



Western Cape
Government

Education

FOR YOU

Directorate:
Curriculum FET



FET Operational Plan
2022

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2. INTRODUCTION

Managing education programmes in the context of the National State of Disaster due to COVID-19 started in March 2020 and continued into the 2021 academic year. It is envisaged that the disruptions may be experienced in the years to come. It is encouraging to note that the administration of vaccines has started in earnest. Fast-tracking the vaccination of teachers, the citizens and most recently for children over the age of 12 is welcomed. This rollout of the vaccines will have a positive impact in stabilising schooling and particularly in our secondary schools that have learners 12 years and older. The concern is however that many citizens and learners are sceptical of taking the vaccine and thus infection may still be sporadic and further waves of infection is expected during 2022 and beyond. The disruption of almost all aspects of society including schooling has resulted in far-reaching implications. The mental and emotional well-being of teachers and learners due to deaths of colleagues and family members has resulted in mental well-being being identified as a provincial priority.

The implication on the schooling system has resulted in learning losses due to poor / irregular attendance due to rotational time tabling models to accommodate social distancing and safety protocols. Not all of the activities in the Curriculum FET directorate's operational plan were implemented as envisaged. There was a need to revise delivery models due to compliance with safety protocols to minimise the spread. A blended model of virtual and face-to-face was adopted.

The changes to the school calendar and the different models of timetabling impacted on the delivery of the Curriculum and Assessment Policy Statement (CAPS) during the 2021 academic year. It is becoming evident that the accumulation of learning losses will compound in the years to come. To mitigate the impact of learning losses the Department of Basic Education (DBE) working in collaboration with Provincial Education Departments (PEDs) started implementing a three-year recovery plan from 2021. A revised Annual Teaching Plan (ATP) and assessment requirements were formalised through circulars.

The curriculum support initiatives in collaboration with districts resulted in providing a comprehensive support programme for both teachers and learners. Weekly lessons based on self-directed learning pedagogy were developed for all subjects and grades. A revision programme for grades 11 and 12 was completed. Various teacher support programs using virtual and face-to-face models were implemented. The promotion of blended learning and ICT integration was emphasised during the 2021 academic year. The collaboration with the Directorate E-learning ensured that access to the resources via WhatsApp posters and a modernised zero-rated ePortal was achieved. Further collaboration with the Telematics School Project (TSP) enabled lessons and the revision programmes for grades 11 and 12 in 14 Subjects to be broadcasted. The lessons and revision programme were accessible through livestreaming and on the zero-rated TSP website at any time.

On deep reflection, the subject-specific support strategies and packages have all the elements to support the system to recover and to ensure quality learning. The need to shift our focus on learning as a constant where time is a variable has become increasingly evident. Greater effort will be made in 2022 in ensuring that the support gains further traction using the blended approach and that the support packages are maximally utilised to enhance learning. Greater emphasis will be placed on pedagogical approaches to accommodate learning styles and the promotion of the self-directed learning methodology.

This operational plan further emphasises 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. Emphasis will also be placed on the “inclusive basket of criteria”, which includes throughput rate, access and success in Mathematics and Physical Sciences and an increase in the number of distinctions.

A concerted effort will be made to focus on STEAMAC where aspects like Technical, Agriculture, the Arts, Coding (computational skills and digital literacy) and Language across the Curriculum including Reading will increasingly receive more attention. In line with this focus, increased attention will be placed on related subjects like Sciences, Technology, Engineering and Mathematics. Renewed emphasis by the DBE on FOCUS schools is expected to be placed in 2022 and beyond. The Three Streams pilot of the vocational subjects will be expanded to Grade 9 in 2022. The Three Streams Model will also take prominence to ensure that more learners will shift from the academic pathway and will offer subjects in the vocational and occupational streams to take advantage of various post-school opportunities which will meet the needs of the economy in the Western Cape and the country at large.

3. VISION AND MISSION

3.1 Vision

The Curriculum FET 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.**

3.2 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.

