN SCHOOLS 2021 - PER EDUCATION DISTRICT			
SOURCE: CURRENT STATUS (CEMIS)			
CONTROL: PUBLIC AND INDEPENDENT / SECTOR: ECD			
<u>EDUC DISTRICT</u>	<u>SCHOOL TYPE</u>	<u>SCHOOLS</u>	<u>LEARNERS</u>
CAPE WINELANDS	Pre-primary School	20	778
CAPE WINELANDS		20	778
EDEN AND CENTRAL KAROO	Pre-primary School	36	1,737
EDEN AND CENTRAL KAROO		36	1,737
METRO CENTRAL	Pre-primary School	71	2,767
METRO CENTRAL		71	2,767
METRO EAST	Pre-primary School	74	3,635
METRO EAST		74	3,589
METRO NORTH	Pre-primary School	52	3,589
METRO NORTH		52	3,437
METRO SOUTH	Pre-primary School	49	2,004
METRO SOUTH		49	2,004
OVERBERG	Pre-primary School	17	932
OVERBERG		17	932
WEST COAST	Pre-primary School	16	792
WEST COAST		16	792
TOTAL		336	16,274

SCHOOL TYPES FOR OPEN SCHOOLS 2021 - PER EDUCATION DISTRICT			
SOURCE: CURRENT STATUS (CEMIS)			
CONTROL: PUBLIC AND INDEPENDENT / SECTOR: ORDINARY			
<u>EDUC DISTRICT</u>	<u>SCHOOL TYPE</u>	<u>SCHOOLS</u>	<u>LEARNERS</u>
CAPE WINELANDS	Combined School	24	10,940
	Intermediate School	18	9,034
	Primary School	202	97,593
	Secondary School	53	50,130
CAPE WINELANDS		297	167,697
EDEN AND CENTRAL KAROO	Combined School	31	7,714
	Intermediate School	13	7,009

	Primary School	149	80,761
	Secondary School	41	39,262
EDEN AND CENTRAL KAROO		234	134,746
METRO CENTRAL	Combined School	23	11,416
	Intermediate School	2	1,662
	Primary School	164	96,687
	Secondary School	77	54,275
METRO CENTRAL		266	164,040
METRO EAST	Combined School	23	5,301
	Intermediate School	7	2,146
	Primary School	138	140,887
	Secondary School	63	70,790
METRO EAST		231	219,124
METRO NORTH	Combined School	30	13,962
	Intermediate School	2	1,906
	Primary School	157	131,927
	Secondary School	62	60,054
METRO NORTH		251	207,849
METRO SOUTH	Combined School	21	8,640
	Intermediate School	6	6,125
	Primary School	156	131,655
	Secondary School	59	61,057
METRO SOUTH		242	207,477
OVERBERG	Combined School	12	4,039
	Intermediate School	7	2,622
	Primary School	66	29,500
	Secondary School	15	13,876
OVERBERG		100	50,037
WEST COAST	Combined School	14	5,371
	Intermediate School	19	13,449
	Primary School	88	37,718
	Secondary School	15	16,386
WEST COAST		136	72,924
TOTAL		1758	1,223,897

The GET Curriculum is currently implemented in **1758 public ordinary and independent subsidised schools** in 8 Education Districts across the province as tabulated below.

The province is experiencing rapid urbanisation from other provinces and sporadic growth. Consequently, there is a need for urgent expansion in infrastructure, demand for classroom space, laboratories, ICT infrastructure and administrative blocks at schools. Many informal settlements are being created in the province. High, unpredictable migration patterns from other provinces are influencing the numbers of learners in our classrooms.

The table below represents the number of learners who migrated into the province since 2015.

Learners from other Provinces and Countries - Year 2015 to 2020							
Province/Origin	2015	2016	2017	2018	2019	2020	Ave
Eastern Cape	21 283	20 168	19 667	19 761	19 601	16 911	19 565
Free State	506	609	362	403	400	285	428
Gauteng	1 704	1 707	1 146	1 447	1 446	1 035	1 414
Kwazulu-Natal	589	491	327	398	336	332	412
Limpopo	225	172	113	133	165	133	157
Mpumalanga	236	185	134	154	157	146	169
Northern Cape	834	749	559	612	581	487	637
North-West Province	187	230	175	216	237	201	208
Other Country	1 812	2 041	2 133	2 341	2 315	1 491	2022
Grand Total	27 376	26 352	24 616	25 465	25 238	21 021	25 011
Source: Annual School Surveys – First time entries into the WCED from outside per province.							

FIRST TIME REGISTRATIONS FROM OUTSIDE PROVINCE ON CEMIS FOR 2021														
PUBLIC ORDINARY SCHOOLS														
SOURCE: CURRENT (09-11-2021)														
<u>FROM PROVINCE</u>	<u>GRR</u>	<u>GR1</u>	<u>GR2</u>	<u>GR3</u>	<u>GR4</u>	<u>GR5</u>	<u>GR6</u>	<u>GR7</u>	<u>GR8</u>	<u>GR9</u>	<u>GR10</u>	<u>GR11</u>	<u>GR12</u>	<u>ALL GRADES</u>
UNKNOWN	124	66	5	5	2	6	3	0	1	2	6	1	0	221
EASTERN CAPE	1 943	1 739	1 561	1 421	1 429	1 257	1 113	978	2 029	1 054	1 599	530	35	16 688
FREE STATE	44	30	27	37	27	36	29	26	34	20	22	17	2	351
GAUTENG	91	161	169	193	168	148	150	123	141	124	112	57	12	1 649
KWAZULU-NATAL	22	41	46	37	42	37	48	28	32	30	32	22	2	419
LIMPOPO	11	17	25	14	22	22	21	11	15	11	9	5	0	183
MPUMALANGA	5	15	13	14	21	18	13	10	14	11	15	4	0	153
NORTH-WEST PROVINCE	7	21	14	26	20	20	18	12	19	11	13	10	1	192
NORTHERN CAPE	46	76	59	65	52	55	43	38	62	29	29	23	6	583
OTHER COUNTRY	136	315	233	246	228	215	168	110	100	84	50	26	3	1 914
TOTAL	2 429	2 481	2 152	2 058	2 011	1 814	1 606	1 336	2 447	1 376	1 887	695	61	22 353

WCED has seen a number of schools supplied with mobile classrooms to meet this demand. This has resulted in the use of specialist classrooms e.g., science laboratories being used as ordinary classrooms.

The key resultant effect is the increased pupil teacher ratio, creating challenges for teachers managing large classrooms.

3.1.2 Curriculum Policy changes and trends

The NCS curriculum and CAPS in Grades R - 9 have been fully implemented for the past few years. During 2020 the Covid19 pandemic necessitated trimming of the Grades R - 9 curriculum. There was a reduction in the number of SBA tasks and the weighting between SBA and examinations was amended to accommodate the disruptions in schooling.

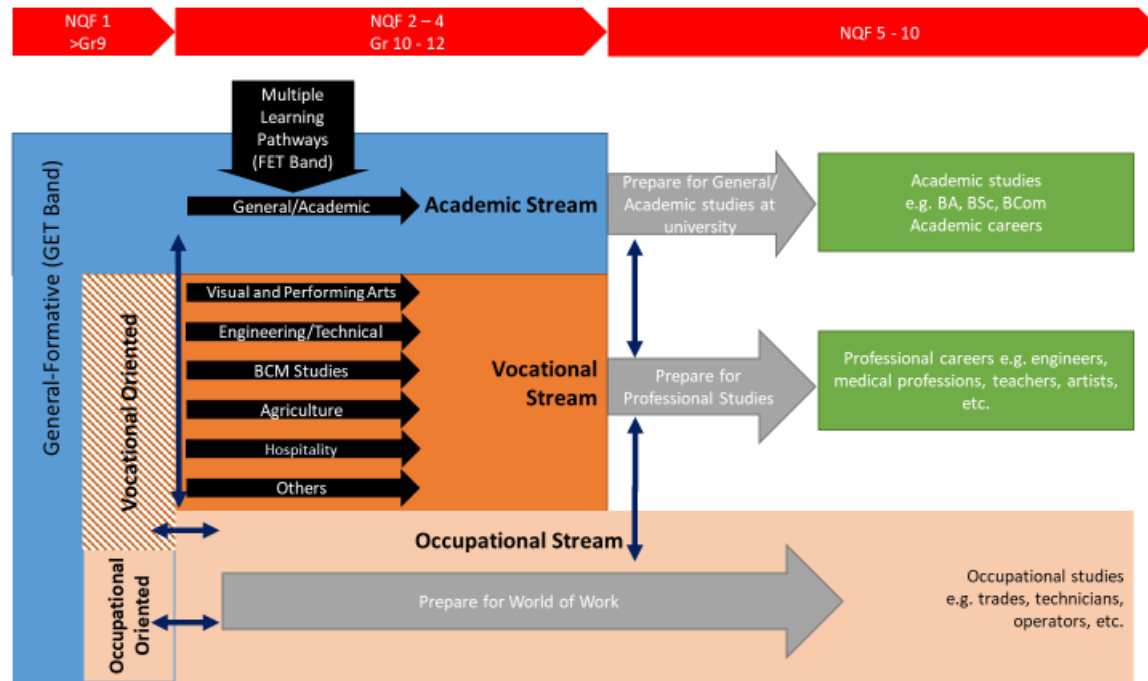
In order to manage learning losses, the province have implemented a revised ATP and assessment policies as part of the 3-year recovery plan to be implemented in the GET band. Greater support will be required for curriculum, maintenance of the standard and internal quality assurance of School Based Assessment and practical work in all subjects.

Recent curriculum policy changes include the introduction of **Coding & Robotics**, where teachers were orientated in 2021 in Grades R – 3 and Grade 7.

The implementation of **FOCUS schools** and vocational and occupational programmes will be expanded in 2022 and beyond. The three-stream model is currently being piloted in **special schools**. The extension of the pilot to mainstream schools is to be implemented in 2022. This will result in the introduction of **13 new subjects in grade 4 to 6 and grade 7 to 9** to ensure more learners follow the vocational and occupational pathways.



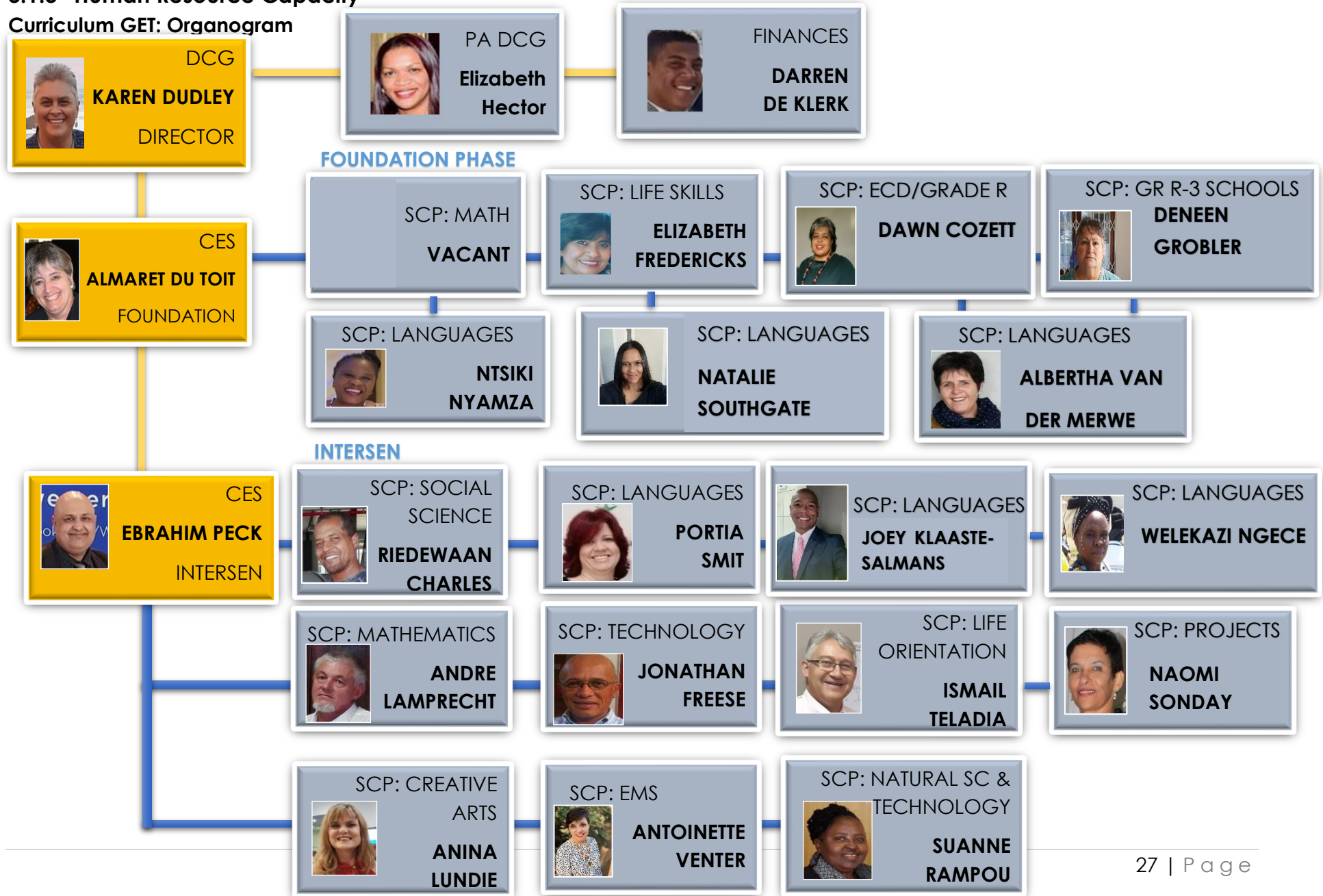
The Three Streams model has been re-conceptualised



- Introduction of vocationally oriented subjects within the GET phase at Grade 8 (2021) and 9 level (2022).
- Implement occupational oriented subjects in Schools of Skills.
- Learners must be encouraged to stay in the schooling system.
- Career information, advice and guidance from early in GET phase to make informed choices.
- Purpose of the GET Phase remains general formative.

3.1.3 Human Resource Capacity

Curriculum GET: Organogram



DIRECTORATE CURRICULUM GET						
<u>Name</u>	<u>Surname</u>	<u>Rank</u>		<u>Tel No</u>	<u>Cell No</u>	<u>Email Address</u>
Karen	Dudley	Director		021 467 2056	082 691 6768	Karen.Dudley@westerncape.gov.za
Elizabeth	Hector	PA		021 467 2085	073 845 4915	Elizabeth.Hector@westerncape.gov.za
Darren	De Klerk	Admin Clerk/ Asset Man		021 467 2175	081 269 5326	Darren.deklerk@westerncape.gov.za
Yolanda	Makananda	TAS		021 467 2175	072 882 8226	Yolanda.makananda@westerncape.gov.za
FOUNDATION PHASE						
<u>Name</u>	<u>Surname</u>	<u>Rank</u>	<u>Subject</u>	<u>Tel No</u>	<u>Cell No</u>	<u>Email Address</u>
Almaret	Du Toit	CES		021 467 2172	082 774 4225	Almaret.Dutoit@westerncape.gov.za
Ntsiki	Nyamza	DCES	Languages	021 467 9268	073 192 3697	Nontsikelelo.Nyamza@westerncape.gov.za
Vacant		DCES	Mathematics	021 467 9270		
Elizabeth	Fredericks	DCES	Life Skills	021 467 2390	084 293 8791	Elizabeth.Fredericks@westerncape.gov.za
Albertha	Van der Merwe	DCES	Languages	021 467 2236	082 899 9281	albertha.vandermerwe@westerncape.gov.za
Natalie	Southgate	DCES	Languages	021 467 2236	065 8290525	natalie.southgate@westerncape.gov.za
Deneen	Grobler	DCES	100-Schools	082 823 0324	082 823 0324	Deneen.Grobler@westerncape.gov.za
Dawn	Cozett	DCES	ECD/Grade R	021 467 2051	073 515 9757	Dawn.cozett@westerncape.gov.za
INTERSEN/SENIOR PHASE						
<u>Name</u>	<u>Surname:</u>	<u>Rank</u>	<u>Subject</u>	<u>Tel No</u>	<u>Cell No</u>	<u>Email Address</u>
Ebrahim	Peck	CES		021 467 2619	083 208 6303	Ebrahim.Peck@westerncape.gov.za
Riedewaan	Charles	DCES	Social Science	021 467 9333	082 723 0486	Riedewaan.Charles@westerncape.gov.za
Portia	Smit	DCES	Languages	021 467 2244	083 747 8311	Portia.Smit@westerncape.gov.za
André	Lamprecht	DCES	Mathematics	021 467 2443	084 240 7326	Andre.Lamprecht@westerncape.gov.za
Antoinette	Venter	DCES	EMS	021 467 2501	082 304 6675	Antoinette.Venter@westerncape.gov.za
Ismail	Teladia	DCES	Life Orientation	021 467 2199	082 602 4359	Ismail.Teladia@westerncape.gov.za
Naomi	Sunday	DCES	Project Management	021 467 2588	083 557 1266	Naomi.Sunday@westerncape.gov.za
Suanne	Rampou	DCES	Natural Science	021 467 2237	071 899 0633	Suanne.Rampou@westerncape.gov.za
Anina	Lundie	DCES	Creative Arts	021 467 2016	083 707 2193	Anina.Lundie@westerncape.gov.za

Jonathan	Freese	DCES	Technology	021 467 2962	074 187 1096	Jonathan.Freese@westerncape.gov.za
Joey	Klaaste-Salmans	DCES	Languages		083 371 9752	Joey.Klaaste-Salmans@westerncape.gov.za
Welekazi	Ngece	DCES	Languages		082 487 3013	Welekazi.ngece@westerncape.gov.za
Vacant		SES	Music Teachers			

The current staff establishment for the GET Directorate: Schools (at the level of Head Office) is as follows:

Post description	Total allocated	Total Filled	Total Vacant	% filled
CS Educators				
Post Level 6 Unit Head/CES	2	2	0	100%
Post level 5 DCES	18	17	1	94.4%
SES	1	1	0	100%
Public Service				
Personal Assistant	1	1	0	100%
Admin Clerk	1	1	0	100%

The posts of a SCP for Foundation Phase Mathematics and a contract SES for Music were advertised and is in the process of being filled.

3.1.4 Resources

Factors affecting learner performance are amongst other the access and utilisation of teacher and learner support materials (including ICT in schools). A shortage of classroom space in many districts results in an increase in actual class sizes.

Access to basic enabling technologies for support personnel at Head Office and particularly at district level is a concern in the context of the pandemic. The lack of access to the tools of the trade including data, is an inhibitor to implement a revised operational model in order to enhance support initiatives. A lack of devices and data in poor communities for learners to access the vast array of resources on the WCED e Portal is a major challenge.

Information databases at district level result in demand driven support that is responsive to needs of teachers. The information systems providing learner performance data is contributing immensely to the efficiency and impact of support across the system. Greater efforts will be required to improve systems to manage curriculum coverage.

To improve learner performance in all subjects including Home Language, Mathematics and Science, reading and the on-line programme on language across the curriculum are highly recommended. Compliance and accountability across all levels in the system needs to be enhanced.

3.2 External factors that are impacting Strategic Direction

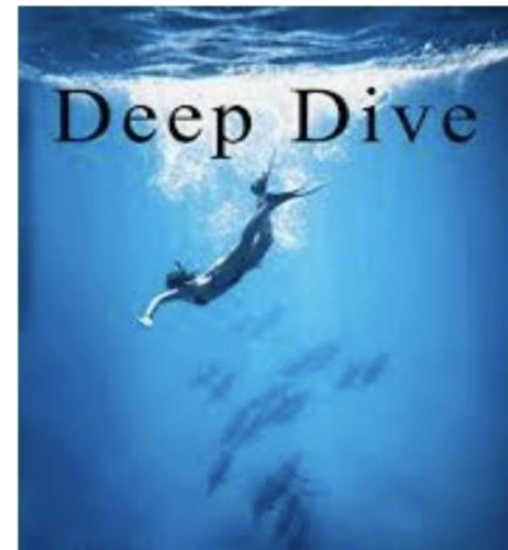
3.2.1 Environmental factors and emerging challenges

The sector experiences several challenges which include the following:

- A changed social structure in a crime ridden society leads to poverty, hunger, lack of transport and financial support for education.
- Increased unemployment exacerbated by the pandemic.
- Civil society service delivery protests.
- Socio economic factors such as increased inflation rates, world-wide recessions, increase in unemployment rates and the poverty index.
- The Impact of the Covid-19 pandemic particularly on learning losses.
- The effect of communicable diseases is expected to hamper curriculum delivery and the performance of learners.


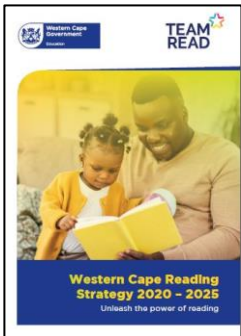
- The normal attrition of teachers through resignation and retirement has a significant impact on the schooling system.
- A mismatch between what education produces and what business/industry wants.
- The resulting mood influences on the future expectancy of learners.
- A demotivated learner cohort that are not intrinsically motivated.
- Extrinsic motivation strategies that are limited to high-performing learners.
- A lack of effective management at school level with no/little accountability from the SMT and teachers.
- Non-completion of the curriculum in the lower grades leading to a huge content deficit in the higher grades resulting in high retention rates.
- The underperformance of many teachers with no visible/apparent consequences leads to demotivation of committed teachers.



4. STRATEGIC DIRECTION: FEWER OBJECTIVES, BIGGER IMPACT

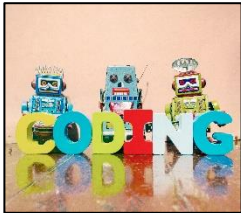





DDG	CD	GET
Deeper teacher and subject adviser professionalism through continued <i>improvement</i> of subject content knowledge and pedagogical content knowledge.	Support improved school functionality, quality teaching and learning, and improved school governance through Transform to Perform and eLearning.	Improve the pedagogical content knowledge and assessment practices of teachers in all subjects by providing demand driven development opportunities that includes effective use of data.
Use assessment and the evidence it produces to strengthen teaching and learning in all types of schools.	Continue improvements in Language and Mathematics with a dedicated focus on Reading for meaning and Language Across the Curriculum (LAC) .	Coordinate a differentiated learner support intervention programme including the quality assurance of assessment.
Cultivate effective subject leadership to optimise teacher accountability, responsibility and data use.	Incrementally introduce technical, skills and competency-based education (3-streams and 21 st century skills and competencies).	Institutionalise effective curriculum management to enhance accountability at all levels.
Prepare learners holistically for the 21st century , future careers and to contribute to a sustainable world by also involving parents.	Promote STEAMAC (Science, Technology, Engineering, Arts, Mathematics, Agriculture and Computational skills).	Enhance learner participation and performance in the GET band with emphasis on STEAMAC, Mathematics, reading and the three streams.
Support the use and development of time and function appropriate LTSM, resources, platforms and partnerships to enhance authentic and deep learning in all contexts.	Promote Entrepreneurship and increased youth opportunities.	Integration ICT into teaching and learning.

5.1 Improve the pedagogical content knowledge and assessment practices of teachers in all subjects by providing demand driven development opportunities that include effective use of data



Key Activities	Target group	What does the Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
<p>Focus on reading in all phases across all grades</p> <p>READING STRATEGY</p>  <p>https://wcedportal.co.za/eresource/14537 1</p> 	<p>Subject advisers</p> <p>Teachers</p>	<ul style="list-style-type: none"> • Rolling out of Funda Wande Afrikaans & IsiXhosa LoLT pilot • Roll out an online course on Reading for meaning in collaboration with Funda Wande • Networks with stakeholders • Expanding the Sounds in Focus project and supporting existing cohort • NECT PSRIP Teacher development in reading EFAL methodology • Growsmart Educational Programme Grades 4-6 • Advocates PD opportunities • Organise and monitor training • Procure LTSM • Advocate and implement language across the curriculum course 	<ul style="list-style-type: none"> • Attend workshops • Provide effective support to teachers • Organise training • Facilitate teacher training 	<ul style="list-style-type: none"> • Attend training • Implement strategy 	Ongoing	All

Key Activities	Target group	What does the Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
<p>STEAMAC with high focus on Coding & Robotics, Mechatronics and Visual Arts, Maths & Science and Enquiry based learning</p> <p>ARTS CONCEPT GUIDE</p>  <p>https://wcedeportal.co.za/eresource/177431</p> <p>CODING & ROBOTICS CONCEPT GUIDE</p>  <p>https://wcedeportal.co.za/eresource/177426</p>	<p>Subject Advisers</p> <p>Teachers</p>	<ul style="list-style-type: none"> • Training of Grade R – 3 & Grade 7 teachers on Coding & Robotics in 32 pilot schools • Establishment of FP Life Skills Science Hubs • CTLI Training on Enquiry based learning within Life Skills • Provide Subject Advisers and teachers with Professional Development Opportunities in Coding and Robotics • Training 7 Subject Advisers to facilitate the DBE Coding and Robotics Grade 7 Pilot in 98 schools • Training 196 Teachers via their participation in the DBE Grade 7 Coding and Robotics Pilot • Teacher Development: Online workshops demonstrations to teachers in a flipped classroom format based on WCED 	<ul style="list-style-type: none"> • Attend workshops • Support schools • Organise training 	<ul style="list-style-type: none"> • Attend training • Implement methodologies 	Ongoing	All

Key Activities	Target group	What does the Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
		<p>2020/2021 lesson synchronistic, asynchronistic formats</p> <ul style="list-style-type: none"> In partnership with SDU (UCT) & Department of Environmental Affairs, develop Grade 4-7 online Teacher Professional Development (TPD), Moodle-Based Education for Sustainable Development (ESD) eLearning short courses that also address IBSE and LAC in collaboration 				
<p>Improvement of Grade 8 & 9 Maths strategy of identified teachers to work with once a week</p>  <p>MATHS CONCEPT GUIDE</p>	<p>Mathematic teachers</p>	<ul style="list-style-type: none"> Develop a Maths strategy Develop Maths resource materials Organise training sessions Facilitate sessions Family Numeracy Campaign Maths curriculum online Mediate and implement Item Bank 	<ul style="list-style-type: none"> Advocate Maths Strategy Motivate teachers to attend Facilitate sessions Monitor and support 	<ul style="list-style-type: none"> Attend training sessions Implement strategy 	<p>Weekly</p>	<p>Mathematics</p>

Key Activities	Target group	What does the Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
 <p data-bbox="115 446 346 552">https://wcedeportal.co.za/eresource/207721</p> 						
<p data-bbox="115 738 346 917">Focus on Three Stream Model and GET curriculum support</p>		<ul data-bbox="609 738 924 1388" style="list-style-type: none"> • Introduction of vocationally oriented subjects within the GET phase at Grade 8 (2021) and 9 level (2022) • Implement occupational oriented subjects in Schools of Skills • Learners must be encouraged to stay in the schooling system • Career information, advice and guidance from early in GET phase to make informed choices 	<ul data-bbox="955 738 1228 795" style="list-style-type: none"> • Advocacy and support 	<ul data-bbox="1270 738 1543 763" style="list-style-type: none"> • Implementation 	<ul data-bbox="1585 738 1753 763" style="list-style-type: none"> • Ongoing 	<ul data-bbox="1827 738 1995 868" style="list-style-type: none"> • Schools of Skills • Grade 8 & 9


Key Activities	Target group	What does the Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
Curriculum enhancement (new pedagogies)	SCPs SAs Teachers	<ul style="list-style-type: none"> Design and arrange professional development programmes for SCPs and Subject Advisers on integration of new pedagogies. Advocate, monitor and evaluate professional development programmes 	<ul style="list-style-type: none"> Arrange and conduct professional development programmes for teachers Monitor and support implementation 	<ul style="list-style-type: none"> Nominate and register teachers for training SMT monitors implementation of new pedagogies. 	Subjects to identify	All subjects
Subject Committees	Grade R - 9 teachers Other stakeholders	<ul style="list-style-type: none"> Attend and provide inputs at National Subject Committees Report to WCED and provincial structures (Districts & Provincial Subject Committee) on decisions taken at National Subject Committee meetings Schedule and facilitate Provincial Subject committee meetings 	<ul style="list-style-type: none"> Attend and give feedback at Provincial and District Subject Committees Plan, organise and conduct District Subject Committee meetings Promote, support and monitor functionality of PLCs 	<ul style="list-style-type: none"> Release Union representatives to participate in provincial subject committees Promote participation in District Subject Committees and PLCs 	Twice a year	All
Curriculum Strengthening Forums	<ul style="list-style-type: none"> Subject Advisers 	<ul style="list-style-type: none"> Develop provincial roll out plan and liaise with districts 	<ul style="list-style-type: none"> Districts arrange for registration of subject advisers 	n/a	Three times a year	All subjects

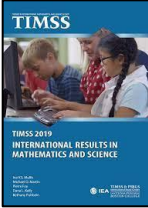
Key Activities	Target group	What does the Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
<p>GET Curriculum Provincial Improvement Plan</p> <p>QR Code to PIP</p>  	<ul style="list-style-type: none"> • SCPs • Subject Advisers ▪ Teachers 	<ul style="list-style-type: none"> ▪ SCPs develop an operational plan for each subject ▪ Develop video with voiceover on operational plans ▪ Mediate operational plans with subject advisers at CSF ▪ Distribute operational plans to districts 	<ul style="list-style-type: none"> ▪ Provide operational plans to schools ▪ Ongoing mediation of operational plans at schools ▪ Monitor implementation of operational plans as a complement of the school academic improvement plan 	<ul style="list-style-type: none"> • Ensure that all teachers have access and utilise operational plan • Monitor implementation of operational plans 	Ongoing	All subjects




Note:



- Different modalities will be used for professional development and support. These will include school visits, online platforms, conferences, symposia, indabas, curriculum roadshows, Subject Support Packages, online lessons, virtual library.
- The impact of PD programmes must be monitored and evaluated.
- Evidence of the PD programmes is to be reported on in the NSLA report.

5.2 Coordinate a differentiated learner support intervention programme including the quality assurance of assessment



Key Activities	Target group	What does Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
<p>Use systemic results, diagnostic reports, EduInfoSearch and other data sets to profile districts, schools, teachers and learners for a differentiated approach to support subjects</p> <p>TIMMS</p> 	<ul style="list-style-type: none"> Senior Curriculum Planners Subject Advisers Teachers 	<ul style="list-style-type: none"> Use data to set targets and inform the GET operational plan Plan and implement interventions Analyse and report Term Performance against targets and impact 	<ul style="list-style-type: none"> SAs to analyse schools' data, set targets in districts and plan and implement a differentiated support programme Track and report on performance Encourage schools to submit accurate Term Performance timeously Support teachers to design and implement interventions at school level 	<ul style="list-style-type: none"> SMTs must use data to profile learners, set subject targets and plan and implement intervention Submit accurate term performance data Track and report on performance against targets Report on planned interventions based on the analysis 	Quarterly	All subjects

Key Activities	Target group	What does Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
			based on data analysis			
Promoting	<ul style="list-style-type: none"> Learners 	<ul style="list-style-type: none"> Advocate, coordinate, plan and organise competitions, quizzes and Olympiads e.g., Growsmart, Spelling Bee, Maths Horizon, Wow etc. Evaluate and report on talent development programmes implemented 	<ul style="list-style-type: none"> Encourage schools to register learners to participate in Olympiads, competitions, quizzes, etc. Monitor and support schools 	<ul style="list-style-type: none"> SMTs encourage learner participation in competitions, quizzes and Olympiads 	Ongoing	All subjects
Quality assure the moderation of school-based assessment MODERATION PROTOCOL	<ul style="list-style-type: none"> Senior Curriculum Planners Subject Advisers Teachers 	<ul style="list-style-type: none"> Compile a provincial moderation protocol document for GET 	<ul style="list-style-type: none"> Monitor moderation processes Participate in provincial moderation 	SMT and DHs: <ul style="list-style-type: none"> Use tools to monitor SBAs Conduct internal moderation 	Ongoing	All subjects


Key Activities	Target group	What does Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
 <p>https://wcedportal.co.za/eresource/177446</p> 		<ul style="list-style-type: none"> Facilitate provincial moderation Monitor district moderation processes 	<ul style="list-style-type: none"> Conduct district moderation Support teachers in quality assuring tasks 	<p>Teachers:</p> <ul style="list-style-type: none"> Design SBA tasks using SBA guidelines 		
<p>Using an online platform to administer assessment activities</p> 	<ul style="list-style-type: none"> Grade 8 teachers 	<ul style="list-style-type: none"> Collaborate with Assessment and E-Learning directorates to provide access to online assessments Provide guidelines on promoting Assessment for Learning Appoint service provider to host 	<ul style="list-style-type: none"> SAs and E-Learning advisers to model and promote the use of online assessments SAs support teachers to infuse Assessment for Learning 	<p>SMT and DHs:</p> <ul style="list-style-type: none"> Support teachers in infusing Provide support to teachers in classroom practice Teachers use online assessment systems 	<p>Ongoing</p>	<p>All subjects</p>



Key Activities	Target group	What does Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
		on-line server and do all administration		wherever available		
Employability Entrepreneurship Education in Schools (E ³ S) <u>E³S document</u>  https://drive.google.com/file/d/11CSXuRZpsxoNRESwAi1MkULA_CtfqizC/view?usp=sharing  LEARN TO SUCCEED	The target of this project is to see 100% of all school-leavers employable, studying further, or equipped to start their own business in the future.	<ul style="list-style-type: none"> Enhancement through the introduction of collaborative teaching methodologies that develop entrepreneurial, problem-solving, and action-oriented mindsets. 	<ul style="list-style-type: none"> Strengthening the implementation of the curriculum to develop an entrepreneurship and employability mind-set 	<ul style="list-style-type: none"> To create more practical, creative, caring, competent, and confident individuals to result in young people in the Western Cape being better equipped for the working world, whether as employees, business owners or social entrepreneurs working towards social upliftment. 	Ongoing	EMS Life skills Life Orientation

5.3 Institutionalise effective curriculum management to enhance accountability at all levels



Key Activities	Target group	What does Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
<p>Curriculum Coverage and support</p> <p>MANAGEMENT FRAMEWORK CURRICULUM COVERAGE</p>  <p>https://wcedportal.co.za/eresource/177451</p> 	<p>SCPs</p> <p>SAs</p> <p>HODs</p>	<ul style="list-style-type: none"> • SCPs develop and advocate systems to monitor and support curriculum coverage and SBA completion at all levels • SCPs monitor and evaluate the implementation of curriculum coverage and SBA completion 	<ul style="list-style-type: none"> ▪ Implement systems at district level to monitor and support the curriculum coverage and SBA completion as per ATPs in all subjects and schools ▪ Verify evidence of monitoring at school level 	<p>SMT and DHs:</p> <ul style="list-style-type: none"> ▪ Implement systems to report on curriculum coverage and SBA completion at school level ▪ Report on curriculum coverage and SBA to districts ▪ Verify curriculum coverage in learner evidence and maintain records 	<p>Quarterly at HO and Districts</p> <p>Monthly at schools</p>	<p>All subjects and grades</p>


5.4 Enhance learner participation and performance in the GET band with emphasis on STEAMAC and the Three Streams



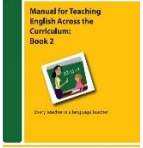
Key Activities	Target group	What does Province do	What do Districts do	What do Schools do	Time / frames/ Due dates	Subjects
<p>STEAMAC and FOCUS Schools:</p> <p>Implement the conceptual plans for expanding the following foci:</p> <ul style="list-style-type: none"> • Mathematics • Sciences • Technical • Arts • BCM • Services • Agriculture • Other <p>WCED MST Plan</p>  <p>https://tinyurl.com/2ek36xbc</p>	Selected schools	<ul style="list-style-type: none"> • Implement the strategy for all STEAMAC fields and FOCUS schools • Provide support to districts for spatial planning • Reposition schools to revise their current curriculum offerings • Establish new focus schools linked to industrial zones and geographical locus • Advocate to increase technical Learner enrolment, career possibilities and collaborate with Directorate Infrastructure • Advocate the STEAMAC strategy • Promote partnerships to support this priority 	<ul style="list-style-type: none"> • Collaborate with stakeholders to assist in identifying focus schools • Support existing focus schools • Assist potential focus schools with applications • Promote partnerships to support this priority 	<ul style="list-style-type: none"> • Schools should apply for consideration as a focus school • Review and align subject packages to attract learners with interest • Streamline subject packages, recruit suitably qualified teachers and advocate in the community • Promote partnerships to support this priority 	Ongoing	All subjects related to the STEAMAC fields and focus schools

Key Activities	Target group	What does Province do	What do Districts do	What do Schools do	Time / frames/ Due dates	Subjects
						
Implement the Three Streams model 	Selected schools	<ul style="list-style-type: none"> Implement the pilot for the three streams model Collaborate with districts to identify schools Participate at National forum on the three streams model Promote partnerships to support this priority 	<ul style="list-style-type: none"> Support head office to identify schools to participate in the pilot Support schools participating in the pilot Promote partnerships to support this priority 	<ul style="list-style-type: none"> Ensure resources provided for the pilot is procured Ensure teachers attend relevant development programmes Report on the progress against the pilot Attract partnerships to support this priority 	Ongoing	All subjects related to the Three Streams Model

5.5 Providing resources to enhance curriculum implementation and the Integration of ICT into teaching and learning

Key Activities	Target group	What does Province do?	What do Districts do	What do Schools do?	Time frames/ Due dates	Subject(s)
<p>Multi-grade support and resource provisioning</p> <p>MULTIGRADE RESOURCES</p>  <p>https://tinyurl.com/4hsjwpt6</p> 	<ul style="list-style-type: none"> All multi-grade schools 	<ul style="list-style-type: none"> Quarterly Team Red meetings Give guidance to districts Provide Multi-grade toolkit 	<ul style="list-style-type: none"> Monitor and support use of LTSM 	<ul style="list-style-type: none"> Implement resources 	Ongoing	<ul style="list-style-type: none"> All subjects
<p>Provide resources as per the MST conditional grant framework</p>	Grade R - 9 teachers and learners	<ul style="list-style-type: none"> Conduct needs analysis Include activity on the MST business plan Follow supply chain processes to deliver 	<ul style="list-style-type: none"> Monitor utilisation and impact of resources provided 	<ul style="list-style-type: none"> SMT ensures effective use of resources SMT keeps records of purchases on file 	Term 1	Selected subjects

Key Activities	Target group	What does Province do?	What do Districts do	What do Schools do?	Time frames/ Due dates	Subject(s)
		<ul style="list-style-type: none"> Monitor use of resources and evaluate impact 				
<p>Provide Supplementary resources where necessary</p>	Selected schools	<ul style="list-style-type: none"> Develop supplementary resources e.g. Tips for success, lessons, etc. Distribute resources where applicable Upload to E-Portal Mediate developed content with subject advisers 	<ul style="list-style-type: none"> Ensure teachers have access to resources Mediate resources with teachers Monitor use of resources 	<ul style="list-style-type: none"> SMTs ensure learners have access to resources Teachers use resources in their teaching Monitor utilisation of resources 	Ongoing	All subjects
<p>Promote ICT integration in teaching and learning</p> <p>LAC</p>  <p>https://drive.google.com/file/d/1ouLXrcvBeCwQncXzkN0z87TMZD6m9tYd/view?usp=sharing</p>	All Grade R - 9 SAs, HODs, Teachers, Learners in all Districts	<ul style="list-style-type: none"> SCPs manage subjects on e-Portal, websites and other digital platforms Advocacy with Districts through Language Subject Advisers Share support material/resources for LAC (Reading across the Curriculum) Explore the use of simulations and virtual reality in the classroom 	<ul style="list-style-type: none"> Co-develop digital material Encourage teacher participation in relevant eLearning PD initiatives Districts SAs ensure through LAC that the content subjects are integrated with language learning Monitor and support ICT integration in 	<ul style="list-style-type: none"> SMTs ensure teachers and learners have access to digital resources SMTs encourage ICT Integration to enhance teaching and learning. Teachers integrate ICT in teaching and learning. Teachers support learners to register on relevant platforms e.g. WCED e portal 	Ongoing	All subjects

Key Activities	Target group	What does Province do?	What do Districts do	What do Schools do?	Time frames/ Due dates	Subject(s)
 <p>MANUAL FOR TEACHING ENGLISH ACROSS THE CURRICULUM</p>  <p>https://drive.google.com/file/d/1Aq0IYNHW8SGyuVArmiPTUCNAJsGZ1Qjz/view?usp=sharing</p> 		<ul style="list-style-type: none"> • Build system capacity to integrate ICT in collaboration with Directorate eLearning and Teacher Development • Encourage and support teachers to integrate ICT into teaching and learning • Develop guidelines for teachers • Monitor implementation • Quarterly reporting 	<p>teaching and learning</p> <ul style="list-style-type: none"> • Monitor the implementation of the strategy during class visits • Districts cascade information to teachers in ALL subjects • Develop intervention strategies to promote and strengthen the use of LAC in reading & writing in all subjects • Quarterly reporting 			



Western Cape
Government

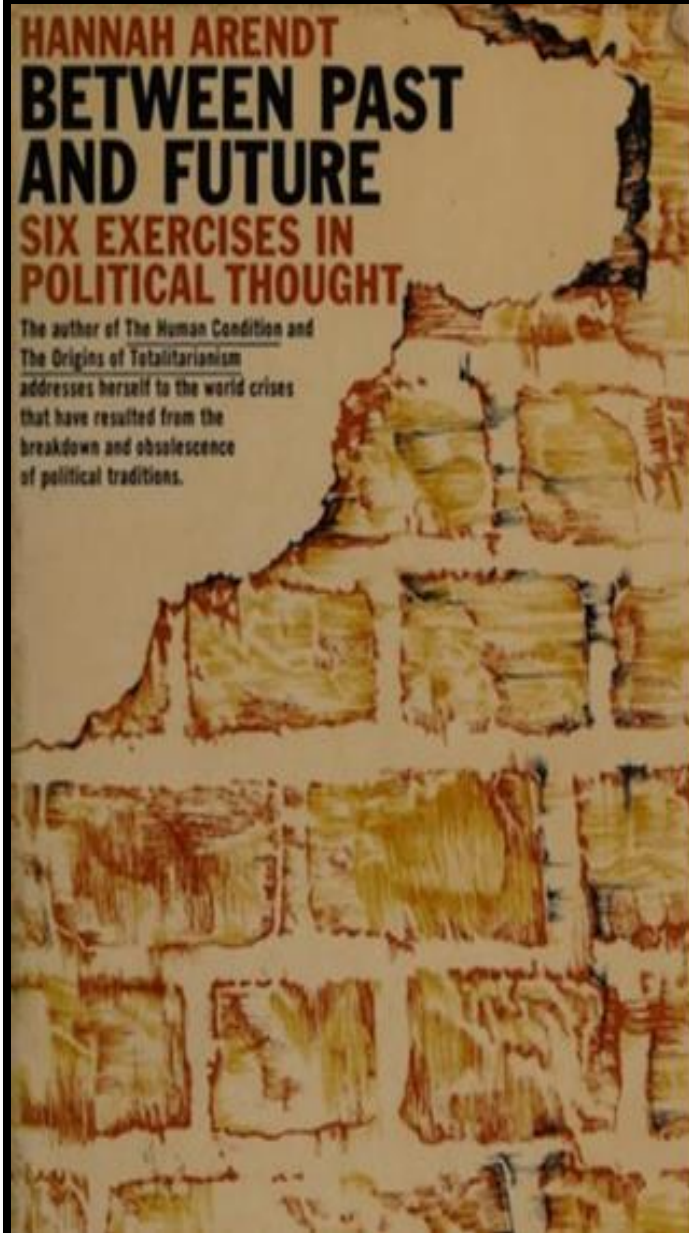
Education

FOR YOU

CHAPTER 2

CORE COMPETENCIES

2022



On speaking about children and schooling ...

- 'In order to enter this world, children have to learn a lot, they have to get acquainted with the world.'
- '... they have to be 'introduced' into this world, and education's prime task is to take care of this.'

On teaching ...

- If what we teach them has no value for us, **why would it have any value for them?**

What would a value-added learner look like?



Cross-field critical outcomes



- Identify and solve problems
- Work effectively with others
- Organize and manage oneself
- Collect, analyze, organize and critically evaluate information
- Communicate effectively
- Use science and technology effectively
- See world as a set of related systems
- Reflect on and explore learning strategies
- Participate as a responsible citizen
- Be culturally and aesthetically sensitive
- Explore education and career opportunities
- Develop entrepreneurial opportunities

Another example ...

Inspiring Education

An Educated Albertan in 2030

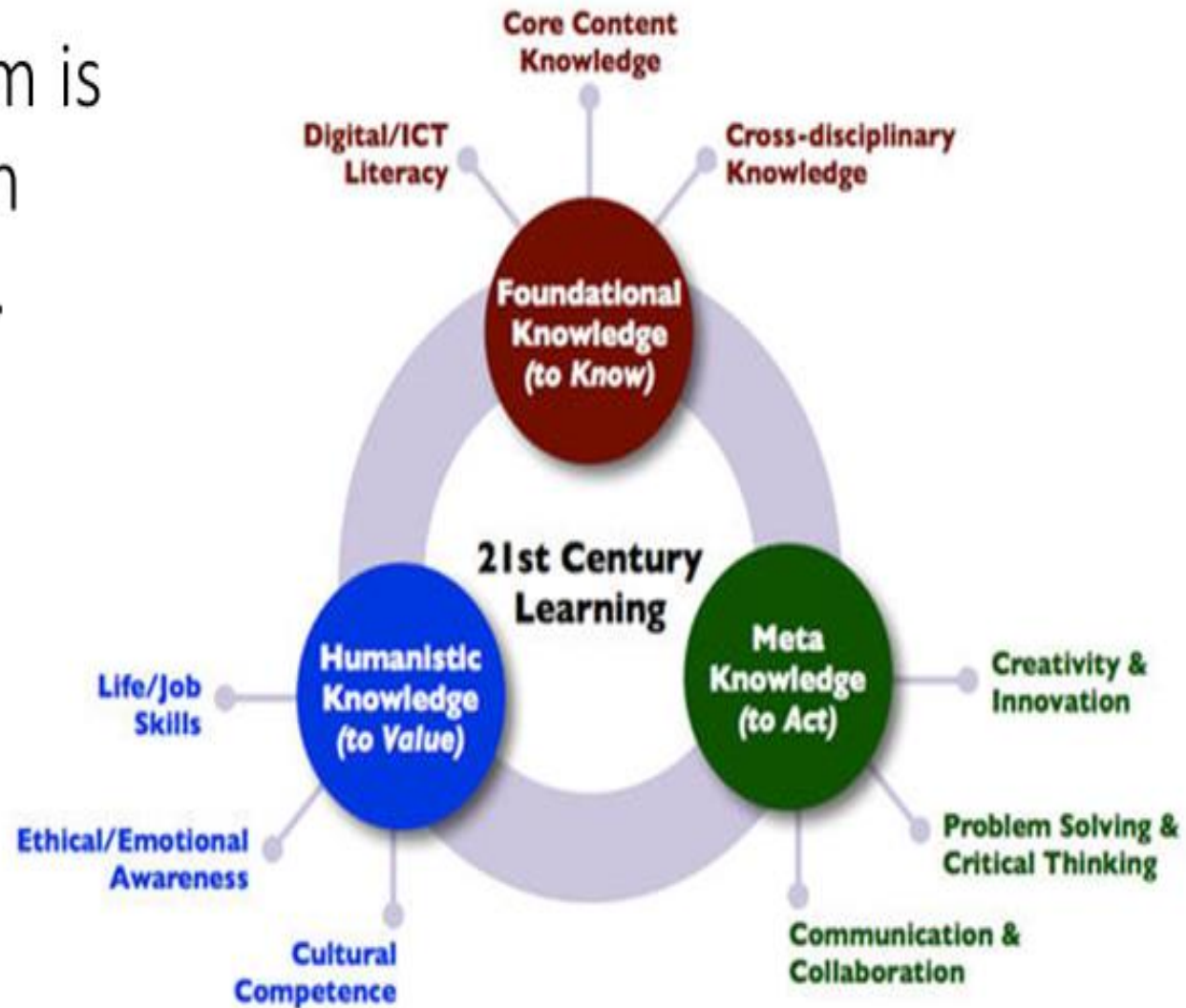
Directions for Future Curriculum

Less	More
System-focused	Student-focused
Content-focused	Greater focus on competencies
Prescriptive curriculum with limited flexibility	Opportunities for local decision making and greater depth of study
Primarily focused on summative assessment	Balance among formative and summative assessments
Print-based	Digitally based



Our thinking about **why we educate**,
what we expose learners to,
the **pedagogy we use**,
what/how we assess,
what/how we engage with
our learners ...
should reflect the **type of person** we would like to
see leave our schools

Curriculum is more than content ...



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Ways of valueing/working – humanistic knowledge

Life, job/career, ethical/emotional awareness,
cultural sensitivity



Ways of know-/understanding – foundational knowledge

Content knowledge; cross-disciplinarity; digital literacy



Ways of thinking/acting – meta knowledge

Communication, collaboration, creativity, critical
thinking, problem-solving, innovation



From core learnings to broad competencies



<p>1. In supporting the development of knowledge about the self, others and community</p>	<p>2. In teaching learners about core subject knowledge and applying digital/ICT literacy</p>	<p>3. In helping learners to use operational skills and thinking to deepen and use knowledge</p>
<ul style="list-style-type: none"> • Personal growth and well-being • Cultural, national and global citizenship <ul style="list-style-type: none"> ▪ Being <i>culturally and aesthetically sensitive</i> across a range of social contexts ▪ Participate as <i>responsible citizen</i> in the life of local, national and global communities. ▪ Show responsibility towards the <i>environment and health of others</i>. 	<ul style="list-style-type: none"> • Manage and use information <ul style="list-style-type: none"> ▪ <i>collect</i> information ▪ <i>organise</i> information ▪ <i>analyse</i> information ▪ <i>synthesise</i> information ▪ <i>critically evaluate</i> information • Using digital technology and tools to do the above 	<ul style="list-style-type: none"> • Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. • Collaborate effectively with others as a member of a team, group, organisation, community. • Think critically • Use creativity & innovation • Identify and solve problems

From 'stated' to 'lived' curriculum ...



5. COMPETENCIES

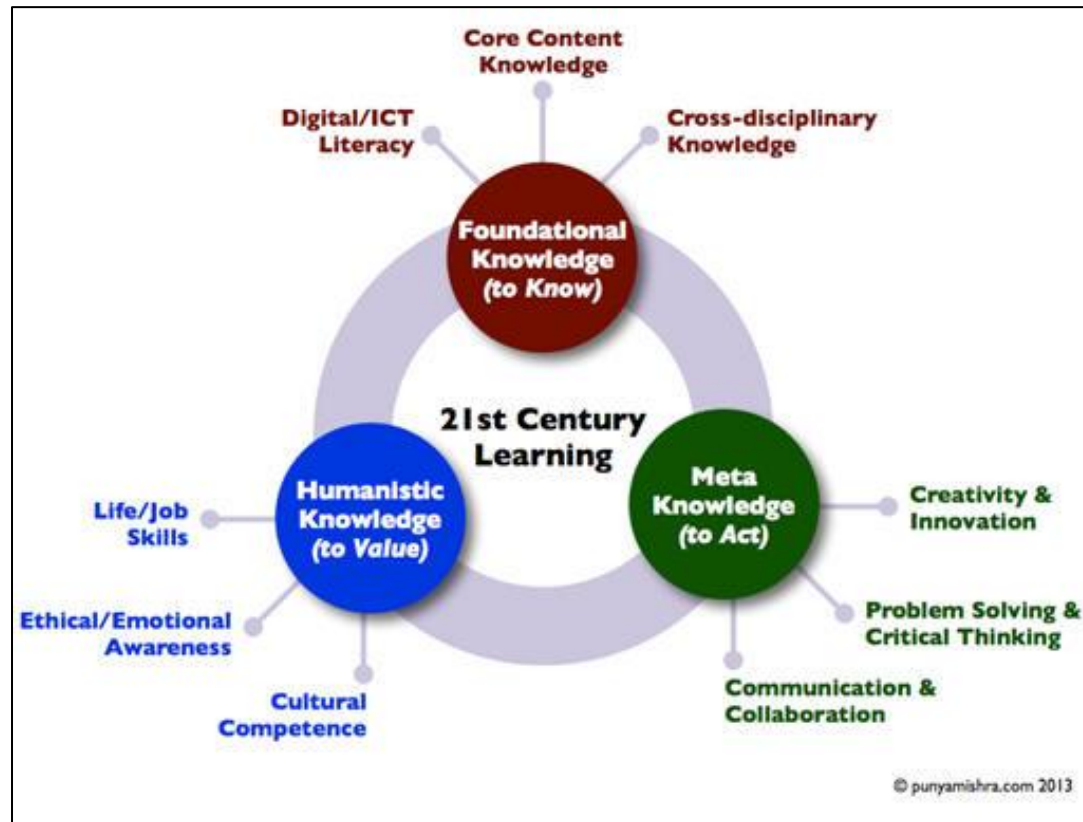
One of the challenges that teachers face as they implement the CAPS curriculum is that the emphasis many a time is to focus on content topics. While the latter are important knowledge contexts that learners are progressively exposed to over their school years in different subjects, it is through the development of competencies that they will be able to deepen their knowledge and understanding, to create knowledge themselves and to be able to apply what they have learned functionally in life to the benefit of themselves, society and the world.

Competencies are combinations of attitudes, skills and knowledge that enable learners to engage both familiar as well as new and unpredictable settings with increasing efficiency. In school, learners develop these necessary competencies when they learn in subject-contexts and various learning experiences. Part of the education aim is therefore that learners will apply these acquired competencies in their personal journeys through life – that they will draw on them and build upon what they know, how they think and what they can do. Being able to execute the competencies help our learners to achieve their full potential as lifelong learners and as active citizens, today and in the future.

Learners are exposed to a curriculum in school that aims to optimise growth and development in the three domains illustrated in the diagram below.

Based on the Alberta Education Competency Framework (2020), the identified competencies are developed and used by learners as subject teachers, in the context of different subject topics, work with them towards the acquisition of:

1. **Humanistic knowledge** (to value their own life as well as the lives of others)



2. **Foundational knowledge** (to know about phenomena and processes in life through accessing and working with data and information)
3. **Meta knowledge** (to act in ways that will deepen understanding and being able to apply insights to the benefit of self and others)

The table below indicates broadly the competencies that are likely to be developed in each of the above-mentioned domains:

1. In supporting the development of knowledge about the self, others and community	2. In teaching learners about core subject knowledge and applying digital/ICT literacy	3. In helping learners to use operational skills and thinking to deepen and use knowledge
<ul style="list-style-type: none"> • Personal growth and well-being • Cultural, national and global citizenship <ul style="list-style-type: none"> ▪ <i>Being culturally and aesthetically sensitive across a range of social contexts</i> ▪ <i>Participate as responsible citizens in the life of local, national and global communities.</i> ▪ <i>Show responsibility towards the environment and health of others.</i> 	<ul style="list-style-type: none"> • Manage and use information <ul style="list-style-type: none"> ▪ <i>collect information</i> ▪ <i>organise information</i> ▪ <i>analyse information</i> ▪ <i>synthesise information</i> ▪ <i>critically evaluate information</i> • Using digital technology and tools to do the above 	<ul style="list-style-type: none"> • Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. • Collaborate effectively with others as a member of a team, group, organisation, community. • Think critically • Use creativity & innovation • Identify and solve problems

(Source: Dr Peter Beets)

Phase	FOUNDATION PHASE
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Subject	HOME LANGUAGE & FIRST ADDITIONAL LANGUAGE (isiXhosa, Afrikaans, English)
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1	Update on the state of the subject (Description-and overall coverage)
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Dear Teacher

Due to Covid, which resulted in a loss in time for teaching, learning, and assessment, specific content, and skills have not been addressed during 2020 and 2021.

We advise that you:

- identify the learning losses at the beginning of the term in Home Language and First Additional Language using a baseline assessment (as an example).
- consult this document to determine the core and fundamental skills and concepts and plan according to your unique classroom context.
- use the DBE Recovery ATPs for English First Additional Language, the WCED TAPS for Home Language (as it is aligned to our current structured pedagogy as in Jolly Phonics and Funda Wande interventions) and the WCED lessons to guide you and support your planning for teaching and learning.

2	Critical Competencies for the Phase
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Content Area	Phase Specific Content Focus
Listening and speaking	Phonological and Phonemic Awareness. Explicit teaching of vocabulary when telling and listening to stories. Answers to closed and open-ended questions. Learned listening and speaking skills of engagement in different contexts: oral presentations, role plays, following simple to complex instructions. Talks about various experiences using expressive language.
Phonics	Explicit and systematic teaching of phonics in all three languages. I am developing a higher level of phonemic manipulation skills: substituting deletion and strengthening decoding skills. Daily focus on blending, segmenting, and dictation activities. Teach letter sounds systematically- single sounds, blends, double consonants digraphs, trigraphs, split digraph and silent letters Build phonic words using letter-sound cards daily. Recognizes spelling patterns Increase vocabulary; use them in sentences, make them visible, find synonyms Build fluency and comprehension with reading words, phrases, and sentences.
Reading	Use phonic knowledge to apply to reading. Adhere to time allocation as stipulated in CAPS-pages 8 to 10. Teach the following reading methodologies stipulated in CAPS- Shared Reading, Group Guided Reading, Reading Aloud, and Independent Reading. Daily practice of decoding skills during Group Guided Reading lessons.

	<p>Explicit and systematic teaching of vocabulary: 15 to 25 new words per week across all subjects.</p> <p>Practices reading fluency- accuracy in decoding, build reading speed, and reads with appropriate phrasing and expression.</p> <p>Teach comprehension strategies using fiction and non-fiction text- literal comprehension, reorganization, inferential, evaluation, and appreciation.</p>
Handwriting	<p>Explicit teaching of letter, consistent sizing and spacing of work.</p> <p>Use appropriate writing tools.</p> <p>Focus on the print script. Teachers can use the TAPS to guide their planning.</p>
Writing	<p>Understands that writing conveys a message.</p> <p>Models were written through the Shared Writing model.</p> <p>Apply knowledge of vocabulary, language structure, and text conventions when writing.</p> <p>Grade 1- Writes three sentences, Grade 2- Writes ten sentences (2 paragraphs), Grade 3-Drafts, writes, edits, and presents own story of at least 12 sentences (2 sections)</p> <p>Develops children through the various writing stages: drawings, transcription of sentences.</p>



Phase	FOUNDATION PHASE
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Subject	MATHEMATICS
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1	Update on the state of subject (Description-and overall coverage)
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Dear Teacher

Due to Covid, which resulted in a loss in time for teaching, learning, and assessment, specific content, and skills have not been addressed during 2020 and 2021.

We advise that you:

- identify the learning losses at the beginning of the term in Mathematics using a baseline assessment (as an example).
- consult this document to determine the core and fundamental skills and concepts and plan according to your unique classroom context.
- use the DBE ATPs for Mathematics and the WCED lessons to guide you and support your planning for teaching and learning.

2	Critical Competencies for the Phase
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Content Area	Phase Specific Content Focus
Numbers, Operations and Relationships (NOR)	<p>NOR is the biggest focus. (Number identification, Recognition, missing numbers, number bonds, reasoning and problem-solving skills develop the ultimate number sense.) Grade R only worked towards number 5 at the end of 2020. Grade 3 Number Range according to CAPs is 1000.</p> <ul style="list-style-type: none"> • FP must equip learners with calculation strategies for fluency and flexibility in all basic operations in the IP. Deep and narrow focus in the current grades can be: <ul style="list-style-type: none"> ○ Grade 1 must at least cover the afore mentioned to 10 thoroughly ○ Grade 2 must at least cover all strategies to 100 ○ Grade 3 should strive to work beyond 500 • The skills are vital not the number range to 1000 as in CAPs. • In Foundation Phase Gr1-3 learners are expected to move from counting reliably to counting fluently in all four basic operations. • Learners should be encouraged to apply mathematical conceptual knowledge with understanding and verbalize their thought processes. • Attention must be given to understanding the conceptual knowledge and procedural fluency. Reasoning and solving word problems are key. The relationship between the basic operations. Knowing the value of numbers to 10 is the first focus that impact on the progression of the mathematics within the phase and must be covered in Gr 1. • Place Value can start in Gr 2, Gr 3 can work at this concept.
Patterns, Functions and Algebra	<ul style="list-style-type: none"> • Numeric and geometric patterns are extended with a special focus on the relationships and links within NOR and Data Handling. • The study of numeric and geometric patterns develops the concepts of variables, relationships and functions. The understanding of these relationships will enable learners to describe the rules, recognize and do the patterns. <p>The Phase goes from geometric patterns to number pattern. This links to counting. Better to integrate with NOR and DH as well.</p>
Space and Shape	<ul style="list-style-type: none"> • This is a small area which is not a problem at present.
Data Handling	<ul style="list-style-type: none"> • Integrated with NOR. Needs more practice and consolidation.

Phase	Foundation Phase
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Subject	LIFE SKILLS
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1	Update on the state of subject (Description-and overall coverage)
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Dear Teacher

Due to Covid, which resulted in a loss in time for teaching, learning, and assessment, specific content, and skills have not been addressed during 2020 and 2021.

We advise that you:

- identify the learning losses at the beginning of the term in Life Skills.
- consult this document to determine the core and fundamental skills and concepts and plan according to your unique classroom context.
- use the DBE ATPs and the WCED lessons to guide you and support your planning for teaching and learning.

The Life Skills ATP is fluid to enable teachers to continue to use the ATP as four weeks of 'leeway to complete previous terms Topics which is linked to Home Language. The two subjects are inextricably connected.

All Topics in most schools were not completed per term and had to be carried over, using the 4-week leeway period

2	Critical Competencies for the Phase
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Content Area	Phase Specific Content Focus
Personal and Social Well-being	<ul style="list-style-type: none"> • This aspect is always taught diligently. Teachers should continue. • Establish the aspect of feeling included, safe and valued. • There are backlogs in Topics covered per Term (Linked to the Home Language. Different contexts reveal different curriculum coverage. Please continue to utilize the built - in fluidity in the Life Skills programme to accommodate Home Language backlogs. The Life Skills Topic guides the Listening and speaking, discussion, Language acquisition, vocabulary development, Shared reading and writing and creative writing.
Beginning Knowledge Natural Science, Social Science and Technology	<ul style="list-style-type: none"> • This Study Area strengthens Collaboration, Critical thinking, Creativity and communication. Schools are to continue with the drive to teach all Study Areas in Life Skills. • Please continue to use the Life Skills resource file available on ePortal for teachers who do not have a file. • Use the fluid Life Skills programme to address the learning losses. • Continue to teach Natural Science by using the 6 scientific process skills; observe, compare, classify, measure, and communicate. Learners are to be given the opportunity to record (draw, write words of sentences, strengthening writing skills. E.g., Daily observation of weather, planting etc. • The Technological process skills design(draw), [One or two opportunities per Term] make, evaluate, and communicate also strengthen problem

	<p>solving. These skills are developed and strengthened as it is needed in Mathematics and Home language to develop competencies.</p> <ul style="list-style-type: none"> • Please continue to give learners opportunities to engage with the Science kits and display learner work. This gives learners a sense of pride and acknowledgement. Use recycled materials. • Ensure that an interactive corner has been established linked to the topic with games, flashcards, 3D objects etc. to explore and write about. • Continue with the focus board with vocabulary, concepts, charts etc. • We are in a transition and training is taking place. Continue sharing good practice on different platforms and in clusters or PLCs.
<p>Creative Arts Visual Performing</p>	<ul style="list-style-type: none"> • Creative Arts has been neglected, irrespective of COVID. • The mediation of ATPs and the advocacy of Creative Arts as an outlet has conscientized teachers of the importance of this subject. Please continue to allow learners to dramatize, dance, draw and sing. • Not only is it a natural support and healing activities for emotional well-being but it also develops Language acquisition, memory, creativity, and the joy of being a part of a community. • This aspect has picked up significantly. Creative Arts impacts Language acquisition, working memory, visualization, and creative writing etc.
<p>Physical Education</p>	<ul style="list-style-type: none"> • Please continue to make a concerted effort to do some form of movement as advocated even if indoors for 15 minutes per day [Activities on chair routine with stretches, swaying, walking etc.] • Outdoor is the preferable option for exposure to sunlight and fresh air. <p>Thank you for creating a space where learners are given the opportunities to access the curriculum, feel safe and valued so that their learning experience is a holistic one that develops their whole being in readiness to transition to Intermediate Phase.</p>



RECOVERY ANNUAL TEACHING PLANS

The link to the ATPs is as follows:

Foundation Phase	https://wcedportal.co.za/2021-revised-curriculum/foundation-phase
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LESSON PLANS

The link to the lesson plans is as follows:

Foundation Phase	https://wcedportal.co.za/lessons/foundation-phase
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Phase	INTERMEDIATE
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Subject	LIFE SKILLS: CREATIVE ARTS
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1	Fundamental and Core Competencies: Considerations for planning for Creative Arts for 2022
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Dear Teacher

Due to Covid, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.

It is advised that you:

- identify learning losses at the beginning of the term for Creative Arts using a base line assessment (test, practical task, etc).
- consult this document to determine the **core and fundamental skills** and concepts and plan according to your unique classroom context.
- make use of the ATPs and the WCED lessons to guide you and support your process of planning.



Spiral Learning Methodology:

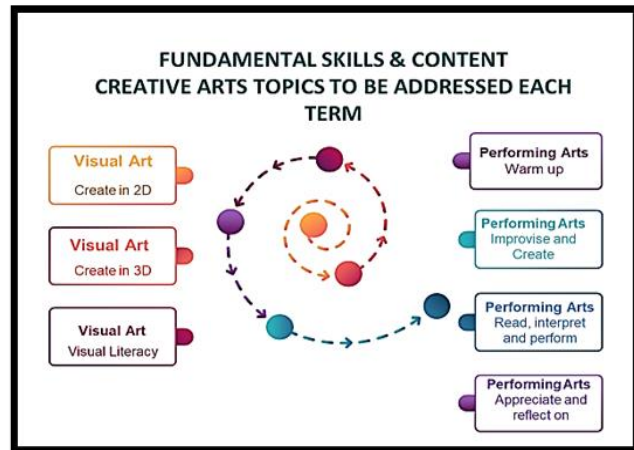
In Creative Arts learning occurs according to a spiral methodology by regularly re-visiting the same topics over the course of the year with increasing complexity. Each time the content is re-visited, the learner gains deeper knowledge and understanding of the topic.

2	Critical Competencies for the Phase
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Competencies in Creative Arts



<https://bit.ly/3jtzGxd>



Content Area	<p>Performing Arts recognises that in African arts practice, integration is fundamental. It also notes the need for the learning of skills separately in dance, drama, and music. The focus of the learning should be on the development of skills through enjoyable, experiential processes, rather than on working towards highly polished products in each term. Classroom performances of short examples of learning should take place in a non-threatening environment, where the contribution of each learner is valued and acknowledged.</p> <p>1. Warm up and play:</p>
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<p>PERFORMING ARTS</p>	<p><i>preparing the body and voice and using games as tools for learning skills.</i></p> <ul style="list-style-type: none"> • Physical and vocal warm up exercises • Creative and educational games <p>2. Improvise and create: <i>using arts' skills spontaneously to demonstrate learning, individually and collaboratively.</i></p> <ul style="list-style-type: none"> • Rhythmic patterns • Movement sequences (locomotor and non-locomotor) exploring elements of dance, sound pictures, verbal dynamics, mime, puppetry, role play, classroom drama improvisations, movement sequences using copying, leading, following and mirroring, 'question and answer', 'meeting and parting' • Musical phrases exploring dynamics, pitch, and rhythmic patterns (elements of music) <p>3. Read, interpret, and perform: <i>learning the language of the art form and interpreting and performing artistic products in the classroom.</i></p> <ul style="list-style-type: none"> • Rhythmic patterns in meter (2/4, 3/4, 4/4) • Drumming techniques and body percussion, cultural songs and dances, music notation, classroom dramas • South African songs • Classroom dance/drama presentation reflecting a social, cultural, or environmental issue. <p>4. Appreciate and reflect: <i>demonstrating understanding and appreciation of own and others' artistic processes and/or products.</i></p> <ul style="list-style-type: none"> • South African Music, Drama and Dance styles
<p>VISUAL ART</p>	<p>Visual Art encourages an awareness of art elements and design principles found in the natural and the built environment and enriches the learner's personal experience of the world. Opportunities are provided for social, emotional, and intellectual development, and through non-verbal expression and the process of creating art, the learner comes to understand symbolic language.</p> <p>1. Visual literacy</p> <ul style="list-style-type: none"> • Description of own and others' artwork, visual stimuli. • Awareness of art elements and design principles in visual stimuli. • Apply, identify, and personally interpret in own work. <p>2. Create in 2D</p> <ul style="list-style-type: none"> • Using 2-dimensional techniques that encourage manipulation of media, colour mixing, and problem-solving. • Art elements: formal teaching of the art elements. • Design Principles: formal teaching of the design principles. <p>3. Create in 3D</p> <ul style="list-style-type: none"> • Using 3-dimensional techniques that encourage manipulation of media and awareness of shape in space. • Art elements and Design principles in 3D art works. • Use of tools: safety, consideration of others, shared resources.

See the WCED Creative Arts lesson link: <http://bit.ly/3idAAgh>

Phase	INTERMEDIATE
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Subject	HOME LANGUAGE/FIRST ADDITIONAL LANGUAGE - ENGLISH & AFRIKAANS
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1. Fundamental and Core Competencies: Considerations for planning for Languages (IP) for 2022
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Dear Languages Teacher

Due to Covid 19, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.

It is advised that you:

- identify the learning losses at the beginning of the term in Languages, using a Baseline Assessment (as an example).
- consult this document to determine the Core and Fundamental Skills and plan according to your unique classroom context.
- make use of the Recovery ATPs and the WCED Exemplar Lesson Plans to guide and support your process of planning.

Please note the following important processes:





- Correct interpretation of the ATP and POA is important
- Integration, differentiation and scaffolding of activities requires attention
- Assess only what was taught
- Consider reteaching activities learners may be struggling to grasp, as part of an Intervention Strategy
- Valid, transparent moderation processes must be in place
- Developing the reading competencies of learners requires DAILY practise
- Planning for the implementation of Task 6 and 7 (CWP) is essential
- Ensure complete use of teaching time as per timetable – Time on Task
- Utilise the WCED Exemplar Lesson Plans to guide as per your class' context
- Use a range of LTSM to support and strengthen your teaching

2. Critical Competencies for the Phase

Content Area	Phase Specific Content Focus
Listening and Speaking	<p>TEACHING MOMENTS:</p> <ul style="list-style-type: none"> • The following Listening and Speaking (Oral) activities should conform to Covid-19 safety protocols. Namely: <ul style="list-style-type: none"> - Dialogue, group discussions, forum discussions, role play, dramatization, interviews, and should be teacher-led. • Listening & Speaking activities will mainly focus on <ul style="list-style-type: none"> - <i>Listening comprehension</i> - <i>(Un)/ Prepared reading</i> - <i>(Un)/ Prepared Speech</i> - <i>Teacher-led class discussions & conversations</i>

	<p>INFORMAL ASSESSMENT:</p> <ul style="list-style-type: none"> - NB! There should be <u>evidence</u> of ongoing informal / formative assessment activities on Listening & Speaking activities in learners' classwork books, as per the Recovery Annual Teaching Plan (ATP). - Signed, dated with constructive feedback to the learner. <p>FORMAL ASSESSMENT:</p> <ul style="list-style-type: none"> - There are TWO Oral Tasks that should be done over a Semester: <ul style="list-style-type: none"> o During Terms 1 & 2 o During Terms 3 & 4 - The two Oral Tasks should be recorded and reported at the end of Terms 2 and 4 respectively.
<p style="text-align: center;">Reading and Viewing</p>	<p>TEACHING MOMENTS:</p> <ul style="list-style-type: none"> • Reading & Viewing activities should conform to Covid-19 safety protocols • Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation • LITERATURE: There are FIVE genres to teach for the year (Poetry, Novel, Short Story, Folklore & Drama) <ul style="list-style-type: none"> - Semester 1: Teach three Literature genres - Poetry plus two genres - Semester 2: Teach three Literature genres – Poetry (again) plus two 'different' genres than what was done in Semester 1 <p>INFORMAL ASSESSMENT:</p> <ul style="list-style-type: none"> • There should be <u>evidence</u> of ongoing informal / formative assessment activities on various Reading and Viewing text types as per the Recovery Annual Teaching Plan (ATP) • Signed, dated with constructive feedback to the learner. • Text types could include: <ul style="list-style-type: none"> - Literary and non-literary texts - Visual or multimedia texts - Summaries - Literature Genres (Three per Semester) <p>FORMAL ASSESSMENT:</p> <ul style="list-style-type: none"> • There are THREE Response to Text Formal Assessment Tasks per annum <ul style="list-style-type: none"> - Task 3 in Term 1 - Task 5 in Term 2 (Controlled Test) - Task 9 in Term 4 (Controlled Test) • Task 3 (Response to Text) consists of: <ul style="list-style-type: none"> - Question 1 – Literary / Non-literary text - Question 2 – Visual text - Question 3 – Language Structures and Conventions • Tasks 5 & 9 (Response to Text) consists of: <ul style="list-style-type: none"> - Question 1 – Literary / Non-literary text - Question 2 – Visual text - Question 3 – Summary - Question 4 – Language Structures and Conventions

<p style="text-align: center;">Writing and Presenting</p>	<p>TEACHING MOMENTS:</p> <ul style="list-style-type: none"> • All the Writing and Presenting activities have been retained • Vocabulary development, Phonemic Awareness and Dictionary Skills are important skills to develop to strengthen the ability to write competently • Sentence construction and building up to paragraphing should be emphasised with their associated features • Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. <p>INFORMAL ASSESSMENT:</p> <ul style="list-style-type: none"> • There should be evidence of essay writing or paragraphing as formative assessment activities in Terms 2 and 3 • Focus on the Writing & Presenting activities as per the Recovery Annual Teaching Plan (ATP) • <i>Evidence should be signed, dated with constructive feedback provided to the learner</i> • Writing and Presenting activities should include: <ul style="list-style-type: none"> ○ <i>Essay</i> ○ <i>Transactional texts, and</i> ○ <i>Creative writing on different literature genres</i> <p>FORMAL ASSESSMENT:</p> <ul style="list-style-type: none"> • There is ONE Essay Task in Term 1 • There is ONE Transactional Text Tasks in Term 2 • There is ONE Transactional Text Task in Term 4 • There is ONE Creative Writing Project in Term 3 <ul style="list-style-type: none"> - The CWP includes THREE Stages: <ul style="list-style-type: none"> ○ Stage 1 – Research ○ Stage 2 – Writing ○ Stage 3 – Oral Presentation
<p style="text-align: center;">Language Structure and Conventions</p>	<p>TEACHING MOMENTS:</p> <ul style="list-style-type: none"> • All the Language Structures and Conventions have been retained • The teaching of Language Structures and Conventions should be contextual (text-based) and should be integrated across Skills • Teachers are not expected to cover all the Language Structures and Conventions concepts within a given two-week cycle <p>INFORMAL ASSESSMENT:</p> <ul style="list-style-type: none"> • There should be <u>evidence</u> of ongoing informal / formative assessment activities on Language Structures and Conventions as per the Recovery Annual Teaching Plan (ATP) • <i>Signed, dated with constructive feedback to the learner</i> • Address the following range of concepts: <ul style="list-style-type: none"> ○ Dictionary usage (<i>Creation of a personal dictionary</i>) ○ Abbreviations (<i>Shortened form of a word or phrase</i>) ○ Phonetics and Phonology (<i>Phonetics deals with the physical aspects of speech. Phonology is about patterns of sounds</i>) ○ Morphology (<i>The study of words and their parts like Prefixes, Suffixes, Base words, etc.</i>) ○ Syntax (<i>The arrangement of words and phrases to create well-formed sentences in a language</i>) ○ Semantics (<i>The meaning of a word, phrase, or text</i>) <p>FORMAL ASSESSMENT:</p>

	<ul style="list-style-type: none"> The Language Structures and Conventions component is embedded in the Response to Texts Formal Assessment Tasks for Terms 1, 2 and 4.
<p>RESOURCES</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  DBE Languages Recovery ATP Mediat </div> <div style="text-align: center;">  Assesseringsplan_ Gebaseerde op die He </div> <div style="text-align: center;">  Programme of Assessment as per arr </div> </div> <p>Lesson Plans: https://wcedportal.co.za/lessons/intermediate-phase</p> <div style="text-align: center; margin-top: 20px;">  GR 4-9 CREATIVE WRITING PROJECT GL </div> <p>CWP Guideline:</p>

CURRICULUM GET: CORE SKILLS, KNOWLEDGE AND COMPETENCIES

Phase	INTERMEDIATE
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SUBJECT	HOME LANGUAGE/FIRST ADDITIONAL LANGUAGE ISIXHOSA
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1	Fundamental and Core Competencies: Considerations for planning for Languages for 2022
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Due to Covid 19, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.

It is advised that you:

- identify the learning losses at the beginning of the term in Languages, using a Baseline Assessment (as an example).
- consult this document to determine the Core and Fundamental Skills and plan according to your unique classroom context.
- make use of the Recovery ATPs and the WCED Exemplar Lesson Plans to guide you and support your process of planning.

Please note the following important approaches to guide you:

- Correct interpretation of the ATP and POA is important
- Integration, differentiation and scaffolding of activities requires attention
- Assess only what was taught
- Valid, transparent moderation processes must be in place
- Read daily because reading competencies of learners requires daily attention
- Reading is an ongoing activity
- Planning for the implementation of Task 6 and 7 is essential
- Ensure holistic use of teaching time as per timetable
- Utilise the WCED Exemplar Lesson Plans to guide as per your class' context

2.	Critical Competencies for the Phase
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Content Area	Phase Specific Content Focus
Listening and Speaking	<ul style="list-style-type: none"> • Listening & Speaking will mainly focus on Listening comprehension, (Un)prepared reading, (Un)prepared speech, teacher-led Discussions & Conversations. • Listening and Speaking (Oral activities) that do not conform to the Covid-19 safety conditions have been removed or reconfigured across all the Terms and Grades: <ul style="list-style-type: none"> • Dialogue, group discussion, forum discussion, role play, dramatization, and interview • Discussion should be teacher-led • Listening & Speaking will mainly focus on Listening comprehension, (Un)prepared reading, (Un)prepared speech, teacher-led Discussions & Conversations. • Listening and Speaking (Oral activities) that do not conform to the Covid-19 safety conditions have been removed or reconfigured across all the Terms and Grades: <ul style="list-style-type: none"> • Dialogue, group discussion, forum discussion, role play, dramatization, and interview • Discussion should be teacher-led • There should be evidence of ongoing informal / formative assessment activities on Oral in learners' classwork books.

<p>Reading and viewing</p>	<ul style="list-style-type: none"> • Reading aloud has been <i>reconfigured</i> to conform to the Covid-19 safety conditions across all Terms and Grades. The rest of the Reading and Viewing activities have been retained. • There are three Response to Text Formal Assessment Tasks • <i>1x in Term 1</i> • <i>1x in Term 2</i> • <i>1x in Term 4</i> • There should be evidence of ongoing informal / formative assessment activities on Reading and Viewing: <ul style="list-style-type: none"> • <i>Literary and non-literary texts</i> • <i>Visual or multimedia texts</i> • <i>Summaries</i> • <i>Literature Genres (As prescribed per Semester)</i> • LITERATURE: There are still x5 genres to teach for the year • BREAKDOWN: Semester 1: Teach three Literature genres – Poetry plus two genres • Semester 2: Poetry plus two 'different' genres
<p>Writing and Presenting</p>	<ul style="list-style-type: none"> • All the Writing and Presenting concepts have been retained. • Sentence construction and building up to paragraphing should be emphasised with their associated features. • There is x1 Essay Task in Term 1 and x2 Transactional Text Tasks in Terms 2 and 4 respectively. • There should be evidence of essay writing or paragraphing as formative assessment activity in Terms 2 and 3. • There is one <u>Creative Writing Project in Term 3</u> and should be administered in accordance with the provided Guidelines. • There should be evidence of ongoing informal / formative assessment activities on Writing and Presenting: <ul style="list-style-type: none"> • <i>Essay</i> • <i>Transactional texts, and</i> • <i>Creative writing on different literature genres</i> <ul style="list-style-type: none"> - The CWP includes THREE Stages: <ul style="list-style-type: none"> o Stage 1 – Research o Stage 2 – Writing o Stage 3 – Oral Presentation
<p>Language Structure and Conventions</p>	<ul style="list-style-type: none"> • All the Language Structures and Conventions concepts have been retained. • The teaching of Language Structures and Conventions should be contextual (text-based) and should be integrated. • Teachers are not expected to cover all the Language Structures and Conventions concepts within a given two-week cycle. • The Language Structures and Conventions component is embedded in the Response to Texts Formal Assessment Tasks for Terms 1, 2 and 4. • There should be evidence of ongoing informal / formative assessment activities on Language Structures and Conventions, spread to address the different concepts: <ul style="list-style-type: none"> • Dictionary usage (<i>Creation of a personal dictionary</i>) • Abbreviations (<i>Shortened form of a word or phrase</i>) • Phonetics and Phonology (<i>Phonetics deals with the physical aspects of speech. Phonology is about patterns of sounds</i>) • Morphology (<i>The study of words and their parts like Prefixes, Suffixes, Base words, etc.</i>) • Syntax (<i>The arrangement of words and phrases to create well-formed sentences in a language</i>)

- **Semantics** (The meaning of a word, phrase, or text)
- **Critical Language Awareness**, etc. (Relates to how we use words in our learning materials)



INKQUBO YOHLOLO
EHLAZIYWEYO 2021



IP Languages SA
meeting 28 Jan 2021



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<https://web.microsoftstream.com/video/34f32fe5-b055-4b5e-8110-ad12e503be41>

ATP MEDIATION SESSION GRADE 4-6

CURRICULUM GET: CORE SKILLS, KNOWLEDGE AND COMPETENCIES

Phase	INTERMEDIATE
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Subject	LIFE SKILLS
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1	Fundamental and Core Competencies: Considerations for planning for Life Skills for 2022
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Dear Teacher,

- Due to Covid, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.
- It is advised that you identify the learning losses at the beginning of the term.
- Consult this document to determine the core and fundamental skills and concepts and plan according to your unique classroom context.
- Make use of the ATPs and the WCED lessons to guide you and support your process of planning. These Lesson Plans on the e-Portal is a valuable resource and can be adapted to the school context.
- Ensure that the core knowledge, skills, and attitude is taught

2	Critical Competencies for the Phase
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Content Area	Phase Specific Content Focus
All content for Terms 1 & 4	<ul style="list-style-type: none"> • Fundamentals to Support Implementation of ATPs and Recovery ATPs • It is recommended that core content and skills in the "Teacher Guidelines for Implementing Recovery ATPs" be noted and implemented • These fundamentals include core content skills and knowledge that are COMPULSORY across the phase • For Physical Education, assessment is THROUGHOUT the terms 1 to 4

CURRICULUM GET: CORE SKILLS, KNOWLEDGE AND COMPETENCIES

Phase	INTERMEDIATE
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Subject	MATHEMATICS
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1	Fundamental and Core Competencies: Considerations for planning for Mathematics 2022.
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The loss in time for teaching, learning and assessment, brought about by Covid, some content and skills have not been taught in depth in 2020 and 2021.

It is advised that schools:

- engage teachers across grades in “hand-over” sessions where teachers can identify learning losses in Mathematical topics.
- consult this document to determine the core and fundamental skills of the subject.

Alternatively, teachers are encouraged to consult the WCED Teacher Resource Packs that schools receive at the start of each new term. These resources will be mediated every term by Subject Advisers.

2	Critical Competencies for the Phase
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Content Area	Phase Specific Content Focus
Numbers, Operations and Relationships	<ul style="list-style-type: none"> • The range of numbers developed by the end of the Intermediate Phase is extended to at least 9-digit whole numbers, decimal fractions to at least 2 decimal places, common fractions and fractions written in percentage form. • In this phase, the learner is expected to move from counting reliably to calculating fluently in all four operations. The learner should be encouraged to memorize with understanding, multiply fluently, and sharpen mental calculation skills. • Attention needs to be focused on understanding the concept of place value so that the learner develops a sense of large numbers and decimal fractions.
Patterns, Functions and Algebra	<ul style="list-style-type: none"> • Numeric and geometric patterns are extended with a special focus on the relationships: <ul style="list-style-type: none"> - between terms in a sequence - between the number of the term (its place in the sequence) and the term itself. • The study of numeric and geometric patterns develops the concepts of variables, relationships, and functions. The understanding of these relationships will enable learners to describe the rules generating the patterns. • This phase has a particular focus on the use of different, yet equivalent, representations to describe problems or relationships by means of flow diagrams, tables, number sentences or verbally.
Space and Shape (Geometry)	<ul style="list-style-type: none"> • The learner’s experience of space and shape in this phase moves from recognition and simple description to classification and more detailed description of characteristics and properties of two-dimensional shapes and three-dimensional objects. • Learners should be given opportunities to: <ul style="list-style-type: none"> - draw two-dimensional shapes and make models of three-dimensional objects • describe location, transformations, and symmetry.

<p>Measurement</p>	<ul style="list-style-type: none"> • Learners should be exposed to a variety of measurement activities. • Learners should be introduced to the use of standardized units of measurement and appropriate instruments for measuring. They should be able to estimate and verify results through accurate measurement. • Learners should be able to select and convert between appropriate units of measurement. • Measurement in this phase should also enable the learner to: <ul style="list-style-type: none"> - informally measure angles, area, perimeter, and capacity/volume. - discuss and describe the historical development of measuring instruments and tools <p>Measurement provides a context for learners to use common fractions and decimal fractions.</p>
<p>Data handling</p>	<ul style="list-style-type: none"> • Learners should focus on all the skills that enable them to move from collecting data to reporting on data. • Learners should be exposed to: <ul style="list-style-type: none"> - a variety of contexts for collecting and interpreting data - a range of questions that are posed and answered related to data • Learners should begin to analyse data critically through exposure to some factors that impact on data such as from whom, when and where data is collected. • The focus of probability is to perform repeated events to list, count and predict outcomes. Learners are <i>not</i> expected to calculate the probability of events occurring

CURRICULUM GET: CORE SKILLS, KNOWLEDGE AND COMPETENCIES

Phase	INTERMEDIATE
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Subject	NATURAL SCIENCES AND TECHNOLOGY
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1	Fundamental and Core Competencies: Considerations for planning for Natural Sciences and Technology for 2022
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Dear Teacher,

Due to Covid, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.

It is advised that teachers:

- identify the learning losses at the beginning of the term using a baseline assessment (as an example).
- should work collaboratively with the learners and through the support of the parents to improvise tools by using recyclable materials to engage in 'Doing Science' and completing Practical work Formal Assessments.
- with appropriate planning, should also facilitate practical demonstrations that will enable learners to understand science process and technology design skills by making accurate observations, collecting, analysing, and interpreting data.
- consult this document to determine the core and fundamental skills and concepts and plan according to your unique classroom context. Make use of the Recovery ATPs and the WCED lessons to guide you and support your process of planning.

Practical work remains a challenge with limited resources as tools and equipment could not be shared due to COVID-19.

2	Critical Competencies for the Phase
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Content Area	Phase Specific Content Focus
<p>Life and Living</p> <p>FOCUS: Term 1</p>	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • Living & Non-Living Things • Structures of Plants & Animals • What Plants need to grow (Conditions for growth) <p><u>Grade 5</u></p> <ul style="list-style-type: none"> • Plants and animals on Earth (Many different plants and animals; Inter-dependence; Animal types) • Animal skeletons (Skeletons of vertebrates; Movement) • Food Chains (Food and feeding) • Life Cycles (Growth and development) <p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Photosynthesis (Plants and Food; Plants and Air) • Nutrients in foods (Food Groups) • Nutrition (Balanced Diets)

	<ul style="list-style-type: none"> Ecosystems & Food Webs (Different Ecosystems; Living & Non-Living things; Food Webs)
<p>Matter and Materials</p> <p>FOCUS: Term 2</p>	<p>Grade 4</p> <ul style="list-style-type: none"> Materials around us (Solids, liquids, and gases; Change of state; The water cycle) <p>Grade 5</p> <ul style="list-style-type: none"> Metals and non-metals (Properties of metals & Properties of non-metals) Uses of metals (Other properties of metals & Uses of metals;) <p>Grade 6</p> <ul style="list-style-type: none"> Solids, liquids, and gases (Arrangements of particles) Mixtures (Mixtures of materials) Solution as a special mixture (Solutions; Soluble substances; Insoluble substances) Dissolving (Rates of dissolving)
<p>Energy and Change</p> <p>FOCUS: Term 3</p>	<p>Grade 4</p> <ul style="list-style-type: none"> Energy and Energy Transfer (Energy from the Sun) Energy around us (Energy) Energy and sound (Movement and musical instruments, Vibrations, and sound, making sound, noise pollution) <p>Grade 5</p> <ul style="list-style-type: none"> Stored energy in fuels (Fuels, burning fuels, Safety with fire) Energy and electricity (Cells and batteries, Mains electricity & Safety with electricity) Energy and movement (Elastic and springs) <p>Grade 6</p> <ul style="list-style-type: none"> Electric circuits (A simple circuit; Circuit diagram) Electrical conductors and Insulators (Conductors; Insulators) Systems to solve problems (Using electric circuits)
<p>Planet Earth and Beyond</p> <p>FOCUS: Term 4</p>	<p>Grade 4</p> <ul style="list-style-type: none"> The Moon (Features of the Moon; Phases of the Moon; Moon stories) Rocket systems (Modelling a rocket) <p>Grade 5</p> <ul style="list-style-type: none"> Planet Earth (The Earth moves) Surface of the Earth (Rocks; Soil comes from rocks; Soil types) Sedimentary rocks (Formation of Sedimentary rock & Uses of a sedimentary rock) Fossils (Fossils in rock; Body and trace fossils; Importance of South African fossils) <p>Grade 6</p> <ul style="list-style-type: none"> The Solar System (The Sun, Planets and Asteroids; Moons) The movement of the Moon (Rotation (Moon); Revolution (Moon)) Systems for looking into space (Telescopes) Systems to explore the Moon and Mars (Vehicles used on the Moon; Vehicles used on Mars)

WESTERN CAPE EDUCATION DEPARTMENT
CURRICULUM GET: CORE SKILLS, KNOWLEDGE AND COMPETENCIES

Phase	INTERMEDIATE
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Subject	SOCIAL SCIENCES
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1	Fundamental and Core Competencies: Considerations for planning for Social Sciences or 2022.
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Dear Teacher

Due to Covid, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.

It is advised that:

- you identify the learning losses at the beginning of the term in Social Sciences, using a baseline assessment (as an example).
- consult this document to determine the core and fundamental skills and plan according to your unique classroom context.
- make use of the ATPs and the WCED lessons to guide you and support your process of planning, after having taken the following challenges into consideration:
- Reading with comprehension is extremely lacking in all grades.
- 65% of Term 2 work covered, with schools starting Term 3 with assessments for Term 2.
- Educators not qualified in the disciplines of Geography and History- filler subject
- SS taught once every two weeks in some schools.
- Very little moderation of assessments taking place due to time constraints, quality is affected.
- Map Skills are lacking.

2	Critical Competencies for the Phases
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Content Area	Phase Specific Content Focus
Map skills	<ul style="list-style-type: none"> • use and draw maps; identify and extract information from texts, atlases, and other sources, including visual sources such as photographs; work with data and statistics in the form of graphs, tables, and diagrams.
Critical Thinking abilities	<ul style="list-style-type: none"> • use geographical and historical knowledge to solve problems; discuss and debate issues; recognize bias and different points of view.
Development of Language in both History and Geography, as well as for reading and writing.	<ul style="list-style-type: none"> • Ask in a clear and informed way; write in a structured and coherent way; draw maps, sketches, simple illustrations, graphs, and flow charts and provide reasoned explanations; LAC
The ability to undertake a process of historical enquiry based on skills; and an understanding of historical concepts, including historical sources and evidence.	<ul style="list-style-type: none"> • Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television, and movies), songs, poems, and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).

RECOVERY ANNUAL TEACHING PLANS

The link to the ATPs is as follows:

Intermediate Phase	https://wcedportal.co.za/2021-revised-curriculum/intermediate-phase
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LESSON PLANS

The link to the lesson plans is as follows:

Intermediate Phase	https://wcedportal.co.za/lessons/intermediate-phase
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**WESTERN CAPE EDUCATION DEPARTMENT
CURRICULUM GET: CORE SKILLS, KNOWLEDGE AND COMPETENCIES**

Phase	SENIOR
Subject	TECHNOLOGY

1 Fundamental and Core Competencies: Considerations when planning for 2022

Dear Teacher

Due to Covid, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.

It is advised that:

- you identify the learning losses at the beginning of the term in Technology using a base line assessment (as an example).
- consult this document to determine the core and fundamental skills and concepts and plan according to your unique classroom context.
- make use of the ATPs and the WCED lessons to guide you and support your process of planning.

The current adapted Technology ATP does **not** accommodate the following:

- Group work – essential for the design process
- Making – the sharing of tools and resources are not allowed during this pandemic

EFFECT: Learners not experiencing practical output of the application of engineering concepts stunts FET subject choices and career possibilities

2 Critical Competencies for the Phase

Content Area	GRADE 7	GRADE 8	GRADE 9
Structures	<ul style="list-style-type: none"> • Strengthening Frame Structures 	<ul style="list-style-type: none"> • Structural members in Frame Structures 	<ul style="list-style-type: none"> • Forces and Strengthening Frame structures
Mechanical Systems and Control	<ul style="list-style-type: none"> • Simple machines and mechanisms • Mechanical advantage 	<ul style="list-style-type: none"> • Levers and linkages • Gear systems • Mechanical Advantage 	<ul style="list-style-type: none"> • Forces and pressure in hydraulic systems • Mechanical advantage in Hydraulic systems • Mechanical advantage in Pulleys and gears
Electricity and electronic systems and Control	<ul style="list-style-type: none"> • Magnetism and electromagnets • Simple circuits • Series and Parallel 	<ul style="list-style-type: none"> • Generating electricity • Electrochemical cells • Components in circuits and electrical systems • Truth Tables 	<ul style="list-style-type: none"> • Ohms Law practical and application • Electronic components • Electronic circuits
Processing	<ul style="list-style-type: none"> • Emergency situations and refugees • Investigate emergency clothing – fire fighters and NSRI 	<ul style="list-style-type: none"> • Impact of technology on the environment – plastic waste • Negative impact of product/s and possible solutions 	<ul style="list-style-type: none"> • Preserving metals • Preserving food • Processing plastic • Reusing plastic

Graphic Communication	<ul style="list-style-type: none">• Free hand sketching• Conventions• 2D working drawings• Oblique• Single vanishing point	<ul style="list-style-type: none">• 2D working drawings and line types• Isometric drawing• Double vanishing Point	<ul style="list-style-type: none">• First angle orthographic projection• Isometric projection
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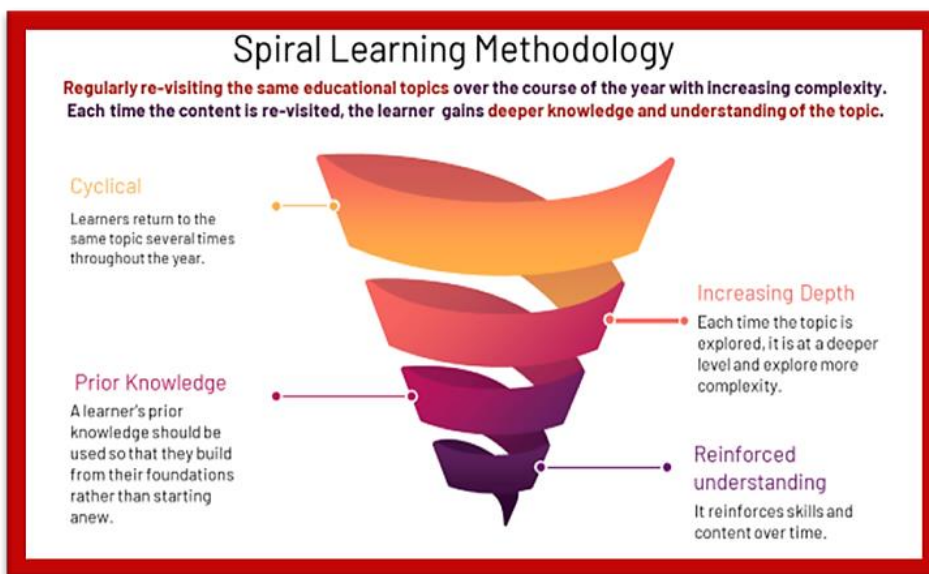
Phase	SENIOR
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Subject	CREATIVE ARTS
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1 Update on the state of subject (Description and overall coverage)

Spiral Learning Methodology:

In Creative Arts learning occurs according to a spiral methodology by regularly re-visiting the same topics over the course of the year with increasing complexity. Each time the content is re-visited, the learner gains deeper knowledge and understanding of the topic.