4. GOALS

4.1 WCED three overarching goals

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 three overarching goals:

- An improvement in the level of language and mathematics in all schools
- An increase in the number and quality of passes in the National Senior Certificate
- An increase in the quality of education provision in poorer communities

4.2 New mandates

Due to the revised context the executive management of the WC government and the WCED identified new policy priorities:

- Safe and cohesive communities
- Growth and jobs
- Empowering people
 - and learning
 - youth and skills children and families
 - education
 - health and wellness
- Mobility and spatial transformation
- Innovation and culture

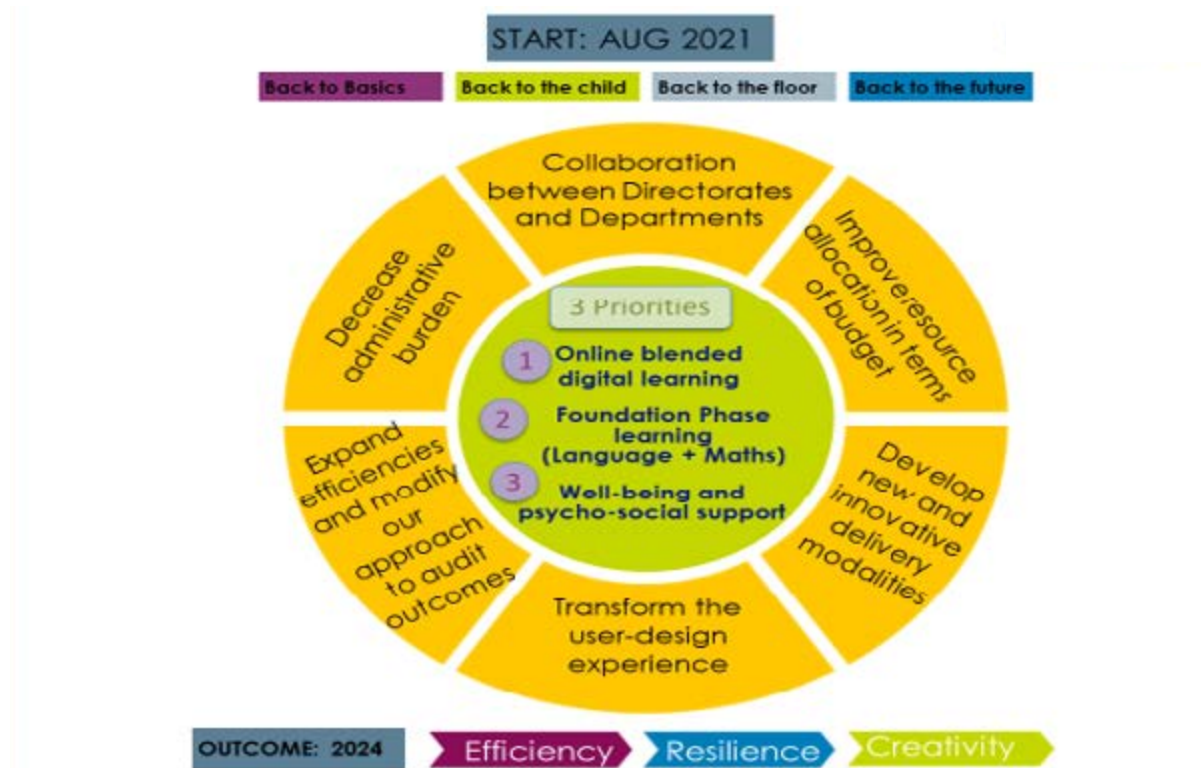
in response to the above the FET programme will continue to focus on the following performance areas:

- Strengthen and expand enabling quality learning opportunities for enhanced performance - Learner retention in Grades 10-12 (currently at 68%)
- Enhance and expand enabling learning environments focussing on STEAMAC
- Strengthen functionality and accountability
- Strengthen and enhance innovative adaptability and preparedness for changing context focussing on blended learning and ICT integration

4.3 Provincial Strategic Goals

All activities the Curriculum FET will engage in are aligned to the five provincial strategic tabulated below. :

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



Further alignment and emphasis will be on:

- Online blended digital learning
- Well-being and psycho-social support

Imbued in the above due consideration will be given to:

- Decreasing administrative burden
- Collaboration between Directorates and Departments
- Improve Resource allocation in terms of Budgets
- Develop new and Innovative Delivery Models
- Transform the User-design experience
- Expand efficiencies and modify our approaches to audit outcomes

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No.	Goal
Goal 4	Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
Goal 5	Increase the number of Grade 12 learners who pass mathematics.
Goal 6	Increase the number of Grade 12 learners who pass physical science.
Goal 16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
Goal 18	Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
Goal 20	Increase access amongst learners to a wide range of media, including computers, which enrich their education.
Goal 27	Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