2 Critical Competencies for the Phase

Competencies in Creative Arts



<https://bit.ly/3jtzGxd>

Creative Arts: Dance

Dance Performance	<ul style="list-style-type: none"> • Warm up • Floor work • Dance Conventions. • Travelling, in combination, with safe landing • Leg strengthening, arm & joint mobility and control movements • Transfer of weight • Turns
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	<ul style="list-style-type: none"> • Building stamina through jumps/ Aerial movements (jumps), with safe landing • Cool down • Short fast dance sequences • Dance steps and style from an indigenous South African Culture (Gr7 & 9) / Popular Dance / Social Dance (Gr 8)
Dance Improvisation & Composition	<ul style="list-style-type: none"> • Improvisation and composition of a short dance based on different stimuli & relationships; exploring an idea, mood or thought, using gestures literal to abstract • Contrasting dynamics • Dance elements: Relationships, Space, Time & Force
Dance Theory & Literacy	<ul style="list-style-type: none"> • Posture & alignment, use of core, spine, safe landing • Warm up & cool down • Dance Literacy & Dance terminology in practical class • Different dance forms: social/popular dance /South African

Creative Arts: Drama

Dramatic Skills Development	<p>Vocal Development</p> <ul style="list-style-type: none"> • Breathing exercises - breath control and capacity • Correct posture and alignment- (neutral position) • Interpretation skills and related exercises: pause, pitch, pace, projection, intonation, and tone • Relaxation exercises <p>Physical Development</p> <ul style="list-style-type: none"> • Concentration and focus in movement • Physical characterization: creating character and mood through movement • Release of tension, loosening and energizing the body • Spinal warm-up, Trust exercises • Warm-up using imagery to explore movement dynamics, understanding purpose of warming up and cooling down
Drama Elements in Playmaking	<ul style="list-style-type: none"> • Gr 7: Improvised dramas/scenes to explore structure of drama: beginning, middle and end. • Gr. 8 Written sketch or polished improvisations • Gr. 9: Classroom drama reflecting cultural practices
Interpretation and Performance of Selected Dramatic Forms	<ul style="list-style-type: none"> • Grade 7: Choral verse and/Folktales • Grade 8: Dialogues and/or Indigenous poems/praise poetry written by South African poets/ dramatized prose/ indigenous storytelling • Grade 9: Poetry/ Dramatized prose and/or Scene work/Radio Drama (theatre/television) • Reflection on own and others' performances, constructive feedback • Media, video clips, pictures, and career discussions to support reflection and appreciation

Creative Arts: Music

Music Literacy	<ul style="list-style-type: none"> • Duration, clapping/drumming short rhythmic phrases that use crotchets, quavers, minims, semibreves, dotted minim, semibreves, polyrhythmic phrases • Letter names of notes on the treble and bass clef. • Pitch: sight singing melodic phrases from known and unknown songs using tonic sol-fa • Music terminology, Ledger lines, Intervals
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Music Listening	<p>Active listening to a variety of recorded or live music by clapping or humming or moving along, describing:</p> <ul style="list-style-type: none"> • Meter of the music as duple or triple or quadruple time • Tempo (fast/slow) • Dynamics (soft/loud) • Timbre • Meaning or story of the music • Lyrics of the music • Texture of the music
Performing and Creating Music	<ul style="list-style-type: none"> • Breathing exercises • Continuous development of in-tune singing through a repertoire of songs (songs with descants; soprano/soprano; soprano/alto; soprano/baritone) • Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments • African drumming • Rhythmic and melodic improvisation on an ostinato or riff • Writing own four-line song lyrics and melody based on a social issue
Creative Arts: Visual Art	
Create in 2D	<ul style="list-style-type: none"> • Art Elements and Principles of Design • Visual Literacy: Visual analysis and interpretation, symbolic language recognition • Techniques of artmaking in 2D, process work
Create in 3D	<ul style="list-style-type: none"> • Art Elements and Principles of Design • Visual Literacy: Visual analysis and interpretation, symbolic language recognition • Techniques of artmaking in 3D, process work
Visual Literacy	<ul style="list-style-type: none"> • Art Elements and Principles of Design • Visual Literacy: Visual analysis and interpretation • Developing research and communication skills, reflection

See the WCED Creative Arts lesson link: <http://bit.ly/3idAAgh>

Phase	SENIOR
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Subject	ECONOMIC AND MANAGEMENT SCIENCES (EMS)
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1	Fundamental and Core Competencies: Considerations for planning for EMS for 2022
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Dear Teacher

Due to Covid, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.

It is advised that you:

- identify the learning losses at the beginning of the term in EMS using a base line assessment (as an example).
- consult this document to determine the core and fundamental skills and concepts and plan according to your unique classroom context.
- make use of the ATPs and the WCED lessons to guide you and support your process of planning.

2	Critical Competencies for the Phase
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Content Area	Phase Specific Content Focus
Financial Literacy	<ul style="list-style-type: none"> • Accounting concepts; Income and Expenses • Savings and budgets • Service business: Accounting equation, source documents, Journals, General Ledger, Trial Balance • Trading business: Accounting equation, source documents, Journals, General Ledger, Trial Balance • Debtors and Creditors • Cash and credit transactions
Entrepreneurship	<ul style="list-style-type: none"> • Definition of an entrepreneur; characteristics and skills of an entrepreneur; entrepreneurial actions • Forms of ownership • Sectors of the economy • Factors of production • Function of a business • Business plan
The Economy	<ul style="list-style-type: none"> • Inequality and poverty • Production process • Markets • Economic systems • Circular flow • Price theory

CURRICULUM GET: CORE SKILLS, KNOWLEDGE AND COMPETENCIES

Phase	SENIOR
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Subject	HOME LANGUAGE/FIRST ADDITIONAL LANGUAGE ISIXHOSA
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1	Fundamental and Core Competencies: Considerations for planning for Languages for 2022
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Due to Covid 19, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.

It is advised that you:

- identify the learning losses at the beginning of the term in Languages, using a Baseline Assessment (as an example).
- consult this document to determine the Core and Fundamental Skills and plan according to your unique classroom context.
- make use of the Recovery ATPs and the WCED Exemplar Lesson Plans to guide you and support your process of planning.

Please note the following important approaches to guide you:

- Correct interpretation of the ATP and POA is important
- Integration, differentiation and scaffolding of activities requires attention
- Assess only what was taught
- Valid, transparent moderation processes must be in place
- Read daily because reading competencies of learners requires daily attention
- Reading is an ongoing activity
- Planning for the implementation of Task 6 and 7 is essential
- Ensure holistic use of teaching time as per timetable
- Utilise the WCED Exemplar Lesson Plans to guide as per your class' context

2.	Critical Competencies for the Phase
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Content Area	Phase Specific Content Focus
Listening and Speaking	<ul style="list-style-type: none"> • Listening and Speaking is highly compromised. • It will mainly focus on listening comprehension, (un)prepared reading, (un)prepared speech, teacher-led discussions / conversations. • Listening and Speaking (Oral) concepts that do not conform to the Covid-19 conditions have been removed or reconfigured across all the Terms and Grades. <ul style="list-style-type: none"> - Dialogue, group discussion, forum discussion, role play, dramatization, and interview. - Class Discussions should be teacher-led. • There are two, instead of four (one per Term) Oral Formal Assessment Tasks that should be done continuum in a semester (Terms 1 and 2 and 3 and 4 respectively). • The two Oral Formal Assessment Tasks should be recorded and reported at the end of Terms 2 and 4. • There should be evidence of informal / formative assessment activities on Oral.

<p style="text-align: center;">Reading and Viewing</p>	<ul style="list-style-type: none"> • Reading aloud, which cuts across the Listening and Speaking (Oral) and Reading and Viewing skills, has been reconfigured to conform to the Covid-19 conditions across all the Terms and Grades. • The rest of the Reading and Viewing concepts have been retained. • Three literature genres are to be taught per semester. • There are three Response to Text Formal Assessment Tasks <ul style="list-style-type: none"> - 1x in Term 1, - 2x in Terms 2 and 4 • There is one Response to Literature test in Term 3 for Grades 7-9. • There is no Response to Literature Controlled Test in Terms 2 and 4 for Grade 9. • There should be evidence of informal / formative assessment activities on Reading and Viewing: <ul style="list-style-type: none"> - Literary and non-literary text, - Visual or multimedia text, - Summary - Literature Genres (prescribed for the semester)
<p style="text-align: center;">Writing and Presenting</p>	<ul style="list-style-type: none"> • All the Writing and Presenting activities have been retained. • Sentence construction building up to paragraphing should be emphasised together with their associated conventions. • There is one Essay Formal Assessment Task in Term 1 and two transactional texts FATs in Terms 2 and 4 respectively. <ul style="list-style-type: none"> - There should be evidence of an essay writing or paragraphing as a formative assessment activity in Terms 2 and 3. • There is one Creative Writing Project in Term 3 and should be administered in accordance with the provided Guidelines. • There should be evidence of informal / formative assessment activities on Writing and Presenting: <ul style="list-style-type: none"> - Essay, - Transactional texts, and - Creative writing on different literature genres.
<p style="text-align: center;">Language Structure and Conventions</p>	<ul style="list-style-type: none"> • All the Language Structures and Conventions concepts have been retained. • The teaching of LSC should be dictated by the context. • Teachers are not expected to cover all the LSC concepts within a given cycle. • Language Structures and Conventions component is embedded into the Response to Texts Formal Assessment Tasks – Terms 1, 2 and 4. • There should be evidence of informal / formative assessment activities on Language Structures and Conventions spread to address the different concepts: <ul style="list-style-type: none"> - Dictionary usage, - Abbreviations, - Phonetics and phonology, - Morphology, - Syntax, - Semantics, - Critical language awareness, etc.

OOVIMBA:



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<https://web.microsoftstream.com/video/a516ab52-2c72-4b72-96a6-232d64f0d009>

CURRICULUM GET: CORE SKILLS, KNOWLEDGE AND COMPETENCIES

Phase	SENIOR
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Subject	HOME LANGUAGE/FIRST ADDITIONAL LANGUAGE – ENGLISH & AFRIKAANS
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1	Fundamental and Core Competencies: Considerations for planning for Languages (SP) for 2022
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Dear Languages Teacher

Due to Covid 19, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.


It is advised that you:






- identify the learning losses at the beginning of the term in Languages, using a Baseline Assessment (as an example).
- consult this document to determine the Core and Fundamental Skills and plan according to your unique classroom context.
- make use of the Recovery ATPs and the WCED Exemplar Lesson Plans to guide you and support your process of planning.




Please note the following important approaches to guide you:

















- Correct interpretation of the ATP and POA is important
- Integration, differentiation and scaffolding of activities requires attention
- Assess only what was taught
- Valid, transparent moderation processes must be in place
- Read daily because reading competencies of learners requires daily attention
- Reading is an ongoing activity
- Planning for the implementation of Task 6 and 7 is essential
- Ensure holistic use of teaching time as per timetable
- Utilise the WCED Exemplar Lesson Plans to guide as per your class' context

2.	Critical Competencies for the Phase
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Content Area	Phase Specific Content Focus	
<p>Listening and Speaking</p>	<p>TEACHING MOMENTS</p> 	<ul style="list-style-type: none"> • The following Listening and Speaking (Oral) activities should conform to Covid-19 safety protocols. Namely: <ul style="list-style-type: none"> - <i>Dialogue, group discussions, forum discussions, role play, dramatization, interviews, and should be teacher-led.</i> • Listening and Speaking activities will remain focus on <ul style="list-style-type: none"> - <i>Listening comprehension</i> - <i>(Un)/ Prepared reading</i> - <i>(Un)/ Prepared Speech</i> - <i>Teacher-led class discussions & conversations</i>

	<p>INFORMAL ASSESSMENT</p> 	<ul style="list-style-type: none"> • NB! There should be evidence of ongoing informal/formative assessment activities on listening & speaking activities in learners' classwork books, as per the Recovery Annual Teaching Plan (ATP) • signed, dated with constructive feedback to the learner.
	<p>FORMAL ASSESSMENT</p> 	<ul style="list-style-type: none"> • There are two, instead of four (one per Term) Oral Formal Assessment Tasks that should be done continuum in a semester (Terms 1 and 2 and 3 and 4 respectively). • The two Oral Formal Assessment Tasks should be recorded and reported at the end of Terms 2 and 4.
<p>Reading and Viewing</p>	<p>TEACHING MOMENTS</p> 	<ul style="list-style-type: none"> • Reading & Viewing activities should conform to Covid-19 safety protocols • Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation • LITERATURE: There are FIVE genres to teach for the year (Poetry, Novel, Short Story, Folklore & Drama) <ul style="list-style-type: none"> - Semester 1: Teach three Literature genres - Poetry plus two genres - Semester 2: Teach three Literature genres – Poetry (again) plus two 'different' genres than what was done in Semester 1
	<p>INFORMAL ASSESSMENT</p> 	<ul style="list-style-type: none"> • There should be evidence of ongoing informal / formative assessment activities on various Reading and Viewing text types as per the Recovery Annual Teaching Plan (ATP) • Signed, dated with constructive feedback to the learner. • Text types could include: <ul style="list-style-type: none"> - Literary and non-literary texts - Visual or multimedia texts - Summaries - Literature Genres (Three per Semester)
	<p>FORMAL ASSESSMENT</p> 	<ul style="list-style-type: none"> • There are THREE Response to Text and ONE Response to Literature Text Formal Assessment Tasks per annum <ul style="list-style-type: none"> - Task 3 in Term 1 - Task 5 in Term 2 (Controlled Test) - Task 8 in term 3 (Controlled Test) - Task 10 in Term 4 (Controlled Test) <p>Task 3 Gr 7-8</p> <ul style="list-style-type: none"> • <i>Literary/Non literary</i> • <i>Visual text</i> • <i>Language Structures and Conventions</i> <p>Task 3 Gr 9</p> <ul style="list-style-type: none"> • <i>Literary/Non literary</i> • <i>Visual text</i> • <i>Summary</i> • <i>Language Structures and Conventions</i> <p>Tasks 5 Gr 7 – 9 (Response to Text) consists of:</p> <ul style="list-style-type: none"> • <i>Literary/Non literary</i>

		<ul style="list-style-type: none"> • Visual text • Summary • Language Structures and Conventions <p>Task 8 Grade 7 – 9 Response to Literature text</p> <ul style="list-style-type: none"> • Poem • Drama • Short Stories <p>Tasks 10 Gr 7 – 9 (Response to Text) consists of:</p> <ul style="list-style-type: none"> • Literary/Non literary • Visual text • Summary • Language Structures and Conventions
<p>Writing and Presenting</p>	<p>TEACHING MOMENTS</p> 	<ul style="list-style-type: none"> • All the Writing and Presenting activities have been retained • Vocabulary development, Phonemic Awareness and Dictionary Skills are important skills to develop to strengthen the ability to write competently • Sentence construction and building up to paragraphing should be emphasised with their associated features • Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing.
	<p>INFORMAL ASSESSMENT</p> 	<ul style="list-style-type: none"> • There should be evidence of essay writing or paragraphing as formative assessment activities in Terms 2 and 3 • Focus on the Writing & Presenting activities as per the Recovery Annual Teaching Plan (ATP) • Evidence should be signed, dated with constructive feedback provided to the learner • Writing and Presenting activities should include: <ul style="list-style-type: none"> ○ Essay ○ Transactional texts (Long and/or Short), and ○ Creative writing on different literature genres
	<p>FORMAL ASSESSMENT</p> 	<ul style="list-style-type: none"> • TASK 2 There is ONE Essay Task in Term 1 <ul style="list-style-type: none"> • Gr 7 – 8 Narrative/Reflective • Gr 9 Narrative/Reflective/Descriptive • TASK 4 There is ONE Transactional Text Tasks in Term 2 <ul style="list-style-type: none"> • TWO Short or ONE Long text • TASK 6 There is ONE Creative Writing Project in Term 3 <ul style="list-style-type: none"> - The CWP includes THREE Stages: <ul style="list-style-type: none"> ○ Stage 1 – Research ○ Stage 2 – Writing ○ Stage 3 – Oral Presentation • TASK 9 There is ONE Transactional Text Task in Term 4 <ul style="list-style-type: none"> • TWO short or ONE Long text

Language Structure and Conventions	TEACHING MOMENTS 	<ul style="list-style-type: none"> All the Language Structures and Conventions have been retained The teaching of Language Structures and Conventions should be contextual (text-based) and should be integrated across Skills Teachers are not expected to cover all the Language Structures and Conventions concepts within a two-week cycle
	INFORMAL ASSESSMENT 	<ul style="list-style-type: none"> There should be evidence of ongoing informal / formative assessment activities on Language Structures and Conventions as per the Recovery Annual Teaching Plan (ATP) Signed, dated with constructive feedback to the learner Address the following range of concepts: <ul style="list-style-type: none"> Dictionary usage, Abbreviations, Phonetics and phonology, Morphology, Syntax, Semantics, Critical language awareness, etc
	FORMAL ASSESSMENT 	<ul style="list-style-type: none"> The Language Structures and Conventions component is embedded in the Response to Texts Formal Assessment Tasks for Terms 1, 2 and 4.
RESOURCES 	RECOVERY ATP:  2021 AFR HT OP GR 7 KWARTAAAL 1-4.pdf  2021 AFR HT OP GR 8 KWARTAAAL 1-4.pdf  2021 AFR HT OP GR 9 KWARTAAAL 1-4.pdf  2021 AFR EAT OP GR 7 KWARTAAL 1-4.pdf  2021 AFR EAT OP GR 8 KWARTAAL 1-4.pdf  2021 AFR EAT OP GR 9 KWARTAAL 1-4.pdf  GRADE 7 ENGLISH HL TERM 1-4 ATP.pdf  GRADE 8 ENGLISH HL TERM 1-4 ATP.pdf  GRADE 9 ENGLISH HL TERM 1-4 ATP.pdf  GRADE 7 ENGLISH FAL TERM 1-4 ATP.pdf  GRADE 8 ENGLISH FAL TERM 1-4 ATP.pdf  GRADE 9 ENGLISH FAL TERM 1-4 ATP.pdf	

PROGRAMME OF ASSESSMENT:



Hersiene AP_Gr 4 - Revised PoA_Gr 4 -
9_Afrikaans_HT_EAT_29_English_HL_FAL_202

CREATIVE WRITING GUIDELINE:



GR 4-9 CREATIVE
WRITING PROJECT GL

LESSON PLANS:

<https://wcedportal.co.za/lessons/senior-phase>

Phase	SENIOR
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Subject	LIFE ORIENTATION
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1	Fundamental and Core Competencies: Considerations for planning for Life Orientation for 2022
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Dear Teacher

Due to Covid, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.

It is advised that you:

- identify the learning losses at the beginning of the term in using a baseline assessment (as an example).
- consult this document to determine the core and fundamental skills and concepts and plan according to your unique classroom context.
- make use of the ATPs and the WCED lessons to guide you and support your process of planning. The Lesson Plans on the e-Portal is a valuable resource and can be adapted to the school context and the ATP and Recovery ATP
- ensure that the core knowledge, skills, and attitude is taught.

2	Critical Competencies for the Phase
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Content Area	Phase Specific Content Focus
All content for Terms 1 to 4	<ul style="list-style-type: none"> • Fundamentals to Support Implementation of ATP and Recovery ATPs • Present core content and skills to support the implementation of the ATP and Recovery ATPs • These fundamentals include core content skills and knowledge that are COMPULSORY across the phase • For Physical Education, assessment is THROUGHOUT the terms 1 to 4 • It is recommended that core content and skills in the "Teacher Guidelines for Implementing Recovery ATPs" be noted and implemented

WESTERN CAPE EDUCATION DEPARTMENT
CURRICULUM GET: CORE SKILLS, KNOWLEDGE AND COMPETENCIES

Phase	SENIOR
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Subject	MATHEMATICS
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1	Fundamental and Core Competencies: Considerations for planning for Mathematics 2022.
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The loss in time for teaching, learning and assessment, brought about by Covid, some content and skills have not been taught in depth in 2020 and 2021.

It is advised that schools:

- engage teachers across grades in “hand-over” sessions where teachers can identify learning losses in Mathematical topics.
- consult this document to determine the core and fundamental skills of the subject.

Alternatively, teachers are encouraged to consult the WCED Teacher Resource Packs that schools receive at the start of each new term. These resources will be mediated every term by Subject Advisers.

2	Critical Competencies for the Phase
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	Content Area	Phase Specific Content Focus
	Numbers, Operations and Relationships	<ul style="list-style-type: none"> • Representation of numbers in a variety of ways and moving flexibly between representations • Recognizing and using properties of operations with different number systems • Solving a variety of problems, using an increased range of numbers and the ability to perform multiple operations correctly and fluently
	Patterns, Functions and Algebra	<ul style="list-style-type: none"> • Investigation of numerical and geometric patterns to establish the relationships between variables • Expressing rules governing patterns in algebraic language or symbols • Developing algebraic manipulative skills that recognize the equivalence between different representations of the same relationship • Analysis of situations in a variety of contexts to make sense of them • Representation and description of situations in algebraic language, formulae, expressions, equations, and graphs
	Space and Shape (Geometry)	<ul style="list-style-type: none"> • Drawing and constructing a wide range of geometric figures and solids using appropriate geometric instruments • Developing an appreciation for the use of constructions to investigate the properties of geometric figures and solids • Developing clear and more precise descriptions and classification categories of geometric figures and solids • Solving a variety of geometric problems drawing on known properties of geometric figures and solids
		<ul style="list-style-type: none"> • Using formulae for measuring area, perimeter, surface area and volume of

	Measurement	<p>geometric figures and solids</p> <ul style="list-style-type: none"> • Selecting and converting between appropriate units of measurement • Using the Theorem of Pythagoras to solve problems involving right-angled triangles
	Data handling	<ul style="list-style-type: none"> • Posing of questions for investigation • Collecting, summarizing, representing and critically analysing data in order to interpret, report and make predictions about situations • Probability of outcomes include both single and compound events and their relative frequency in simple experiments

CURRICULUM GET: CORE SKILLS, KNOWLEDGE AND COMPETENCIES

Phase	SENIOR
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Subject	NATURAL SCIENCES
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1	Fundamental and Core Competencies: Considerations for planning for Natural Sciences for 2022
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Dear Teacher,

Due to Covid, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.

It is advised that teachers:

- identify the learning losses at the beginning of the term using a baseline assessment (as an example).
- should work collaboratively with the learners and through the support of the parents to improvise tools by using recyclable materials to engage in 'Doing Science' and completing Practical work Formal Assessments.
- with appropriate planning, should also facilitate practical demonstrations that will enable learners to understand science process and technology design skills by making accurate observations, collecting, analysing, and interpreting data.
- consult this document to determine the core and fundamental skills and concepts and plan according to your unique classroom context. Make use of the Recovery ATPs and the WCED lessons to guide you and support your process of planning.

Practical work remains a challenge with limited resources as tools and equipment could not be shared due to COVID-19.

2	Critical Competencies for the Phase	
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2	Content Area	Phase Specific Content Focus
	<p>Life and Living</p> <p>FOCUS: Term 1</p>	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • The Biosphere (The concept of the biosphere; Requirements for sustaining life) • Biodiversity (Classification of living things; Diversity of Animals and Plants) • Sexual Reproduction (Sexual Reproduction in Angiosperms, Exclude the following sub-topics: Adaptations and the production of food crops/seed dispersal it will be done later in the higher grades.) • Human Reproduction, Exclude the following sub-topics: Puberty, physical and emotional stages, prevention of pregnancy this has been done in the previous grade in Life Skills and will be done in Life Orientation) <p><u>Grade 8</u></p> <ul style="list-style-type: none"> • Photosynthesis and respiration • Interaction and interdependence within the environment (Ecosystems; Feeding relationships and energy flow; Balance in an ecosystem) • Micro-organisms (Types of micro-organisms; Harmful and useful micro-organisms) <p><u>Grade 9</u></p> <ul style="list-style-type: none"> • Cells as basic units of life (Cell structure; Differences between plant and animal cells; Cells in tissues, organs, and systems) • Systems of the human body integrated with the Human reproduction system (Human reproduction –Reproductive organs; Stages of reproduction) Exclude the following sub-topic: Puberty, as it will be done in Life Orientation)

		<ul style="list-style-type: none"> • Systems of the human body integrated with the Circulatory and Respiratory systems (Circulatory and Respiratory Systems - Breathing, gaseous exchange, circulation, and respiration) • Systems of the human body integrated with the Digestive system (Digestive System - Healthy diet; The alimentary canal and digestion)
<p>Matter and Materials</p> <p>FOCUS: Term 2</p>	<p>Grade 7</p> <ul style="list-style-type: none"> • Properties of Materials (Boiling and melting points; Electrical conductivity; Heat conductivity) • Separating Mixtures (Mixtures; Methods of physical separation) • Acids, bases, and neutrals (Properties of acids, bases, and neutrals; Acid-base indicators) • Introduction to the Periodic table of Elements (Arrangement of elements on the Periodic table) <p>Grade 8</p> <ul style="list-style-type: none"> • Atoms (Atoms – building blocks of matter; Sub-atomic particles; Pure substances; Elements; Compounds) • Particle model of matter (The concept of the particle model of matter; Change of state; Density, mass, and volume; Density and states of matter; Density of different materials; Pressure) <p>Grade 9</p> <ul style="list-style-type: none"> • Compounds (The Periodic Table; Names of compounds) • Chemical reactions (Chemical equations to represent reactions, Balanced equations) • Reactions of metals with oxygen (The general reaction of metals with oxygen; Reaction of iron with oxygen; Formation of rust; Ways to prevent rusting) • Reactions of non-metals with oxygen (The general reaction of non-metals with oxygen; Reaction of carbon with oxygen) • Acids & bases and pH value (The concept of pH value) • Reactions of acids with bases: Part I (Neutralization and pH) 	
<p>Energy and Change</p> <p>FOCUS: Term 3</p>	<p>Grade 7</p> <ul style="list-style-type: none"> • Potential & Kinetic energy (Potential; Kinetic energy; Potential and kinetic energy in systems; Law of conservation of energy) • Heat Transfer (Heating as a transfer of energy; Conduction; Convection; Radiation) • Insulation & energy saving (Using insulating materials) <p>Grade 8</p> <ul style="list-style-type: none"> • Static electricity (Friction and static electricity) • Energy transfer in electrical systems (Circuits and current electricity; Components of a circuit; Effects of an electric current) • Series and parallel circuits (Series circuits; Parallel circuits) • Visible light (Radiation of light; Spectrum of visible light; Opaque and transparent substances; Absorption of light; Reflection of light; Seeing light; Refraction of light) <p>Grade 9</p> <ul style="list-style-type: none"> • Forces (Types of forces; Contact forces; Field forces (non-contact forces)) • Electric cells as energy systems (Electric cells) • Resistance (Uses of resistors; Factors that affect resistance in a circuit) • Series and parallel circuits (Series circuits; Parallel circuits) • Safety with electricity (Safety practices) 	
<p>Planet Earth and Beyond</p> <p>FOCUS: Term 4</p>	<p>Grade 7</p> <ul style="list-style-type: none"> • Relationship of the Sun to the Earth (Solar energy and life on Earth; Stored solar energy) • Relationship of the Moon to the Earth (Relative positions; Gravity) <p>Grade 8</p> <ul style="list-style-type: none"> • The Solar System (The Sun; Objects around the Sun; Earth's position in the Solar 	

		<p>System)</p> <ul style="list-style-type: none">• Beyond the solar system (The milky way galaxy; Our nearest star; Light years, light hours, and light minutes; Beyond the milky way galaxy) <p>Grade 9</p> <ul style="list-style-type: none">• The Earth as a system (Spheres of the Earth)• Lithosphere (Lithosphere; The rock cycle)• Mining of mineral resources (Extracting ores; Refining minerals; Mining in South Africa)

WESTERN CAPE EDUCATION DEPARTMENT
CURRICULUM GET: CORE SKILLS, KNOWLEDGE AND COMPETENCIES

Phase	SENIOR
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Subject	SOCIAL SCIENCES
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1	Fundamental and Core Competencies: Considerations for planning for Social Sciences or 2022.
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Dear Teacher

Due to Covid, with the resulting loss in time for teaching, learning and assessment, some content and skills have not been addressed during 2020 and 2021.

It is advised that:

- you identify the learning losses at the beginning of the term in Social Sciences, using a baseline assessment (as an example).
- consult this document to determine the core and fundamental skills and plan according to your unique classroom context.
- make use of the ATPs and the WCED lessons to guide you and support your process of planning, after having taken the following challenges into consideration:
- Reading with comprehension is extremely lacking in all grades.
- 65% of Term 2 work covered, with schools starting Term 3 with assessments for Term 2.
- Educators not qualified in the disciplines of Geography and History- filler subject
- SS taught once every two weeks in some schools.
- Very little moderation of assessments taking place due to time constraints, quality is affected.
- Map Skills are lacking.

2	Critical Competencies for the Phases
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Content Area	Phase Specific Content Focus
Map skills	<ul style="list-style-type: none"> • use and draw maps; identify and extract information from texts, atlases, and other sources, including visual sources such as photographs; work with data and statistics in the form of graphs, tables, and diagrams.
Critical Thinking abilities	<ul style="list-style-type: none"> • use geographical and historical knowledge to solve problems; discuss and debate issues; recognize bias and different points of view.
Development of Language in both History and Geography, as well as for reading and writing.	<ul style="list-style-type: none"> • Ask in a clear and informed way; write in a structured and coherent way; draw maps, sketches, simple illustrations, graphs, and flow charts and provide reasoned explanations; LAC
The ability to undertake a process of historical enquiry based on skills; and an understanding of historical concepts, including historical sources and evidence.	<ul style="list-style-type: none"> • Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television, and movies), songs, poems, and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).

RECOVERY ANNUAL TEACHING PLANS

The link to the ATPs is as follows:

Senior Phase	https://wcedportal.co.za/2021-revised-curriculum/senior-phase
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LESSON PLANS

The link to the lesson plans is as follows:

Senior Phase	https://wcedportal.co.za/lessons/senior-phase
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Western Cape
Government

Education



FOR YOU

CHAPTER 3

DIRECTORATE: GET CURRICULUM OPERATIONAL PLAN

2022/2023

6. GET OPERATIONAL PLAN

QR CODES TO THE GET FIVE YEAR PLAN	
FOUNDATION PHASE	INTERSEN
	
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Western Cape
Government

Education

FOR YOU

**DIRECTORATE: CURRICULUM GET
LANGUAGES, MATHEMATICS & LIFE SKILLS**

**FOUNDATION PHASE OPERATIONAL PLAN
2022-2023**

FOUNDATION PHASE OBJECTIVES FOR 2022



Western Cape Government
Education

TEAM READ

Dear Learner
Welcome to your first online library. Choose the language of the book you want to read by clicking on the button for that language. The bookshelves with all the books will appear. The books are sorted in three levels. You can click on any book in each of these levels to choose a book. Choose a book on a level which you are able to read. Enjoy the books!

Leëre Lerner
Welkom tot jou eerste aanlyn biblioteek. Kies die taal waarna jy 'n boekie wil lees deur te klik op die knoppie vir daardie taal. Die boekies met al die boekies sal dan verskyn. Die boekies is gesorteer in drie vlakke. Jy kan nou 'n boekie uitkieër op enige van die drie vlakke deur op die boekie wat jy wil te sien. Kies 'n boekie op 'n vlak wat jy al kan lees. Geniet die boekies!

Wamkele othobekheyo
Wamkelele komsabeni wakubona kwihlela le nkwadi le imantshi, khetha ulwimi leenkwadi olona ukufunda ngokuba livelwano olwimi ololuhlukenkwenkweni olwimi olwenkadi kuzisa inkwadi ezilwimi ngokwamangabona amantshu. Cika noluba geyithi inkwadi kwenkweni eziqhatha inkwadi kwimangabona onkqo ukufunda. Zonwabisa inkwadi!

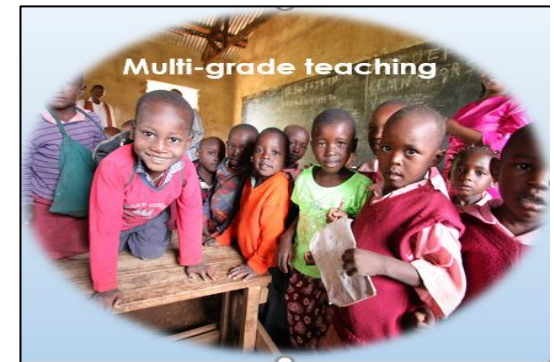
English
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Afrikaans
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Quality Standard Approved

LEARNING THROUGH READING



ALL SUBJECTS

ALL SUBJECTS

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO. 1:

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language and Mathematics competency in Grade 3.

Ensure that learners cover all the topics and skills areas they should cover within their current year.

Linked to APP	<p>PPI 7.1 % of learners in Grade 3 attaining acceptable outcomes in Language.</p> <p>PPI 7.2 % of learners in Grade 3 attaining acceptable outcomes in Mathematics.</p> <p>Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3.</p>
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OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
IMPLEMENT eLearning ACROSS ALL SUBJECTS	Uploading e-resources Developing resources to be uploaded ICT upskilling of SCPs	All FP SAs, HODs, Teachers, Parents, Learners, 100-schools improvement project	2021 - 2025	<ul style="list-style-type: none"> Download materials from internet Source material from districts (best practice) Upload resources on e-Portal and curriculum website Develop and upload lesson plans and activities and link it to interactive posters Communicate uploads quarterly to districts and schools Report 	<ul style="list-style-type: none"> Districts identify and provide examples of best practice for e-Portal: LTSM / videos, worksheets Advocate and mediate the e platforms with teachers Assist with lesson plan development for interactive posters 	<ul style="list-style-type: none"> Share best practice Advocate e-learning Use e-platform Report

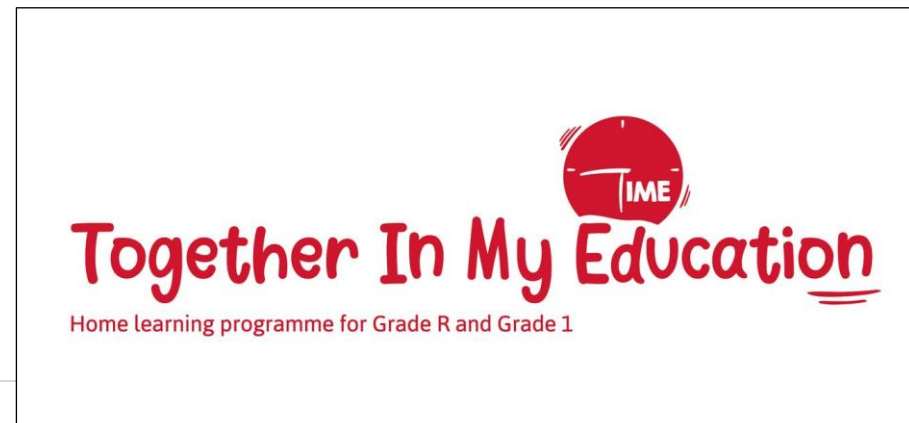
OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
					<ul style="list-style-type: none"> Support PLCs to engage with online materials Report 	
IMPLEMENT SUBJECT IMPROVEMENT PLAN (IMP) <ul style="list-style-type: none"> STRENGTHEN SBA STRENGTHEN CURRICULUM COVERAGE 	Develop and mediate a subject improvement plan addressing assessment policy change	All FP SAs, HODs, Teachers, Learners	2021 - 2025	<ul style="list-style-type: none"> Mediation of DBE Circular and assessment guidelines Communicate (Curriculum minute) Upload assessment frameworks for developing FATs Upload rubrics Upload item bank and diagnostic tool Upload pacesetters Regular updates on TAPS Monitor, support districts Report 	<ul style="list-style-type: none"> Districts communicate with schools Mediate, Support and guide Monitor Report 	<ul style="list-style-type: none"> Implement HODs monitor Conduct PLCs Report
IMPLEMENT SUBJECT INTERVENTION PLAN (INT)	Develop and mediate a data informed subject improvement plan addressing identified subject gaps	All FP SAs, HODs, Teachers, Learners in DIP Cluster groups PLCs	2021- 2025	<ul style="list-style-type: none"> Analysis of systemic results (targets, gaps) Quarterly framework for monitoring and Support Develop monitoring tool Develop reporting tool and schedule of dates Communicate the Intervention plan to schools after release of 	<ul style="list-style-type: none"> Districts implement Monitor Report quarterly on PLCs, clusters, and school support visits 	<ul style="list-style-type: none"> Implement HODs monitor Attend clusters Conduct PLCs Report

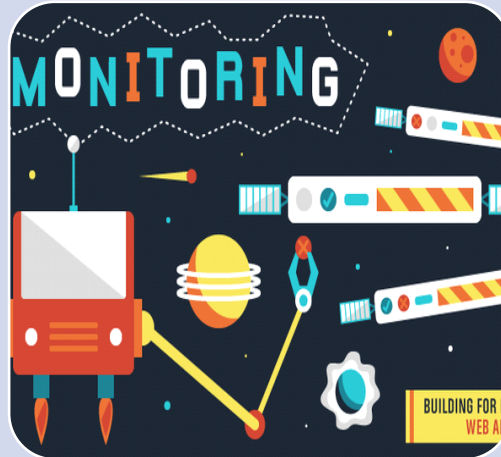
OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
				results (Curriculum minute) <ul style="list-style-type: none"> • Clusters • PLCs 		
MULTI-GRADE	Support to multi-grade schools	SAs & Teachers in Multi-grade schools/Classes	2021 - 2025	<ul style="list-style-type: none"> • Implement Multi-grade resource kit in multi-grade schools • Quarterly Team RED meetings • Monitor • Report 	<ul style="list-style-type: none"> • Orientate multi-grade teachers in the use of the resource kit • Establish and support PLCs • Monitor implementation • Report 	<ul style="list-style-type: none"> • Implement multi-grade resource kit • Give feedback • Attend PLCs • Report
FACILITATE WORKSHOPS CTLI	Train teachers in language methodologies	Teachers	2021 - 2025	<ul style="list-style-type: none"> • Mediate with districts • Collaborate with CTLI 	<ul style="list-style-type: none"> • Mediate with teachers • Monitor implementation • Report 	<ul style="list-style-type: none"> • Implement • HOD to monitor • PLCs • Report
TEACHER PROFESSIONAL DEVELOPMENT: CODING & ROBOTICS	Train teachers in 32 pilot schools on Coding & Robotics	32 schools	2022	<ul style="list-style-type: none"> • Mediate with SAs • Provide funding and process claims • Monitor implementation • Provide districts with Report • Plan for CAPS training 2023 on Coding & Robotics Load LTSM on the ePortal/Curriculum website	<ul style="list-style-type: none"> • Issue notice to schools on training • Provide district plans • Manage registration for training • Train teachers • Manage travel claims • Manage logistics • Monitor implementation • Plan how to sustain the programme • Report 	<ul style="list-style-type: none"> • Register for training • Attend training • Implement • Reflect • HOD to monitor • PLCs • Report

GRADE R-3 100-SCHOOLS PROJECT – DENEEN GROBLER



<https://wcedportal.co.za/eresource/207576>





Provisioning of LTSM

Procurement of
teaching and
Learning
Support
Materials

Monitoring of LTSM

Monitoring
implementation
of LTSM

Capacitation and strengthenin g of SMTs

Leadership
programme
School visits
Roadshows

ALL SUBJECTS

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO. 1:

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum Language and Mathematics competency in Grade 3.

Ensure that learners cover all the topics and skills areas they should cover within their current year.

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
Provisioning of LTSM and training	<ul style="list-style-type: none"> Procurement of LTSM 	<ul style="list-style-type: none"> 103 schools withing the Grade R-3 100 schools project 	<ul style="list-style-type: none"> 2022 - 2023 	<ul style="list-style-type: none"> Write submissions, business cases and specs 	<ul style="list-style-type: none"> Distribute LTSM 	<ul style="list-style-type: none"> Add LTSM to inventories
Monitoring of LTSM	<ul style="list-style-type: none"> Monitor the implementation of LTSM 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> 2022 - 2023 	<ul style="list-style-type: none"> Provide training on use of LTSM Monitor inventories Monitor implementation of LTSM during school visits 	<ul style="list-style-type: none"> Assist with training Monitor implementation during school visits 	<ul style="list-style-type: none"> Attend training Implement LTSM
Capacitation and strengthening of SMTs	<ul style="list-style-type: none"> Leadership programme – Old Mutual Quarterly roadshows School visits 	<ul style="list-style-type: none"> Principals, DHs 	<ul style="list-style-type: none"> 2022 - 2023 	<ul style="list-style-type: none"> Develop leadership programme in collaboration with Old Mutual Develop a MOA with Old Mutual 	<ul style="list-style-type: none"> Support training sessions Attend roadshows Support during school visits 	<ul style="list-style-type: none"> Attend training sessions Attend roadshows Implement recommendations made

				<ul style="list-style-type: none">• Organise training sessions• Keep registers of training sessions• Communicate training sessions to districts• Do school visits• Arrange quarterly roadshows with districts		during school visits
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<https://wcedportal.co.za/eresource/207591>

GRADE R – DAWN COZETT

2021
The Year of

Values-driven Leadership

Enhancing functional schools



Home learning programme for Grade R and Grade 1

ALL SUBJECTS

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

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OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
<p>Upskilling of SAs and Grade R Teachers</p>	<ul style="list-style-type: none"> • CAPS training • Strengthening of ELIT and R-Maths • Enrich Perceptual Skills • Guidelines to the importance of the Jungle Gym and Grade R Resource Kit 	<ul style="list-style-type: none"> • FP SAs and Grade R Teachers • FP SAs and Grade R Teachers • FP SAs and Grade R Teachers • FP SAs and Grade R Teachers 	<p>2022 2022</p>	<ul style="list-style-type: none"> • Complete submission forms • Arrange venue for training SAs • Provide budget for Districts • Provide certificates to Districts 	<ul style="list-style-type: none"> • Compile a list of needs teachers in need of training • Arrange venue(s) for training • Prepare MOA, Quotation, and Invoice • Keep copy of registers and documents 	<ul style="list-style-type: none"> • Complete registration forms • Submit registration forms timeously • Grade R Teachers to implement • DHs ensure implementation by Grade R Teachers

ALL SUBJECTS

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO. 1:

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OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
<p>Subject development</p>	<ul style="list-style-type: none"> Improvement of Perceptual Skills Infuse Creative Arts in R Maths Add wordless books to the WCED virtual library Stimulation Programme -OT 	<ul style="list-style-type: none"> FP SAs, DHs and Grade R Teachers 	<ul style="list-style-type: none"> 2022 	<ul style="list-style-type: none"> Design Music /Movement lessons for WCED e-portal Arrange workshops with SAs Advocate the use of the virtual library Liaise discussions with Occupational Therapists at HO and Districts 	<ul style="list-style-type: none"> Arrange workshops and emphasise the importance of Music / Movement Arrange workshops with DHs and Grade R Teachers and offer support Encourage the use of the virtual library by demonstration lessons and discussions SAs will emphasise Perceptual Development during training sessions and class visits 	<ul style="list-style-type: none"> Implement Music / Movement lessons in Grade R DHs will monitor Grade R teachers Encourage Grade R Teachers and parents to use the wordless books Grade R teachers to enrich class teaching by using suggested activities

ALL SUBJECTS

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO. 1:

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum Language and Mathematics competency in Grade 3.

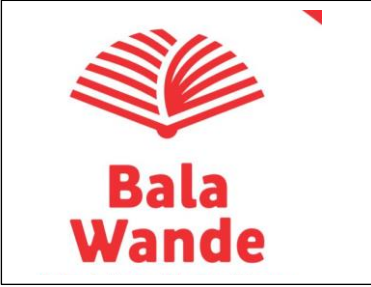
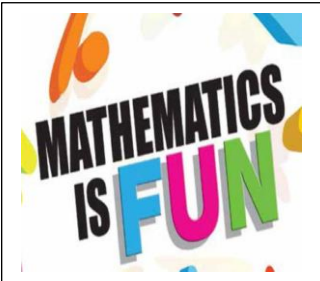
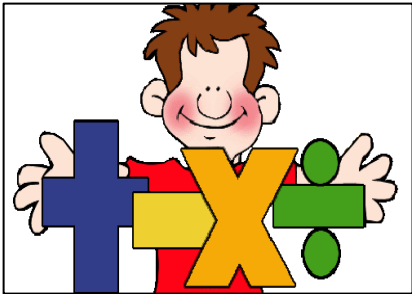
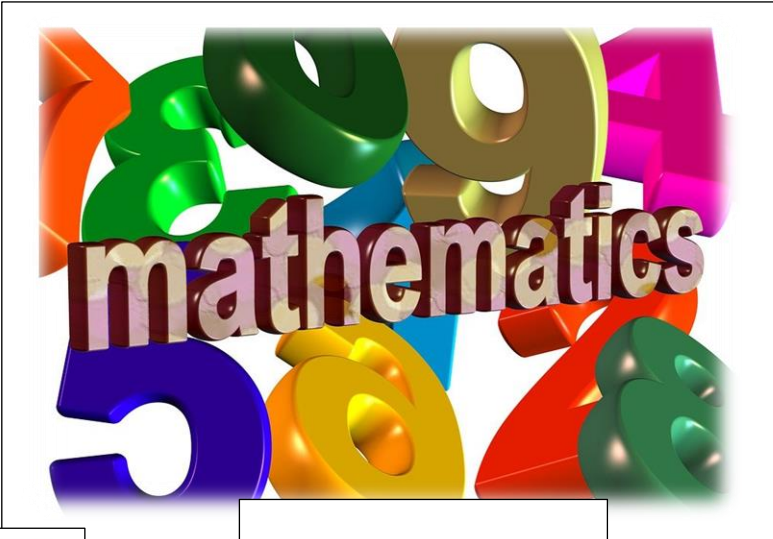
Ensure that learners cover all the topics and skills areas they should cover within their current year.

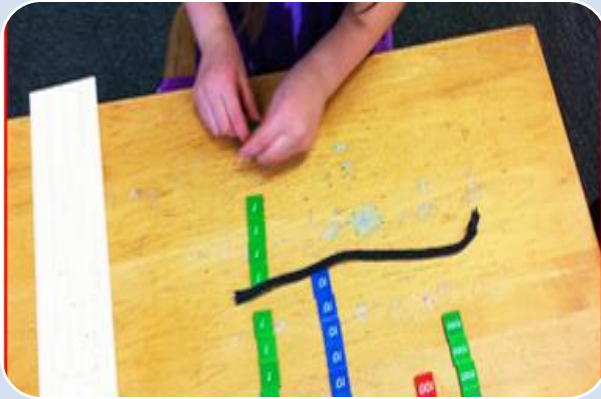
OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
<i>Collaboration with external partners and Districts</i>	<ul style="list-style-type: none">Ongoing conversations with Wordworks, REDINK, TVET Colleges,	Wordworks, REDINK, <ul style="list-style-type: none">TVET Colleges	<ul style="list-style-type: none">2022	Arrange ongoing conversations, <ul style="list-style-type: none">To keep abreast with new developments. Improve transition from student to aspiring Grade R Teacher	Support newly appointed <ul style="list-style-type: none">Grade R Teachers, ensure ongoing training is offered	<ul style="list-style-type: none">Appoint qualified Grade R Teachers, implement Provincial and National imperatives

MATHEMATICS – CURIEMA DANIELS & CARMELITA BASSON



<https://wcedportal.co.za/eresource/207596>





Structured Pedagogy

Bala Wand
MSAP(Mental Starters
Assessment Project)
Subject Adviser
Development
Teacher Development

Subject Development

Assessment Activities
Number Sense
Problem Solving-WP
ATPS-Content
clarification and
Standard Setting

Assessment

Baseline, Diagnostic,
End line
MCO
School Based
Assessment
Moderation
Grade 3 Systemic
Analysis

MATHEMATICS

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO. 1:

Increase no. of learners in Grade 3 who, by the end of the year, have mastered the minimum Maths competencies in Grade 3

Ensure that learners cover all the topics and skills areas they should cover within their current year.

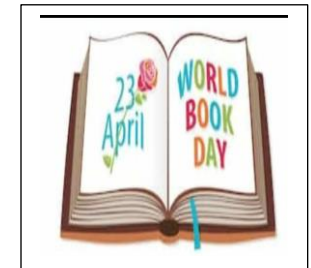
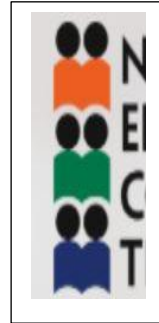
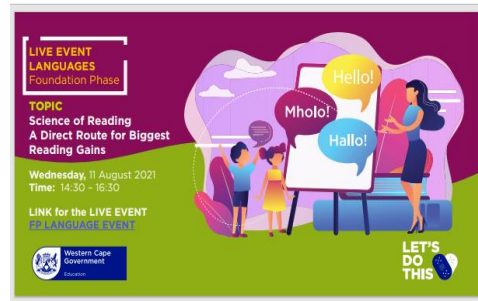
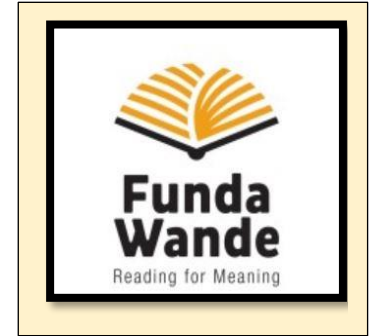
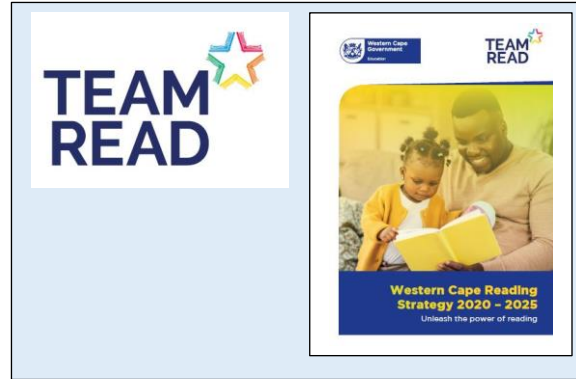
Year	2016	2017	2018	2019	
Provincial Gr 3 Pass %	57.2	59.3	60.0	58.1	
Provincial Gr 3 Ave%	52.3	54.2	56.0	54.5	
Provincial targets	2020	2021	2022	2023	2024
Provincial Gr 3 Pass %	52.0	53.0	55.0	56.0	56.4
Provincial Gr 3 Ave%	50.0	51.0	51.5	54.0	53.5

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT WILL SCHOOLS DO
Structured Pedagogy	<ul style="list-style-type: none"> Bala Wande 	<ul style="list-style-type: none"> Grade 1 Grade 3 	<ul style="list-style-type: none"> 2022 	<ul style="list-style-type: none"> Monitor & Support 	<ul style="list-style-type: none"> Communicate and support 	<ul style="list-style-type: none"> Attend training sessions

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT WILL SCHOOLS DO
	<ul style="list-style-type: none"> • Mental Strategies Assessment Program (MSAP) • Adviser Development • Teacher Development 	<ul style="list-style-type: none"> • Grade 1-3 		<ul style="list-style-type: none"> • Training and support of SAs and teachers • Organise venues and catering • Support Community of Practice (MSAP) • Webinars • CTLI Power Hours • CSF • Online courses • Present at CTLI, CSF 	<ul style="list-style-type: none"> • Encourage training and implementation • Monitor curriculum implementation • Provide training • Keep registers of training 	<ul style="list-style-type: none"> • Implement strategies • DHs to monitor implementation
Subject Development	<ul style="list-style-type: none"> • Assessment Activities • Number Sense • Problem Solving-Word Problems • ATPS-Competencies and content clarification • Standard setting • Guided Teaching 	<ul style="list-style-type: none"> • Grade 1-3 	<ul style="list-style-type: none"> • 2022 	<ul style="list-style-type: none"> • Development of resources • Distribution of resources to districts • Upload to the ePortal 	<ul style="list-style-type: none"> • Distribute resources to schools • Mediate resources • Encourage schools to make use of the ePortal 	<ul style="list-style-type: none"> • Implement resources

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT WILL SCHOOLS DO
Assessment	<ul style="list-style-type: none"> • Baseline • Diagnostic • End line Assessment • Informal & Formal • MCO • Systemic • Tools of Assessment • Moderation 	<ul style="list-style-type: none"> • Grade 1-3 • Grade 3 • Grade 3 • Grade 1-3 	<ul style="list-style-type: none"> • 2022 	<ul style="list-style-type: none"> • DBE exemplar distribution • Design exemplars of quality questions • Support analysis • Mediate Quality Assurance Exemplar Tool 	<ul style="list-style-type: none"> • Advocate, monitor and support implementation and intervention • Monitor moderation • Moderate a selection of schools 	<ul style="list-style-type: none"> • Implement baseline assessment • Internal moderation processes • Develop quality FATs • Continuous SBA • Make use of Labs for MCO • Analyse systemic results and term performance • Implement intervention strategies

LANGUAGES



AFRIKAANS HOME LANGUAGE

A F R I K A A N S

STRUCTURED PEDAGOGY THROUGH A SYNTHETICS PHONICS PROGRAMME – FUNDA WANDE



- Develop training material
- Train SAs and teachers on the program
- School visits – to support teachers and SA's
- Provide extra resources for teachers and SA's on the E-classroom.



<https://wcedportal.co.za/eresource/207581>

SUBJECT DEVELOPMENT



- Develop resources for E-classroom – Interactive poster
- Compile books for Virtual Library
- Hold reading power hours on the SOR
- Plan and hold a Reading Conference on the SOR
- Advocate National Book week and Book days via social media, interactive posters, emails to districts etc.

ASSESSMENT



- Develop SA's on SBA guidelines.
- Mediate Informal and Formal assessment with SA's and teachers in workshops on certain topics.
- Analyze term performance and systemic results to give SA's and teachers feedback on certain interventions.
- Advocate EGRA implementation
- Develop EGRA dashboard to support districts in the analyzing of results and the implementation of interventions.
- Verification of Assessment tasks and reports

LANGUAGE (HL, FAL, SAL)**OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030**

GOAL NO. 1: Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3. Ensure that learners cover all topics and skills areas they should cover within their current year.

Year	2016	2017	2018	2019	
Provincial Gr 3 Pass %	41.6	46.6	48.0	44.9	
Provincial Gr 3 Ave	45.1	47.3	50.0	44.2	
Provincial targets	2020	2021	2022	2023	2024
Provincial Gr 3 Pass %	42.0	44.0	46.0	48.0	50.0
Provincial Gr 3 Ave	43.0	44.0	47.0	49.0	51.0

LANGUAGE (HL, FAL, SAL)

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO.1:

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3.

Ensure that learners cover all the topics and skills areas they should cover within their current year.

IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
AFRIKAANS HOME LANGUAGE – ALBERTHA VAN DER MERWE						
<p>Structured Pedagogy through a synthetic's phonics program (Funda Wand)</p>	<ul style="list-style-type: none"> • Training of SAs and teachers on the Funda Wand pilot 	<ul style="list-style-type: none"> • 40 pilot schools (grade 1 & 2) • 50 new pilot schools (Grade 1) 	<ul style="list-style-type: none"> • 2022 - 2025 	<ul style="list-style-type: none"> • Develop materials in collaboration with Funda Wand • Mediate program and implementation w with SAs and teachers quarterly • Provide districts with a costing template • Confirm district plan and budget • Provide funding and process claims • Monitor implementation 	<ul style="list-style-type: none"> • Reference group assist with the development of materials in collaboration with Funda Wand • Issue notice to schools on training • Provide district plan and budget • Registration for training • Secure venues for training • Train teachers • Provide MOUs 	<ul style="list-style-type: none"> • Implementation of the program. • Feedback on the implementation of the program via a google link (challenge s, positives, recommendations) • Attend teacher training per term.

LANGUAGE (HL, FAL, SAL)

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

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IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
				<ul style="list-style-type: none"> • Create links and send meeting requests for online training. • Report quarterly on the implementation of the Funda Wande Program • Do school visits to support SAs and teachers. • As above 	<ul style="list-style-type: none"> • Distribute materials to schools • Do school visits and Support teachers on the implementation of the program. 	
Subject development	<ul style="list-style-type: none"> • E-Classroom • Virtual library • Power hours on the SOP of Reading • Reading conference on the Science of reading 	<ul style="list-style-type: none"> • SAS • Teachers • Parents • Community 	<ul style="list-style-type: none"> • 2022 	<ul style="list-style-type: none"> • Do reading campaigns through newspapers, radio stations, and live streaming • Provide eBooks to parents via links and virtual library • Develop videos on reading 	<ul style="list-style-type: none"> • Support reading campaigns • Distribute pamphlets/ eBook links to schools • Mediate reading norms to schools 	<ul style="list-style-type: none"> • Support reading campaigns • Distribute pamphlets/ eBook links to parents • Implement reading norms

LANGUAGE (HL, FAL, SAL)

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

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IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
	<ul style="list-style-type: none"> National book week Advocacy of Afrikaans HL through social media 			<ul style="list-style-type: none"> methodologies to share good practices Advocate reading conference on the SOR Advocacy and compiling activities for National Book Week Compile resources for Afrikaans E-classroom. Advocate Reading Power Hours on the SOR 	<ul style="list-style-type: none"> Make use of videos in workshops Have reading conferences National Book Week Monitor Report Communication and the advocacy of reading with schools via WA, social media, emails, etc. 	<ul style="list-style-type: none"> Implement reading methodologies Attend reading conferences Take part in National Book Week Monitor Report
<p>Assessment:</p> <ul style="list-style-type: none"> School based assessment 	<ul style="list-style-type: none"> Ensure quality assessment through moderation 	<ul style="list-style-type: none"> SAs & Teachers 	<ul style="list-style-type: none"> 2021 – 2025 	<ul style="list-style-type: none"> Provide quality assessment items to districts and schools Develop SAs on SBA guidelines 	<ul style="list-style-type: none"> Support teachers in setting up quality SBAs Support PLCs 	<ul style="list-style-type: none"> Develop quality SBAs Internal moderation

LANGUAGE (HL, FAL, SAL)

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

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IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
<ul style="list-style-type: none"> • Diagnostic assessment • Baseline assessment 	<ul style="list-style-type: none"> • EGRA diagnostic assessment 	<ul style="list-style-type: none"> • Teachers 	<p>Twice a year in Term 2 & 3</p>	<ul style="list-style-type: none"> • External moderation and verification • Mediate different aspects of Assessment of SAs and teachers in workshops on specific topics. • Provide districts with power-points for training on the use of the EGRA dashboard. • Develop an implementation map • Mediate with SAs • Issue notice to schools • Provide funding and process claims 	<ul style="list-style-type: none"> • External moderation • Monitor and sustain implementation of phase 1 - 4 schools • Sample learners in EFAL EGRA <p>Top-up</p> <ul style="list-style-type: none"> • Issue notice to schools on top-up training 	<p>Phase 1 - 4 schools:</p> <ul style="list-style-type: none"> • Implement • DHs to monitor <p>Novice teachers</p> <ul style="list-style-type: none"> • Register for training • Attend training • Implement

LANGUAGE (HL, FAL, SAL)

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO.1:

**Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3.
Ensure that learners cover all the topics and skills areas they should cover within their current year.**

IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
				<ul style="list-style-type: none">• Monitor implementation• Provide districts with a monitoring tool.• Provide a learning support / intervention programme via QR codes	<ul style="list-style-type: none">• Train teachers• Monitor implementation• Support• Report	<ul style="list-style-type: none">• Reflect• HOD to monitor• Report

E N G L I S H

STRUCTURED LITERACY PEDAGOGY



- **Develop Training Material:** Grade 1 and 2- Strengthening Jolly Phonics- Phonemic Awareness, Segmenting, Blending and Dictation
- **Grade 3- Comprehension** strategies and texts via Shared Reading methodologies
- **Train Lead Teachers** on Jolly Phonics focus- Alternatives and presentation skills
- **School visits** – Jolly Phonics - support lead teachers and SA's Grade 3- Implementation of comprehensions
- **Provide additional reading resources** to teachers and SA's via the E-classroom.

SUBJECT DEVELOPMENT



- **Develop resources for E-classroom** – Interactive poster: Decodable reading cards and activities
- **Books for Virtual Library-** Stories written by SAs and teachers
- **Reading Power Hour sessions-** Science of Reading (SOR)
- **Reading Conference SOR:** Bringing science into teaching practice
- **Advocate National Book week and Book days** via social media, interactive posters, emails to districts etc.- Set up a task team which consist of SAs and teachers in all districts

ASSESSMENT



- **Develop SAs** on SBA guidelines
- Mediate process and purpose of **Informal and Formal assessment** with SAs
- **Analyze Term Performance** and **Systemic results** with SAs Find trends and provide corrective strategies
- **Advocate EGRA** implementation and use data to improve teaching of reading
- **External Moderation** of districts' Assessment tasks and reports



<https://wcedportal.co.za/eresource/207586>

LANGUAGE (HL, FAL, SAL)**OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030**

GOAL NO. 1: Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3. Ensure that learners cover all topics and skills areas they should cover within their current year.

Year	2016	2017	2018	2019	
Provincial Gr 3 Pass %	41.6	46.6	48.0	44.9	
Provincial Gr 3 Ave	45.1	47.3	50.0	44.2	
Provincial targets	2020	2021	2022	2023	2024
Provincial Gr 3 Pass %	42.0	44.0	46.0	48.0	50.0
Provincial Gr 3 Ave	43.0	44.0	47.0	49.0	51.0

LANGUAGE (HL, FAL, SAL)

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO.1:

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3.

Ensure that learners cover all the topics and skills areas they should cover within their current year.

IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
ENGLISH HOME LANGUAGE – NATALIE SOUTHGATE						
<p>Structured Literacy Pedagogy based on Science of Reading</p>	<ul style="list-style-type: none"> • Training of novice SAs and teachers on the Jolly Phonics programme • Further upskilling of master JP trainers 	<p>Novice grade 1 and 2 teachers</p> <p>16 JP trainers which attended 2021 sessions</p>	<p>2022- 2025</p> <p>2022- 2025</p>	<ul style="list-style-type: none"> • Mediate with SAs • Communication with districts • Confirm district plan and budget • Provide funding and process claims • Liaise with JP master trainers with facilitation of programme • Monitor implementation • Provide districts with a monitoring tool • Provide districts with a reporting template • Report 	<ul style="list-style-type: none"> • Issue notice to schools on training • Provide district plan and budget • District to provide names of novice teachers and SAs • Registration for training • Secure venues for training • Train teachers • Provide MOUs • Distribute materials to schools • Manage travel claims 	<ul style="list-style-type: none"> • Register for training • Attend training • Implement and reflect on classroom practices • DHs to monitor • PLCs • Report

LANGUAGE (HL, FAL, SAL)

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO.1:

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3.

Ensure that learners cover all the topics and skills areas they should cover within their current year.

IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
	<ul style="list-style-type: none"> ● Upskilling relevant SAs ● Strengthening Phonics by building in Phonemic Awareness skills 	<p>Subject Advisers</p> <p>Selected teachers in urban districts</p>	<p>2022- 2025</p> <ul style="list-style-type: none"> ● 2022 	<ul style="list-style-type: none"> ● Provide training sessions for upskilling of SAs ● Provide districts with a structured phonemic awareness programme and training materials ● Coordinate blended training model ● Confirm district plan ● Monitor implementation ● Provide support through virtual touch base sessions 	<ul style="list-style-type: none"> ● Manage logistics ● Collaborate with HO ● Identify schools and teachers ● Provide district plan and budget ● Issue notice to schools on training ● Provide scripted programme to schools ● Registration for training ● Secure venues for training ● Train teachers-district model ● Distribute materials to schools 	<ul style="list-style-type: none"> ● Register for training ● Attend training ● Implement ● Reflect on impact ● Share best practices on social media platforms ● Department al Heads to monitor and support ● Report

LANGUAGE (HL, FAL, SAL)

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO.1:

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3.

Ensure that learners cover all the topics and skills areas they should cover within their current year.

IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
	<ul style="list-style-type: none"> Train and implement the Primary School Reading Improvement Project (PSRIP)-EFAL PROGRAMME 	<ul style="list-style-type: none"> Training of SAs and teachers All EFAL schools who have not been trained yet 	2022	<ul style="list-style-type: none"> Provide districts with a monitoring tool Provide districts with a reporting template Report Upload programme onto the ePortal Monitor implementation in relevant districts Distribute materials to districts Provide districts with power-points for training and mediate training with SAs Issue notice to schools Provide districts with a costing template 	<ul style="list-style-type: none"> Monitor and support implementation Report Monitor and support implementation Issue notice to schools on training Provide district plan and budget Registration for training Secure venues for training Train teachers Provide MOUs Manage travel claims Manage logistics 	<ul style="list-style-type: none"> Register for training Attend training Implement Reflect on teaching practices Share best practices in clusters Departmental Head to monitor and support Report

LANGUAGE (HL, FAL, SAL)

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO.1:

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3.

Ensure that learners cover all the topics and skills areas they should cover within their current year.

IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
				<ul style="list-style-type: none"> • Confirm district plan and budget • Provide funding and process claims • Monitor and support implementation • Provide districts with a monitoring tool. 	<ul style="list-style-type: none"> • Monitor and support implementation • Report 	
Subject Development	<ul style="list-style-type: none"> • E-Classroom • Virtual library • Power hours on the Science of Reading (SOR) • Reading conference on the SOR • National book week • Advocacy of English HL 	<ul style="list-style-type: none"> • SAs • Teachers • Parents • Community 	<ul style="list-style-type: none"> • 2022 	<ul style="list-style-type: none"> • Drive reading campaigns through various media platforms e.g., radio stations, I live streaming. • Design content EHL content for E-classroom • Provide eBooks virtual library • Develop videos on reading 	<ul style="list-style-type: none"> • Alert schools to various reading campaigns and encourage them to participate • Share eBooks with schools • Share link of E-classroom with schools and encourage teachers to use 	<ul style="list-style-type: none"> • Participate in reading campaigns • Use resources on E- classroom to strengthen pedagogy • Teachers to attend reading conference power hours

LANGUAGE (HL, FAL, SAL)

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO.1:

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3.

Ensure that learners cover all the topics and skills areas they should cover within their current year.

IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
	<p>through social media</p> <ul style="list-style-type: none"> Design EHL comprehension texts with various levels of questioning 	<p>Selected Grade 3 teachers</p>	<ul style="list-style-type: none"> 2022 	<p>methodologies to share good practices</p> <ul style="list-style-type: none"> Create content and source speakers for the SOR Power Hours Set up programme for Reading conference Communicate to districts Design comprehension activities Upload onto EHL E-classroom Develop training content which develops Comprehension skills 	<p>it teachers to use it</p> <ul style="list-style-type: none"> Monitor and support Disseminate comprehensions to their schools SAs have training sessions in clusters SAs to guide and support Grade 3 teachers 	<p>for professional development</p> <ul style="list-style-type: none"> Implement comprehensions Share comprehension strategies in clusters

LANGUAGE (HL, FAL, SAL)

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO.1:

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3.

Ensure that learners cover all the topics and skills areas they should cover within their current year.

IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
				<ul style="list-style-type: none"> Upskill SAs with the explicit teaching of comprehension 		
<p>Assessment:</p> <ul style="list-style-type: none"> School based assessment Diagnostic assessment Baseline assessment 	<ul style="list-style-type: none"> Ensure quality assessment SBAs for EHL 	<ul style="list-style-type: none"> SAs and teachers 	<ul style="list-style-type: none"> 2022 to 2025 	<ul style="list-style-type: none"> Provide quality assessment items to districts and schools Develop SAs on SBA guidelines External moderation and verification Mediate different aspects of Assessment of SAs and teachers 	<ul style="list-style-type: none"> Support teachers in setting up quality SBAs Guide and support departmental heads with internal moderation processes Support PLCs External moderation 	<ul style="list-style-type: none"> Develop quality SBAs Internal moderation

ISIXHOSA

STRUCTURED LITERACY PEDAGOGY



- **Funda Wande Pilot:** Grade 1 and 2- Strengthening Funda Wande- Phonemic Awareness, Segmenting, Blending and Dictation
- **Implement IIAL:** Grade 1 – 4
- **Funda Wande Online Course:** Train all Grade 2 IsiXhosa LoLT teachers in Reading for Meaning

SUBJECT DEVELOPMENT



- **Develop resources for E-classroom** – Interactive poster: Decodable reading cards and activities
- **Books for Virtual Library-** Stories written by SAs and teachers
- **Reading Power Hour sessions-** Science of Reading (SOR)
- **Reading Conference SOR:** Bringing science into teaching practice
- **Advocate National Book week and Book days** via social media, interactive posters, emails to districts etc.- Set up a task team which consist of SAs and teachers in all districts

ASSESSMENT



- **Develop SAs** on SBA guidelines
- Mediate process and purpose of **Informal and Formal assessment** with SAs
- **Analyze Term Performance and Systemic results** with SAs Find trends and provide corrective strategies
- **Advocate EGRA** implementation and use data to improve teaching of reading
- **External Moderation** of districts' Assessment tasks and reports



<https://wcedportal.co.za/eresource/207606>

LANGUAGE (HL, FAL, SAL)**OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030**

GOAL NO. 1: Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3. Ensure that learners cover all topics and skills areas they should cover within their current year.

Year	2016	2017	2018	2019	
Provincial Gr 3 Pass %	41.6	46.6	48.0	44.9	
Provincial Gr 3 Ave	45.1	47.3	50.0	44.2	
Provincial targets	2020	2021	2022	2023	2024
Provincial Gr 3 Pass %	42.0	44.0	46.0	48.0	50.0
Provincial Gr 3 Ave	43.0	44.0	47.0	49.0	51.0

LANGUAGE (HL, FAL, SAL)**OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030****GOAL NO.1:**

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language competency in Grade 3.

Ensure that learners cover all the topics and skills areas they should cover within their current year.

IMPLEMENTATION OF THE READING STRATEGY						
OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
ISIXHOSA HOME LANGUAGE – NTSIKI NYAMZA						
Structured Pedagogy through synthetic's phonics program (Funda Wandé)	<ul style="list-style-type: none"> Implement Incremental Introduction of African Languages Grades 1-4 teachers Funda Wandé Pilot Programme Train 10 IsiXhosa HL schools on Funda Wandé 	<ul style="list-style-type: none"> All non-isiXhosa speaking schools (982) Grade 2 teachers in 10 isiXhosa HL LoLT pilot schools Grade 3 teachers in 10 IsiXhosa HL LoLT schools Grade 1-3 teachers in all IsiXhosa HL LoLT schools Grades 1-3 teachers in 10 IsiXhosa HL LoLT schools 	<ul style="list-style-type: none"> Ongoing (2020-2025) 2022 2023 2024 2025 Ongoing 	<ul style="list-style-type: none"> Support, monitor and sustain implementation Develop materials in collaboration with Funda Wandé Mediate with SAs Provide districts with a costing template Confirm district plan and budget Provide funding and process claims Monitor implementation Provide districts with a monitoring tool. Provide districts with a reporting template Report As above 	<ul style="list-style-type: none"> Support, monitor and sustain implementation Reference group assist with development of materials in collaboration with Funda Wandé Issue notice to schools on training Provide district plan and budget Registration for training Secure venues for training (could be held virtually) Train teachers Provide MOUs Distribute materials to schools Manage travel claims 	<ul style="list-style-type: none"> Grades 1-4 teachers Train 10 IsiXhosa HL schools on Funda Wandé

IMPLEMENTATION OF THE READING STRATEGY						
OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
ISIXHOSA HOME LANGUAGE – NTSIKI NYAMZA						
					<ul style="list-style-type: none"> • Manage logistics • Monitor implementation Plan how to sustain the programme	
	<ul style="list-style-type: none"> • African Languages Reading Programme: Funda Wandé IsiXhosa Online Programme • Train grade 3 isiXhosa LoLT teachers 	<ul style="list-style-type: none"> • Train grade 3 teachers teaching at isiXhosa LoLT schools • Train grade 1 teachers at all isiXhosa LoLT schools 	<ul style="list-style-type: none"> • 2022 • 2023 	<ul style="list-style-type: none"> • Mediate with SAs • Select schools in collaboration with districts and CTLI • Provide funding and process claims • Monitor implementation • Report • Load LTSM on the ePortal/Curriculum website 	<ul style="list-style-type: none"> • Issue notices to schools on training • Provide district plans • Manage registration for training • Train teachers • Manage logistics • Monitor implementation • Plan how to sustain the programme Report	Train grade 3 isiXhosa LoLT teachers
Subject development	<ul style="list-style-type: none"> • E-Classroom • Virtual library 	<ul style="list-style-type: none"> • SAS Teachers • Parents • Community 	<ul style="list-style-type: none"> • 2022 	<ul style="list-style-type: none"> • Do reading campaigns through newspapers, radio 	<ul style="list-style-type: none"> • Support reading campaigns 	<ul style="list-style-type: none"> • Support reading campaigns

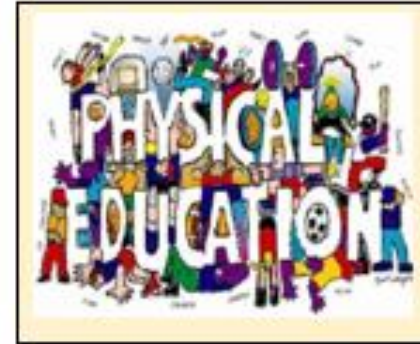
IMPLEMENTATION OF THE READING STRATEGY						
OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
ISIXHOSA HOME LANGUAGE – NTSIKI NYAMZA						
	<ul style="list-style-type: none"> Power hours on the SOP of Reading Reading conference on the Science of reading National book week Advocacy of IsiXhosa HL through social media 			<ul style="list-style-type: none"> stations, and live streaming Provide eBooks to parents via links and virtual library Develop videos on reading methodologies to share good practices Advocate reading conference on the SOR Advocacy and compiling activities for National Book Week Compile resources for Afrikaans E-classroom. Advocate Reading Power Hours on the SOR 	<ul style="list-style-type: none"> Distribute pamphlets/ eBook links to schools Mediate reading norms to schools Make use of videos in workshops Have reading conferences National Book Week Monitor Report Communication and the advocacy of reading with schools via WA, social media, emails, etc. 	<ul style="list-style-type: none"> Distribute pamphlets/ eBook links to parents Implement reading norms Implement reading methodologies Attend reading conferences Take part in National Book Week Monitor Report
Assessment: <ul style="list-style-type: none"> School based assessment 	<ul style="list-style-type: none"> Ensure quality assessment 	<ul style="list-style-type: none"> SAs & Teachers 	<ul style="list-style-type: none"> 2021 – 2025 	<ul style="list-style-type: none"> Provide quality assessment items to districts and schools Develop SAs on SBA guidelines 	<ul style="list-style-type: none"> Support teachers in setting up quality SBAs Support PLCs 	<ul style="list-style-type: none"> Develop quality SBAs Internal moderation

IMPLEMENTATION OF THE READING STRATEGY

OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
ISIXHOSA HOME LANGUAGE – NTSIKI NYAMZA						
<ul style="list-style-type: none"> • Diagnostic assessment • Baseline assessment 	<ul style="list-style-type: none"> • EGRA diagnostic assessment 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Twice a year in Term 2 & 3 	<ul style="list-style-type: none"> • External moderation and verification • Mediate different aspects of Assessment of SAs and teachers in workshops on specific topics. • Provide districts with power-points for training on the use of the EGRA dashboard. • Develop an implementation map • Mediate with SAs • Issue notice to schools • Provide funding and process claims • Monitor implementation • Provide districts with a monitoring tool. • Provide a learning support / intervention programme via QR codes 	<ul style="list-style-type: none"> • External moderation • Monitor and sustain implementation of phase 1 - 4 schools • Sample learners in EFAL EGRA • Top-up <ul style="list-style-type: none"> • Issue notice to schools on top-up training • Train teachers 	<ul style="list-style-type: none"> • Implement baseline assessment • Analyse systemic and term results • Plan intervention strategies Phase 1 -4 schools: <ul style="list-style-type: none"> • Implement • DHs monitor Novice teachers <ul style="list-style-type: none"> • Register for training • Attend training • Implement

IMPLEMENTATION OF THE READING STRATEGY						
OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
ISIXHOSA HOME LANGUAGE – NTSIKI NYAMZA						
					<ul style="list-style-type: none"> • Monitor implementation • Support • Report 	<ul style="list-style-type: none"> • Reflect • HOD to monitor • Report

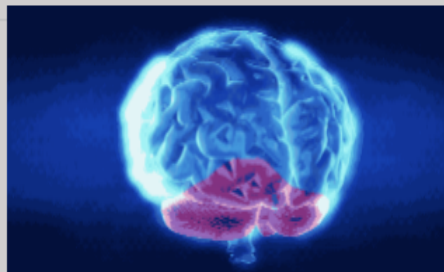
LIFE SKILLS – ELIZABETH FREDERICKS





Life Skills

<https://wcedportal.co.za/e/resource/207601>



SUBJECT DEVELOPMENT

- Develop Science Hub materials
- Development of training material
- Creative Arts foregrounding & Music lessons development
- Inputs to Funda Wande content in Teacher guides and learner

PROFESSIONAL DEVELOPMENT

- Blended Approach: Life Skills Training – 250 schools (2020 cohort - 2022-2023)
- CTLI webinars [Novice teachers; New SAs and full cohort of teachers]
- Open sessions for all teachers [1 hour]

LTSM PROVISIONING

- Science kits: STEM
- Musical Instruments
- Creative Arts wet and dry materials
- Physical Education equipment

LIFE SKILLS

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2030

GOAL NO.1:

Increase the number of learners in Grade 3, who by the end of the year, have mastered the minimum language and Mathematics competency in Grade 3 through integration of Life Skills.

Ensure that learners cover all the topics and skills areas they should cover within their current year.

OTHER GOALS: TO RESTORE THE SUBJECT LIFE SKILLS TO ITS RIGHTFUL PLACE IN THE FP CURRICULUM

Strengthen language across the curriculum

- Improve professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career
- Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction
- Introduce new methodologies

Provincial targets		2020	2021	2022	2023	2024
Provincial Gr 3 Pass %		98.5	99.0	99.5	100.0	100.0
OBJECTIVES	ACTIVITY	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
Structured Pedagogy	Training of BKPSW Funda Wande training	<ul style="list-style-type: none"> • Subject Advisers Professional Development [Approximatel y 75] 	2022 - 2023	<ul style="list-style-type: none"> • Provide Funda Wande training • Train full cohort of Subject Advisers • Develop the power points for 10 Modules 	<ul style="list-style-type: none"> • Attend the training • Include Life Skills on the Agenda at meetings • Training DHs and teachers <ul style="list-style-type: none"> • Identify Venues [post COVID] 	<ul style="list-style-type: none"> • Implement strategies • Share at school and District level

		<ul style="list-style-type: none"> • Departmental Heads and teachers Professional Development-Cluster Workshops Districts T1-T4: Ongoing and new cohort receiving Science kits • CTLI Life Skills webinars for novice and experienced teachers • One hour (power hour] sessions 	<p>2022 - 2023</p> <p>2022- 2023</p> <p>2022 – 2023</p> <p>2022 – 2023</p>	<ul style="list-style-type: none"> • Provide the Participants Training Manual • Provide the Facilitators Manual • Facilitate Dry runs as needed • Develop Power points • Presentation • Develop power points • Present the session 	<ul style="list-style-type: none"> • Preparation and planning [Registers and feedback form] • Plan dates • Print materials • Plan PLCs to further upskill and share best practice • Train and monitor • Monitor PLCs • Monitor and support implementation in classes • Report to HO on implementation of different study areas and use of LTSM. • Arrange collaborative dates ONE session per Module • Identify schools • Distribute facilitator manual • Subject Advisers to 	<ul style="list-style-type: none"> • Share with Subject Advisers • Implement - integrate • Monitor and support • Give feed forward with regards to teaching practice • Infuse in PLCs • Feedforward to District from DH
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					collaborate with HO in execution of training <ul style="list-style-type: none"> • Send out notices • Prepare registers, feedback form per district and mediation on the platform. • Monitor and support • Report per Districts 	<ul style="list-style-type: none"> • Implement - integrate • Monitor and support • Give feed forward with regards to teaching practice • Infuse in PLCs
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Subject development	<ul style="list-style-type: none"> • Development of Material for training • Develop Science Hub material • Open sessions for all teachers [1 hour] • Progressive development of Music activities for FP • Give input regarding the alignment of the Funda Wande Life Skills Programme 	<ul style="list-style-type: none"> • Teachers • Grade 1 – 3 teachers progressively • Subject Advisers and teachers 	<p>2022 – 2023</p> <p>2022 – 2023</p> <p>2022 – 2023</p>	<ul style="list-style-type: none"> • Research and development • Research and co-Development • Collaborative process with Afrikaans Life Skills Champions 	<ul style="list-style-type: none"> • Mediate resources to schools • Monitor implementation 	<ul style="list-style-type: none"> • Implement resources
Provisioning of LTSM	<ul style="list-style-type: none"> • Procurement of LTSM 	<ul style="list-style-type: none"> • Public ordinary schools 	<ul style="list-style-type: none"> • 2022 – 2023 	<ul style="list-style-type: none"> • Procure LTSM • Write Specifications • Mediate the use of LTSM to SAs 	<ul style="list-style-type: none"> • Collaborate with HO • Mediate the use of LTSM to teachers 	<ul style="list-style-type: none"> • Use LTSM optimally • Evidence of science being taught

				<ul style="list-style-type: none"> • Communicate to districts and schools • District to provide names of schools • Distribute/Delivery • Mediate with Districts/SAs • Monitor use and implementation • Report 	<ul style="list-style-type: none"> • Monitor implementation of resources • Advocate • Monitor and support • Identify teachers and schools to share best practice • Distribute materials • Report to HO 	<ul style="list-style-type: none"> • Science Expo – mini to start with • Monitor and support • Report • Share best practice at PLCs • Feedforward to District
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Western Cape
Government
Education
FOR YOU

DIRECTORATE: CURRICULUM GET

INTERMEDIATE PHASE OPERATIONAL PLAN

2022-2023



CREATIVE ARTS INTERMEDIATE PHASE 2022

Anina Lundie



Western Cape
Government

Education



<https://bit.ly/CreativeArtsObjectives20222023>

CREATIVE ARTS: OPERATIONAL PLANNING 2022-2023 OBJECTIVES

Creative Arts
Subject Advisor
& Teacher
Development
Programmes

Arts
Entrepreneurship &
Advocacy

Subject
development &
psycho-socio
support

1

Providing focused, targeted, current Creative Arts Subject Advisor & Teacher Development Programmes

- Subject Advisor Development: ICT course – creating and editing video and digital presentations.
- CTLI/GET/SASCE Music 5-week short course: music literacy, vocal training, choral conducting and performance.
- Music appreciation and performance: Teacher Development workshops in collaboration with Cape Town Opera.
- IP & SP CTLI blended Creative Arts courses: Dance, Drama, Music & Visual Art.
- Second Round: Radio Drama SP workshops in collaboration with RSG and Woordfees.

2

Making education gains: subject development & psycho-social support.

- Develop psycho-social arts (dance, drama, music and visual art therapy) support activities towards fostering resilience in learners.
- Phase approach: fundamental skills & content: revise, update and upload Creative Arts lessons on ePortal.
- Develop Music short course with CTLI.
- Develop Music Literacy workshops with Cape Town Opera.
- Develop project-based activities: DBE.

3

Develop arts entrepreneurship & arts advocacy through collaboration projects.

- GET Performing Arts Showcase (Dance, Drama, Music): Artscape with MathArt project: Gr 7-9 Visual Art and Mathematics & **launch of advocacy and skills video project.**
- Foster active partnerships with Art and Music Centres – programme of focused and targeted teacher development workshops.
- Planning & Preparation: 2023 Creative Arts Conference: STEAM education. In collaboration with three prominent WC arts festivals: Woordfees, KKNK, Suidoosterfees.

INTERMEDIATE PHASE CREATIVE ARTS OBJECTIVES FOR 2022/2023

SUBJECT: LIFE SKILLS: CREATIVE ARTS	PHASE: INTERMEDIATE
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OBJECTIVE GOALS AS PER ACTION PLAN 2024: TOWARDS THE REALISATION OF SCHOOLING 2030

Goal no	GOAL			
2	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and numeracy competencies in Grade 6			
7	Improve the average performance of Grade 6 learners in languages			
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.			
17	Strive for a teacher work-force that is healthy and enjoys a sense of job satisfaction			
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year			
Linked to APP	Strategic Objective 2.1. Develop and implement provincial curriculum management and support strategies			
Provincial Average Pass %	2016	2017	2018	2018
	92.6	92.7	89.1	91.2
Provincial targets	2020		2021	
	94.0		95.0	

OBJECTIVES	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
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OBJECTIVE 1

PROVIDE FOCUSED, TARGETED AND CURRENT CREATIVE ARTS SUBJECT ADVISER & TEACHER DEVELOPMENT PROGRAMMES

In partnership with CTLI, provide a 10-day Teacher Development Course for IP teachers and Subject Advisers.	Creative Arts Subject Advisers and Teachers	July to August 2022	<ol style="list-style-type: none"> Refine course content. Integrate ICT strategies into the course content. Identify teachers & Facilitators (including CTLI eLearning component). 	<ol style="list-style-type: none"> Advocate course, communication with schools (teachers & principals). Identify teachers. Monitor, support, and report implementation to Head Office. Attend, develop PLCs, support and guide 	<ol style="list-style-type: none"> Register online to attend the course. Identify substitute teachers. Sign MOA between CTLI and School. Write Pre and Post Test.
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			<ol style="list-style-type: none"> 4. Liaise, inform, guide, Developers and Facilitators. 5. Edit, translate, and compile manual. 6. Quality assure rollout of course. 7. Advocate course, communication with schools (teachers & principals). 8. Manage online registration process: online Programme Manager (develop online notification, approve online registrations). 9. Pre and Post-test. 10. Online reflection. 	teachers, post teachers' course	<ol style="list-style-type: none"> 5. Attend the full duration of the course. 6. Implement newly acquired knowledge, skills, methodology and classroom strategies in classroom. 7. Attend PLCs that support and strengthen implementation of course content,
<p>Teacher Development: Online workshops demonstrations to teachers: synchronistic, asynchronistic formats.</p>	Grades 4-6 teachers	April – October 2022: one workshop per art stream (X2) per term	<ol style="list-style-type: none"> 1. Identify and develop course content based in collaboration with SAs/lead teachers on WCED Gr 4 to 6 lessons. 2. Identify facilitators for various district workshops. 3. Liaise, inform, and guide course developers and facilitators. 4. Edit, translate, and compile online presentations for district workshops 5. Quality assure rollout of online course. 6. Develop and manage logistical arrangements between the 8 	<ol style="list-style-type: none"> 1. Identify and develop course content based on collaboration with DCES and lead teachers on WCED Gr 4 to 6 lessons. 2. Advocate online workshops in districts communication with schools (teachers & principals). 3. Identify lead teachers of SAs to facilitate workshops. 4. Manage online registration process. 5. Monitor, support, and report implementation to Head Office. 6. Attend, develop PLCs, support and guide teachers, post teachers' workshops. 	<ol style="list-style-type: none"> 1. Register online to attend the online workshops. 2. Implement newly acquired knowledge, skills, methodology and classroom strategies in classroom. 3. Attend PLCs that support and strengthen implementation of course content.

			districts' Subject Advisers, including timeframe, course material and online modalities.		
Multi Grade Provincial Reference group	All IP SAs, HODs, Teachers, Learners in all Districts	Selected multi grade schools	<ol style="list-style-type: none"> 1. Advocacy with Districts through Creative Arts Subject Advisers. 2. Share support material/resources. 3. Develop guidelines for teachers. 4. Monitor implementation. 5. Quarterly reporting. 	<ol style="list-style-type: none"> 1. Districts cascade information to teachers in ALL subjects. 2. Develop intervention strategies to promote and strengthen the use of the resource tool. 3. Monitor the implementation of the resource during class visits. 4. Quarterly reporting. 	<ol style="list-style-type: none"> 1. Register to attend MG training. 2. Guide & support learners. 3. Implement. 4. Reflect. 5. HOD to monitor & report.



OBJECTIVE 2

MAKING EDUCATION GAINS: SUBJECT DEVELOPMENT & PSYCHO-SOCIO SUPPORT.

Develop psycho-social arts (dance, drama, music and visual art therapy) support activities towards fostering resilience in learners.	Gr 4-9 teachers	June – September 2022	<ol style="list-style-type: none"> 1. Identify and develop course content. 2. Procure dance, drama, music and visual art therapy Developers and Facilitators. 3. Edit, translate, and compile manual. 4. Quality assure rollout of course. 5. Develop and manage logistical arrangements and training for SAs and Creative Arts lead teachers. 	<ol style="list-style-type: none"> 1. Identify and inform Creative Arts teachers of workshops. 2. Support logistical arrangements in districts (accommodation, transport, catering, and venue allocation). 3. Attend and support at workshops. Monitor, support, and report on implementation to Head Office. 	<ol style="list-style-type: none"> 1. Register online to attend the dance, drama, music, and visual art therapy workshop/s. 2. Implement newly acquired knowledge, skills, methodology and classroom strategies in classroom. Attend PLCs that support and strengthen implementation of course content.
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OBJECTIVE 3


DEVELOPING ARTS ENTREPRENEURSHIP AND ARTS ADVOCACY THROUGH COLLABORATION PROJECTS

<p>In partnership with Artscape and Nelson Mandela University, plan and execute a provincial Schools Arts Festival demonstrating learners' achievement in Dance, Drama and Music in Grades 4 to 6. <u>Launch Dance, Drama, Music, Visual Art skills, advocacy and entrepreneurial video project at the Gala event.</u></p>	<p>Grades 4 – 6 learners and teachers</p>	<p>July – September 2022 Gala event: August 2022</p>	<ol style="list-style-type: none"> 1. Develop operational and business plans. 2. Arrange logistics w.r.t provincial showcase. 3. Ensure viable partnerships with WCED art centres and external parties, e.g. Artscape, 4. Procure sound, lighting, costume pieces, stage make-up, trophies, medals and certificates. 5. Provide logistical and conceptual support to districts. 	<ol style="list-style-type: none"> 1. Plan and execute all logistics for a provincial Performing Arts showcase. 2. Liaise with partners, i.e. WCED Music & Art centres. 3. Support provincial Gala event. 4. Manage online registration process. 5. Facilitate adjudication process. 6. Facilitate marketing process to ensure buy in from teachers. 7. Provide curriculum support w.r.t execution of performance pieces. 	<ol style="list-style-type: none"> 1. Attend online instructional workshops. 2. Attend Performing Arts workshops in districts. 3. Plan FATs to be in line with Performing Arts celebration. 4. Showcase Performing Art works in different formats and varying degrees of formality at school. 5. Select a certain number of Performing Art works that will be submitted for the provincial showcase.
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LANGUAGES INTERMEDIATE PHASE

PORTIA A. SMIT



<https://tinyurl.com/7zvnwjj5>

OBJECTIVE 1: READING STRATEGY

- SYNTHETIC PHONICS PROGRAMME (English)
- WOW SPELLING FESTIVAL (English & Afrikaans)
- GROWSMART LITERACY PROGRAMME (English)
- NATIONAL SPELLING BEE (English)
- DIGITAL LIBRARY
- READING CELEBRATIONS

OBJECTIVE 2: SUBJECT DEVELOPMENT

- NECT PSRIP (English)
- WOW Webinar (English & Afrikaans)
- LESSON PLAN MODIFICATION – Blended Learning (English & Afrikaans)
- FP IP Collaboration
- NOVICE TEACHER DEVELOPMENT: Psychosocial Support
- ASPIRANT TEACHER DEVELOPMENT: Interpret the Core Competencies

OBJECTIVE 3: ASSESSMENT

- SBA & GR6 SYSTEMICS DATA ANALYSIS
- MODERATION (English & Afrikaans)
- RUBRIC DEVELOPMENT (English & Afrikaans)

LANGUAGES OBJECTIVES 2022 INTERMEDIATE PHASE



INTERMEDIATE PHASE **LANGUAGES** OBJECTIVES FOR 2022/2023

SUBJECT: LANGUAGES		PHASE: INTERMEDIATE								
OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2025										
Goal no	GOAL									
2	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and numeracy competencies in Grade 6									
7	Improve the average performance of grade 6 learners in Languages									
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year									
19	Ensure that every learner has access to minimum set of textbooks and workbooks required in accordance with national policy									
Linked to APP	<p>PPI 73 % of learners in Grade 6 attaining acceptable outcomes in Language*: <i>Improve the number of learners passing <u>Home Language</u> in Grade 6: Afrikaans, English, and isiXhosa to 50% with an average performance of 60%</i> <i>Improve the number of learners passing <u>First Additional Language</u> in Grade 6: Afrikaans, English, and isiXhosa to 50% with an average performance of 50%</i></p>									
Provincial Average Pass %	2015		2016		2017		2018		2019	
	SYSTEMICS GR6 – 36.8%	SBA GR6 HL – 86.3% FAL 89.0%	SYSTEMICS GR6 – 38.3%	SBA GR6 HL – 88.5% FAL – 91.2%	SYSTEMICS GR6 – 38.7%	SBA GR6 HL – 81.1% FAL – 91.7%	SYSTEMICS GR6 – 44%	SBA GR6 HL – 84% FAL – 94%	SYSTEMICS GR6 – 45.6%	SBA GR6 HL – 82% FAL – 89%
Provincial targets	2019		2020		2021		2022			
	SYSTEMICS GR 6 – 45%	SBA GR6 HL – 85% FAL –95%	SYSTEMICS GR 6 – 47%	SBA GR6 HL – 86 % FAL –96 %	SYSTEMICS GR 6 – 47%	SBA GR6 HL – 86 % FAL –96 %	SYSTEMICS GR 6 – 48%	SYSTEMICS GR 6 – 48%		SBA GR6 HL –87% FAL –97%
OBJECTIVES	TARGET	TIME FRAME	WHAT HO WILL DO			WHAT DISTRICTS WILL DO		WHAT SCHOOLS WILL DO		
OBJECTIVE ONE READING STRATEGY Grades 4 – 6 ACTIVITY 1.1: Synthetic Phonics Programme (English)	All IP SAs, Departmental Heads; Teachers, Teachers, Parents & Learners	Ongoing (January – November 2022) <ul style="list-style-type: none"> Upskilling of Advisers 2-hour Principal & Departmental Heads Orientation sessions per District (2021/2) Implementation by identified schools in all districts (2022) 	<ul style="list-style-type: none"> Collaborate with the Service Provider Identify Pilot schools in collaboration with CEI and Districts Ensure that all identified schools receive the online resource as well as the Synthetic Phonics Programme LTSM Analyse Systemic & Quarterly SBA data Set annual targets 			<ul style="list-style-type: none"> Collaborate with HO and Service Provider support team Advisers to support champion teachers and participating schools Assist schools with Wi-Fi support Ensure that identified schools in all districts partake in the Project Reflect 		<ul style="list-style-type: none"> Register to participate Attend SIF training Apply the Programme in classroom teaching Develop and adhere to a computer lab timetable for learners to engage with SIF online 		

			<ul style="list-style-type: none"> • Upload Sounds in Focus e-Portal onto WCG network in conjunction with CEI • Support districts • Coordinate Provincial roll out • Monitor & Report 	<ul style="list-style-type: none"> • Monitor and Report on the effective implementation of the Programme 	<ul style="list-style-type: none"> • Guide & support struggling learners • Keep parents informed of progress made • Implement the Programme daily • Reflect on progress and provide feedback to Advisers and Champion teachers • Departmental Heads to monitor Report
<p>OBJECTIVE ONE: READING STRATEGY Grades 4 – 6</p> <p>ACTIVITY 1.2: WOW Spelling Festival (English and Afrikaans)</p>	Intermediate Phase Teachers, Learners, Spelling Coaches	Ongoing (February to October 2022) PROVINCIAL FINAL: (TBC) NATIONAL FINAL: (TBC)	<ul style="list-style-type: none"> • Use previous year's results to set annual targets • Download spelling list from WOW Website • Upload spelling lists onto e-Portal and curriculum website • Support districts • Monitor & Report 	<ul style="list-style-type: none"> • Ensure that identified schools in all districts participate in the initiative • Attend District Competitions • Support Spelling Coaches • Monitor and report on the progress in schools 	<ul style="list-style-type: none"> • Register to participate • Attend WOW teacher training sessions • Guide & support learners • Keep parents informed • Implement • Reflect • Departmental Heads to monitor • Report
<p>OBJECTIVE ONE: READING STRATEGY Grades 4 – 6</p> <p>ACTIVITY 1.3: Growsmart Literacy Programme (English)</p>	All IP SAs, DEPARTMENTAL HEADS; Teachers, Parents, Learners in the Metro Districts	Ongoing (February to October 2022) PROVINCIAL FINAL: September 2022	<ul style="list-style-type: none"> • Select schools and Set annual targets based on previous years WCED Systemic Results • Collaborate with stakeholders (HEIs & Corporate) • Upload Growsmart Newspaper on e-Portal and curriculum website • Support districts • Coordinate Provincial Final • Monitor & Report 	<ul style="list-style-type: none"> • Ensure that identified schools in all metro districts partake in the initiative • Support schools to mentor learners • Communicate with schools continually to share updated information • Attend and support all competitions • Monitor and Report the progress of learners 	<ul style="list-style-type: none"> • Register to participate • Attend Growsmart training • Guide & support learners • Keep parents informed • Implement • Reflect • Departmental Heads to monitor • Report

<p>OBJECTIVE ONE: READING STRATEGY Grades 4 – 6</p> <p>ACTIVITY 1.4: IP Digital Library</p>	<p>Subject Advisers, Teachers & Learners</p>	<p>January – November 2022-2023</p>	<ul style="list-style-type: none"> • Liaise with Edumedia on the development and management • Advocate and mediate with SAs to add resources to library • Quality assure the resources added • Monitor use of library 	<ul style="list-style-type: none"> • SAs share resources by uploading to library • Advocate and mediate with teachers on how to use library 	<ul style="list-style-type: none"> • Use of the library in their planning • Use the resources provided to ensure effective teaching and learning • Review & Reflect • Reporting
<p>OBJECTIVE ONE: READING STRATEGY Grades 4 – 6</p> <p>ACTIVITY 5: Celebrating reading events</p>	<p>Subject Advisers, Teachers, Learners, Community libraries, reading partners</p>	<p>February - October 2022-2023</p>	<ul style="list-style-type: none"> • Compile list of Reading and Literacy days to be observed • Advocate and mediate information with SAs • Correspondence to the GET coordinator / SAs on the observation of days and possible ideas • Create online sharing platform (Google Drive) • Monitor and report • Liaise with media house on broadcasting 	<ul style="list-style-type: none"> • Advocate and mediate information with schools • Correspondence to schools via Principal/DH and SH • Create platform for information to be shared (Google Drive) • Monitor and report 	<ul style="list-style-type: none"> • Advocate importance of observing these days with peers and learners • Create awareness about the event and encourage learners', teachers', schools', etc. participation • Create publicity around the day and encourage community participation • Execute goals set and document implementation via videos, photographs online activities • Reflect on impact • Report on impact
<p>OBJECTIVE TWO: SUBJECT DEVELOPMENT Grades 4 – 6</p> <p>ACTIVITY 2.1: NECT PSRIP (Teacher development in reading EFAL methodology)</p>	<p>All IP SAs, DEPARTMENTAL HEADS; Teachers, Champion Teachers.</p>	<p>Ongoing (January 2021 to March 2022):</p> <ul style="list-style-type: none"> • Upskilling of Advisers • 2-hour Principal & DEPARTMENTAL HEADS Orientation sessions per District • Full day training for Champion / Lead teachers 	<ul style="list-style-type: none"> • Collaborate with the NECT, DBE & DISTRICTS • Ensure that all identified schools receive the online resource as well as the appropriate LTSM • Analyse Pre and Post Test data • Set annual targets 	<ul style="list-style-type: none"> • Collaborate with HO and Service Providers/ Partners/ Stakeholders support team • Advisers to support champion teachers and participating schools • Assist schools with Wi-Fi support 	<ul style="list-style-type: none"> • Register to participate • Attend training • Apply the Programme in classroom teaching • Develop and adhere to a computer lab timetable for

		<ul style="list-style-type: none"> Implementation by identified schools in all districts 	<ul style="list-style-type: none"> Upload relevant resources via e-Portal onto WCG network in conjunction with e-Learning Component Support Districts Coordinate Provincial roll out Monitor & Report 	<ul style="list-style-type: none"> Ensure that identified schools in all districts partake in the Project Reflect Monitor and Report on the effective implementation of the Programme Roll out training sessions Coordinate Portfolio of Evidence Coordinate Catering and venue logistics Monitor and support teachers post training 	<ul style="list-style-type: none"> learners to engage with reading resources online Guide & support struggling learners Keep parents informed of progress made Implement the Programme on daily basis Reflect on progress and provide feedback to Advisers and Champion / Lead teachers Departmental Heads to monitor Report
<p>OBJECTIVE TWO: SUBJECT DEVELOPMENT Grades 4 – 6</p> <p>ACTIVITY 2.2: WOW Webinar (English and Afrikaans)</p>	Subject Advisers, Teachers, Learners	Semester 1 2022 - 2023	<ul style="list-style-type: none"> Liaise with University Stellenbosch -WOW on the management, development, and execution of the project Advocate and mediate project with the Subject Advisers Quality assure the resources presented 	<ul style="list-style-type: none"> With the SCPs develop the resources to be presented Review, reflect on and share good practices Present the resources via live stream webinar 	<ul style="list-style-type: none"> Where appropriate use the resources in the teaching of languages Contribute to the resources to allow it to speak to the challenges experienced in real time Review, Reflect, Report
<p>OBJECTIVE TWO: SUBJECT DEVELOPMENT Grades 4 – 6</p> <p>ACTIVITY 2.3: Lesson Plan Modification – Blended Learning (English & Afrikaans)</p>	Subject Advisers, Teachers	January – November 2022-2023	<ul style="list-style-type: none"> Review the 2021 lesson plans in relation to the 2022 ATP Collaborate with SAs to produce modified lesson plans Ensure blended learning and activities with a blended approach are added to lesson plans 	<ul style="list-style-type: none"> Review and align lesson plans to the ATP as set by DBE Ensure blended learning and activities with a blended approach are added to the lesson plans 	<ul style="list-style-type: none"> Use the lesson plans as a basis of their lessons and adapt to the context Ensure that the blended approach is prioritized Ensure that informal assessment activities are the

			<ul style="list-style-type: none"> Quality assure lesson plans and load to e-portal 		<p>foundation of each lesson</p> <ul style="list-style-type: none"> Review, Reflect, Report
<p>OBJECTIVE TWO: SUBJECT DEVELOPMENT Grades 4 – 6</p> <p>ACTIVITY 2.4: Novice Teacher Development: Psychosocial Support</p>	Novice Teachers (Years 1 – 3 in school)	Once a term 2022-2023	<ul style="list-style-type: none"> Design training and resources needed to execute the objective Create the live event Correspond with districts on registration of teachers Quality assures the training material Facilitate the training 	<ul style="list-style-type: none"> Ensure Novice teachers are registered for the training opportunity Attend the live event to acquaint him/herself with the material Support teachers post the event Report on teachers 	<ul style="list-style-type: none"> Register for the live event Provide feedback Apply strategies and use resources provided to enhance teaching and learning Review, Reflect, Report
<p>OBJECTIVE TWO: SUBJECT DEVELOPMENT Grades 4 – 6</p> <p>ACTIVITY 2.5: Aspirant Teacher Development: Interpret the Core Competencies</p>	Third- and fourth-year Tertiary level students / Aspirant teachers	Twice a year (1 per semester)	<ul style="list-style-type: none"> Design training and resources needed to execute the objective Create the live event Correspond and collaborate with HEIs on registration of student teachers Quality assures the training material Facilitate the training 	<ul style="list-style-type: none"> Attend the live event to acquaint him/herself with the material Build relationships with the teachers who are practising in the schools in their districts 	<ul style="list-style-type: none"> Teachers will register Mentor teachers at schools should familiarize themselves with the information shared with student teachers Support student teachers while they are at the schools for teaching practice Review, Reflect, Report
<p>OBJECTIVE THREE ASSESSMENT Grade 4 – 6</p> <p>ACTIVITY 3.1: SBA & Gr6 Systemic Data Analysis</p>	Subject Advisers, Teachers	February - November 2022-2023	<ul style="list-style-type: none"> Design training and resources needed to execute the objective Advocate and mediate with the Subject Advisers Quality assures the training material Attend sessions to support Subject Advisers Monitor and report 	<ul style="list-style-type: none"> Manage the registrations and correspondence with schools Set up online (face to face) training opportunities Facilitate the sessions Monitor implementation Report 	<ul style="list-style-type: none"> Register for Data Analysis sessions Implement by analysing results and adapt teaching to needs Support plans indicate analysis and action plans on it Review, Reflect, Report

<p>OBJECTIVE THREE: ASSESSMENT Grade 4 – 6</p> <p>ACTIVITY 3.2: Moderation (English and Afrikaans)</p>	<p>Subject Advisers, Teachers</p>	<p>(SBA: Mid-year & End of Year Results)</p> <p>(SYSTEMICS: Dec-Feb 2022)</p>	<ul style="list-style-type: none"> • Design training and resources needed to execute the objective • Advocate and mediate with the Subject Advisers • Quality assures the training material • Attend sessions to support Subject Advisers • Monitor and report 	<ul style="list-style-type: none"> • Manage the registrations and correspondence with schools • Set up online (face to face) moderation opportunities • Facilitate the sessions • Monitor implementation • Report on findings 	<ul style="list-style-type: none"> • Teachers register for moderation sessions • Teacher planning, learner workbooks and assessments are presented for moderation. • Recommendations to be implemented • Review, Reflect, Report
<p>OBJECTIVE THREE: ASSESSMENT Grade 4 – 6</p> <p>ACTIVITY 3.3: Rubric Development (English and Afrikaans)</p>	<p>Subject Advisers, Teachers, learners</p>	<p>January – November 2022-2023</p>	<ul style="list-style-type: none"> • Design training and resources needed to execute the objective • Mediate training with the Subject Advisers • Quality assures the training material • Attend sessions to support Subject Advisers • Monitor and report 	<ul style="list-style-type: none"> • Manage the registrations and correspondence with schools • Set up online (face to face) rubric development training opportunities • Facilitate the sessions • Monitor implementation in informal and formal assessment • Report on findings 	<ul style="list-style-type: none"> • Teachers register for Rubric Development sessions • Teachers use skills and newly gained knowledge to develop rubrics that fit the activity • Recommendations on rubric revision to be implemented • Review, Reflect, Report



MATHEMATICS

INTERMEDIATE PHASE

ANDRE LAMPRECHT

2022



<https://tinyurl.com/39hfwdaw>



Western Cape Government

Education



MCO

INTERMEDIATE PHASE MATHEMATICS OBJECTIVES 2022/2023

Objective 1

SUBJECT DEVELOPMENT

- MCO
- Family Numeracy Gr 4 – Phase 2
- SAMC, SAMO, Horizon, BRIGGS competitions/Olympiads
- Problem solving skills development
- Growsmart
- Western Cape Maths strategy implementation
- LAC focus on subject terminology and language unpacking subject: special focus on Gr 4 isiXhosa speaking learners

Objective 2

HUMAN RESOURCE DEVELOPMENT

- Online Teacher development short courses, needs driven, (in collaboration with CTLI and UCT, US)
- Onsite (in school) Subject adviser development
- Quality assessment – higher order thinking skills
- Multi Grade teacher development
- Virtual and face to face teacher support on high priority topics

Objective 3

RESOURCES DEVELOPMENT

- Teacher Resource Packs Gr 4 - 9
- Lessons Gr 4 – 9
- Learner workbooks: consolidation exercises
- Mental Maths – “number of the day strategy”



SUBJECT: MATHEMATICS		PHASE: INTERMEDIATE			
OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2025					
Goal no	GOAL				
7	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and numeracy competencies in Grade 6				
8	Improve the average performance of Grade 6 learners in Mathematics				
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career				
17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction				
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year				
19	Ensure that every learner has access to the minimum set of textbooks and workbooks required in accordance with national policy				
Linked to APP	PPI 7.4. % of learners in Grade 6 attaining acceptable outcomes in Mathematics				
Year	2019	2020	2021	2022	
Provincial Systemic Gr 6 Pass %	44,4%	N/A	46%	48%	
Provincial systemic Gr 6 Ave	48,2%	N/A	48%	50%	
Provincial targets	2019	2020	2021	2022	2023
Provincial Gr 6 Pass %	42%	44%	46%	48%	50%
Provincial Gr 6 Ave	50%	52%	54%	56%	58%

OBJECTIVE 1: SUBJECT DEVELOPMENT	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
1. FAMILY NUMERACY CAMPAIGN – Phase 2	Gr 4 Parents, communities	2021 - 2023	<ul style="list-style-type: none"> • Develop user friendly guideline booklets • Translate, print booklets • Plan advocacy campaign, • fund launch events per District 	<ul style="list-style-type: none"> • Advocacy in conjunction with HO • Roll out per Circuit per school • Monitor and support roll out from school to communities • Plan launch events/ dates 	<ul style="list-style-type: none"> • Advocacy • Call parents' days • Parent/community awareness • Encourage • Monitor impact
2. PROBLEM SOLVING SKILLS DEVELOPMENT	150: Gr 4 -6 Teachers Jan – March 2022	2022	<ul style="list-style-type: none"> • Procurement • Advocate participation across Province • Monitor 	<ul style="list-style-type: none"> • Inform schools • Identify teachers • Attend session online where not qualified yet 	<ul style="list-style-type: none"> • Attend training • Implement
3. MATHS CURRICULUM ONLINE – Year 2	Gr 3 – 7: Maths- online 500 schools, 8 Districts, all quintiles; 330 000 Learners	2021 - 2023	<ul style="list-style-type: none"> • Procure and provide training to officials • Manage roll out across Province • Monitor roll out • Guide Project managers 	<ul style="list-style-type: none"> • Inform schools • Identify teachers • E – advisers check & monitor hardware • Subject advisers support schools on implementation and monitor • Liaise with project managers 	<ul style="list-style-type: none"> • Attend training • Implement the different aspects of the resource • Cooperate with project managers
4. SAMF Olympiad SAMC Gr 4 – 7. Horizon Living Maths (optional)	All Grade 4 - 7 Learners	2022	<ul style="list-style-type: none"> • Liaise with SAMF • Communicate logistics with Districts • Provide logistical support • Provide exemplar exercises for learners to practice heuristics 	<ul style="list-style-type: none"> • District Subject Advisers support project 	<ul style="list-style-type: none"> • Develop problem solving skills • Enter and prepare learners for participation • Support learners during competitions

<p>5. Western Cape Mathematics Strategy</p>	<p>All officials, teachers, role players Provincial, national</p>	<p>2022 - 2027</p>	<ul style="list-style-type: none"> • Research, consult, develop strategy, develop branding material, advocate, plan, procure printing and advocacy material launch Strategy • Plan & facilitate conference in April 2022 	<ul style="list-style-type: none"> • Participate, consult, advocate • Attend conference 	<ul style="list-style-type: none"> • Advocate in community, implement • Register to attend conference
<p>6. Language across the curriculum (LAC)</p>	<p>LAC focus on subject terminology and language unpacking subject: Special focus on Gr 4 isiXhosa speaking learners</p>	<p>2022</p>	<ul style="list-style-type: none"> • Provide subject terminology explanations • Plan Gr 4 support strategies • Train SAs and lead teachers 	<ul style="list-style-type: none"> • Facilitate training 	<ul style="list-style-type: none"> • Attend training • Implement and evaluate intervention • Provide feedback on impact
<p>7. Growsmart</p>	<p>Schools as identified by Districts</p>	<p>2022</p>	<ul style="list-style-type: none"> • Set Papers for newspaper Growsmart and Competitions • Monitor competition rounds • Facilitate workshop for mentors at schools 	<ul style="list-style-type: none"> • Advocate participation • Support project and teachers 	<ul style="list-style-type: none"> • Schools identify mentors • Expose all learners • Select learners that perform to participate • Provide developmental opportunity sessions for learners

OBJECTIVE 2: HUMAN RESOURCE DEVELOPMENT	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
1. Online and face to face, Teacher development needs driven, short courses	<ul style="list-style-type: none"> Novice teachers/1st time Mathematics teachers Target schools 	2022	<ul style="list-style-type: none"> Notices, Logistics, Agendas Manage the development of "how to teach" materials Focus according to Provincial subject improvement plan identified by systemic testing Develop and quality assurance in collaboration with SAs and HEIs 	<ul style="list-style-type: none"> Plan roll out workshops Identify and inform schools and advocate in collaboration with E learning SAs prepare and present virtual sessions 	<ul style="list-style-type: none"> Identified teachers attend Implement and reflect on use of resources
2. Onsite (in school) Subject adviser development	All Intersen SAs	2022	<ul style="list-style-type: none"> Quarterly workshops for all SAs – virtual/face to face 	<ul style="list-style-type: none"> Avail SAs Arrange and notify schools of accompanied visits by SCP 	<ul style="list-style-type: none"> Allow school visits
3. Quality assessment – higher order thinking skills	SAs, teachers, learners	April - June 2022	<ul style="list-style-type: none"> Quality assures items Develop mediation guidelines 	<ul style="list-style-type: none"> Inform, mediate with schools Monitor SBA quality 	<ul style="list-style-type: none"> Empower staff and implement
4. Multi Grade teacher development	Multi Grade teachers	2022	<ul style="list-style-type: none"> Identify developmental needs using Google form Plan and facilitate development workshops 	<ul style="list-style-type: none"> Districts assist with developmental needs survey Co- facilitate 	<ul style="list-style-type: none"> Schools identify teachers Experienced teachers share good practices

			<ul style="list-style-type: none"> Plan Multi Grade mini - conference 		
5. Virtual and face to face teacher support on high priority topics	Gr 4 – 7 learners	2022	<ul style="list-style-type: none"> Identify needs based on assessment analysis from MCO Nov 2021 assessments Research and develop material with Maths team Topic allocation per Adviser 	<ul style="list-style-type: none"> Identify schools at risk Identify teachers needing support Updated District profiles Cross district mediation virtual Intra district in face-to-face workshops 	<ul style="list-style-type: none"> School principals ensure attendance Principals monitor implementation of workshop skills acquired

OBJECTIVE 3: RESOURCE DEVELOPMENT	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
1. Teacher Resource Packs Gr 4 - 9	Gr 4 – 9 teachers and learners	2022	<ul style="list-style-type: none"> Plan, mediate work sessions, work distribution amongst SAs 	<ul style="list-style-type: none"> Mediate resource packs with teachers 	<ul style="list-style-type: none"> Implement in school
2. Lessons Gr 4 - 9	Gr 4 – 9 teachers and learners	2022	<ul style="list-style-type: none"> Adapt and improve lessons 	<ul style="list-style-type: none"> Refine lessons according to agreed criteria Quality assure and return to SCP Mediate and distribute to schools 	<ul style="list-style-type: none"> Implement in school
3. Learner workbooks: consolidation exercises	Gr 4 – 7 learners	2022	<ul style="list-style-type: none"> Research high priority content supporting number concept development and provide consolidation opportunity Develop scheme and strategy 	<ul style="list-style-type: none"> Advisers cascade demonstration with schools – Mathematics teachers 	<ul style="list-style-type: none"> Maths teachers implement

			<ul style="list-style-type: none"> • Demonstrations to Advisers 		
4. Mental Maths	Gr 4 - 7	2022	<ul style="list-style-type: none"> • Upgrade scheme – “number of the day” strategy • Mediate implementation strategy in schools with Advisers 	<ul style="list-style-type: none"> • Mediate implementation strategy in schools with Advisers • Monitor implementation during school visits • Report on implementation - NSLA 	<ul style="list-style-type: none"> • Implement strategy

**TEAM
READ**

A DRIVE FOR ABSOLUTE LITERACY



Western Cape Reading
Strategy 2020 - 2025
Unleash the power of reading



Okufunda
okusemga-
ngathweni
ekhaya



WOW

WOORDE OPEN WÊRELDE



BOOK



URhulumente
weNtshona Koloni

EzeMfundo

2022



IIAL

starts for

Incremental Introduction
to African Languages



Abbreviations.com

**LANGUAGES
ISIXHOSA**

**INTERMEDIATE
PHASE**

WELEKAZI NGECE



<https://tinyurl.com/55wmzryc>

ISIXHOSA OBJECTIVES 2022

1. READING STRATEGY

STORY STARS
SCHOOL VISIT
SCHOOL GRADE 4-5
WOW SPELLING FESTIVAL
READING CELEBRATIONS

2. SUBJECT DEVELOPMENT

LESSON PLAN MODIFICATION
(BLENDED LEARNING)
WOW WEBINAR
NOVICE TEACHER TRAINING
DHs AND SUBJECT HEADS TRAINING

3. ASSESSMENT

DATA ANALYSIS
QUALITY ASSURANCE
RUBRIC DEVELOPMENT

INTERMEDIATE
PHASE



INTERMEDIATE PHASE ISIXHOSA OBJECTIVES FOR 2022/2023

SUBJECT: LANGUAGES		PHASE: INTERMEDIATE			
OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2025					
Goal no	GOAL				
2	Increase the number of learners Grade 6 who, by the end of the year, have mastered the minimum language and numeracy competencies in Grade 6				
7	Improve the average performance of grade 6 learners in languages.				
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year				
19	Ensure that every learner has access to minimum set of textbooks and workbooks required in accordance with national policy				
Linked to APP	<p>PPI 73 % of learners in Grade 6 attaining acceptable outcomes in Language*: <i>Improve the number of learners passing <u>Home Language</u> in Grade 6: Afrikaans, English and isiXhosa to 50% with an average performance of 60%</i> <i>Improve the number of learners passing <u>First Additional Language</u> in Grade 6: Afrikaans, English, and isiXhosa to 50% with an average performance of 50%</i></p>				
Provincial Average Pass %	2015	2016	2017	2018	2019
	SBA GR6 HL – 86.3% FAL - 89.0%	SBA GR 6 HL – 88.5% FAL – 91.2%	SBA GR6 HL – 81.1% FAL – 91.7%	SBA GR6 HL – 84% FAL – 94%	SBA GR6 HL – 82% FAL – 89%
Provincial targets %	2019	2020	2021	2022	
	SBA GR6 HL – 85% FAL –95%	SBA GR6 HL – 86 % FAL –96 %	SBA GR6 HL – 86 % FAL –96 %	SBA GR6 HL –87% FAL –97%	

<p>ACTIVITY 1.1: Grade 6 WoW Spelling</p>	<p>Intermediate Phase Teachers, Learners, Spelling Coaches</p>	<p>Ongoing (February to October 2022) PROVINCIAL FINAL: October 2022 (Confirmed)</p>	<ul style="list-style-type: none"> • Use previous year's results to set annual targets • Download spelling list from WOW website • Upload spelling lists onto e-Portal and curriculum website • Support districts • Monitor & Report 	<ul style="list-style-type: none"> • Ensure that identified schools in all districts participate in the initiative • Attend District competitions • Support Spelling Coaches • Monitor and report on the progress in schools 	<ul style="list-style-type: none"> • Register to participate • Attend WOW training • Guide & support learners • Keep parents informed • Implement • Reflect • Departmental Heads to monitor • Report
<p>ACTIVITY 1.2: Story Stars Grade 4 Writing</p>	<p>Intermediate Phase Teachers and Learners</p>	<p>Ongoing (February to October 2022)</p>	<ul style="list-style-type: none"> • Use previous year's results to set annual targets • Download story writing book from the developers' website • Upload the booklet onto e-Portal and curriculum website • Support districts • Monitor & Report 	<ul style="list-style-type: none"> • Ensure that schools in all districts participate in the initiative • Encourage the schools to submit their best essays to Edu media • Support teachers to help the learners to come out with best essays. • Monitor and report on the progress in schools 	<ul style="list-style-type: none"> • Register to participate • Attend STORY STARS training • Guide & support learners • Keep parents informed • Implement • Reflect • Departmental Heads to monitor • Report
<p>ACTIVITY 1.3: IIAL Grade 4-5</p>	<p>Training of teachers and learners. Grade 4-6 10 Pilot schools for each grade in the Province. 30 teachers targeted</p>	<p>2021-2025</p>	<ul style="list-style-type: none"> • Invitation to the District • Follow up with participating schools • DBE and HO Train the trainer session • Dry run • Training of the teachers • Monitor, support and report. 	<ul style="list-style-type: none"> • Ensure that the schools receive the invitation • Dry run for SCPs, SA and itinerant teachers • Training of the teachers by SAs and itinerant teachers • Monitoring and support by SAs and itinerant teachers. • Monitor, support and report 	<ul style="list-style-type: none"> • Register to participate • Attend the training • Guide and support the learners • The HoD and the principal must monitor the implementation • The school must report on the implementation

OBJECTIVE 2: SUBJECT DEVELOPMENT					
ACTIVITY 2.1: LESSON PLAN MODIFICATION (Blended Learning) Grade 4-6	All teachers in the Province and the learners	Each Term Ongoing	<ul style="list-style-type: none"> • DBE and HO aligned the Lesson Plan with the Recovery Plan 2021-2023 • Upload the Lesson Plan onto e-Portal • Sharing with the Subject Advisers and the District Curriculum Heads • Monitoring and report 	<ul style="list-style-type: none"> • Share the Lesson Plans with the school and teachers • Guide and support the teachers • Monitoring and report 	<ul style="list-style-type: none"> • Guide and support the learners and parents. • Heads of Department monitor the use of the Lesson Plans and guide where necessary
ACTIVITY 2.2: Novice Teacher Training	Grade 4-6 Novice teachers	March 2022	<ul style="list-style-type: none"> • Develop the resources • Provide funding • Notification of and invitation to attend teacher development • Communication with Districts • Monitoring and Report 	<ul style="list-style-type: none"> • Identify the schools/ teachers for development • Ensure that the identified teachers register in good time. • Communicate with schools regarding the online training • Monitoring and report 	<ul style="list-style-type: none"> • Register for training on time • Attend training • Implement newly acquired knowledge, skills, and methodology in the classroom • Head of the Department to monitor and give support where necessary
ACTIVITY 2.3: Subject Heads Developmental Session 4-6	Grade 4-6 Subject Heads and Curriculum Advisers.	April 2022	<ul style="list-style-type: none"> • Develop the resources • Provide funding • Notification of and invitation to attend Subject Head development • Communication with Districts • Monitoring and report 	<ul style="list-style-type: none"> • Identify the schools/ teachers for development • -Ensure that the identified teachers register in good time • Communicate with schools regarding the online training • Monitoring and report 	<ul style="list-style-type: none"> • Register for training on time • Attend training • Implement newly acquired knowledge

ACTIVITY 2.4: WOW Webinar	All teachers in the Province and the learners	Once a year 2022 - 2023	<ul style="list-style-type: none"> • Liaise with US-WOW on the management, development and execution of the project • Advocate and mediate project with the Subject Advisers • Quality assures the resources presented • Upload on e-Portal the presentations • Monitoring and report 	<ul style="list-style-type: none"> • With the SCPs develop the resources to be presented • Review, reflect on and share good practices • Present the resources via live stream webinar • Monitoring and report 	<ul style="list-style-type: none"> • Register for the webinar • Attend the webinar. • Implement newly acquired knowledge. • Heads of Departments to monitor the implementation
OBJECTIVE 3: ASSESSMENT					
ACTIVITY 3.1: SBA DATA ANALYSIS	Subject Advisers.	2hrs session June 2022-2023	<ul style="list-style-type: none"> • Collaboration with the e-Learning and Assessment • Develop training resources. • Quality assure the training material • Monitor and report 	<ul style="list-style-type: none"> • Register for the session on time • Attend training • Implement newly acquired knowledge and skills • Analyse the term results and develop support plan 	<ul style="list-style-type: none"> • Register for Data Analysis sessions • Implement by analysing results and adapt teaching to needs • Support plans • Indicate analysis and action plans on it • Review, Reflect, Report
ACTIVITY 3.2 QUALITY ASSURANCE/MODERATION PROCESSES	Subject Advisers and teachers	Twice a term	<ul style="list-style-type: none"> • Design the tools to quality assure the Tasks • Checklist for all the required documents. • To mediate moderation tools with Advisers • Report the findings and develop a support plan 	<ul style="list-style-type: none"> • Identify schools to be moderated using Term Performance • Notification to the schools • Moderation of the Task with the SCP • Findings and reports • Develop a support plan with SCP • Monitoring and support 	<ul style="list-style-type: none"> • Internal moderation of the Tasks by the HoD • Internal moderation report signed and dated • Submission of Tasks to the District • Implementation of the support plan • The HoD must ensure the support plan is implemented
ACTIVITY 3.3 Rubric Development	Subject Advisers, Teachers	January – November 2022-2023	<ul style="list-style-type: none"> • Design training and resources needed to execute the objective 	<ul style="list-style-type: none"> • Manage the registrations and 	<ul style="list-style-type: none"> • Teachers register for Rubric Development sessions

			<ul style="list-style-type: none"> • Mediate training with the Subject Advisers • Quality assures the training material • Attend sessions to support Subject Advisers • Monitoring and report 	<p>correspondence with schools</p> <ul style="list-style-type: none"> • Set up online (face to face) rubric development training opportunities • Facilitate the sessions • Monitor implementation in informal and formal assessment. • Monitoring and support 	<ul style="list-style-type: none"> • Teachers use skills and newly gained knowledge to develop rubrics that fit the activity. • Recommendations on rubric revision to be implemented
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life skills

2022



Western Cape Government

Education



LIFE SKILLS: PSW
INTERMEDIATE PHASE

ISMAIL TELADIA



<https://bit.ly/3q8FW2i>

LIFE SKILLS & LIFE ORIENTATION OBJECTIVES - 2022

SUBJECT DEVELOPMENT

- I. Life Orientation Teacher Conference
- II. Comprehensive Sexuality Education
- III. Physical Education teacher training
- IV. Physical Education Conference
- IV. Cyber Wellness - Online Safety Curriculum
- V. GEC development
- Vi. Entrepreneurship - E3



PROFESSIONAL DEVELOPMENT

- i. Strengthening online teaching pedagogy
- ii. Enhance hybrid and blended teaching
- iii. Multi-grade and School of Skills teacher support
- iv. Strengthen support to Subject Advisors
- v. Emotional Intelligence training

PROJECT FOCUSED OBJECTIVES

- i. Tips for Success Grade 7 & 9
- ii. Career Planning with TVETS and HEI's
- iii. PE Equipment bags x 200 schools
- iv. Growsmart Entrepreneurship Competition

INTERMEDIATE PHASE LIFE SKILLS PSW OBJECTIVES FOR 2022/2023

SUBJECT: LIFE SKILLS: PSW		PHASE: INTERMEDIATE			
OBJECTIVE GOALS AS PER ACTION 2022: TOWARDS REALISATION OF SCHOOLING 2025					
Goal no	GOAL				
12	Improve the grade promotion of learners through the Grades 1 to 9 phases of the school.				
13	Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.				
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.				
17	Strive for a teacher work-force that is healthy and enjoys a sense of job satisfaction.				
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year.				
19	Ensure that every learner has access to the minimum set of textbooks and workbooks required in accordance with national policy.				
Linked to APP	Programme 2: Public Ordinary Schools Strategic Goal 2: Improve education outcomes and opportunities for youth development Strategic Objective 2.1. Develop and implement provincial curriculum management and support strategies				
Provincial Average Pass %	2017	2018	2019	2020	
	98.7	98.6	97.3	96.9	
Provincial targets	2020	2021	2022	2023	
	98.0	98.4	98.6	98.8	
Provincial targets	2021		2022		2023
	<i>Improve the average performance of Intermediate Phase: Life Skills learners in PSW by reducing the number of learners performing at a Code 1 and Code 2 to less than 5%.</i>		<i>Improve the average performance of Intermediate Phase: Life Skills learners in PSW by reducing the number of learners performing at a Code 1 and Code 2 to less than 4%.</i>		<i>Improve the average performance of Intermediate Phase: Life Skills learners in PSW by reducing the number of learners performing at a Code 1 and Code 2 to less than 4%.</i>

OBJECTIVES	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
Physical Education teacher training	Intermediate Phase teachers	March-August 2022	<ul style="list-style-type: none"> • SCP to do all the planning and development training manual • Training to be conducted by specialists from HEIs and NGOs 	<ul style="list-style-type: none"> • Identify at least two (male & female) lead teachers from every district. 	<ul style="list-style-type: none"> • Ensure that identified teachers register timeously and identify substitute teachers
Physical Education Conference	Intermediate Phase teachers	April 2022	<ul style="list-style-type: none"> • To be conducted by specialists from HEIs and NGOs 	<ul style="list-style-type: none"> • Identify at least two (male & female) lead teachers from every circuit 	<ul style="list-style-type: none"> • Ensure that identified teachers register timeously
Provision of 200 basic PE equipment bags for primary schools	Life Skills teachers at 200 primary schools	September 2022	<ul style="list-style-type: none"> • Develop the specs for the equipment to be included in the PE bags 	<ul style="list-style-type: none"> • Identify at least twenty primary schools covering all the circuits 	<ul style="list-style-type: none"> • Identify teachers to manage the PE equipment bag
Cyber Wellness	Intermediate Phase teachers	March -June 2022	<ul style="list-style-type: none"> • SCP to prepare training booklet • Subject Advisers to be trained 	<ul style="list-style-type: none"> • Districts to roll out one-day workshops • Identify suitable venue to host workshop • Organise transport and catering for teachers 	<ul style="list-style-type: none"> • Ensure that schools have teachers attending these workshops
Life Orientation Conference	Grade 4 - 6	August 2022	<ul style="list-style-type: none"> • To be conducted by specialists from HEIs and NGOs 	<ul style="list-style-type: none"> • Identify at least two (male & female) lead teachers from every circuit 	<ul style="list-style-type: none"> • Ensure that identified teachers register timeously



NATURAL SCIENCES & TECHNOLOGY

INTERMEDIATE
PHASE

Suanne Rampou

2022



<https://tinyurl.com/2wnft86p>

NS & TECH OBJECTIVES FOR 2022/2023



SUBJECT DEVELOPMENT

Continue to align some Grade 4-6 Lesson Plans into Inquiry Based Science Education (IBSE) Learning.

Quality Assurance: Analysis of the results, School visits and Grade 6 Moderation processes



PROFESSIONAL DEVELOPMENT

- Procure NST Kits for 50 Grade 4 -7 Quintile 1-3 schools
- Train Grade 4 -7 Subject Advisors (SAs), HODs and Teachers on using the NST Kits
- Grade 4-6 DBE Robotics Pilot for 32 Pilot schools.
- Multi Grade Provincial Reference group support
- School of Skills Support



PROJECT FOCUSED OBJECTIVES

- Advocacy on participation in various projects:
- Olympiads
- ESKOM EXPO; I am Water; Growsmart
- Science clubs / hubs programme in collaboration with the CTSC for identified schools.
- National Science Week Activities
- Support for ECO-Schools & School Gardens



INTERMEDIATE PHASE NATURAL SCIENCES AND TECHNOLOGY OBJECTIVES FOR 2022/2023

SUBJECT: NATURAL SCIENCES AND TECHNOLOGY		PHASE: INTERMEDIATE			
OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2025					
Goal no	GOAL				
12	Improve the grade promotion of learners through the Grades 1 to 9 phases of the school				
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.				
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year				
Link to APP	Strategic Objective 2.1: Develop and implement provincial curriculum management and support strategies Strategic Goal 2: Improve education outcomes and opportunities for youth development				
Provincial Target	<i>Increase the termly performance of learners in Natural Sciences and Technology across Grades 4-6 by reducing the number of learners performing at a Code 1 and 2 level to less than 15%. Increase interest in the Natural Sciences and Technology subjects by ensuring that learners master content and practical work (Science Process and Technology design skills)</i>				
Provincial Average Pass %	2018	2019	2020	2021	
	74.3%	75.4%	80.7%	75.9% (Term 2)	
Provincial targets	2022	2023	2024	2025	
	76.9%	78.9%	80.9%	80.2%	
OBJECTIVES	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
1. Subject development: Support Natural Sciences Grade 4-6 by continuing to align Lesson Plans with ATPs (Recovery ATPs) Continuing to align some Grade 4-6 Lesson Plans to Inquiry Based Science Education (IBSE) Learning. Quality Assurance: Analysis of the results, School visits and Moderation processes	All IP SAs, Departmental Heads; Teachers, in all Schools across all the Districts	April 2022 – March 2023	<ul style="list-style-type: none"> Virtual orientation of SAs on the ATPs. Continue to develop and align teaching activities (Lesson Plans, Informal and Formal Assessment exemplars) to the ATPs with focus on Inquiry Based Science Education (IBSE) Learning. Quality assures the developed documents Unpack the use of the teaching activities with the SAs. Monitor implementation and impact 	<ul style="list-style-type: none"> Virtual orientation of Teachers on the ATPs. Align developed teaching activities (Lesson Plans, Informal and Formal Assessment exemplars) to the ATPs with focus on Inquiry Based Science Education (IBSE). Quality assures the developed documents Disseminate Lesson Plans and Informal Assessment exemplars to schools 	<ul style="list-style-type: none"> Attend orientation sessions for ATPs. Teachers attend orientation sessions on how to implement Inquiry Based Science Education (IBSE)

				<ul style="list-style-type: none"> • Orientation of Teachers on Inquiry Based Science Education (IBSE) Learning activities. • Monitor implementation and impact 	<p>Learning activities.</p> <ul style="list-style-type: none"> • Use ATPs for teaching and learning. • Contribute teaching activities (Lesson Plans, Informal and Formal Assessment exemplars) • Provide feedback to the SAs. • Use Lesson Plans and Informal Formal Assessment exemplars to improve performance of the learners • Increase the throughput of science learners in FET
<p>2. Teacher Professional Development (TPD):</p> <ul style="list-style-type: none"> • Procure NST Kits for 50 (tbc) No-Fee Paying schools • Train Grade 4-7 Subject Advisers (SAs), Departmental Heads and Teachers on using the NST Kits and 	<p>All Grade 4-6 SAs, Departmental Heads; Teachers and learners from 50 No-Fee Paying schools as identified by Districts in all Schools across the Province.</p>	<p>April 2022 – March 2023</p>	<ul style="list-style-type: none"> • Compile specifications for the equipment • Procure and deliver equipment to districts • Identify venues for face-to-face hands practical work sessions and train teachers from 50 no-fee schools on using the NST Kits and integration with pedagogy 	<ul style="list-style-type: none"> • Train teachers from 32 no-fee schools on using the NST Kits and integration with pedagogy • Issue equipment and orientate Grade 4-6 Natural Sciences and Technology teachers • Identify training dates and venues for face-to-face hands-on practical work 	<ul style="list-style-type: none"> • Attend training on how to use the resource kit • Identify a safe storage for the resource kit • Use the resource kit

<p>integration with pedagogy addressing Science Process Skills, IBSE Learning and LAC using a blended (online + face to face) approach.</p>			<ul style="list-style-type: none"> • Identify training dates and venues for face-to-face hands-on practical work sessions to train Subject Advisers & Teachers on how to use a resource kit in collaboration with the SAs. • Develop specifications for using the training venues and for catering. • Monitor impact 	<p>sessions to train Teachers on how to use a resource kit.</p> <ul style="list-style-type: none"> • Co-train the Teachers. • Monitor impact 	<p>to strengthen learner performance and provide more clarity</p> <ul style="list-style-type: none"> • Interest learners in doing Science • Increase the throughput of science learners in FET
<p>DBE Robotics Pilot: TPD and support 32 Pilot schools.</p>	<p>All Grade 4-6 SAs, Departmental Heads; Teachers and learners in all schools across all the Districts</p>	<p>April 2022 – March 2023</p>	<ul style="list-style-type: none"> • Provide advocacy at District, Cluster and School level • Identify and use PLCs to improve learner performance • Use PLCs to align Grade 4-6 DBE Robotics Pilot to Trimmed ATPs. • Monitor implementation and impact 	<ul style="list-style-type: none"> • Provide advocacy at District, Cluster and School level • Identify teachers to be trained for respective schools • Provide quarterly progress reports to Head Office and District Management. 	<ul style="list-style-type: none"> • Provide advocacy at School level • Identify teachers to be trained for respective schools • Provide quarterly progress reports to Head Office and District Management

Multi Grade Provincial Reference group	All IP SAs, Departmental Heads; Teachers, Learners in all Districts and Selected Multi Grade schools	April 2022 – March 2023	<ul style="list-style-type: none"> • Advocacy with Districts through Natural Sciences and Technology Subject Advisers • Share support material/resources • Develop guidelines for teachers • Monitor implementation • Quarterly reporting 	<ul style="list-style-type: none"> • Districts cascade information to teachers in ALL subjects • Develop intervention strategies to promote and strengthen the use of the resource tool • Monitor the implementation of the resource during class visits • Quarterly reporting 	<ul style="list-style-type: none"> • Register to attend MG training • Guide & support learners • Implement • Reflect • Departmental Heads to monitor & report
SOS Support Science Process Skills, IBSE Learning and LAC using a blended (online + face to face) approach, Provincial Reference group	All SOS Departmental Heads, Teachers, Learners in all Districts	April 2022 – March 2023	<ul style="list-style-type: none"> • Support with initiating training for SOS teachers <ul style="list-style-type: none"> ○ Science Process Skills ○ IBSE Learning and LAC 	<ul style="list-style-type: none"> • Provincial support will be provided to SOS • Monitor implementation of training provided 	<ul style="list-style-type: none"> • Teachers will implement • Support learners
Support various Projects: Participation in online Natural Sciences and Technology Competitions: <ul style="list-style-type: none"> • Olympiads: Gr 4-6 • ESKOM EXPO: Grade 5-6 • Growsmart: 4-6 • Science clubs / hubs programme in collaboration with the CTSC for identified schools. • I am Water, etc. • National Science Week Activities • Robotics Grade: 4-6 	All Grade 4-6 SAs, Departmental Heads; Teachers and learners in all schools across all the Districts	April 2022 – March 2023	<ul style="list-style-type: none"> • Advocacy to inform schools and invite learners to participate • Provide funding for the Olympiad entries of learners from MST Focus and No-Fee Paying schools • Monitor & support registration • Support with training of the learners • Support Provincial winners to attend national award ceremony, if necessary. • Increasing participation and sustain all the projects while generating interest and ensuring an increase in the throughput of science learners in FET as well as addressing Climate Change, Food shortages and application of 	<ul style="list-style-type: none"> • Advocacy • Monitor & support with registration of learners. • Identify access to online facilities for the schools. • Support with training of the learners where there is a need. • Increasing participation and sustain all the projects while generating interest and ensuring an increase in the throughput of science learners in FET as well as addressing Climate Change, Food shortages and application of science to everyday life context. 	<ul style="list-style-type: none"> • Advocacy • Identify and support with registration of learners • Identify access to online facilities for the schools. • Ensure learner participation • Increasing participati

<ul style="list-style-type: none"> • Support for ECO-Schools & School Gardens 			<p>science to everyday life context.</p> <ul style="list-style-type: none"> • Monitor implementation and impact 	<ul style="list-style-type: none"> • Monitor implementation and impact 	<p>on and sustain all the projects while generating interest and ensuring an increase in the throughput of science learners in FET as well as addressing Climate Change, Food shortages and application of science to everyday life context.</p>
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SOCIAL SCIENCES: Intermediate Phase -2022



Riedewaan Charles

SS IP Objectives 2022

SOCIAL SCIENCES OBJECTIVES 2022: IP

Riedewaan Charles



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- 1. TEACHER PROFESSIONAL DEVELOPMENT:** Series of development sessions over a week via Teams aimed at +350 educators upskilling Social Science Content at a time, like Map Skills, Source-based Questioning, applying content to everyday issues.
 - 2. STRENGTHENING OF THE SUBJECT:** Develop intervention strategies to promote and strengthen the use of LAC in reading & writing/ GEC/ Critical Thinking skills development, MultiGrade Provincial support, Calendar events.
 - 3. DEVELOPING ASSESSMENT AND EXAMINATION TECHNIQUES** through Quality Assurance strategies.

INTERMEDIATE PHASE **SOCIAL SCIENCES** OBJECTIVES FOR 2021/2022

SUBJECT: SOCIAL SCIENCES		PHASE: INTERMEDIATE			
OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2025					
Goal no	GOAL				
7	Improve the average performance of grade 6 learners in languages.				
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.				
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year				
19	Ensure that every learner has access to minimum set of textbooks and workbooks required in accordance with national policy.				
Linked to APP	Strategic Objective 2.1. Develop and implement provincial curriculum management and support strategies				
Provincial Average Pass %	2017	2018		2019	
	Gr 6 = 84.0	Gr 6 = 83.6		Gr 6 = 75.2	
Provincial targets	2020	2021		2022	
	Gr 6 = 85.0	Gr 6 = 87.0		Gr 6 = 90.0	
OBJECTIVES	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
1. TEACHER PROFESSIONAL DEVELOPMENT: Series of development sessions over a week via Teams aimed at +350 educators at a time upskilling Social Science Content. Various topics to be addressed. <ul style="list-style-type: none"> • Introduce School Food Garden project • Continuation of MIP 	Train Grade 4 – 7 teachers and Novices 1000+	February – March 2022	<ul style="list-style-type: none"> • Identify and develop course content in collaboration with SAs • Identify facilitators • Liaise, inform, and guide course developers and facilitators • Edit, translate and compile manual • Quality assure rollout of course material • Develop and manage logistical arrangements between the 8 districts, HO to secure the attendance of SAs in attending a course through a webinar including 	<ul style="list-style-type: none"> • Attend the full duration of the course • Implement newly acquired knowledge, skills, methodology and classroom strategies in classroom support • Arrange PLCs that support and strengthen implementation of course content 	<ul style="list-style-type: none"> • (ICT integration course and development work to be implemented during the course) • Introduce or develop Food Garden Project as example of applying Curriculum to reality • Apply map skills to content lessons

			timeframe, budget allocation <ul style="list-style-type: none"> • Introduce School Food Garden project as example 		
2. STRENGTHENING OF THE SUBJECT: Develop intervention strategies to promote and strengthen the use of LAC in reading & writing/ GEC/ Critical Thinking skills development, Multigrade Provincial support	All IP SAs, HODs, Teachers & Learners in all Districts	February – November 2022	<ul style="list-style-type: none"> • Advocacy with Districts through Language Subject Advisers • Share support material/resources for LAC: booklet • Monitor implementation • Quarterly reporting 	<ul style="list-style-type: none"> • Districts cascade information to teachers • Develop intervention strategies to promote and strengthen the use of LAC in reading & writing • Monitor the implementation of LAC guidelines during class visits • Quarterly reporting 	<ul style="list-style-type: none"> • Register to participate • Attend workshops • Guide & support learners • Keep parents informed • Implement • Reflect • HOD to monitor Report
3. DEVELOPING ASSESSMENT AND EXAMINATIONS TECHNIQUES. Through Quality Assurance strategies, with assistance by the Assessment Team	All IP SAs, HODs, Teachers, Learners in all Districts Selected multi grade schools	March 2022	<ul style="list-style-type: none"> • Advocacy with Districts through Social Sciences Subject Advisers • Share support material/resources • Develop guidelines for teachers • Monitor implementation • Quarterly reporting • Visiting and monitoring opportunities 	<ul style="list-style-type: none"> • Districts cascade information to teachers in Social Sciences • Develop intervention strategies to promote and strengthen the use of the resource tool • Monitor the implementation of the resource during class visits • Quarterly reporting 	<ul style="list-style-type: none"> • Register to participate • Attend workshops • Guide & support learners • Keep parents informed • Implement • Reflect • HOD to monitor Report



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FOR YOU

DIRECTORATE: CURRICULUM GET

SENIOR PHASE OPERATIONAL PLAN

2022-2023



<https://bit.ly/CreativeArtsObjectives20222023>

CREATIVE ARTS 2022 SENIOR PHASE

Anina Lundie



CREATIVE ARTS: OPERATIONAL PLANNING 2022-2023 OBJECTIVES

2. MAKING EDUCATION GAINS: SUBJECT DEVELOPMENT & PSYCHO-SOCIO SUPPORT.

- ✦ Develop psycho-social arts (dance, drama, music and visual art therapy) support activities towards fostering resilience in learners.
- ✦ Phase approach: fundamental skills & content: revise, update and upload Creative Arts lessons on ePortal.
- ✦ Develop Music short course with CTLI.
- ✦ Develop Music Literacy workshops with Cape Town Opera.
- ✦ Develop project-based activities: DBE.

1. PROVIDING FOCUSED, TARGETED AND CURRENT CREATIVE ARTS SUBJECT ADVISOR & TEACHER DEVELOPMENT PROGRAMMES

- ✦ Subject Advisor Development: ICT course – creating and editing video and digital presentations.
- ✦ CTLI/GET/SASCE Music 5-week short course: music literacy, vocal training, choral conducting and performance.
- ✦ Music appreciation and performance: Teacher Development workshops in collaboration with Cape Town Opera.
- ✦ IP & SP CTLI blended Creative Arts courses: Dance, Drama, Music & Visual Art.
- ✦ Second Round: Radio Drama SP workshops in collaboration with RSG and Woordfees.

3. DEVELOPING ARTS ENTREPRENEURSHIP AND ARTS ADVOCACY COLLABORATION PROJECTS.

- ✦ GET Performing Arts Showcase (Dance, Drama, Music): Artscape with MathArt project: Gr 7-9 Visual Art and Mathematics with the **launch of advocacy and skills video project.**
- ✦ Foster active partnerships with Art and Music Centres – programme of focused and targeted teacher development workshops.
- ✦ **Planning & Preparation: 2023 Creative Arts Conference: STEAM education. In collaboration with three prominent WC arts festivals: Woordfees, KKNK, Suidoosterfees.**



SENIOR PHASE **CREATIVE ARTS** OBJECTIVES FOR 2022/2023

SUBJECT: CREATIVE ARTS

PHASE: SENIOR PHASE

OBJECTIVE GOALS AS PER ACTION PLAN TO 2024: TOWARDS THE REALISATION OF SCHOOLING 2030

Goal no	GOAL			
2	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and numeracy competencies in Grade 6.			
7	Improve the average performance of Grade 6 learners in languages.			
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.			
17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.			
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year.			
2	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and numeracy competencies in Grade 6.			
7	Improve the average performance of Grade 6 learners in languages.			
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.			
Linked to APP	Programme 2: Public Ordinary Schools Strategic Goal 2: Improve education outcomes and opportunities for youth development			
Provincial Average Pass %	2016	2017	2018	2019
	Grade 7: 84.78	Grade 7: 86.75	Grade 7: 87.90	Grade 7: 88.90
	Grade 8: 73.35	Grade 8: 75.17	Grade 8: 78.25	Grade 8: 80.25
	Grade 9: 68.16	Grade 9: 71.09	Grade 9: 72.09	Grade 9: 74.09
Provincial targets	2020		2021	
	Grade 7: 90		Grade 7: 91	
	Grade 8: 82		Grade 8: 83	
	Grade 9: 76		Grade 9: 78	
		2022		
		Grade 7: 92		
		Grade 8: 84		
		Grade 9: 79		

OBJECTIVES	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
 OBJECTIVE 1  PROVIDE FOCUSED, TARGETED AND CURRENT CREATIVE ARTS SUBJECT ADVISER & TEACHER DEVELOPMENT PROGRAMMES					
CTLI/GET/SASCE Music 5-week short course: music literacy, vocal training, choral conducting and performance: synchronistic, asynchronistic formats.	Grades 7-9 teachers	January – April 2022: one Saturday contact workshop every second Saturday and one online workshop during January – April 2022.	<ol style="list-style-type: none"> 1. Identify Developers & Facilitators informally advertise, interview, nominate the Developers and Facilitators. 2. Provide CTLI with the required R&S forms and documentation to be submitted to Recruitment and Selection. 3. Liaise, inform, guide, Developers and Facilitators: provide the course outline, critical input and monitoring of the writing of the manual. 4. Edit, translate and compile manual. 5. Collect timesheets of Developers and submit to CTLI to further process and submit for payment. 6. Provide GET Curriculum SCOA code for payment. 7. Make logistical arrangements for online and face to 	<ol style="list-style-type: none"> 1. Advocate workshops in districts communication with schools (teachers & principals). 2. Identify lead teachers of SAs to facilitate workshops. 3. Manage online registration process. 4. Monitor, support and report implementation to Head Office. 5. Attend, develop PLCs, support and guide teachers post teachers' workshops. 	<ol style="list-style-type: none"> 1. Register online to attend the online workshops. 2. Implement newly acquired knowledge, skills, methodology and classroom strategies in classroom. 3. Attend PLCs that support and strengthen implementation of course content.

				<p>face facilitation in collaboration with CTLI (computer labs, scheduling, possible registration on CTLI website).</p> <p>8. Advocate course, communication with schools (teachers & principals); identify teachers.</p> <p>9. Quality assure rollout of course.</p>		
<p>Music appreciation and performance: Teacher Development workshops in collaboration with Cape Town Opera.</p>	<p>Gr 4 -9 Music (Performing Arts) Teachers</p>	<p>August 2022</p>	<p>1. Identify and develop course content.</p> <p>2. Liaise, inform, guide Cape Town Opera Developers and Facilitators</p> <p>3. Edit, translate and compile manual</p> <p>4. Quality assure rollout of course</p> <p>5. Develop and manage logistical arrangements and training for SAs and Creative Arts lead teachers.</p>	<p>1. Identify and inform Creative Arts teachers of workshops.</p> <p>2. Support logistical arrangements in districts (accommodation, transport, catering and venue allocation).</p> <p>3. Attend and support at workshops.</p> <p>4. Monitor, support and report on implementation to Head Office</p>	<p>1. Register online to attend the Music workshop/s.</p> <p>2. Implement newly acquired knowledge, skills, methodology and classroom strategies in classroom.</p> <p>3. Attend PLCs that support and strengthen implementation of course content.</p>	
<p>Subject Adviser Development: ICT course – creating and editing video and digital presentations.</p>	<p>DCES, Creative Arts Subject Advisers</p>	<p>April 2022</p>	<p>1. Identify Developers & Facilitators.</p> <p>2. Liaise, inform, guide Developers and Facilitators.</p> <p>3. Quality assure rollout of course.</p> <p>4. Online Programme Manager (develop online notification,</p>	<p>1. Use, apply and implement newly acquired knowledge, skills, methodology in own practice.</p>	<p>1. Benefit from SAs improved digital presentations and videos.</p>	

			approve online registrations) 5. Online reflection.		
In partnership with CTLI, provide a 5-day Blended Teacher Development Course for SP teachers and Subject Advisers	DCES, Creative Arts Subject Advisers and Teachers	Between 24 June and 19 July 2022 (winter holiday)	<ol style="list-style-type: none"> 1. Refine course content. 2. Integrate ICT strategies into the course content. 3. Identify Developers & Facilitators (including CTLI eLearning component). 4. Liaise, inform, guide, Developers and Facilitators. 5. Quality assure rollout of course. 6. Online Programme Manager (develop online notification, approve online registrations). 7. Pre and Post-test. 8. Online reflection. 	<ol style="list-style-type: none"> 1. Advocate course, communication with schools (teachers & principals) 2. Identify teachers 3. Monitor, support and report implementation to Head Office 4. Attend, develop PLCs, support and guide teachers post teachers' course 	<ol style="list-style-type: none"> 1. Register online to attend the course. 2. Identify substitute teachers. 3. Sign MOA between CTLI and School. 4. Write Pre and Post Test. 5. Attend the full duration of the course. 6. Implement newly acquired knowledge, skills, methodology and classroom strategies in classroom. 7. Attend PLCs that supports and strengthen implementation of course content.
Second Round: Radio Drama SP workshops in collaboration with RSG and Wordfees.	Creative Arts Subject Advisers and Teachers	July 2022	<ol style="list-style-type: none"> 1. Develop and manage logistical arrangements of workshops for SAs and Creative Arts lead teachers. 2. Advocate and advertise workshops. 3. Communicate logistics: dates, accommodation, course content, etc. 4. Quality assure rollout of workshops. 	<ol style="list-style-type: none"> 1. Identify and inform Creative Arts teachers. 2. Support logistical arrangements in districts (accommodation, transport, catering and venue allocation). 3. Attend and support at workshops 4. Monitor, support and report implementation to Head Office. 	<ol style="list-style-type: none"> 1. Register online to attend the Radio Drama workshop 2. Implement newly acquired knowledge, skills, methodology and classroom strategies in classroom 3. Attend PLCs that support

and strengthen implementation of course content.



MAKING EDUCATION GAINS: SUBJECT DEVELOPMENT & PSYCHO-SOCIO SUPPORT.

<p>Develop psycho-social arts (dance, drama, music and visual art therapy) support activities towards fostering resilience in learners.</p>	<p>Gr 4-9 teachers</p>	<p>June – September 2022</p>	<ol style="list-style-type: none"> 1. Identify and develop course content. 2. Procure dance, drama, music and visual art therapy and identify Developers and Facilitators. 3. Edit, translate and compile manual. 4. Quality assure rollout of course. 5. Develop and manage logistical arrangements and training for SAs and Creative Arts lead teachers. 	<ol style="list-style-type: none"> 1. Identify and inform Creative Arts teachers of workshops. 2. Support logistical arrangements in districts (accommodation, transport, catering and venue allocation). 3. Attend and support at workshops. 4. Monitor, support and report on implementation to Head Office. 	<ol style="list-style-type: none"> 1. Register online to attend the dance, drama, music and visual art therapy workshop/s. 2. Implement newly acquired knowledge, skills, methodology and classroom strategies in classroom. 3. Attend PLCs that support and strengthen implementation of course content.
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DEVELOPING ARTS ENTREPRENEURSHIP AND ARTS ADVOCACY THROUGH COLLABORATION PROJECTS

<p>In partnership with <u>Artscape</u> and <u>Nelson Mandela University</u>, plan and execute a provincial Schools Arts Festival and MathArt exhibition demonstrating learners' achievement in Dance, Drama and Music in Grades 4 to 9.</p>	<p>Grades 7 – 9 learners and teachers</p>	<p>July – September 2022 Gala event: August 2022.</p>	<ol style="list-style-type: none"> 1. Develop operational and business plans for MathArt and Performing Arts events. 2. Arrange logistics w.r.t provincial showcase. 	<ol style="list-style-type: none"> 1. Plan and execute all logistics for a provincial Performing Arts and Visual Art showcase. 2. Liaise with partners, i.e., WCED Music & Art centres. 	<ol style="list-style-type: none"> 1. Attend online instructional workshops. 2. Attend Performing Arts and MathArt workshops in districts.
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<p>Launch Dance, Drama, Music, Visual Art skills, advocacy and entrepreneurial video project at the Gala event.</p>			<ol style="list-style-type: none"> 3. Ensure viable partnerships with WCED art centres and external parties, e.g., NMU (MathArt); Artscape, The Baxter, Drama, Dance Departments at UCT, SU, CPUT, community and professional artists, sponsors, etc. 4. Procure sound, lighting, costume pieces, stage make-up, trophies, medals and certificates. 5. Provide logistical and conceptual support to districts. 	<ol style="list-style-type: none"> 3. Support provincial Gala event. 4. Manage online registration process. 5. Facilitate adjudication process. 6. Facilitate marketing process to ensure buy in from teachers. 7. Provide curriculum support w.r.t execution of visual art performance pieces. 	<ol style="list-style-type: none"> 3. Plan FATs to be in line with Performing Arts and MathArt celebration. 4. Showcase Performing Art and MathArt works in different formats and varying degrees of formality at school. 5. Select a certain number of Performing Art and MathArt works that will be submitted for the provincial showcase.
<p>Foster active partnerships with Art and Music Centres – programme of focused and targeted teacher development workshops.</p>	<p>Gr 4-9 learners and teachers</p>	<p>March – October 2022.</p>	<ol style="list-style-type: none"> 1. Identify and develop course content in collaboration with Art and Music Centres. Identify facilitators for various district workshops. 2. Liaise, inform, and guide course developers and facilitators. 3. Edit, translate and compile manuals for district workshops. Quality assure rollout of course. 4. Develop and manage logistical arrangements between the 10 Art and Music Centres, including timeframe, budget allocation, 	<ol style="list-style-type: none"> 1. Advocate Arts and Music Centre workshops, communication with schools (teachers & principals). 2. Identify teachers. 3. Manage online registration process. 4. Monitor, support and report implementation to Head Office. 5. Attend, develop PLCs, support and guide teachers post teachers' workshops. 	<ol style="list-style-type: none"> 1. Register online to attend the art & Music centre's workshops. 2. Implement newly acquired knowledge, skills, methodology and classroom strategies in classroom. 3. Attend PLCs that support and strengthen implementation of course content.

			procurement of art material, catering and venue allocation.		
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ECONOMIC & MANAGEMENT SCIENCES

SENIOR PHASE

DR. ANTOINETTE VENTER



<https://tinyurl.com/yebhkawd>

2022



- 3 ENTREPRENEURSHIP
- EMPLOYABILITY
- EDUCATION



Western Cape Government

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SENIOR PHASE EMS OBJECTIVES 2022/2023

Objective 1

SUBJECT DEVELOPMENT

- Lesson plans
- Take home packages
- Core notes Gr 7
- Grade 8 & 9 item banks
- Assessment
- Tips for teachers
- Moderation
- GEC
- Competitions
- Olympiads
- Telematics



Objective 2

PROFESSIONAL DEVELOPMENT OF TEACHERS

- Minute Registration
- MOA
- Pre- and Post test
- PowerPoint presentations and training manuals
- Online training



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Objective 3

E3: Employability Entrepreneurship in Education

- Implementation and support in cohort 1, 2 and 3 schools
- Providing of resources (LTSM)
- Training of teachers
- Monitoring and evaluation



Teaching Tips



OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2025

Goal no	GOAL			
12	Improve the grade promotion of learners through the Grades 7 to 9 phases of the school.			
13	Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.			
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.			
17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.			
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year.			
19	Ensure that every learner has access to the minimum set of textbooks and workbooks required in accordance with national policy.			
PROVINCIAL TARGET	<p><i>Increase the term performance of learners in EMS across Grades 7-9 by enlarging numbers for Code 3 and above with 15%.</i></p> <p><i>Increase the enrolment of learners doing Accounting, Economics and Business Studies in FET by 5%.</i></p>			
Linked to APP	<ul style="list-style-type: none"> ▶ Increase the number of Grade 12 learners who become eligible for a bachelor's programme at a university. ▶ Improve the grade promotion of learners through Grades 1 to 9. ▶ Improve the access of youth to Further Education and Training beyond Grade 9. 			
Provincial Average Pass % (Level 3: (40 % and above)	2017	2018	2019	2020
	Grade 7: 78,0 Grade 8: 53,4 Grade 9: 46,3	Grade 7: 56,0 Grade 8: 31,8 Grade 9: 26,2	Grade 7: 55,6 Grade 8: 32,1 Grade 9: 26,3	Grade 7: 76,9 Grade 8: 54,0 Grade 9: 49,5
Provincial targets	2020	2021	2022	
	Grade 7: 79,0 Grade 8: 55,5 Grade 9: 47,5	Grade 7: 79,0 Grade 8: 55,5 Grade 9: 47,5	Grade 7: 75 Grade 8: 55 Grade 9: 50	

OBJECTIVES	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
<p>Support the use and development of time & function appropriate LTSM, resources, platforms, and partnerships to enhance authentic and deep learning in all contexts.</p> <p>Participate in various competitions and Olympiads</p> <ul style="list-style-type: none"> • Tips for teachers • Grade 7 core notes • Grade 8 & 9 item bank • Lesson plans • Resource packages • Telematics 	Grade 7 – 9 learners and teachers	Jan – Dec 2022	<ul style="list-style-type: none"> • Developing of resources • Load resources on e-Portal • Monitor & support with registration • Participate in the panel of assessors 	<ul style="list-style-type: none"> • Distribute, mediate and roll-out resources in schools • Orientate and train teachers on usage • Advocacy • Support registration • Communicate logistics to schools • Monitor implementation and impact 	<ul style="list-style-type: none"> • Use the resources in daily teaching, learning, and assessment • E-learning should strengthen learner performance and provide more clarity • Implement in schools • Promote to parents • Register to participate • Guide and support learners • Keep parents informed • The teachers will communicate with the learners about all the competitions and Olympiads • Participation in competitions and Olympiads • Increase the throughput of Business Education learners in the FET phase

<p>Deepen teacher and subject adviser professionalism through continuous improvement of subject content knowledge and pedagogical content knowledge</p> <p>Online EMS training</p>	<p>Grade 8 EMS teachers</p>	<p>Term 2 2022</p>	<ul style="list-style-type: none"> • Notification of and an invitation to attend teacher development • Communication with districts • Provide online training in collaboration with the University of Stellenbosch • Submission of curriculum minute • Development of training material and pre- and post-tests • Monitoring impact • SACE endorsement • Reflection • Report 	<ul style="list-style-type: none"> • Identify the schools/ teachers for development • Ensure that the identified teachers register in good time • Communicate with schools regarding the online training 	<ul style="list-style-type: none"> • Register for training on time • Attend training • Implement newly acquired knowledge, skills, and methodology in the classroom • Attend PLCs that support and strengthen implementation of course content • Reflect
<p>Prepare learners holistically for the 21st century, future careers and to contribute to a sustainable world by also involving parents</p> <p>E³ Entrepreneurship and Employability Education</p>  <p>LEARN TO SUCCEED</p>	<p>Grade 7 – 9 teachers and learners</p>	<p>Jan – Dec 2022</p>	<ul style="list-style-type: none"> • Notification of and an invitation to attend teacher workshops to implement E³. • Facilitate the online training • Finalise the programme • Monitoring and support implementation and impact of schools (cohort 1, 2 and 3 schools) • 	<ul style="list-style-type: none"> • Monitor the schools/teachers for attending the workshops. • Communicate with schools regarding on-line training and programmes. • Manage training venues, attendance registers, materials, claims, evaluations • Support implementation • Facilitate PLC's • 	<ul style="list-style-type: none"> • Implement as per E3 national team • Report on effectiveness of the implementation • Reflect

<p>Entrepreneurship in schools and thinking skills for a changing world will focus on Project Based Learning (PBL) and incorporates Action Learning and Experiential Learning methodologies.</p>					
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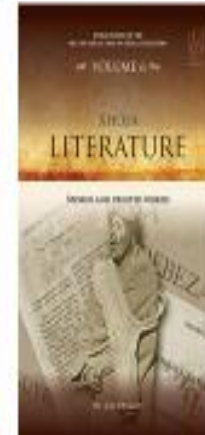
**TEAM
READ**
A DRIVE FOR ABSOLUTE LITERACY

WOW
WOORDE OPEN WERELDE

<https://tinyurl.com/4pwp9hzx>



**URhulumente
weNtshona Koloni**
EzeMfundo



**LANGUAGES - ISIXHOSA
SENIOR PHASE**

WELEKAZI NGECE



ISIXHOSA OBJECTIVES 2022

SENIOR PHASE

1. READING STRATEGY

- GRADE 7-9 RECOMMENDED LITERATURE REVIEW PROCESS
- LITERATURE REVIEW PROCESS
- WOW SPELLING FESTIVAL (GRADE 7-8 ISIXHOSA)
- READING CELEBRATIONS

2. SUBJECT DEVELOPMENT

- LESSON PLAN MODIFICATION (BLENDED LEARNING)
- WOW WEBINAR
- NOVICE TEACHER TRAINING
- HODS AND SUBJECT HEADS TRAINING
- GET FET COLLABORATION

3. ASSESSMENT

- DATA ANALYSIS
- QUALITY ASSURANCE
- RUBRIC DEVELOPMENT



SENIOR PHASE ISIXHOSA OBJECTIVES FOR 2022/2023

SUBJECT: LANGUAGES		PHASE: SENIOR			
OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2025					
Goal no	GOAL				
2	Increase the number of learners Grade 6 who, by the end of the year, have mastered the minimum language and numeracy competencies in Grade 6.				
7	Improve the average performance of grade 6 learners in languages.				
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year				
19	Ensure that every learner has access to minimum set of textbooks and workbooks required in accordance with national policy.				
Linked to APP	<p>PPI 73 % of learners in Grade 6 attaining acceptable outcomes in Language*:</p> <p>Improve the number of learners passing <u>Home Language</u> in Grade 6: Afrikaans, English and isiXhosa to 50% with an average performance of 60%.</p> <p>Improve the number of learners passing <u>First Additional Language</u> in Grade 6: Afrikaans, English, and isiXhosa to 50% with an average performance of 50%.</p>				
Provincial	2015	2016	2017	2018	2019
Average Pass %	SBA GR9 HL – 81.5% (T4) FAL – 84.8% (T4)	SBA GR9 HL – 84.8% (T4) FAL – 88.0% (T4)	SBA GR9 HL – 86.6% (T4) FAL – 89.6% (T4)	SBA GR9 HL – 89% (T4) FAL – 92% (T4)	SBA GR9 HL – 85% (T4) FAL – 89% (T4)
Provincial targets	2019	2020	2021	2022	
	SBA GR9 HL – 90 % FAL – 93%	SBA GR9 HL – 91 % FAL – 94%	SBA GR9 HL – 91 % FAL – 94%	SBA GR9 HL – 92% FAL – 95%	
OBJECTIVE 1: READING STRATEGY					

OBJECTIVES	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
ACTIVITY 1.1: Grade 7-8 WoW Spelling	Senior Phase Teachers, Learners, Spelling Coaches	Ongoing (February to October 2022) PROVINCIAL FINAL: October 2022 (Confirmed)	<ul style="list-style-type: none"> • Use previous year's results to set annual targets • Download spelling list from WOW Website • Upload spelling lists onto e-Portal and curriculum website • Support districts • Monitor & Report 	<ul style="list-style-type: none"> • Ensure that identified schools in all districts participate in the initiative • Attend District Competitions • Support Spelling Coaches • Monitor and report on the progress in schools 	<ul style="list-style-type: none"> • Register to participate • Attend WOW training • Guide & support learners • Keep parents informed • Implement • Reflect • Departmental Heads to monitor • Report
ACTIVITY 1.2: GRADE 7-9 RECOMMENDED LITERATURE LIST	Coordinate and develop Gr 7-9 Recommended Literature List Subject Advisers, Teachers; Edulis representatives; PASA	Ongoing (February to October 2022)	<ul style="list-style-type: none"> • Issue notice of literature review meetings at CTLI • Support Districts by providing a Management Plan of the process • Develop a Minute & Disseminate to District offices and schools • Secure venues for literature review 	<ul style="list-style-type: none"> • Invite teachers to participate in the process • Ensure that as many schools in all Districts utilise the recommended lists to purchase LTSM • Support schools to select the most appropriate books • Ensure that appropriate Literature books are available at all schools • Ensure that schools have relevant LTSM 	<ul style="list-style-type: none"> • Access and download the relevant recommended Literature Lists from the WCED e-Portal • Top up on Literature books • Utilise Norms & Standards funding to purchase reading books • Manage LTSM appropriately • Register to participate in the

			<p>discussions with teachers and subject advisers</p> <ul style="list-style-type: none"> • Collaborate with PASA & Edulis 		review process
OBJECTIVE 2: SUBJECT DEVELOPMENT					
ACTIVITY 2.1: LESSON PLAN MODIFICATION Grade 7-9	All teachers in the Province and the learners	Each Term Ongoing	<ul style="list-style-type: none"> • DBE and HO aligned the Lesson Plan with the Recovery Plan 2021-2023 • Upload the Lesson Plan onto e-Portal • Sharing with the Subject Advisers and the District Curriculum Heads • Monitoring and report 	<ul style="list-style-type: none"> • Share the Lesson Plans with the school and teachers. • Guide and support the teachers • Monitoring and report 	<ul style="list-style-type: none"> • Guide and support the learners and parents • Heads of Department monitor the use of the Lesson Plans and guide where necessary
ACTIVITY 2.2: Novice Teacher Training	Grade 7-9 Novice teachers	March 2022	<ul style="list-style-type: none"> • Develop the resources • Provide funding • Notification of and invitation to attend teacher development • Communication with districts 	<ul style="list-style-type: none"> • Identify the schools/ teachers for development • Ensure that the identified teachers register in good time. • Communicate with schools regarding the online training. • Monitoring and Report 	<ul style="list-style-type: none"> • Register for training on time • Attend training. • Implement newly acquired knowledge, skills, and methodology in the classroom. • Head of the Department

			<ul style="list-style-type: none"> • Monitoring and Report 		to monitor and give support where necessary
ACTIVITY 2.3: Subject Heads Developmental Session GRADE 4-6	Grade 7-9 Subject Heads and Curriculum Advisers.	April 2022	<ul style="list-style-type: none"> • Develop the resources • Provide funding • Notification of and invitation to attend Subject Head development • Communication with districts • Monitoring and Report 	<ul style="list-style-type: none"> • Identify the schools/ teachers for development • Ensure that the identified teachers register in good time. • Communicate with schools regarding the online training. • Monitoring and Report 	<ul style="list-style-type: none"> • Register for training on time • Attend training • Implement newly acquired knowledge
ACTIVITY 2.4: WOW Webinar	All teachers in the Province and the learners	Once a year 2022 - 2023	<ul style="list-style-type: none"> • Liaise with US-WOW on the management, development and execution of the project • Advocate and mediate project with the Subject Advisers • Quality assure the resources presented. • Upload on e-Portal the presentations • Monitoring and report 	<ul style="list-style-type: none"> • With the SCPs develop the resources to be presented. • Review, reflect on and share good practices • Present the resources via live stream webinar. • Monitoring and Report 	<ul style="list-style-type: none"> • Register for the webinar • Attend the webinar. • Implement newly acquired knowledge • Heads of Departments to monitor the implementation

ACTIVITY 2.5: GET FET INTER- DEPARTMENTAL COLLABORATION AND TERTIARY STAKEHOLDERS	SCPS, and Subject Advisers and Lecturers	Four times a year	<ul style="list-style-type: none"> • Develop an agenda • Get a venue • Invitation • Drive the discussion. • Implement newly acquired knowledge. • Reflect and report. • Work together with FET and FP SCPs 	<ul style="list-style-type: none"> • Accept the invitation. • Reflect on the agenda • Act/implement newly acquired knowledge. • Share with the teachers. • Monitor "red" schools and grades at least once a semester 	<ul style="list-style-type: none"> • Present SAs with action plans to address challenges in the grade
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OBJECTIVE 3: ASSESSMENT

ACTIVITY 3.1: DATA ANALYSIS	Subject Advisers.	2hrs session June 2022-2023	<ul style="list-style-type: none"> • Collaboration with the e-Learning and Assessment • Develop training Resources. • Quality assure the training material • Monitor and report 	<ul style="list-style-type: none"> • Register for the session on time • Attend training. • Implement newly acquired knowledge and skills. • Analyse the term results and develop support plan. 	<ul style="list-style-type: none"> • Register for Data Analysis sessions • Implement by analysing results and adapt teaching to needs • Support plans indicate analysis and action plans on it • Review, Reflection & Reporting
ACTIVITY 3.2: QUALITY ASSURANCE MODERATION PROCESSES	Subject Adviser and teachers	Twice a term	<ul style="list-style-type: none"> • Design the tools to quality assure the Tasks • Checklist for all the required documents. • To mediate 	<ul style="list-style-type: none"> • Identify schools to be moderated using Term Performance • Notification to the schools. • Moderation of the Task with the SCP 	<ul style="list-style-type: none"> • Internal moderation of the Tasks by the HoD. • Internal moderation report signed and dated • Submission of Tasks to

			<p>moderation tools with Advisers.</p> <ul style="list-style-type: none"> • Report the findings and develop a support plan 	<ul style="list-style-type: none"> • Findings and reports. • Develop a support plan with SCP • Monitoring and support 	<p>the District</p> <ul style="list-style-type: none"> • Implementation of the support plan. • The HoD must ensure the support plan is implemented
<p>ACTIVITY 3.3: RUBRIC DEVELOPMENT</p>	<p>Subject Advisers, Teachers</p>	<p>January – November 2022-2023</p>	<ul style="list-style-type: none"> • Design training and resources needed to execute the objective • Mediate training with the Subject Advisers • Quality assures the training material • Attend sessions to support Subject Advisers. • Monitoring and report 	<ul style="list-style-type: none"> • Manage the registrations and correspondence with schools • Set up online (face to face) rubric development training opportunities • Facilitate the sessions • Monitor implementation in informal and formal assessment. • Monitoring and support 	<ul style="list-style-type: none"> • Teachers register for Rubric Development sessions • Teachers use skills and newly gained knowledge to develop rubrics that fit the activity. • Recommendations on rubric revision to be implemented



Western Cape Government

Education

2022



Reading to Learn South Africa



LANGUAGES
SENIOR PHASE
English & Afrikaans

JOEY KLAASTE-SALMANS





LANGUAGES OBJECTIVES 2022 SENIOR PHASE

1. READING STRATEGY

- ✓ WOW Spelling Festival (English & Afrikaans)
- ✓ Observation of Reading and Literacy Days (English & Afrikaans)
- ✓ Recommended Literature List (English & Afrikaans)
- ✓ Virtual Library (English & Afrikaans)

2. SUBJECT DEVELOPMENT

- ✓ Reading to Learn Phase 2 (English)
- ✓ Lesson Plan Modification – Blended Learning (English & Afrikaans)
- ✓ WOW Webinar (English & Afrikaans)
- ✓ GET FET Collaboration
- ✓ Novice Teacher Development – Psycho-social Support in Teaching Language
- ✓ Aspirant Teachers Development– Demystifying Core Competencies (English & Afrikaans)

3. ASSESSMENT

- ✓ Grade 9 SBA & Systemic Data Analysis
- ✓ Provincial Monitoring and Evaluation – Moderation
- ✓ Rubric Development

OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2025

Goal no	GOAL									
2	Increase the number of learners Grade 6 who, by the end of the year, have mastered the minimum language and numeracy competencies in Grade 6.									
7	Improve the average performance of grade 6 learners in languages.									
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year.									
19	Ensure that every learner has access to the minimum set of textbooks and workbooks required in accordance with national policy.									
Linked to APP	<p>PPI: 7.5 % of learners in Grade 9 attaining acceptable outcomes in Languages*:</p> <p><i>Improve the number of learners passing Home Language in Grade 6: Afrikaans, English, and isiXhosa to 50% with an average performance 60%</i></p> <p><i>Improve the number of learners passing First Additional Language in Grade 6: Afrikaans, English, and isiXhosa to 50% with an average performance of 50%</i></p>									
Provincial Average Pass %	2015		2016		2017		2018		2019	
	SYSTEMICS GR9 – 53.0%	SBA GR9 HL – 81.5% (T4) FAL – 84.8% (T4)	SYSTEMICS GR9 – 53.1%	SBA GR9 HL – 84.8% (T4) FAL – 88.0% (T4)	SYSTEMICS GR9 – 53.0%	SBA GR9 HL – 86.6% (T4) FAL – 89.6% (T4)	SYSTEMICS GR9 – 51.1%	SBA GR9 HL – 89% (T4) FAL – 92% (T4)	SYSTEMICS GR9 – 51.9%	SBA GR9 HL – 85% (T4) FAL – 89% (T4)
Provincial targets	2019		2020		2021		2022			
	SYSTEMICS GR9 – 59%	SBA GR9 HL – 90 % FAL – 93%	SYSTEMICS GR9 – 61%	SBA GR9 HL –91 % FAL – 94%	SYSTEMICS GR9 – 61%	SBA GR9 HL –91 % FAL – 94%	SYSTEMICS GR9 – 62% (Estimated)	SBA GR9 HL – 92% FAL – 95%		
OBJECTIVES	TARGET		TIME FRAME		WHAT HO WILL DO		WHAT DISTRICTS WILL DO		WHAT SCHOOLS WILL DO	

<p>OBJECTIVE ONE</p> <p>READING STRATEGY</p> <p>Grades 7-9</p> <p>Activity 1.1:</p> <p>WOW Spelling Festival</p>	<p>Senior Phase Teachers, Learners</p>	<p>February – October 2022-2023</p> <p>Provincial Finals 2022 (TBC)</p> <p>National Finals 2022 (TBC)</p>	<ul style="list-style-type: none"> • Collaborate with WOW organizing committee to set management plan • Upload the Spelling words to the WCED e-Portal • Advocate to Districts via SA contact sessions • Support districts • Monitor and report on implementation • Review impact • Reflection sessions with WOW on impact and adaptations 	<ul style="list-style-type: none"> • Advocate to schools via engagements with HODs/SHs • Conduct management meetings with participatory schools • Support Spelling Coaches/ Teachers • Attend online/mask to mask sessions • Monitor and report on progress in schools • Review impact and report 	<ul style="list-style-type: none"> • Register to participate • Attend management of festival meetings • Guide and support learners • Keep parents informed • SHs /HODs to monitor implementation • Review, Reflection & Reporting
<p>OBJECTIVE ONE</p> <p>READING STRATEGY</p> <p>Grade 7-9</p> <p>Activity 1.2: Celebration of reading events</p>	<p>Senior Phase Teachers, Learners</p>	<p>February - October 2022-2023</p>	<ul style="list-style-type: none"> • Compile list of Reading and Literacy days to be observed • Advocate and mediate information with SAs • Correspondence to the GET coordinator / SAs on the observation of days and possible ideas • Create online sharing platform (Google Drive) • Monitor and report • Liaise with media house on broadcasting 	<ul style="list-style-type: none"> • Advocate and mediate information with schools • Correspondence to schools via Principal/DH and SH • Create platform for information to be shared (Google Drive) • Monitor and report 	<ul style="list-style-type: none"> • Advocate importance of observing these days with peers and learners • Create a hype around the day and encourage learners' participation • Create a hype around the day and encourage community participation • Execute goals set and document implementation via videos, photographs online activities • Review, Reflection & Reporting

<p>OBJECTIVE ONE</p> <p>READING STRATEGY</p> <p>Grade 7 – 9</p> <p>Activity 1.3:</p> <p>Provision of Recommended Literature list</p>	<p>Subject Advisers, Teachers; Edulis representatives; PASA</p>	<p>March - November 2022-2023</p>	<ul style="list-style-type: none"> • Issue notice of literature review meetings at CTLI • Support Districts by providing a Management Plan of the process • Develop a Minute & Disseminate to District offices and schools • Secure venues for literature review discussions with teachers and subject advisers • Collaborate with PASA & Edulis 	<ul style="list-style-type: none"> • Invite teachers to participate in the process • Ensure that as many schools in all Districts utilise the recommended lists to purchase LTSM • Support schools to select the most appropriate books • Ensure that appropriate Literature books are available at all schools • Ensure that schools have relevant LTSM policies in place 	<ul style="list-style-type: none"> • Access and download the relevant Recommended Literature Lists from the WCED ePortal • Top up on Literature books • Utilise Norms & Standards funding to purchase reading books • Manage LTSM appropriately • Register to participate in the review process • Review, Reflection & Reporting
<p>OBJECTIVE ONE</p> <p>READING STRATEGY</p> <p>Grade 7 – 9</p> <p>Activity 1.4:</p> <p>Virtual Library</p>	<p>Subject Advisers, Teachers & Learners</p>	<p>January – November 2022-2023</p>	<ul style="list-style-type: none"> • Liaise with Edumedia on the development and management • Advocate and mediate with SAs to add resources to library • Quality assure the resources added • Monitor use of library 	<ul style="list-style-type: none"> • SAs share resources by uploading to library • Advocate and mediate with teachers on how to use library 	<ul style="list-style-type: none"> • Use of the library in their planning • Use the resources provided to ensure effective teaching and learning • Review, Reflection & Reporting
<p>OBJECTIVE TWO</p> <p>SUBJECT DEVELOPMENT</p> <p>Activity 2.1:</p> <p>Reading to Learn (Phase 2)</p>	<p>Subject Advisers, Teachers and Learners</p>	<p>July – November 2022-2023</p>	<ul style="list-style-type: none"> • Develop specs • Collaborate with reading partners • Communicate with districts • Provide Training • Project manage • Monitor • Report 	<ul style="list-style-type: none"> • Issue notice to schools on training • Provide district plan and budget • Secure venues for training (Virtual/Face to face) • Do registers for training • Train teachers 	<ul style="list-style-type: none"> • Register to attend <i>Reading to learn</i> training course • Implementation • Reflection • HOD to monitor & report • Review, Reflection & Reporting

				<ul style="list-style-type: none"> • Provide MOUs • Monitor • Report 	
<p>OBJECTIVE TWO</p> <p>SUBJECT DEVELOPMENT</p> <p>Activity 2.2:</p> <p>Lesson Plan Modification</p>	Subject Advisers, Teachers	January – November 2022-2023	<ul style="list-style-type: none"> • Review the 2021 lesson plans in relation to the 2022 ATP • Collaborate with SAs to produce modified lesson plans • Ensure blended learning and activities with a blended approach is added to lesson plans • Quality assure lesson plans and load to e-portal 	<ul style="list-style-type: none"> • Review and align lesson plans to the ATP as set by DBE • Ensure blended learning and activities with a blended approach is added to the lesson plans 	<ul style="list-style-type: none"> • Use the lesson plans as a basis of their lessons and adapt to the context • Ensure that the blended approach is prioritized • Ensure that informal assessment activities are the foundation of each lesson • Review, Reflection & Reporting
<p>OBJECTIVE TWO</p> <p>SUBJECT DEVELOPMENT</p> <p>Activity 2.3:</p> <p>WOW webinar</p>	Subject advisers, Teachers, Learners	Semester 1 2022 - 2023	<ul style="list-style-type: none"> • Liaise with US-WOW on the management, development, and execution of the project • Advocate and mediate project with the Subject advisers • Quality assure the resources presented 	<ul style="list-style-type: none"> • With the SCPs develop the resources to be presented • Review, reflect on and share good practices • Present the resources via live stream webinar 	<ul style="list-style-type: none"> • Where appropriate use the resources in the teaching of languages • Contribute to the resources to allow it to speak to the challenges experienced currently • Review, Reflection & Reporting
<p>OBJECTIVE TWO</p> <p>SUBJECT DEVELOPMENT</p> <p>Activity 2.4:</p> <p>GET FET Collaboration</p>	Subject Advisers, Teachers, Learners	January - November 2022-2023	<ul style="list-style-type: none"> • Meeting HO (FET) colleagues regularly • Develop collaborative plans to support the objectives 	<ul style="list-style-type: none"> • Support Grade 8 and 9 teachers with Pre-recorded pedagogical video • Monitor "red" schools and grades at least once a semester 	<ul style="list-style-type: none"> • Utilize the resources developed to support their teaching of Grade 8 and 9 • Present SAs with action plans to address challenges in the grade • Review, Reflection & Reporting
<p>OBJECTIVE TWO</p> <p>SUBJECT DEVELOPMENT</p>	Novice Teachers (Years 1 – 3 in school)	Once a term 2022-2023	<ul style="list-style-type: none"> • Design training and resources needed to execute the objective 	<ul style="list-style-type: none"> • Ensure Novice teachers are registered for the 	<ul style="list-style-type: none"> • Register for the live event

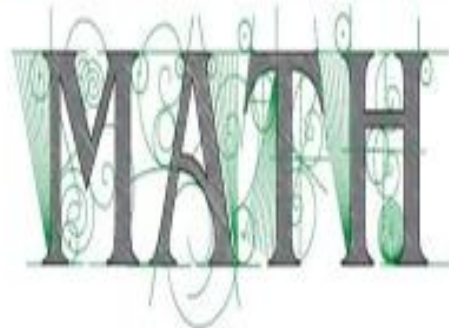
<p>Activity 2.5:</p> <p>Novice Teacher Development</p>			<ul style="list-style-type: none"> • Create the live event • Correspond with districts on registration of teachers • Quality assure the training material • Facilitate the training 	<p>training opportunity</p> <ul style="list-style-type: none"> • Attend the live event to acquaint him/herself with the material • Support teachers post the event • Report on teachers 	<ul style="list-style-type: none"> • Apply strategies and use resources provided to enhance teaching and learning • Review, Reflection & Reporting
<p>OBJECTIVE TWO</p> <p>SUBJECT DEVELOPMENT</p> <p>Activity 2.6:</p> <p>Aspirant Teacher Development</p>	<p>3rd and 4th year students</p>	<p>Twice a year (1 per semester)</p>	<ul style="list-style-type: none"> • Design training and resources needed to execute the objective • Create the live event • Correspond with HEIs on registration of student teachers • Quality assure the training material • Facilitate the training 	<ul style="list-style-type: none"> • Attend the live event to acquaint him/herself with the material • Build relationships with the teachers who are practising in the schools in their districts 	<ul style="list-style-type: none"> • Mentor teachers at schools should familiarize themselves with the information shared with student teachers. • Support student teachers while they are at the schools for teaching practice. • Review, Reflection & Reporting
<p>OBJECTIVE THREE</p> <p>ASSESSMENT</p> <p>Activity 3.1:</p> <p>Grade 9 SBA and Systemic Data Analysis</p>	<p>Subject Teachers Advisers,</p>	<p>February - November 2022-2023</p>	<ul style="list-style-type: none"> • Design training and resources needed to execute the objective • Advocate and mediate with the Subject Advisers • Quality assure the training material • Attend sessions to support Subject Advisers • Monitor and report 	<ul style="list-style-type: none"> • Manage the registrations and correspondence with schools • Set up online (face to face) training opportunities • Facilitate the sessions • Monitor implementation • Report 	<ul style="list-style-type: none"> • Register for Data Analysis sessions • Implement by analysing results and adapt teaching to needs • Support plans indicate analysis and action plans on it • Review, Reflection & Reporting
<p>OBJECTIVE THREE</p> <p>ASSESSMENT</p> <p>Activity 3.2:</p>	<p>Subject Teachers Advisers,</p>	<p>SBA: Mid-year and end-of-year results</p> <p>SYSTEMICS: Oct-Feb 2022</p>	<ul style="list-style-type: none"> • Design training and resources needed to execute the objective • Advocate and mediate with the Subject Advisers • Quality assure the training material 	<ul style="list-style-type: none"> • Manage the registrations and correspondence with schools • Set up online (face to face) moderation opportunities 	<ul style="list-style-type: none"> • Teachers register for moderation sessions • Teacher planning, learner workbooks and assessments are presented for moderation. • Recommendations to be implemented.

Provincial Monitoring and Evaluation – Moderation			<ul style="list-style-type: none"> Attend sessions to support Subject Advisers Monitor and report 	<ul style="list-style-type: none"> Facilitate the sessions Monitor implementation Report on findings 	<ul style="list-style-type: none"> Review, Reflection & Reporting
OBJECTIVE THREE ASSESSMENT <u>Activity 3.3:</u> Rubric Development	Subject Advisers, Teachers, learners	January – November 2022-2023	<ul style="list-style-type: none"> Design training and resources needed to execute the objective Mediate training with the Subject Advisers Quality assure the training material Attend sessions to support Subject Advisers Monitor and report 	<ul style="list-style-type: none"> Manage the registrations and correspondence with schools Set up online (face to face) rubric development training opportunities Facilitate the sessions Monitor implementation in informal and formal assessment Report on findings 	<ul style="list-style-type: none"> Teachers register for Rubric Development sessions Teachers use skills and newly gained knowledge to develop rubrics that fit the activity Recommendations on rubric revision to be implemented. Review, Reflection & Reporting

MCO



**Western Cape
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MATHEMATICS SENIOR PHASE

ANDRE LAMPRECHT

2022

<https://tinyurl.com/39hfwdaw>



SENIOR PHASE MATHEMATICS OBJECTIVES 2022/2023

Objective 1

SUBJECT DEVELOPMENT

- Gr 8 Diagnostic assessment

LMS

- Reflective learning pilot
- SAMO, UCT Maths JR Olympiad, Living Maths competitions/Olympiads
- Problem solving skills development
- Western Cape Maths strategy implementation
- LAC focus on subject terminology and language unpacking subject

Objective 2

HUMAN RESOURCE DEVELOPMENT

- Online Teacher development short courses, needs driven (in collaboration with CTLI and UCT, US, AIMSEC)
- Onsite (in school) Subject adviser development
- Quality assessment – higher order thinking skills
- Virtual and face to face teacher support on high priority topics

Objective 3

RESOURCES DEVELOPMENT

- Teacher Resource Packs Gr 4 - 9
- Lessons Gr 4 – 9
- Learner workbooks: consolidation exercises
- Expand Olico/After school Program



SENIOR PHASE **MATHEMATICS** OBJECTIVES FOR 2022

SUBJECT: MATHEMATICS		PHASE: SENIOR			
OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2025					
Goal no	GOAL				
3	<i>Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and numeracy competencies in Grade 9.</i>				
9	<i>Improve the average performance of Grade 8 learners in mathematics.</i>				
16	<i>Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.</i>				
17	<i>Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.</i>				
18	<i>Ensure that learners cover all the topics and skills areas they should cover within their current school year.</i>				
19	<i>Ensure that every learner has access to the minimum set of textbooks and workbooks required in accordance with national policy.</i>				
Linked to APP	PPM209: Number of educators trained in Numeracy/Mathematics content PPI 7.6. % of learners in Grade 9 attaining acceptable outcomes in Mathematics				
Year	2019	2020	2021	2022	
Provincial Gr 9 Pass % Systemic	22,7%	N/A	23%	25%	
Provincial Gr 9 Ave Systemic	38,1%	N/A	40%	42%	
Provincial targets	2021	2022	2023	2024	2025
Provincial	29%	31%	35%	37%	40%

Gr 9 Pass % systemic					
Provincial Gr 9 Ave systemic	42%	44%	45%	47%	50%

OBJECTIVE 1: SUBJECT DEVELOPMENT	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
1. Western Cape Mathematics Strategy	All officials, teachers, role players- Provincial, national	2022 - 2027	<ul style="list-style-type: none"> • Research, consult, develop strategy, develop branding material, advocate, plan, procure printing and advocacy material launch Strategy • Plan & facilitate conference 	<ul style="list-style-type: none"> • Participate, consult, advocate • Attend conference 	<ul style="list-style-type: none"> • Advocate in community, implement • Register to attend conference
2. Grade 8 Mathematics Diagnostic assessment: Digitised and paper-based	Grade 8 Mathematics teachers and 83 000 learners	2022 - 2023	<ul style="list-style-type: none"> • Curriculum minute • Prepare demonstration video • Procure service provider 	<ul style="list-style-type: none"> • Districts manage, collect results (paper-based), analyse and support interventions • Monitor interventions 	<ul style="list-style-type: none"> • Analyse results • Implement interventions • Communicate interventions to District offices
3. Reflective Learning	Grade 8 Mathematics	2022	<ul style="list-style-type: none"> • Procurement • Advocate participation across Province • Quality assure • Plan logistics • Consult Districts and Principals 	<ul style="list-style-type: none"> • Identify and inform schools and advocate • Consult and Principals • Support schools • Monitor implementation 	<ul style="list-style-type: none"> • Plan implementation • Provide learner access

			<ul style="list-style-type: none"> • Consult connectivity and access to devices • Monitor roll out • Monitor impact 	<ul style="list-style-type: none"> • Monitor impact 	
4. PROBLEM SOLVING SKILLS DEVELOPMENT	150: Gr4 -9 Teachers Jan – March 2022	2022	<ul style="list-style-type: none"> • Procurement • Advocate participation across Province • Quality assure • Monitor roll out 	<ul style="list-style-type: none"> • Inform schools and advocate • Identify teachers • Monitor attendance 	<ul style="list-style-type: none"> • Attend training • Implement
5. SAMF Olympiad SAMO Gr 8, 9, UCT Junior Olympiad, SATS – Gr 8,9 – SAMF Living Maths - (optional)	All Grade 8-9 Learners	2022	<ul style="list-style-type: none"> • Liaise with SAMF • Communicate logistics with Districts • Provide logistical support • Provide exemplar 	<ul style="list-style-type: none"> • District Subject Advisers support project 	<ul style="list-style-type: none"> • Develop problem solving skills • Enter and prepare learners for
6. Language across the curriculum (LAC)	LAC focus on subject terminology and language unpacking	2022	<ul style="list-style-type: none"> • Provide subject terminology explanations • Plan Gr 4 support strategies • Train SAs and lead 	<ul style="list-style-type: none"> • Co-Facilitate training • Monitor implementation during school support visits 	<ul style="list-style-type: none"> • Attend training • Implement and evaluate interventio

OBJECTIVE 2: HUMAN RESOURCE DEVELOPMENT	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
6. Online and Face to face, Teacher development short needs driven, short courses	<ul style="list-style-type: none"> Novice teachers/1st time Mathematics teachers Target schools based on updated District profiles 	2022	<ul style="list-style-type: none"> Notices, Logistics, Agendas Manage the development of “how to teach” materials Focus according to Provincial subject improvement plan identified by systemic testing Develop and quality assurance in collaboration with SAs and HEIs 	<ul style="list-style-type: none"> Plan roll out workshops Identify and inform schools and advocate in collaboration with E learning SAs prepare and present virtual sessions 	<ul style="list-style-type: none"> Identified teachers attend Implement and reflect on use of resource
7. Onsite (in school) Subject adviser development	All Intersen SAs	2022	<ul style="list-style-type: none"> Quarterly workshops all SAs – virtual/face to face 	<ul style="list-style-type: none"> Arrange and notify schools of accompanied visits by SCP 	<ul style="list-style-type: none"> Allow school visits
8. Quality assessment – higher order thinking skills	SAs, teachers, learners	2022	<ul style="list-style-type: none"> Quality assure items Develop mediation guidelines 	<ul style="list-style-type: none"> Inform, mediate with schools Monitor SBA quality 	<ul style="list-style-type: none"> Empower staff and implement
9. Virtual and face to face teacher support on high priority topics	Gr 4 – 7 learners	2022	<ul style="list-style-type: none"> Identify needs based on assessment analysis from MCO Nov 2021 assessments Research and develop material with Maths team Topic allocation per Adviser 	<ul style="list-style-type: none"> Identify schools at risk Identify teachers needing support Updated District profiles Cross district mediation virtual Intra district in face-to-face workshops 	<ul style="list-style-type: none"> School principals ensure attendance Principals monitor implementation of workshop skills acquired

OBJECTIVE 3: RESOURCE DEVELOPMENT	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
5. Teacher Resource Packs Gr 7 - 9	Gr 7 – 9 teachers and learners	2022	<ul style="list-style-type: none"> Plan, mediate work sessions, work distribution amongst SAs 	<ul style="list-style-type: none"> Mediate resource packs with teachers 	<ul style="list-style-type: none"> Implement in schools
6. Lessons Gr 7 - 9	Gr 7 – 9 teachers and learners	2022	<ul style="list-style-type: none"> Adapt and improve lessons 	<ul style="list-style-type: none"> Refine lessons according to agreed criteria Quality assure and return to SCP Mediate and distribute to schools 	<ul style="list-style-type: none"> Implement in schools Share with learners Share with parents and care givers
7. Learner workbooks: consolidation exercises	Gr 7 - 9 learners	2022	<ul style="list-style-type: none"> Research high priority content supporting number concept development and provide consolidation opportunity Develop scheme and strategy Demonstrations to Advisers 	<ul style="list-style-type: none"> Advisers cascade demonstration with schools – Mathematics teachers 	<ul style="list-style-type: none"> Maths teachers implement
8. Olico/ After school programme	Gr 7 - 9	2022	<ul style="list-style-type: none"> Share planning with Olico Olico align program with WCED Olico provide tutors Olico provide participation statistics 	<ul style="list-style-type: none"> Advocate Olico Mediate and demonstrate Olico resource to teachers 	<ul style="list-style-type: none"> Schools implement Schools ensure learners have access Schools ensure distribution to parents and caregivers



LIFE ORIENTATION

SENIOR PHASE

ISMAIL TELADIA



<https://bit.ly/3q8FW2i>

2022

LIFE SKILLS & LIFE ORIENTATION OBJECTIVES - 2022

SUBJECT DEVELOPMENT

- I. Life Orientation Teacher Conference
- II. Comprehensive Sexuality Education
- III. Physical Education teacher training
- IV. Physical Education Conference
- IV. Cyber Wellness - Online Safety Curriculum
- V. GEC development
- VI. Entrepreneurship - E3



PROFESSIONAL DEVELOPMENT

- i. Strengthening online teaching pedagogy
- ii. Enhance hybrid and blended teaching
- iii. Multi-grade and School of Skills teacher support
- iv. Strengthen support to Subject Advisors
- v. Emotional Intelligence training

PROJECT FOCUSED OBJECTIVES

- i. Tips for Success Grade 7 & 9
- ii. Career Planning with TVETS and HEI's
- iii. PE Equipment bags x 200 schools
- iv. Growsmart Entrepreneurship Competition

SENIOR PHASE **LIFE ORIENTATION** OBJECTIVES FOR 2022/2023

SUBJECT: LIFE ORIENTATION		PHASE: SENIOR PHASE			
OBJECTIVE GOALS AS PER ACTION 2022: TOWARDS REALISATION OF SCHOOLING 2025					
Goal no	GOAL				
12	<i>Improve the grade promotion of learners through the Grades 1 to 9 phases of the school.</i>				
13	<i>Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.</i>				
16	<i>Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.</i>				
17	<i>Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.</i>				
18	<i>Ensure that learners cover all the topics and skills areas they should cover within their current school year.</i>				
19	<i>Ensure that every learner has access to the minimum set of textbooks and workbooks required in accordance with national policy.</i>				
Linked to APP	Programme 2: Public Ordinary Schools Strategic Goal 2: Improve education outcomes and opportunities for youth development Strategic Objective 2.1. Develop and implement provincial curriculum management and support strategies				
Provincial Average Pass %	2017	2018	2019	2020	
	91.9	91.7	91.6	88.4	
Provincial targets	2021		2022		2023
	91%		91.5%		92%
	<i>Improve the average performance of Senior Phase: Life Orientation learners. Reducing the number of learners performing at a Code 1 and Code 2 to less than 5%.</i>		<i>Improve the average performance of Senior Phase: Life Orientation learners. Reducing the number of learners performing at a Code 1 and Code 2 to less than 4%.</i>		<i>Improve the average performance of Senior Phase: Life Orientation learners. Reducing the number of learners performing at a Code 1 and Code 2 to less than 3%.</i>

OBJECTIVES	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
Physical Education teacher training	Senior Phase teachers	March-August 2022	<ul style="list-style-type: none"> To be conducted by specialists from HEIs and NGOs 	<ul style="list-style-type: none"> Identify at least two (male & female) lead teachers from every district 	<ul style="list-style-type: none"> Ensure that identified teachers register timeously and identify substitute teachers
Physical Education Conference	Senior Phase teachers	April 2022	<ul style="list-style-type: none"> To be conducted by specialists from HEIs and NGOs 	<ul style="list-style-type: none"> Identify at least two (male & female) lead teachers from every circuit 	<ul style="list-style-type: none"> Ensure that identified teachers register timeously
Training of teachers in Comprehensive Sexuality Education & delivery of sexuality education posters to all schools	Senior Phase teachers	February 2022– Sept 2022	<ul style="list-style-type: none"> Training will be conducted by SCP, SAs, and support from EDC HO will purchase posters 	<ul style="list-style-type: none"> Identify teachers from every circuit to attend the training Districts will disseminate posters to schools 	<ul style="list-style-type: none"> Ensure that identified teachers register timeously
Support Life Orientation: Career Awareness Week booklet	All Grade 7-9 learners in the province.	Sept 2022 - Oct 2022	<ul style="list-style-type: none"> SCP will do the preparation and develop the booklet with inputs from Subject Advisers and other stakeholders 	<ul style="list-style-type: none"> Districts will monitor the implementation of the programme in schools 	<ul style="list-style-type: none"> Ensure that every Grade 7, 8 & 9 learner receives a copy of the booklet which will be made available online. Teachers to use this resource in the classroom
Develop, print and distribute Grade 7 "Tips for Success book"	All Grade 7 learners in the province.	December 2021 – January 2022	<ul style="list-style-type: none"> SCP will develop and prepare the book for printing and distribution. Engage with all relevant contributors 	<ul style="list-style-type: none"> Districts to ensure that all Grade 7 learners in the district will receive a copy of the book 	<ul style="list-style-type: none"> Ensure that every Grade 7 learner receives a copy of the book. Teachers to use this resource in the classroom and share it with parents.
Cyber Wellness	Senior Phase teachers	March -June 2022	<ul style="list-style-type: none"> SCP to prepare a training booklet Subject Advisers to be trained by SCP and service provider 	<ul style="list-style-type: none"> District to arrange one-day workshop 	<ul style="list-style-type: none"> Ensure that schools have teachers attending these workshops

Provision of 200 basic PE equipment bags for high school teachers	Life Orientation teachers at 200 high schools	September 2022	<ul style="list-style-type: none"> Develop the specs for the equipment to be included in the PE bags 	<ul style="list-style-type: none"> Identify at least twenty high schools covering all the circuits 	<ul style="list-style-type: none"> Identify teachers to manage the PE equipment bag
Career Planning Teacher Training	Grade 7, 8 & 9 teachers	May 2022	<ul style="list-style-type: none"> Subject Advisers 	<ul style="list-style-type: none"> Identify at least two (male & female) lead teachers from every circuit 	<ul style="list-style-type: none"> Ensure that identified teachers register timeously and attend training after registration. Training will be conducted online
Language across the Curriculum Grades 7-9	All SP SAs, HODs, Teachers, Learners in all Districts	January 2022 – Dec 2022	<ul style="list-style-type: none"> Developed a one-pager and included in the LAC hand-out Advocacy with Districts through Life Orientation Subject Advisers 	<ul style="list-style-type: none"> Districts cascade and promote information to Life Orientation teachers 	<ul style="list-style-type: none"> Structured implementation and usage to improve Languages
Extend and improve developing of E-resources on E-portal and WCED RESOURCE/FACILITY PROVISION AND USE	Grade 7 - 9	2021 - 2025	<ul style="list-style-type: none"> Identify, quality assure and load E teaching and learning resources on E portal 	<ul style="list-style-type: none"> Propose E teaching and learning resources to be uploaded on E portal Orientate and train teachers on usage 	<ul style="list-style-type: none"> Download Implement in schools
Life Orientation Conference	Grade 7 - 9	August 2022	<ul style="list-style-type: none"> To be conducted by specialists from HEIs and NGOs 	<ul style="list-style-type: none"> Identify at least two (male & female) lead teachers from every circuit 	<ul style="list-style-type: none"> Ensure that identified teachers register timeously



<https://tinyurl.com/2wnft86p>

NATURAL SCIENCES SENIOR PHASE Suanne Rampou 2022



Western Cape
Government

Education



NATURAL SCIENCES OBJECTIVES FOR 2022/2023

SUBJECT DEVELOPMENT

- Align some Grade 7-9 Lesson Plans into Inquiry Based Science Education (IBSE) Learning.
- Convert some Grade 9 Lesson Plans into eLearning content for Quintile 1-3 schools in collaboration with Thuma Mina Project.
- Telematics: Pre-recording (PR) of nine (9) NS experiments with focus on Grade 9 content for use at classroom.
- Quality Assurance: Analysis of the results, School visits and Grade 9 Moderation processes
- Development GCE Project Based Activities



PROFESSIONAL DEVELOPMENT



- Procure NS Kits for Grade 8 -9 MST Focus schools
- Train Grade 8 -9 Subject Advisors (SAs), HODs and Teachers on using the NS Kits
- Grade 7 CTLI blended e-Learning content for SAs and Teachers in partnership with SDU (UCT),
- Grade 8-9 blended e-Learning content on the topic Electricity in partnership with UWC



PROJECT FOCUSED OBJECTIVES



- Advocacy on participation in various projects:
- Olympiads
- ESKOM EXPO ; Astro Quiz; Science clubs / hubs programme in collaboration with
- National Science Week Activities
- Support for ECO-Schools & School Gardens



49	114.82	16	32.07	15	30.97	53	126.90	78	186.21
In	S	P	I	Re					
Iodine	Sulfur	Phosphorus	Iodine	Rhenium					

SUBJECT: NATURAL SCIENCES		PHASE: SENIOR			
OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2025					
Goal no	GOAL				
3	Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and numeracy competencies in Grade 9.				
7	Improve the access of youth to Further Education and Training (FET) beyond Grade 9.				
12	Improve the grade promotion of learners through the Grades 1 to 9 phases of the school.				
13	Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.				
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.				
18	Ensure that learners cover all the topics and skills areas they should cover within their current school year.				
20	Increase learner access to a wide range of media, including computers, which enrich their education.				
Link to APP	Strategic Objective 2.1. Develop and implement provincial curriculum management and support strategies Programme 2: Public Ordinary Schools Strategic Goal 2: Improve education outcomes and opportunities for youth development				
Provincial Gr 9 Average Pass %	2018		2019	2020	2021
	29.6%		28.9%	49.7	62.3 (Term2)
Provincial Gr 9 Pass % Targets	2022		2023	2024	2025
	50.0%		55.0%	58.0%	60.0%
OBJECTIVES	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
3. Subject development: Support Natural Sciences Grade 7-9 by	All SP SAs, Departmental	April 2022 – March 2023	<ul style="list-style-type: none"> Virtual orientation of SAs on the ATPs 	<ul style="list-style-type: none"> Virtual orientation of Teachers on the ATPs 	<ul style="list-style-type: none"> Attend Virtual orientation

<p>continuing to align Lesson Plans with ATPs (Recovery ATPs)</p> <p>Continuing to align some Grade 7-9 Lesson Plans to Inquiry Based Science Education (IBSE) Learning.</p> <p>Convert certain Grade 9 Lesson Plans into eLearning content for Quintile 1-3 schools in collaboration with Thuma Mina Project.</p> <p>Telematics: Pre-recording (PR) in professional studio nine (9) NS experiments with focus on Grade 9 content for use at classroom.</p> <p>GCE: Develop Grade 9 project-based activities for DBE.</p> <p>Quality Assurance: Analysis of the results, School visits and Moderation processes</p>	<p>Heads; Teachers, in all Schools across all the Districts</p>		<ul style="list-style-type: none"> • Develop and align teaching activities (Lesson Plans, Informal and Formal Assessment exemplars) to the ATPs • Quality assures the developed documents • SAs train Teachers on how to use the documents • Monitor implementation and impact 	<ul style="list-style-type: none"> • Develop and align teaching activities (Lesson Plans, Informal and Formal Assessment exemplars) to the ATPs • Quality assure the developed documents • Disseminate Lesson Plans and Informal Assessment exemplars to schools • Monitor implementation and impact 	<p>sessions for the ATPs</p> <ul style="list-style-type: none"> • Use ATPs for teaching and learning. • Contribute teaching activities (Lesson Plans, Informal and Formal Assessment exemplars) • Use Lesson Plans and Informal Formal Assessment exemplars to improve performance of the learners • Increase the throughput of science learners in FET
<p>4. Teacher Professional Development (TPD):</p>	<p>All Grade 8-9 SAs, Departmental Heads; Teachers and Learners, in all 64 MST Focus Schools across all the Districts</p>	<p>April 2022 – March 2023</p>	<ul style="list-style-type: none"> • Develop specifications • Procure and deliver a resource kit to the Districts • Train Subject Advisers and quality assure the Training 	<ul style="list-style-type: none"> • Issue a resource kit • Identify and register Grade 8-9 Natural Sciences teachers in MST Focus schools in Districts to attend training 	<ul style="list-style-type: none"> • Attend training on how to use the resource kit • Write Pre and Post Tests

<ul style="list-style-type: none"> • Procure NS Kits for Grade 8 -9 MST Focus schools • Train Grade 8 -9 Subject Advisers (SAs), Departmental Heads and Teachers on using the NS Kits and integration with pedagogy addressing Science Process Skills, IBSE Learning and LAC using a blended (online + face to face) approach. • Management of the NS Kits 			<p>manual on how to use Grade 8-9 Natural Sciences resource kit and including Pre and Post Tests</p> <ul style="list-style-type: none"> • Translate the training manual • Print the Training Manuals • Identify training dates and venues for face-to-face hands-on practical work sessions to train Teachers on how to use a resource kit in collaboration with the SAs. • Develop specifications for using the training venues and for catering. • Administer Pre-Test and train Teachers. • Administer Post-Tests and monitor implementation and impact 	<ul style="list-style-type: none"> • Identify training dates and venues for face-to-face hands-on practical work sessions to train Teachers on how to use a resource • Co-train teachers on how to use the resource kit • Monitor, implementation and impact 	<ul style="list-style-type: none"> • Identify a safe storage for the resource kit • Use the resource kit to strengthen learner performance and provide more clarity • Interest learners in doing Science • Increase the throughput of science learners in FET
<p>5. CTLI TPD Course for Grade 7 Subject Advisers and Teachers in partnership with SDU (UCT), integrating pedagogy and addressing Science Process Skills, IBSE Learning and LAC using a blended (online + face to face) approach</p>	<p>All Grade 7 SAs, Departmental Heads; Teachers and learners in all Schools across all the Districts</p>	<p>April 2022 – March 2023</p>	<ul style="list-style-type: none"> • Convert CTLI course content, Pre and Post-test, reflections into a blended online and face-to-face (for hands-on practical work) version in collaboration with SDU (UCT) • Quality assure the course Training Manual in collaboration with the SAs and submit for SACE Accreditation • Identify the training date sessions in collaboration with CTLI • Develop specifications for catering • Advocate course, communication with 	<ul style="list-style-type: none"> • Engage in the quality assurance process of the course Training Manual. • Advocate course, communication with schools (teachers & principals) • Identify teachers • Monitor, support and report implementation to Head Office • Attend, develop PLCs, support and guide teachers post teachers' course 	<ul style="list-style-type: none"> • Register online to attend the course • Sign MOA between CTLI and School • Write Pre and Post Test • Attend the full duration of the course • Implement newly acquired knowledge, skills, methodology and classroom strategies in classroom • Attend PLCs that supports

			<p>schools (teachers & principals)</p> <ul style="list-style-type: none"> • Manage online registration process in collaboration with CTI • Facilitate the course in collaboration with SDU (UCT), ensuring that the participating Teachers complete an online Pre-Test • Ensure that Teachers complete online Post Test and reflections • Compile a course report 		and strengthen implementation of course content
<p>6. Grade 9 TPD for blended (online + face to face) e-Learning content on the topic Electricity in partnership with UWC that addresses ALL Science Process Skills, LAC and IBSE conceptualization, misconceptions and Learner's preparedness. This is to address the gaps identified by the Grade 12 Chief Examiner.</p>	<p>All SP SAs, Departmental Heads and Grade 9 Teachers in Quintile 1-3 Schools within Metropole Districts</p>	<p>April 2022 – March 2023</p>	<ul style="list-style-type: none"> • Quality assure the blended online and face-to face (for hands-on practical work) course Training manual in collaboration with the SAs and submit for SACE Accreditation.Support UWC to acquire SETA funding for the training • Identify the training dates • Create MOAs to secure training centre/schools for a face-to-face practical work session and developing specifications for catering for SAs and Teachers • Arrange Virtual training for Grade 9 teachers on e-Learning content • Monitor the process to ensure that Teachers complete the Pre and Post-tests, reflections • Monitor implementation and impact 	<ul style="list-style-type: none"> • Identify Teachers across all the Metropole Districts • Manage registrations process and nominating teachers from targeted schools • Plan and execute all logistics for a district for training e.g., ensure that all venues for training have access to Microsoft Teams and data / WI-FI, face-to-face venues allow for social distancing • UWC train Grade 9 teachers on blended (online + face to face), e-Learning content • Monitor implementation and impact 	<ul style="list-style-type: none"> • Participate in a blended (online + face to face) e-Learning course • Implement methodology in their daily teaching, learning and Assessment • E-learning should strengthen learner performance and provide more clarity • Increase the throughput of science learners in FET

<p>7. Support various Projects: Participation in online Natural Sciences Grade 7-9 Competitions:</p> <p>Olympiads: ESKOM EXPO: Debate competition: Science clubs / hubs programme in collaboration with the CTSC for identified schools. National Science Week Activities Support for ECO-Schools & School Gardens</p>	<p>All SP SAs, Departmental Heads; Teachers, Grade 7–9 Learners in all Schools across all the Districts</p>	<p>April 2022 – March 2023</p>	<ul style="list-style-type: none"> • Advocacy to inform schools and invite learners to participate. • Provide funding for the Olympiad entries of learners from MST Focus and No-Fee Paying schools • Identify access to online facilities for the schools • Monitor & support registration • Support with training of the learners where there is a need • Support Provincial winners to attend the national award ceremony, if necessary • Increasing participation and sustain all the projects while generating interest and ensuring an increase in the throughput of science learners in FET as well as addressing Climate Change, Food shortages and application of science to everyday life context 	<ul style="list-style-type: none"> • Advocacy • Support with the registration of learners • Support with the distribution of Olympiad Question Papers to the schools and collection of learner's scripts from the schools • Increasing participation and sustain all the projects while generating interest and ensuring an increase in the throughput of science learners in FET as well as addressing Climate Change, Food shortages and application of science to everyday life context. • Monitor implementation and impact 	<ul style="list-style-type: none"> • Advocacy • Register learners to participate in the relevant competitions and in the National Science Week Activities • Increasing participation and sustain all the projects while generating interest and ensuring an increase in the throughput of science learners in FET as well as addressing Climate Change, Food shortages and application of science to everyday life context
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Riedewaan Charles

SOCIAL SCIENCES Senior Phase 2022

[SS SP Objectives 2022](#)



SOCIAL SCIENCES OBJECTIVES 2022: SP

Riedwaan Charles



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- 1. TEACHER PROFESSIONAL DEVELOPMENT:** Series of development sessions over a week via Teams aimed at +350 educators upskilling Social Science Content at a time, like Map Skills, Source-based Questioning, applying content to everyday issues.
 - 2. STRENGTHENING OF THE SUBJECT:** Develop intervention strategies to promote and strengthen the use of LAC in reading & writing/ GEC/ Critical Thinking skills development, Calendar events.
 - 3. DEVELOPING ASSESSMENT AND EXAMINATION TECHNIQUES** through Quality Assurance strategies.

SUBJECT: SOCIAL SCIENCES		PHASE: SENIOR			
OBJECTIVE GOALS AS PER ACTION 2014: TOWARDS REALISATION OF SCHOOLING 2025					
Goal no	GOAL				
3	Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and numeracy competencies in Grade 9.				
7	Improve the access of youth to Further Education and Training (FET) beyond Grade 9.				
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.				
20	Increase learner access to a wide range of media, including computers, which enrich their education.				
Linked to APP	Strategic Objective 2.1. Develop and implement provincial curriculum management and support strategies				
Provincial Average Pass %	2017	2018		2019	
	• Gr 9 = 55.2%	• Gr 9 = 56.1 %		• Gr 9 = 44.8% (Term 2)	
Provincial targets	2020	2021		2022	
	Gr 9 = 58%	Gr 9 = 60%		Gr 9 = 62%	
OBJECTIVES	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICTS WILL DO	WHAT SCHOOLS WILL DO
1. TEACHER PROFESSIONAL DEVELOPMENT: Series of development sessions over a week via Teams aimed at +350 educators at a time upskilling Social Science educator.	Train Grade 8 - 9 teachers 350 at a time on virtual platform.	February 2022	<ul style="list-style-type: none"> Identify and develop course content. Identify facilitators Liaise, inform, and guide course developers and facilitators Edit, translate and compile manual Quality assures rollout of course material Develop and manage logistical 	<ul style="list-style-type: none"> Attend the full duration of the course Implement newly acquired knowledge, skills, methodology and classroom strategies in-classroom support Arrange PLCs that support and strengthen the 	<ul style="list-style-type: none"> Register to participate Attend workshop Guide & support learners Keep parents informed Implement Reflect HOD to monitor Report

Various topics to be addressed.			arrangements between the 8 districts, HO to secure the attendance of SAs in attending a course including timeframe, budget allocation.	implementation of course content.	
2. STRENGTHENING OF THE SUBJECT: Develop intervention strategies to promote and strengthen the use of LAC in reading & writing/ GEC/ Critical Thinking skills development.	All SP SAs, HODs, Teachers & Learners in all Districts	February – November 2022	<ul style="list-style-type: none"> • Advocacy with Districts through Language Subject Advisers • Share support material/resources for LAC: booklet • Monitor implementation • Quarterly reporting • Promote World Knowledge Olympiad as an incentive to reading and understanding 	<ul style="list-style-type: none"> • Districts cascade information to teachers • Develop intervention strategies to promote and strengthen the use of LAC in reading & writing • Monitor the implementation of LAC guidelines during class visits • Quarterly reporting 	<ul style="list-style-type: none"> • Register to participate • Attend workshops • Guide & support learners • Keep parents informed • Implement • Reflect • HOD to monitor • Report
3. DEVELOPING ASSESSMENT AND EXAMINATIONS TECHNIQUES Through Quality Assurance in collaboration with Assessment Team	Train Grade 7 - 9 teachers 350+ teachers at a time on a virtual platform.	February 2022	<ul style="list-style-type: none"> • Identify and develop course content in collaboration with SAs • Identify facilitators • Liaise, inform, and guide course developers and facilitators • Edit, translate and compile manual. • Quality assures rollout of course material • Develop and manage logistical arrangements between the 8 districts, HO to secure the attendance of SAs in attending a course including 	<ul style="list-style-type: none"> • Attend the full duration of the course at CTLI • Implement newly acquired knowledge, skills, methodology and classroom strategies in-classroom support • Arrange PLCs that support and strengthen the implementation of course content 	<ul style="list-style-type: none"> • Register to participate • Attend workshops • Guide & support learners • Keep parents informed • Implement • Reflect • HOD to monitor • Report

			<p>timeframe, budget allocation.</p> <ul style="list-style-type: none">• Lessons for Humanity in partnership with the Holocaust Centre and District 6 Museum• Promote Public Holidays as Historical events impacting on future developments		
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TECHNOLOGY

Coding and Robotics

Senior Phase
2022

Jonathan Freese



<https://tinyurl.com/55thubjc>

Technology and Coding & Robotics Objectives

(2022 – 2023)

LTSM

- Technology toolkits
- Lesson Plans
- Robotics Project book
- Coding and Robotics kits
- 21st C Literacy & LAC

Professional Development

- E4A Training boards
- CR GET Pilot
- Demystification and Systemic Awareness
- Virtual workshop methodology for online workshops and schools
- Miller's Competency Prism

Innovation

- ☐ REACH PROJECT
- V2 REACH Robot
- Robotics hackathons
- REACH hubs
- Robotics competitions
- REACH Robotics APP
- ☐ Micro-bit Robotics Project
- 200 clubs in 4 provinces



TECHNOLOGY SENIOR PHASE AND GET CODING AND ROBOTICS OBJECTIVES 2022-2023

SUBJECT: TECHNOLOGY	PHASE: SENIOR		
SUBJECT: CODING AND ROBOTICS	GET		
Goal No	GOAL		
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers through their entire career		
18	Ensure that learners cover all the topics and skills areas they should cover within a year		
	2016	2017	2018
PROVINCIAL AVE PASS	74.46%	74.88%	70.18% (TERM 2)
	2020	2021	2022
PROVINCIAL TARGET	84%	86%	88%
PROVINCIAL TARGET METHOD	2019	2020	2021
	<p>Increase the term performance of learners in Technology grades 8-9, using the 2018 results as a comparative baseline:</p> <ul style="list-style-type: none"> ➤ by reducing the number of learners performing at Code 1 and 2 levels to less than 15% ➤ by increasing the number of learners performing at 50% and above by 9% 	<p>Increase the term performance of learners in Technology grades 8-9, using the 2018 results as a comparative baseline:</p> <ul style="list-style-type: none"> ➤ by reducing the number of learners performing at Code 1 and 2 levels to less than 12% ➤ by increasing the number of learners performing at 50% and above by 12 % 	<p>Increase the term performance of learners in Technology grades 8-9, using the 2018 results as a comparative baseline:</p> <ul style="list-style-type: none"> ➤ by reducing the number of learners performing at Code 1 and 2 levels to less than 9% ➤ by increasing the number of learners performing at 50% and above by 15%

OBJECTIVE	TARGET	TIME FRAME	WHAT HO WILL DO	WHAT DISTRICT WILL DO	WHAT SCHOOLS WILL DO
OBJECTIVE 1: LTSM					
<ul style="list-style-type: none"> o Technology toolkits o Lesson Plans o Robotics Project book o Coding and Robotics kits o 21st C Literacy & LAC 	<p>120 H. Schools</p> <p>Gr 7-9</p> <p>Robotics clubs</p> <p>GET</p> <p>WCED management & staff & teachers PD</p>	<p>2022</p> <p>2022</p> <p>2021-2022</p> <p>2021-2023</p> <p>2022 - 2023</p>	<p>Submission</p> <p>Coordinate, write, edit, quality assure</p> <p>Conceptualise, Coordinate, write, edit</p> <p>Collaborate with stakeholders</p> <p>Develop workshops and course (online & F2F)</p>	<p>Receive, deliver, workshop</p> <p>Write lesson plans and mediate</p> <p>Mediate / workshop the book with Robotics clubs</p> <p>Conduct PD sessions with teachers</p> <p>Attend and facilitate the courses</p>	<ul style="list-style-type: none"> • Receive equipment • Enter into inventory • Provide safe storage <p>Monitor and report usage</p> <p>Use to plan and present lessons</p> <p>Use the books for robotics club activities</p> <p>Use for clubs and in class activities</p> <p>Attend courses and use in class and clubs</p>

OBJECTIVE 2: PROFESSIONAL DEVELOPMENT

<ul style="list-style-type: none"> ○ E4A Training boards 	Gr 8 & 9 Tech Teachers	2021 – 2022	Design course & collaborate with service provider	Attend course and facilitate course	Attend and use in class for electronics concepts
<ul style="list-style-type: none"> ○ Coding and Robotics GET Pilot 	GET (R-9)	2021-2023	Manage and coordinate the Pilot; liaise with DBE, Districts and schools. Procure & develop LTSM	Manage and coordinate District pilot. Conduct PD sessions for teachers	Attend courses and implement the pilot
<ul style="list-style-type: none"> ○ Demystification and Systemic Awareness 	WCED management, staff	2021-2023	Develop and present program material	Attend sessions and facilitate sessions	Attend district workshops
<ul style="list-style-type: none"> ○ Virtual workshop methodology for online workshops and schools 	Tech advisers; teachers conducting blended learning; online schools	2022-2023	Develop Methodology in collaboration with advisers	Attend and facilitate workshops	Attend, develop and pilot

OBJECTIVE 3: INNOVATION

<ul style="list-style-type: none"> ❑ REACH PROJECT <ul style="list-style-type: none"> ○ V2 REACH Robot ○ Robotics hackathons ○ REACH hubs ○ Robotics competitions ○ REACH Robotics APP 	Coding and robotics clubs	2021-2023	Collaborate with Cape Town Science Centre partner	Implement the project	Establish CR clubs and prepare learners for competitions
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<ul style="list-style-type: none"> ❑ Micro-bit Robotics Project <ul style="list-style-type: none"> ○ 200 clubs in 4 provinces 	<p>Coding and Robotics clubs</p>	<p>2022-2024</p>	<p>Partner with British Council and STELLTRON</p>	<p>Implement ant district level</p>	<p>Establish CR clubs and prepare learners for competitions</p>
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Western Cape
Government

Education

FOR YOU

CHAPTER 4
CALENDAR OF OPERATIONAL ACTIVITIES
2022

<https://bit.ly/3q8FW2i>

WESTERN CAPE EDUCATION DEPARTMENT

7. CURRICULUM GET: CALENDAR 2022

January 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 New Year's Day
2	3	4	5	6	7	8
9	10	11	12	13 Curriculum GET: DCG Exco Back in office	14	15
16	17 Schools re-open (teachers) Curriculum GET: Staff return to office	18 Foundation Phase: Funda Wande and Bala Wande SA development InterSen Technology: SP ATP mediation InterSen Languages: isiXhosa GET and FET SCP Meeting	19 Schools re-open (learners) Foundation Phase: Funda Wande and Bala Wande SA development	20 Curriculum GET: Directorate Meeting InterSen Languages: DBE Languages Study Guides Development	21 Foundation Phase Mathematics: SAs MSAP training InterSen Languages: SCPs DBE Languages Study Guides Development InterSen Languages: SP Reading to Learn Project Meeting	22 InterSen Life Orientation: Comprehensive Sexuality Education teacher training - ECK InterSen Languages: SCPs DBE Languages Study Guides Development

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>23</p>	<p>24 Branch Curr & Assessment: Heads Curriculum Support Meeting - Virtual Foundation Phase Languages – SA Dry Run Funda Wande Gr.2 teacher training InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: SCPs DBE Languages Study Guides Development InterSen Languages: SP English SAs – Reading to Learn Orientation</p>	<p>25 Foundation Phase Languages: Funda Wande Gr 1 Teacher Training InterSen Natural Sciences: Gr. 4-7 TPD, School of Skills. ONLINE Content InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: SCPs DBE Languages Study Guides Development</p>	<p>26 Curriculum GET Management: Legotla (tbc) Foundation Phase English HL: PhAST training Foundation Phase Languages: #TEAM READ power hour InterSen Natural Sciences: Gr. 4-7 TPD, School of Skills. ONLINE Content\\ InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: SCPs DBE Languages Study Guides Development InterSen Languages: SP English SAs & Teachers – Reading to Learn Training</p>	<p>27 Curriculum GET Management: Legotla (tbc) Curriculum GET: MCO Provincial meeting Curriculum GET: SCP Subject development at 1 North Wharf Square Foundation Phase Languages: Funda Wande – Grade 2 Teacher Training Foundation Phase English HL: PhAST training InterSen: Ocean Guardians Workshop -I Am Water InterSen Natural Sciences: Gr. 4-7 TPD, School of Skills. ONLINE Content InterSen Languages: SCPs DBE Languages Study Guides Development InterSen Languages: SP English SAs & Teachers – Reading to Learn Training</p>	<p>28 Curriculum GET Management: Legotla (tbc) InterSen Creative Arts: Gr 9 Creative Arts: Radio Drama course (rural) InterSen Languages: SCPs DBE Languages Study Guides Development InterSen Languages: SP Reading to Learn Project Meeting InterSen Life Orientation: Comprehensive Sexuality Education Educator Training in Metro North InterSen Life Orientation: Comprehensive Sexuality Education LS LO Educator Training in Metro South</p>	<p>29 InterSen Creative Arts: CTLI/GET/FET/SASCE Music 10-week Short Course. InterSen Creative Arts: Gr 9 Creative Arts: Radio Drama course (rural) InterSen Life Orientation Comprehensive Sexuality Education teacher training - Cape Winelands InterSen Natural Sciences: Eskom Expo; Cape Town Teacher Workshop InterSen Languages: SCPs DBE Languages Study Guides Development InterSen Life Orientation: Comprehensive Sexuality Education Educator Training in Metro North InterSen Life Orientation: Comprehensive Sexuality Education HOD Orientation in Metro South InterSen Life Orientation: Comprehensive Sexuality Education SMT Orientation in Metro East InterSen Life Orientation: Comprehensive Sexuality Education LS LO Educator Training in Metro South</p>
<p>30 InterSen Life Orientation: Comprehensive Sexuality Education LS LO Educator Training in Metro South</p>	<p>31 Foundation Phase English HL: Grade 1 Novice Jolly Phonics training Foundation Phase: Life Skills Science Hub MCED InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: SCPs DBE Languages Study Guides Development</p>					

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<p>1</p> <p>Foundation Phase: Grade R-3 100 schools project meeting with SMTs</p> <p>Foundation Phase: Life Skills Science Hub MNED</p> <p>Foundation Phase English HL: Grade 3 Comprehension training (selected schools)</p> <p>InterSen: Coding and Robotics Pilot: IP & Gr 8</p> <p>Orientation: Registration and Pretest</p> <p>InterSen: Ocean Guardians Workshop -I Am Water</p> <p>InterSen Languages : DBE Spelling Bee & Reading Clubs Registration Open</p> <p>InterSen Languages: IP Growsmart Launch</p>	<p>2</p> <p>Foundation Phase Mathematics: Grade 1 Standard Setting (CTLI)</p> <p>Foundation Phase English HL: Grade 3 Comprehension training (selected schools)</p> <p>InterSen Creative Arts: CTLI/GET/FET/SASCE Music 10-week Short Course: online workshop</p> <p>InterSen Languages: IP SA NECT PSRIP Training Phase 5</p> <p>InterSen Languages: Growsmart Launch</p> <p>InterSen: Ocean Guardians Workshop -I Am Water</p> <p>InterSen Languages: SP SAs Reading to Learn Live Session</p>	<p>3</p> <p>Curriculum GET: Coding and Robotics Provincial MANCOM</p> <p>Curriculum GET: SCP Subject development at 1 North Wharf Square</p> <p>Foundation Phase: Novice SA development</p> <p>InterSen Languages: IP SA NECT PSRIP Training Phase 5.</p> <p>InterSen Languages: IIAL Dry run: SCP,SA and Itinerant teachers</p> <p>InterSen: Ocean Guardians Workshop -I Am Water</p>	<p>4</p> <p>Foundation Phase: Novice SA development</p> <p>InterSen Natural Sciences: Eskom Expo Bosberaad meeting -ALL</p> <p>InterSen Creative Arts: Gr 9 Creative Arts: Radio Drama course (urban)</p> <p>InterSen Languages: SP Reading to Learn Project Meeting</p> <p>InterSen Life Orientation: Comprehensive Sexuality Education LS LO Educator Training in Metro South</p> <p>InterSen Life Orientation: Comprehensive Sexuality Education LS LO Educator Training in Metro Central</p>	<p>5</p> <p>InterSen: Coding and Robotics Pilot IP & Gr 8 Orientation Module 1 & 2:</p> <p>InterSen Natural Sciences: Eskom Expo Bosberaad meeting -ALL</p> <p>InterSen Creative Arts: Gr 9 Creative Arts: Radio Drama course (urban)</p> <p>InterSen Life Orientation: Comprehensive Sexuality Education teacher training West Coast</p> <p>InterSen Life Orientation: Comprehensive Sexuality Education LS LO Educator Training in Metro South</p> <p>InterSen Life Orientation: Comprehensive Sexuality Education LS LO Educator Training in Metro Central</p> <p>InterSen Life Orientation: Comprehensive Sexuality Education SBST & Social worker orientation Training in Metro North</p> <p>InterSen Life Orientation: Comprehensive Sexuality Education HOD Orientation in Metro East</p>

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>6 InterSen Natural Sciences: Eskom Expo Bosberaad meeting-ALL InterSen Life Orientation: Comprehensive Sexuality Education LS LO Educator Training in Metro South InterSen Life Orientation: Comprehensive Sexuality Education LS LO Educator Training in Metro Central</p>	<p>7 InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages:Senior Phase Literature Review Meeting. InterSen Languages: IP SAs Growsmart Workshop InterSen: Growsmart Mentor Training</p>	<p>8 Intersen Social Science: Live Event Gr 4-9 Critical Thinking Skills Development & Calendar Events TPD InterSen Languages: IP SA NECT PSRIP Dry Run Phase 5. InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: IP SAs Growsmart Workshop InterSen: Growsmart Mentor Training</p>	<p>9 Curriculum GET Management: Legotla (tbc) Curriculum GET: Curriculum Strengthening Forum InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: IP SA NECT PSRIP Dry Run Phase 5 InterSen Languages: SP Reading to Learn Live Session InterSen Languages: IP SAs Growsmart Workshop</p>	<p>10 Curriculum GET Management: Legotla (tbc) Curriculum GET: Curriculum Strengthening Forum InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages IP: SA NECT PSRIP Dry Run Phase 5 InterSen Languages: IP SAs Growsmart Workshop InterSen: Growsmart Mentor Training</p>	<p>11 Curriculum GET Management: Legotla (tbc) Curriculum GET: Curriculum Strengthening Forum (Foundation Phase and InterSen Coding and Robotics Only) InterSen Natural Sciences: Eskom Expo; ECK Committee Meeting InterSen Languages: SP Reading to Learn Project Meeting InterSen Languages: SCPs DBE Languages Study Guides Development InterSen Languages: Intermediate Phase Subject Adviser Enrichment (Virtual) InterSen Creative Arts: Tygerberg Art Centre: Visual Art workshops InterSen Life Orientation: Comprehensive Sexuality Education LS/LO Educator Training in Metro South InterSen Life Orientation: Comprehensive Sexuality Education LS/LO Educator Training in East</p>	<p>12 InterSen:Coding and Robotics Pilot IP & Gr 8 Orientation: Module 3 & 4 InterSen Creative Arts: CTLI/GET/FET/SASCE Music 10-week Short Course InterSen Natural Sciences: Eskom Expo; Cape Town Teacher-Learner Workshop InterSen Natural Sciences: Eskom Expo; ECK Teacher Workshop (Virtual) InterSen Life Orientation: Comprehensive Sexuality Education teacher training – Overberg InterSen Languages: SCPs DBE Languages Study Guides Development InterSen Life Orientation: Comprehensive Sexuality Education LS/LO Educator Training in Metro South InterSen Life Orientation: Comprehensive Sexuality Education LS/LO Educator Training in East</p>

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>13 InterSen Life Orientation: Comprehensive Sexuality Education LS/LO Educator Training in Metro South InterSen Life Orientation: Comprehensive Sexuality Education LS/LO Educator Training in East</p>	<p>14 InterSen Natural Sciences: Gr. 8-9 SAs; PD, (Practical Work) InterSen Social Sciences: Gr. 4-9: Map Skills Development TPD InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: SCPs WOW Project Meeting InterSen Languages: SCPs DBE Languages Study Guides Development</p>	<p>15 InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for Cape Town (Virtual) InterSen Natural Sciences: Gr. 8-9 SAs; PD, (Practical Work) InterSen Social Sciences: Gr. 4-9: Map Skills Development TPD InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: SCPs DBE Languages Study Guides Development</p>	<p>16 Foundation Phase English HL: Grade 2 Jolly Phonics training (District specific) Foundation Phase Mathematics: Grade 2 Number Sense (CTLI) InterSen Natural Sciences: Gr. 8-9 SAs; PD, (Practical Work) InterSen Social Sciences: Gr. 4-9: Map Skills Development TPD InterSen Creative Arts: CTLI/GET/FET/SASCE Music 10-week Short Course: online workshop InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: IIAL Dry run: SCP, SA and Itinerant teachers InterSen Languages: SP SAs Reading to Learn Live Session</p>	<p>17 Curriculum GET: SCP Subject development at 1 North Wharf Square Foundation Phase: National Subject Committee Meeting: Gr R Foundation Phase English HL: Grade 2 Jolly Phonics training (District specific) InterSen Natural Sciences: Gr. 8-9 SAs; PD, (Practical Work) InterSen Social Sciences: Gr. 4-9: Map Skills Development TPD InterSen Natural Sciences: Eskom Expo; West Coast Committee Meeting InterSen: Ocean Guardians Workshop -I Am Water InterSen: National Subject Committee Meetings: Mathematics; Creative Arts</p>	<p>18 Curriculum GET: Coordinators meeting (Foundation Phase, Intersen & FET) Foundation Phase: National Subject Committee Meeting: Gr R InterSen: National Subject Committee Meetings: Mathematics; Creative Arts InterSen Natural Sciences: Gr. 8-9 SAs; PD, (Practical Work) InterSen Languages: Senior Phase Subject Adviser Enrichment (Virtual)</p>	<p>19 InterSen: Coding and Robotics Pilot IP & Gr 8 Orientation: Module 5 & 6 InterSen Natural Sciences: Eskom Expo; Cape Town Teacher - Learner Workshop for Stellenbosch (TBC) InterSen Languages: IIAL Teacher Training IP: SCPs, SAs and Itinerant teachers</p>
<p>20</p>	<p>21 Branch Curr & Assessment: Heads Curriculum Support Meeting - Virtual Foundation Phase: National Subject Committee Meeting: Languages InterSen: National Subject Committee Meetings: Languages; Natural Sciences</p>	<p>22 Foundation Phase: National Subject Committee Meeting: Languages: Maths InterSen: National Subject Committee Meetings: Languages; Natural Sciences; Life Skills & LO; Technology</p>	<p>23 Foundation Phase Languages: #TEAM READ power hour Foundation Phase: National Subject Committee Meeting: Languages: Maths InterSen Languages: SP SAs Reading to Learn Live Session InterSen: National Subject Committee Meetings: Life Skills & LO; Technology; Social Sciences; EMS InterSen: Growsmart Project Meeting</p>	<p>24 Curriculum GET: MCO Provincial meeting Curriculum GET: SCP Subject development at 1 North Wharf Square Foundation Phase: National Subject Committee Meeting: Life Skills InterSen: National Subject Committee Meetings: Social Sciences; EMS InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for Cape Town (Virtual) & ECK and West Coast</p>	<p>25 InterSen Languages: SP SAs Reading to Learn Project Meeting Foundation Phase: National Subject Committee Meeting: Life Skills</p>	<p>26 InterSen Creative Arts Tygerberg Art Centre: Visual Art workshops InterSen Creative Arts: CTLI/GET/FET/SASCE Music 10-week Short Course InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for Cape Town (Virtual) & ECK & West Coast InterSen Life Orientation: Comprehensive Sexuality Education SGB Orientation in East</p>

◀ Jan 2022		February 2022					Mar 2022 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
27	28 WCED: WOSA Maths Strategy Meeting – Somerset College InterSen Languages: IP Growsmart Literacy Webinar InterSen Social Sciences: Gr. 4-9 Assessment and Question Paper format for QA InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: IP PSRIP District Training						

◀ Feb 2022		March 2022					Apr 2022 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
		1 Foundation Phase Languages – Funda Wande online registrations open for Grade 3 teachers InterSen Languages: IP PSRIP District Training InterSen Social Sciences: Gr. 4-9 Assessment and Question Paper format for QA InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: SCPs WOW Project Meeting	2 InterSen Languages: SP SAs Reading to Learn Live Session InterSen Social Sciences: Gr. 4-9 Assessment and Question Paper format for QA InterSen: Ocean Guardians Workshop -I Am Water InterSen Creative Arts: CTLI/GET/FET/SASCE Music 10-week Short Course: online workshop InterSen Languages: IP PSRIP District Training InterSen Languages: Reading Aloud Day	3 Curriculum GET: Coding and Robotics Provincial MANCOM Curriculum GET: SCP Subject development at 1 North Wharf Square InterSen Languages: IP PSRIP District Training InterSen Social Sciences: Gr. 4-9 Assessment and Question Paper format for QA InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: IP SAs IsiXhosa Novice Teacher Session InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for ECK (Virtual) InterSen: Growsmart POW WOW HOUR (Mentors)	4 InterSen Languages: IP PSRIP District Training InterSen Languages: SP Reading to Learn Project Meeting InterSen Natural Sciences: Gr. 8-9 TPD Face-to-Face, MST Focus Schools, (Practical Work); Cape Winelands & Overberg	5 InterSen Natural Sciences: Gr. 8-9 TPD Face-to-Face, MST Focus Schools, (Practical Work); Cape Winelands & Overberg InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for West Coast InterSen Creative Arts Hugo Naudé Art Centre: Visual Art workshops	

Sun	Mon	Tue	Wed	Thu	Fri	Sat
6	7 InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: IP PSRIP District Training InterSen Languages: SCPs Reading to Learn Project wrap up	8 Curriculum GET Management: TDCM Foundation Phase English HL: Jolly Phonics training Novice teachers InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: IP PSRIP District Training	9 InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: IP PSRIP District Training	10 Curriculum GET: SCP Subject development at 1 North Wharf Square InterSen: Coding and Robotics Hackathon Virtual Orientation of SAs and Teachers InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: IP PSRIP District Training InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for ECK	11 InterSen Natural Sciences: Gr. 8-9 TPD Face-to-Face, MST Focus Schools, (Practical Work); West Coast InterSen Natural Sciences: Eskom Expo; ECK Teacher & Learner Workshop InterSen Languages: Intermediate Phase Subject Adviser Enrichment (Virtual)	12 Curriculum GET: Provincial Subject Committee Meetings InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for ECK and Stellenbosch (TBC) InterSen Natural Sciences: Gr. 8-9 TPD Face-to-Face, MST Focus Schools, (Practical Work); West Coast InterSen Creative Arts: CTLI/GET/FET/SASCE Music 10-week Short Course
13	14 Branch Curr & Assessment: Heads Curriculum Support Meeting – Mask to Mask in ECK Foundation Phase: Life Skills Science Hub MCED InterSen Social Sciences: Gr. 4-9 Source-based Questioning TPD InterSen: Ocean Guardians Workshop -I Am Water InterSen Technology: SP SA PD Breakaway InterSen Languages: IP SAs Synthetic Phonics Training	15 Foundation Phase Languages: Funda Wande – Afrikaans & IsiXhosa Reference group InterSen Social Sciences: Gr. 4-9 Source-based Questioning TPD InterSen: Ocean Guardians Workshop -I Am Water InterSen Technology: SP SA PD Breakaway InterSen Languages: IP SAs Synthetic Phonics Training	16 Foundation Phase: Life Skills Science Hub MNED InterSen Social Sciences: Gr. 4-9 Source-based Questioning TPD InterSen: Ocean Guardians Workshop -I Am Water InterSen Creative Arts: CTLI/GET/FET/SASCE Music 10-week Short Course: online workshop InterSen Technology: SP SA PD Breakaway InterSen Languages: IP SAs Synthetic Phonics Training	17 Curriculum GET: MCO Provincial meeting Curriculum GET: SCP Subject development at 1 North Wharf Square InterSen Social Sciences: Gr. 4-9 Source-based Questioning TPD InterSen Languages: IP SAs Synthetic Phonics Training InterSen: Growsmart Project Meeting	18 Curriculum GET: Directorate Meeting InterSen Natural Sciences: Gr. 8-9 TPD Face-to-Face, MST Focus Schools, (Practical Work); ECKED InterSen Languages: IP SAs Synthetic Phonics Training	19 InterSen Natural Sciences: Gr. 8-9 TPD Face-to-Face, MST Focus Schools, (Practical Work); ECKED InterSen Natural Sciences: Eskom Expo; Stellenbosch Teacher & Learner Workshop
20	21 Human Rights Day	22 Foundation Phase: Life Skills: Quarterly report due	23 InterSen NST: Gr. 4-7 TPD Online Virtual Workshop Using NST Kits (Matter & Materials).	24 DBE IPREC Meeting Curriculum GET: SCP Subject development at 1 North Wharf Square Foundation Phase– Funda Wande & Bala Wande SA development InterSen NST: Gr. 4-7 TPD ONLINE Virtual Workshop Using NST Kits (Matter & Materials).	25 Schools close DBE IPREC Meeting Foundation Phase– Funda Wande & Bala Wande SA development	26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>27</p>	<p>28 Foundation Phase English HL: Jolly Phonics training Lead Teachers</p>	<p>29 InterSen Life Orientation: Physical Education Conference InterSen Coding and Robotics: Hubs Meeting</p>	<p>30 Foundation Phase Languages: #TEAM READ power hour InterSen Life Orientation: Physical Education Conference</p>	<p>31 Curriculum GET: SCP Subject development at 1 North Wharf Square Curriculum GET: Coding and Robotics Hackathon for teachers InterSen Life Orientation: Comprehensive Sexuality Education District Quarterly meeting</p>		

◀ Mar 2022		April 2022					May 2022 ▶	
Sun	Mon	Tue	Wed	Thu	Fri	Sat		
					1 Curriculum GET: Coding and Robotics Hackathon for teachers InterSen: Growsmart EXCO Meeting (HO)	2 Curriculum GET: Coding and Robotics Hackathon for teachers		
3	4	5 Schools re-open Foundation Phase Languages: EGRA Assessments Foundation Phase: SA development Foundation Phase Languages – Funda Wande online course opens for Grade 3 teachers Foundation Phase Mathematics: Grade 1&2 Workshop on number Sense Intersen Mathematics: Growsmart Practise Round InterSen Natural Sciences: Gr. 9 TPD, Telematics Pre-recording, (Practical Work)	6 Foundation Phase Languages: EGRA Assessments Foundation Phase: SA development Intersen Languages: IP SAs Growsmart Literacy Practise Round InterSen Natural Sciences: Gr. 9 TPD, Telematics Pre-recording, (Practical Work) InterSen Natural Sciences: Gr. 7 TPD, CTLI. ONLINE Content, (Matter & Materials) InterSen: Ocean Guardians Workshop -I Am Water InterSen Technology: SP ATP mediation	7 Curriculum GET: SCP Subject development at 1 North Wharf Square Curriculum GET: Coding and Robotics Provincial MANCOM Foundation Phase Languages: EGRA Assessments Foundation Phase: SA development InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for ECK InterSen: Ocean Guardians Workshop -I Am Water InterSen Natural Sciences: Gr. 9 TPD, Telematics Pre-recording, (Practical Work) InterSen Natural Sciences: Gr. 7 TPD, CTLI. ONLINE Content, (Matter & Materials) InterSen : Growsmart POW WOW HOUR (Mentors)	8 Curriculum GET: Provincial Multigrade meeting InterSen EMS SP Grade 8: Teacher professional development in collaboration with the University of Stellenbosch InterSen Natural Sciences: Gr. 9 TPD, Telematics Pre-recording, (Practical Work) InterSen Natural Sciences: Gr. 7 TPD, CTLI. Face-to-Face (Practical Work), (Matter & Materials)	9 Curriculum GET/Sakhikamva: Paper Jet Challenge – Metro Central InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for ECK and InterSen Creative Arts: CTLI/GET/FET/SASCE Music 10-week Short Course InterSen Creative Arts Hugo Lambrechts Music Centre: Music workshops		

Sun	Mon	Tue	Wed	Thu	Fri	Sat
10	11 Branch Curr & Assessment: Heads Curriculum Support Meeting – Virtual Foundation Phase Languages: EGRA Assessments Foundation Phase Languages: Funda Wande SA Dry for Training of Grade 2 teachers Foundation Phase: Power Hour: Advisers:Curriculum and MCO Support InterSen Creative Arts: Subject Adviser ICT course: Digital Curation InterSen Natural Sciences: Gr. 7 TPD, CTLI. ONLINE Content, (Matter & Materials) InterSen: Ocean Guardians Workshop -I Am Water	12 Foundation Phase Languages: EGRA Assessments Foundation Phase Languages: Funda Wande Gr 1 Teacher training Foundation Phase English HL: Grade 3 training on comprehension strategies InterSen Creative Arts: Subject Adviser ICT course: Digital Curation InterSen Natural Sciences: Gr. 7 TPD, CTLI. ONLINE Content, (Matter & Materials) InterSen: Ocean Guardians Workshop -I Am Water	13 Curriculum GET/Sakhikamva: Paper Jet Challenge – Cape Winelands Foundation Phase Languages: EGRA Assessments Foundation Phase Languages: Funda Wande Gr 2 Teacher training Foundation Phase English HL: Grade 3 training on comprehension strategies Foundation Phase Mathematics: Grade 1-3 training on Word problems (CTLI) InterSen Creative Arts: Subject Adviser ICT course: Digital Curation InterSen: Ocean Guardians Workshop -I Am Water InterSen Natural Sciences: Gr. 7 TPD, CTLI. ONLINE Content, (Matter & Materials)	14 GET/Sakhikamva: Paper Jet Challenge – West Coast Curriculum GET: SCP Subject development at 1 North Wharf Square Curriculum Foundation Phase Languages: EGRA Assessments InterSen Creative Arts: Subject Adviser ICT course: Digital Curation InterSen: Ocean Guardians Workshop -I Am Water InterSen Languages: DHs and Subject Heads Session: IsiXhosa	15 Good Friday	16
17 Easter Sunday	18 Family Day Foundation Phase: National Subject Committee Meeting: Gr R InterSen: National Subject Committee Meetings: Mathematics; Creative Arts	19 Foundation Phase: National Subject Committee Meeting: Gr R; Languages InterSen: National Subject Committee Meetings: Mathematics; Creative Arts; Languages; Natural Sciences InterSen Languages: Provincial SBA Moderation Grade 4-6 InterSen: Ocean Guardians Workshop -I Am Water	20 Curriculum GET/Sakhikamva: Paper Jet Challenge – Metro Central Foundation Phase: National Subject Committee Meeting: Languages; Mathematics InterSen: National Subject Committee Meetings: Languages, Natural Sciences; Life Skills and Life Orientation; Technology InterSen Languages: Provincial SBA Moderation Grade 4-6 InterSen: Ocean Guardians Workshop -I Am Water	21 Curriculum GET: Directorate Meeting Foundation Phase: National Subject Committee Meeting Mathematics InterSen: National Subject Committee Meetings: Life Skills and Life Orientation; Technology InterSen: National Subject Committee Meetings: Social Sciences; EMS InterSen: Ocean Guardians Workshop -I Am Water	22 Western Cape Mathematics Strategy Launch InterSen: National Subject Committee Meetings: Social Sciences; EMS InterSen EMS SP Grade 8: Teacher professional development in collaboration with the University of Stellenbosch InterSen Languages: Provincial SBA Moderation Grade 4-6 InterSen Languages: Growsmart Project Meeting InterSen Languages: Intermediate Phase Subject Adviser Enrichment (Virtual)	23 Western Cape Mathematics Strategy Launch Curriculum GET/Sakhikamva: Paper Jet Challenge – Metro East InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for Cape Town and Stellenbosch (TBC) InterSen Creative Arts Hugo Naudé Art Centre: Visual Art workshops InterSen Creative Arts: CTLI/GET/FET/SASCE Music 10-week Short Course: GALA EVENT

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>24</p>	<p>25 Foundation Phase: National Subject Committee Meeting: Life Skills InterSen: Ocean Guardians Workshop -I Am Water</p>	<p>26 Foundation Phase: National Subject Committee Meeting: Life Skills InterSen: Ocean Guardians Workshop -I Am Water InterSen: Coding and Robotics Hubs meeting InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for West Coast</p>	<p>27 Freedom Day</p>	<p>28 Curriculum GET: MCO Provincial meeting Curriculum GET: SCP Subject development at 1 North Wharf Square Curriculum GET/Sakhikamva: Paper Jet Challenge – Metro North Foundation Phase Languages: #TEAM READ power hour InterSen Languages: Provincial SBA Moderation Grade 4-6</p>	<p>29 Curriculum GET/Sakhikamva: Paper Jet Challenge – Metro South InterSen EMS SP Grade 8: Teacher professional development in collaboration with the University of Stellenbosch InterSen Languages: Provincial SBA Moderation Grade 4-6 InterSen Languages: Senior Phase Subject Adviser Enrichment (Virtual)</p>	<p>30 InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for Stellenbosch</p>

◀ Apr 2022		May 2022					Jun 2022 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1 Workers' Day	2 Workers' Day off	3 Eidul Fitr InterSen Languages: SP Provincial Moderation Gr 7-9	4 Intersen Mathematics: Growsmart Level 1 InterSen Languages: SP Provincial Moderation Gr 7-9	5 Curriculum GET: SCP Subject development at 1 North Wharf Square InterSen Natural Sciences: Astro Quiz Round 1 (Grades 7) Intersen Languages: Growsmart Level 1 InterSen Languages: SP Provincial Moderation Gr 7-9 InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for ECK (Virtual)	6 Curriculum GET/Sakhikamva: Paper Jet Challenge – Eden Karoo InterSen EMS SP Grade 8: Teacher professional development in collaboration with the University of Stellenbosch InterSen Creative Arts Tygerberg Art Centre: Visual Art workshops InterSen Languages: SP Provincial Moderation Gr 7-9	7 InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for West Coast	
8 Mother's Day	9 InterSen Languages: SP Provincial Moderation Gr 7-9	10 Curriculum GET: TDCM Foundation Phase: Grade R-3 100 schools project meeting with SMTs InterSen Languages: SP Provincial Moderation Gr 7-9	11 Foundation Phase English HL: PhAST training (selected schools) InterSen Languages: SP Provincial Moderation Gr 7-9	12 Curriculum GET: SCP Subject development at 1 North Wharf Square Curriculum GET: Coding and Robotics Provincial MANCOM InterSen Languages: SP Provincial Moderation Gr 7-9 InterSen Life Skills: Growsmart Entrepreneurship Submission	13	14	
15	16 Branch Curr & Assessment: Heads Curriculum Support Meeting – Virtual Foundation Phase Languages: EGRA reports due Foundation Phase: Life Skills Science Hub MCED	17 Foundation Phase: Life Skills Science Hub MNED	18 Foundation Phase English HL: Jolly Phonics Novice teacher training InterSen Languages: isiXhosa GET and FET SCP Meeting	19 Curriculum GET: Directorate Meeting InterSen Languages: Growsmart Story Writing Submission	20 Curriculum GET: Coordinator's meeting (FPH, Intersen & FET) InterSen Languages: Intermediate Phase Subject Adviser Enrichment (Virtual)	21 InterSen Natural Sciences: Eskom Expo; ECK Teacher & Learner Workshop InterSen Creative Arts Hugo Naudé Art Centre: Visual Art workshops InterSen Creative Arts Tygerberg Art Centre: Visual Art workshops InterSen Creative Arts Children's Art Centre: Visual Art workshops	

May 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
22	23 InterSen Languages: Growsmart Story Writing Marking starts	24 InterSen Natural Sciences: Natural Sciences (Grades 7 – 9) Olympiads InterSen: Coding and Robotics Hubs meeting	25 Foundation Phase Languages: #TEAM READ power hour InterSen: Growsmart Project Meeting	26 Ascension Day InterSen Natural Sciences: Natural Sciences (Grades 4 – 6) Olympiads	27 Curriculum GET: MCO Provincial meeting InterSen Languages: Senior Phase Subject Adviser Enrichment (Virtual)	28
29	30	31	InterSen Languages: Synthetic Phonics Training IP Teachers — Districts' dates for roll-out tbc (training to be concluded end of term 2)			

◀ May 2022		June 2022					Jul 2022 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1 Curriculum GET: Curriculum Strengthening Forum	2 Curriculum GET: Curriculum Strengthening Forum InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for ECK	3 Curriculum GET: Curriculum Strengthening Forum (Foundation Phase and InterSen Coding and Robotics Only)	4 InterSen Natural Sciences: Eskom Expo Teacher-Learner Workshop for ECK	
5	6 Foundation Phase– External moderation process starts Foundation Phase English HL: Grade 3 training on comprehension strategies InterSen Languages: Growsmart Story Writing Marking ends	7 Foundation Phase English HL: Grade 3 training on comprehension strategies	8 Curriculum GET: Coding and Robotics Provincial MANCOM Foundation Phase Mathematics: Grade 3 NOR (CTLI) InterSen Mathematics: Growsmart Level 2	9 Curriculum GET: SCP Subject development at 1 North Wharf Square Foundation Phase: National Subject Committee Meeting: Gr R InterSen: National Subject Committee Meetings: Mathematics; Creative Arts InterSen Languages: SCPs WOW Project Meeting InterSen Languages: IP SAs Growsmart Level 2	10 Foundation Phase: National Subject Committee Meeting: Gr R InterSen: National Subject Committee Meetings: Mathematics; Creative Arts InterSen Languages: Intermediate Phase Subject Adviser Enrichment (Virtual) InterSen Life Skills: Growsmart Entrepreneurship L2 Submission	11	
12	13 Branch Curr & Assessment: Heads Curriculum Support Meeting – Mask to Mask in Overberg Foundation Phase: National Subject Committee Meeting: Languages Foundation Phase: Life Skills Science Hub MCED InterSen: National Subject Committee Meetings: Languages, Natural Sciences	14 Foundation Phase: National Subject Committee Meeting: Languages; Mathematics Foundation Phase Languages: Funda Wande – Afrikaans & isiXhosa Reference group Foundation Phase: Life Skills Science Hub MNED InterSen: National Subject Committee Languages, Natural Sciences; Life Skills and Life Orientation; Technology	15 Foundation Phase: National Subject Committee Meeting Mathematics InterSen: National Subject Committee Meetings: Life Skills and Life Orientation; Technology	16 Youth Day	17 School Holiday	18	

◀ May 2022		June 2022					Jul 2022 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
19 Fathers' Day	20 Foundation Phase: Life Skills: Quarterly report due InterSen: National Subject Committee Meetings: Social Sciences; EMS	21 Curriculum GET: Directorate Meeting Foundation Phase: National Subject Committee Meeting: Life Skills InterSen: SCPs National Subject Committee Meetings: Social Sciences; EMS	22 CURRICULUM GET: MCO Provincial meeting Foundation Phase: National Subject Committee Meeting: Life Skills Foundation Phase– Funda Wande & Bala Wande SA development InterSen NST: Gr. 4-7 TPD ONLINE Virtual Workshop Using NST Kits (Energy & Change).	23 DBE IPREC Meeting Curriculum GET: SCP Subject development at 1 North Wharf Square Foundation Phase– Funda Wande & Bala Wande SA development InterSen NST: Gr. 4-7 TPD ONLINE Virtual Workshop Using NST Kits (Energy & Change) InterSen: Growsmart Project Meeting	24 Schools close DBE IPREC Meeting Foundation Phase Languages – Funda Wande online course close for Grade 3 teachers Foundation Phase– External moderation process ends Curriculum GET: Coding and Robotics Provincial MANCOM InterSen Languages: Senior Phase Subject Adviser Enrichment (Virtual)	25	
26	27 InterSen E3: Four-day Teacher Professional Development	28 InterSen E3: Four-day Teacher Professional Development InterSen: Coding and Robotics Hubs meeting	29 InterSen: E3: Four-day Teacher Professional Development	30 Curriculum GET: SCP Subject development at 1 North Wharf Square InterSen: E3: Four-day Teacher Professional Development InterSen Life Orientation: Comprehensive Sexuality Education District Quarterly meeting			

July 2022						
◀ Jun 2022						Aug 2022 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 InterSen Creative Arts: CTLI/GET Gr 4-6 Creative Arts course (8)	2
3	4 InterSen Life Orientation Physical Education teacher training CTLI	5 Curriculum GET: TDCM InterSen Life Orientation Physical Education teacher training CTLI	6 InterSen Life Orientation Physical Education teacher training CTLI	7 Curriculum GET: Coding and Robotics Provincial MANCOM Curriculum GET: SCP Subject development at 1 North Wharf Square InterSen Life Orientation Physical Education teacher training CTLI InterSen: Growsmart POW WOW HOUR (Mentors)	8 InterSen Life Orientation Physical Education teacher training CTLI	9
10 Eidul Adha	11 InterSen Creative Arts: CTLI/GET Gr 7-9 Creative Arts course	12 InterSen Creative Arts: CTLI/GET Gr 7-9 Creative Arts course	13 InterSen Creative Arts: CTLI/GET Gr 7-9 Creative Arts course	14 Curriculum GET: SCP Subject development at 1 North Wharf Square InterSen Creative Arts: CTLI/GET Gr 7-9 Creative Arts course	15	16
17	18 InterSen Natural Sciences: Gr. 8-9 TPD, UWC. ONLINE Content, (Electricity)	19 Schools re-open Foundation Phase: SA development InterSen Natural Sciences: Gr. 8-9 TPD, UWC. ONLINE Content, (Electricity)	20 Foundation Phase: SA development InterSen Technology: SP ATP Mediation InterSen Natural Sciences: Gr. 7 TPD, CTLI. ONLINE Content, (Energy & Change) InterSen Natural Sciences: Gr. 8-9 TPD, UWC. ONLINE Content, (Electricity)	21 Curriculum GET: SCP Subject development at 1 North Wharf Square Foundation Phase: SA development InterSen Natural Sciences: Gr. 7 TPD, CTLI. ONLINE Content, (Energy & Change) InterSen Natural Sciences: Gr. 8-9 TPD, UWC. ONLINE Content, (Electricity)	22 CURRICULUM GET: Provincial Multigrade Conference Foundation Phase Languages: EGRA assessment InterSen Natural Sciences: Gr. 7 TPD, CTLI. (Practical Work), (Energy & Change) InterSen Languages: SCPs WOW Project Meeting InterSen Languages: Intermediate Phase Subject Adviser Enrichment (Virtual)	23 CURRICULUM GET: Provincial Multigrade Conference InterSen Natural Sciences: Gr. 7 TPD, CTLI. (Practical Work), (Energy & Change) InterSen Natural Sciences: Gr 8-9 TPD, UWC, practical content (Electricity)

◀ Jun 2022		July 2022					Aug 2022 ▶	
Sun	Mon	Tue	Wed	Thu	Fri	Sat		
24	25 Branch Curr & Assessment: Heads Curriculum Support Meeting – Virtual Foundation Phase Languages: Funda Wande SA Dry for Training of Grade 2 Foundation Phase Mathematics: Power hour on assessment InterSen Natural Sciences: Gr. 7 TPD, CTLI. ONLINE Content, (Energy & Change) InterSen Natural Sciences: Gr. 8-9 TPD, UWC. ONLINE Content, (Electricity) InterSen Social Sciences: Gr. 4-9 The use of LAC in reading and writing TPD	26 Foundation Phase Languages: Funda Wande Gr1 Teacher training InterSen Natural Sciences: Gr. 7 TPD, CTLI. ONLINE Content, (Energy & Change) InterSen Natural Sciences: Gr. 8-9 TPD, UWC. ONLINE Content, (Electricity) InterSen Social Sciences: Gr. 4-9 The use of LAC in reading and writing TPD InterSen Languages: SP SAs Reading to Learn Training InterSen: Coding and Robotics Hubs meeting	27 Curriculum GET: Coordinators meeting (FPh, Intersen & FET) Foundation Phase EFAL: PSRIP SA Dry-run Foundation Phase Languages: #TEAM READ power hour InterSen Natural Sciences: Gr. 7 TPD, CTLI. ONLINE Content, (Energy & Change) InterSen Natural Sciences: Gr. 8-9 TPD, UWC. ONLINE Content, (Electricity) InterSen Social Sciences: Gr. 4-9 The use of LAC in reading and writing TPD InterSen Languages: SP SAs Reading to Learn Training InterSen Languages: isiXhosa GET and FET SCP Meeting	28 Curriculum GET: MCO Provincial meeting Curriculum GET: SCP Subject development at 1 North Wharf Square Foundation Phase Afrikaans Home Language: Funda Wande Grade 2 Teacher Training Foundation Phase Mathematics: Grade 1 - 3 training on Computational thinking (CTLI) InterSen Natural Sciences: Gr. 8-9 TPD, UWC. ONLINE Content, (Electricity) InterSen Languages: SP SAs Reading to Learn Training InterSen: Growsmart Project Meeting	29 Curriculum GET: Directorate Meeting InterSen Life Orientation Teachers Conference InterSen Languages: Senior Phase Subject Adviser Enrichment (Virtual)	30 InterSen Natural Sciences: Gr 8-9 TPD, UWC, practical content (Electricity) InterSen Life Orientation Teachers Conference InterSen Creative Arts: Hugo Lambrechts Music Centre: Music workshops		
31 InterSen Natural Sciences: National Science Week								

◀ Jul 2022		August 2022						Sep 2022 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat		
	1 Foundation Phase: Life Skills Science Hub MCED InterSen Natural Sciences: National Science Week	2 Foundation Phase: Life Skills Science Hub MNED InterSen Natural Sciences: National Science Week InterSen Growsmart EXCO Meeting (HO Team)	3 Intersen Mathematics: Growsmart Semi-Final InterSen Natural Sciences: National Science Week	4 Curriculum GET: Coding and Robotics Provincial MANCOM Curriculum GET: SCP Subject development at 1 North Wharf Square InterSen Natural Sciences: Astro Quiz Round 2 (Grades 7) Intersen Languages: IP Growsmart Semi-Final InterSen Natural Sciences: National Science Week InterSen Languages: Growsmart Semi-Final Literacy	5 InterSen Creative Arts: Rural Districts: TD workshop in psycho-social arts (dance, drama, music and visual art) activities towards fostering resilience in learners InterSen Natural Sciences: National Science Week InterSen Life Skills: Growsmart Entrepreneurship Semi-Final Submission	6 Foundation Languages: Conference InterSen Creative Arts: Rural Districts: TD workshop in psycho-social arts (dance, drama, music and visual art) activities towards fostering resilience in learners. InterSen Creative Arts: Hugo Naudé Art Centre: Visual Art workshops InterSen Natural Sciences: Eskom Expo Virtual Regional Science Fair (TBC) for All Districts InterSen Natural Sciences: National Science Week	Phase Reading	
7	8 School Holiday	9 National Womens' Day	10	11 Curriculum GET: SCP Subject development at 1 North Wharf Square Foundation Phase English HL: Jolly Phonics Novice teacher training	12 InterSen Creative Arts: Urban Districts: TD workshop in psycho-social arts (dance, drama, music and visual art) activities towards fostering resilience in learners	13 InterSen Creative Arts: Urban Districts: TD workshop in psycho-social arts (dance, drama, music and visual art) activities towards fostering resilience in learners. InterSen Languages: SP IsiXhosa Reading for Meaning Training InterSen Natural Sciences: Eskom Expo Virtual Regional Science Fair (TBC) for All Districts		

August 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
14	15 Branch Curr & Assessment: Heads Curriculum Support Meeting – Virtual	16 InterSen: Growsmart Project Meeting	17 Foundation Phase Languages: Grade 3 workshop on Reading Comprehension (selected schools)	18 Curriculum GET: Directorate Meeting	19	20 Curriculum GET & FET: Provincial Subject Committee Meetings InterSen Natural Sciences: Eskom Expo Virtual Regional Science Fair (TBC) for All Districts
21	22 InterSen Creative Arts: Artscape Schools Arts Festival	23 InterSen Creative Arts: Artscape Schools Arts Festival InterSen: Coding and robotics Hubs meeting	24 BML Strat planning Foundation Phase Languages: Grade 3 workshop on Reading Comprehension (selected schools) InterSen Creative Arts: Artscape Schools Arts Festival	25 BML Strat planning Curriculum GET: SCP Subject development at 1 North Wharf Square Curriculum GET: MCO Provincial meeting InterSen Creative Arts: Artscape Schools Arts Festival: Gala & Launch of Arts Skills & Advocacy Videos & Creative Arts online conference.	26 BML Strat planning InterSen Creative Arts: Online Conference in collaboration with Rustenburg Girls Junior InterSen Languages: Intermediate Phase Subject Adviser Enrichment (Virtual)	27 InterSen Creative Arts: Online Conference in collaboration with Rustenburg Girls Junior InterSen Languages: IP Spelling Bee Final InterSen Creative Arts: Tygerberg Art Centre: Visual Art workshops
28	29	30 CD: Management Operational Planning (Residential) Foundation Phase Languages: #TEAM READ power hour	31 CD: Management Operational Planning (Residential)			

September 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 GET Management Operational Planning (Residential) Curriculum GET: SCP Subject development at 1 North Wharf Square	2 GET Management Operational Planning (Residential) InterSen Languages: Senior Phase Subject Adviser Enrichment (Virtual)	3 InterSen Languages: WOW Spelling Competition -Districts InterSen Creative Arts: Hugo Naudé Art Centre: Visual Art workshops

Sun	Mon	Tue	Wed	Thu	Fri	Sat
4	5 InterSen: Ocean Guardians Workshop - I Am Water Intersen Languages: IP and SP Subject advisers operational Planning Intersen Languages: National Book Week	6 Foundation Phase Grade R-3 100 schools project meeting with SMTs InterSen: Ocean Guardians Workshop - I Am Water Intersen Languages: IP Subject advisers operational Planning Intersen Languages: National Book Week	7 InterSen: Ocean Guardians Workshop - I Am Water Intersen Mathematics: GS Final Intersen Languages: SP Subject advisers operational Planning Intersen Languages: National Book Week Intersen Maths: Growsmart Semi-Final	8 Curriculum GET: SCP Subject development at 1 North Wharf Square InterSen Natural Sciences: Astro Quiz Round 3 (Grades 7) InterSen: Ocean Guardians Workshop - I Am Water Intersen Literacy: Growsmart Final Intersen Languages: National Book Week	9 InterSen Languages: National Book Week Intersen Creative Arts: Tygerberg Art Centre: Visual Art workshops InterSen Life Skills: Growsmart Semi-Final Entrepreneurship	10 Curriculum GET: Stakeholders' event
11	12 Foundation Phase: National Subject Committee Meeting: Gr R InterSen: National Subject Committee Meetings: Mathematics; Creative Arts InterSen: Ocean Guardians Workshop - I Am Water	13 Foundation Phase: National Subject Committee Meeting: Gr R; Languages InterSen: National Subject Committee Meetings: Mathematics; Creative Arts InterSen: National Subject Committee Meetings: Languages, Natural Sciences InterSen: Ocean Guardians Workshop - I Am Water	14 GET Operational planning (Residential) Foundation Phase: National Subject Committee Meeting: Mathematics; Languages InterSen: National Subject Committee Meetings: Languages, Natural Sciences InterSen: National Subject Committee Meetings: Life Skills and Life Orientation; Technology InterSen: Ocean Guardians Workshop - I Am Water	15 GET Operational planning (Residential) Foundation Phase: National Subject Committee Meeting Mathematics InterSen: National Subject Committee Meetings: Life Skills and Life Orientation; Technology InterSen: Ocean Guardians Workshop - I Am Water InterSen Life Orientation: Comprehensive Sexuality Education District Quarterly meeting	16 GET Operational planning (Residential) InterSen Social Science: World Food Day: Our actions are our future. Better production, better nutrition, better environment and a better life"	17
18	19 DBE IPREC study tour to Western Cape Foundation Phase: Life Skills Science Hub MCED InterSen: Ocean Guardians Workshop - I Am Water InterSen: National Subject Committee Meetings: Social Sciences; EMS	20 DBE IPREC study tour to Western Cape Foundation Phase: Life Skills Science Hub MNED Foundation Phase: National Subject Committee Meeting: Life Skills InterSen Social Sciences: Gr. 8-9 SANGO Junior Olympiad InterSen: Ocean Guardians Workshop - I Am Water InterSen: National Subject Committee Meetings: Social Sciences; EMS InterSen Languages: Growsmart Project Meeting	21 DBE IPREC study tour to Western Cape Foundation Phase: National Subject Committee Meeting: Life Skills InterSen: Ocean Guardians Workshop - I Am Water	22 DBE IPREC Meeting (Western Cape) Curriculum GET: SCP Subject development at 1 North Wharf Square InterSen: Ocean Guardians Workshop - I Am Water	23 DBE IPREC Meeting (Western Cape)	24 Heritage Day

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26 FP Languages: Funda Wande – Afrikaans & IsiXhosa Reference group Foundation Phase: Life Skills: Quarterly report due Curriculum GET Senior Phase EMS: Two-day operational planning with subject advisers InterSen: Ocean Guardians Workshop - I Am Water InterSen Languages: IP SAs Synthetic Phonics Training IP SAs InterSen Social Sciences: SP and IP- Two day operational planning with subject advisers	27 Curriculum GET: TDCM Curriculum GET Senior Phase EMS: Two-day operational planning with subject advisers InterSen NST: Gr. 4-7 TPD ONLINE Virtual Workshop Using NST Kits (Planet Earth & Beyond). InterSen: Ocean Guardians Workshop - I Am Water InterSen: Coding and robotics Hubs meeting InterSen Languages: IP SAs Synthetic Phonics Training IP SAs InterSen Social Sciences: SP and IP- Two day operational planning with subject advisers	28 Curriculum GET: Curriculum Strengthening Forum InterSen Life Orientation Operation Planning meeting InterSen NST: Gr. 4-7 TPD ONLINE Virtual Workshop Using NST Kits (Planet Earth & Beyond). InterSen Languages: IP SAs Synthetic Phonics Training IP SAs	29 Curriculum GET: Curriculum Strengthening Forum InterSen: Ocean Guardians Workshop - I Am Water InterSen Life Orientation: Operation Planning meeting InterSen Languages: IP SAs Synthetic Phonics Training IP SAs	30 Schools close Curriculum GET: Curriculum Strengthening Forum (Foundation Phase and InterSen Coding and Robotics Only) InterSen Languages: IP SAs Synthetic Phonics Training IP SAs	InterSen Languages: Synthetic Phonics Training IP Teachers – Districts’ roll-out to be concluded by end of term

◀ Sep 2022							October 2022							Nov 2022 ▶						
Sun		Mon		Tue		Wed		Thu		Fri		Sat								
												1								
2		3 InterSen Natural Sciences: Eskom Expo International Science Fair (TBC) for All Districts		4 InterSen Natural Sciences: Astro Quiz Round 4 National (Grades 7) InterSen Natural Sciences: Eskom Expo International Science Fair (TBC) for All Districts		5 InterSen Life Orientation Teacher Appreciation InterSen Natural Sciences: Eskom Expo International Science Fair (TBC) for All Districts		6 Curriculum GET: SCP Subject development at 1 North Wharf Square InterSen Natural Sciences: Eskom Expo International Science Fair (TBC) for All Districts		7 InterSen Natural Sciences: Eskom Expo International Science Fair (TBC) for All Districts		8 Intersen Languages: IP Growsmart Prize-giving								
9		10		11 Schools re-open Foundation Phase Languages: EGRA assessment		12 Foundation Phase Languages: EGRA assessment InterSen: Ocean Guardians Workshop - I Am Water InterSen Technology: SP ATP Mediation		13 Curriculum GET: Directorate Meeting Foundation Phase Languages: EGRA assessment InterSen: Ocean Guardians Workshop - I Am Water		14 Curriculum GET: Provincial Multigrade meeting Foundation Phase Languages: EGRA assessment InterSen Languages: Intermediate Phase Subject Adviser Enrichment (Virtual)		15 InterSen Languages: WOW Spelling Competition- Province								
16		17 Branch Curr & Assessment: Heads Curriculum Support Meeting – Mask to Mask West Coast Foundation Phase Languages: EGRA assessment FP Languages: Funda Wande SA Dry for Training of Grade 2 teachers. InterSen: Ocean Guardians Workshop - I Am Water		18 Foundation Phase Languages: EGRA assessment FP: Languages: Funda Wande Gr 1 Teacher training InterSen: Ocean Guardians Workshop - I Am Water		19 Foundation Phase Languages: EGRA assessment InterSen: Ocean Guardians Workshop - I Am Water Intersen Languages: Languages Senior Phase Literature Review Meeting		20 Curriculum GET: SCP Subject development at 1 North Wharf Square Curriculum GET: Coding & Robotics MANCO meeting Foundation Phase Languages: EGRA assessment InterSen: Ocean Guardians Workshop - I Am Water		21 Foundation Phase Languages: EGRA assessment InterSen Languages: Senior Phase Subject Adviser Enrichment (Virtual) InterSen Creative Arts: Tygerberg Art Centre: Visual Art workshops		22 Intersen Languages: WOW National Competition InterSen Creative Arts: Hugo Lambrechts Music Centre: Music workshops								

October 2022						
◀ Sep 2022						Nov 2022 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
23	24 FP: Languages: Funda Wande Gr 2 Teacher training Foundation Phase: Life Skills Science Hub MCED InterSen: Ocean Guardians Workshop - I Am Water	25 Foundation Phase: Life Skills Science Hub MNED InterSen: Ocean Guardians Workshop - I Am Water InterSen Coding and Robotics Hubs meeting	26 InterSen: Ocean Guardians Workshop - I Am Water	27 Curriculum GET: MCO Provincial meeting Curriculum GET: SCP Subject development at 1 North Wharf Square Foundation Phase Languages: #TEAM READ power hour InterSen: Ocean Guardians Workshop - I Am Water	28	29 InterSen Creative Arts Hugo Naudé Art Centre: Visual Art workshops InterSen Creative Arts Tygerberg Art Centre: Visual Art workshops
30	31 InterSen: Ocean Guardians Workshop - I Am Water					

November 2022						
◀ Oct 2022						Dec 2022 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Foundation Phase: National Subject Committee Meeting: Gr R InterSen: National Subject Committee Meetings: Mathematics; Creative Arts InterSen: Ocean Guardians Workshop - I Am Water	2 Foundation Phase: National Subject Committee Meeting: Gr R Foundation Phase: National Subject Committee Meeting: Languages InterSen: National Subject Committee Meetings: Languages, Natural Sciences InterSen: National Subject Committee Meetings: Mathematics; Creative Arts InterSen: Ocean Guardians Workshop - I Am Water	3 Curriculum GET: SCP Subject development at 1 North Wharf Square Foundation Phase: National Subject Committee Meeting: Languages InterSen: National Subject Committee Meetings: Languages, Natural Sciences InterSen: Ocean Guardians Workshop - I Am Water	4	5

◀ Oct 2022		November 2022					Dec 2022 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
6	7 Foundation Phase: National Subject Committee Meeting Mathematics InterSen: National Subject Committee Meetings: Life Skills and Life Orientation; Technology InterSen: Ocean Guardians Workshop - I Am Water	8 Curriculum GET: TDCM Foundation Phase: National Subject Committee Meeting Mathematics InterSen: National Subject Committee Meetings: Life Skills and Life Orientation; Technology InterSen: Ocean Guardians Workshop - I Am Water InterSen Languages: Growsmart Project Meeting	9 Foundation Phase: National Subject Committee Meeting: Life Skills InterSen: National Subject Committee Meetings: Social Sciences; EMS InterSen: Ocean Guardians Workshop - I Am Water	10 Curriculum GET: Directorate Meeting InterSen: National Subject Committee Meetings: Social Sciences; EMS InterSen: Ocean Guardians Workshop - I Am Water	11	12	
13	14 Foundation Phase: Life Skills Science Hub MCED Foundation Phase– External moderation process starts InterSen: Ocean Guardians Workshop - I Am Water	15 Foundation Phase Languages: EGRA reports due Foundation Phase: Life Skills Science Hub MNED InterSen: Ocean Guardians Workshop - I Am Water	16	17 DBE IPREC Meeting Curriculum GET: SCP Subject development at 1 North Wharf Square	18 DBE IPREC Meeting	19	
20	21 InterSen Languages: Growsmart EXCO Meeting (HO Team)	22 Curriculum GET: Coordinator's meeting (FP, Intersen & FET)	23 Curriculum GET: Coding and Robotics Provincial MANCOM	24 Curriculum GET: MCO Provincial meeting Curriculum GET: SCP Subject development at 1 North Wharf Square	25	26 InterSen Creative Arts: Hugo Naudé Art Centre: Visual Art workshops	
27	28 Branch Curr & Assessment: Heads Curriculum Support Meeting – Mask to Mask Metro East	29 Foundation Phase: Funda Wande and Bala Wande SA development	30 Foundation Phase Languages: #TEAM READ power hour Foundation Phase– External moderation process ends				

December 2022						
◀ Nov 2022						Jan 2023 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Curriculum GET: SCP Subject development at 1 North Wharf Square	2	3
4	5 Foundation Phase: Life Skills: Quarterly report due	6	7	8 Curriculum GET: Directorate Meeting	9	10
11	12	13	14	15 Schools close GET year-end function	16	17
18	19	20	21	22	23	24
25 Christmas	26	27	28	29	30	31



Western Cape
Government

Education

FOR YOU

8. GET MODERATION PROTOCOL

Quality Assurance in GET

- ▶ Director Curriculum: <https://wcedportal.co.za/eresource/126876>
- ▶ Director Assessment Management: <https://wcedportal.co.za/eresource/121906>



1

Why a rethink is needed?

- From **compliance driver** to **enabler of development (T&L)**
- From a **bureaucrat** to a **knowledgeable support professional**
- From focusing mainly with the **product** to strengthening the **process of developing it**
- From a **compartmentalized** to a **holistic** support approach
- From having **'tick box' inspections** to **deep, informed T, A & L support**
- From a focus on **AoL** to advocating/supporting **AfL & AaL**

"... a government official perceived as being concerned with procedural correctness at the expense of people's needs"



3

Our mantra

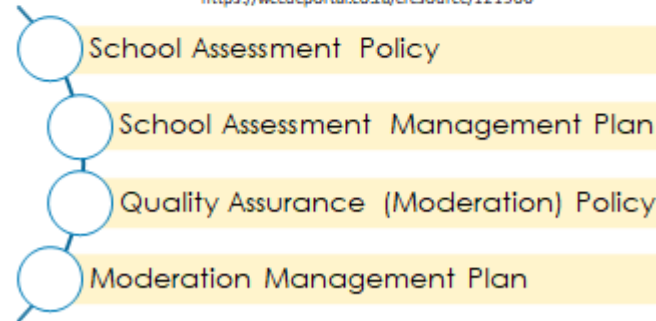
Quality Education
for every child
in every classroom,
in every school,
in the province.



2

The quality assurance system includes the following:

<https://wcedportal.co.za/eresource/121906>



4

Quality Assurance model



Moderation: part of the teaching, learning and assessment cycle



5

Characteristics of high quality assessment

- Validity:** does the test measure what it is meant to measure?
 - Calculate, write, draw, record/reflect, respond/leading, show, explain/OPS
 - Observational validity: can the marking criteria lead to the expected learning aims
 - Content validity: does the assessment focus on what was taught and emphasized
- Reliability:** "Have I tried to minimise the possibility that errors of judgement is made about learners' performance"
 - Eg. different markers assessing differently, doing the test at different times
- Fairness:** "Does the assessment task give every learner a reasonable opportunity to demonstrate his/her understanding or skill?"
 - Eg. a combination gives to learners who extreme language other than 100%
- Meaningfulness and contribution to learning:** "Does the assessment make sense to learners and will they learn from it?"
 - Teachers read explains the purpose of assessment and link to the learning aims to learners
 - Learners read, use assessment as a tool to help them and learn assessment criteria



7

Characteristics of high quality assessment



- When these principles are understood they provide a **clear framework for all the major decisions** that teachers need to make on assessment.
- When they are misunderstood or ignored, the resulting assessment practices are likely to result in the **generation of worthless data**.



6

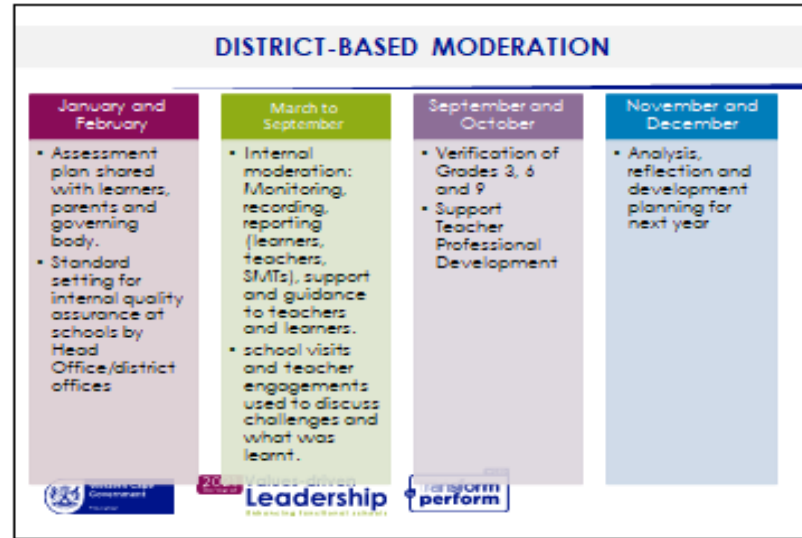
Systematic moderation process



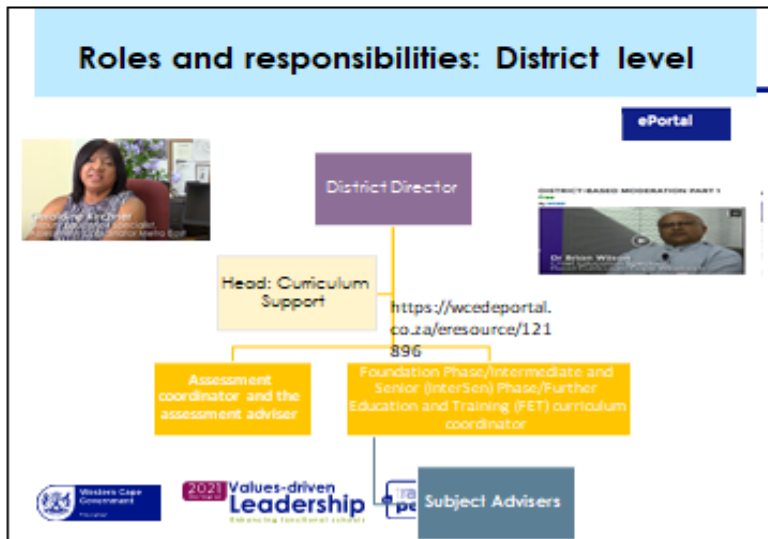
8



9



11



10



12

Summary

- **2019** – development of Quality Assurance guideline policy document for GET (WCED Circular 0042/2019)
- **2020** – advocacy of guideline
- **2021** – further advocacy, monitoring and support (impact of COVID-19)
- **2022** – implementation of Provincial GET moderation