APP Targets

Outcome	Outcome Indicator	Baseline 2020/21	Estimated Performance 2021/2022	MTEF Period		
				2022/23	2023/24	2024/25
There is an improvement in the quality of learner performance in Grade 12 National Senior Certificate examinations	PPM 709: Percentage of learners achieving subject distinctions in any subject in the Grade 12 examination	51,1%	49%	50%	50,5%	52%
	PPM 710: Number of subject distinctions achieved in the Grade 12 examination	26 407	24 900	25 000	25 050	25 100
	PPM 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	79,9%	75%	78%	79%	80%
	PPM 702: Percentage of Grade 12 learners passing at Bachelor Pass level	43,8%	40%	41%	42%	43%
	PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics	23,7%	25%	27%	29%	31%
	PPM 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences	30,3%	32%	34%	36%	38%
	PPM 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	397	385	393	401	409

There is an improvement in the percentage of learner retention from grades 10-12 (FET phase)	Percentage of learners retained in the schooling system from grades 10-12	67.8%	62%	64%	65%	66%
Increase access to Technical, Agricultural, Vocational and Skills subjects and schools	Percentage of learners who offer at least one subject in the technical, agricultural, vocational and skills fields.	3.26%	6%	8%	10%	12%

5. PROVINCIAL SITUATIONAL ANALYSIS

5.1 Internal factors that are impacting strategic direction

5.1.1 FET schools

The Western Cape is home to 7 119 026 people (WC Government, CIRCULAR H 102 / 2020), 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 with the province perceived as a site of hope. Over the past number of years, the province has experienced annual migration of learners from other provinces placing severe strain on schools where the department faces pressures in the placement of learners. This is also increasing the learner educator ratio.

The FET Curriculum is currently implemented in 514 public ordinary and independent subsidised schools in 8 Education Districts across the province as tabulated below.

2021 CEMIS LEARNER NUMBERS AS AT 2021/11/23
PUBLIC AND INDEPENDENT ORDINARY SCHOOLS/CENTRES
EXAM AUTHORITY: WCED

EDUCATION DISTRICT	Independent	Public	Grade 10	Grade 11	Grade 12	Total
Cape Winelands	11	60	11 036	9 999	8 667	29 702
Eden and Central Karoo	15	49	8 624	7 196	6 051	21 871
Metropole Central	35	60	12 024	10 598	9 349	31 971
Metropole East	19	60	14 958	12 976	10 898	38 832
Metropole North	25	55	12 804	10 515	9 141	32 460
Metropole South	19	55	13 663	11 879	9 877	35 419
Overberg	5	19	3 173	2 517	2 116	7 806
West Coast	4	23	4 008	3 537	2 792	10 337
TOTAL	133	381	80 290	69 217	58 891	208 398

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 emerging in the province. High, unpredictable migration patterns from other provinces are increasing the pupil-teacher ratios in our classrooms. Placing learners in schools is a severe challenge. The need for teachers for growth posts leads to novice and inexperienced teachers being employed. There is also evidence of teachers teaching subjects without the necessary specialisation thus the need for greater teacher support programmes to ensure quality teaching and learning is essential.

The table below represents the number of learners who migrated into the province since 2013.

FIRST TIME REGISTRATIONS FROM OUTSIDE PROVINCE ON CEMIS FOR 2021

PUBLIC ORDINARY SCHOOLS

SOURCE: 2013-2021 PRE-PROMOTIONS CURRENT

SOURCE: 2021 CEMIS CURRENT (AS ON 26/10/2021)

FROM	2013	2014	2015	2016	2017	2018	2019	2020	2021	TOTAL
Eastern Cape	20990	22276	21283	20,168	16460	19761	20325	16891	16730	174884
Free State	351	400	506	609	374	403	421	322	350	3736
Gauteng	1609	1498	1704	1,707	1383	1447	1546	1370	1648	13912
KwaZulu-Natal	365	390	589	491	677	398	365	400	415	4090
Limpopo	139	136	225	172	145	133	173	155	185	1463

Mpumalanga	171	191	236	185	158	154	176	171	154	1596
North-West	155	165	187	230	155	216	254	222	192	1776
Northern Cape	795	788	834	747	593	612	626	502	579	6076
Other countries	2033	2097	1812	2,041	2014	2341	2334	1547	2130	18349
TOTAL	26608	27941	27376	26350	21959	25465	26220	21580	22383	225882

WCED has seen several schools supplied with mobile classrooms to meet the demand emanating from learners migrating into the province. 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. The revised weighting on SBA to 60% and the lack of full-scale examinations in all grades including grades 10 and 11 has resulted in increased learner enrolment in grades 10, 11 and 12 in 2021. A similar trend is expected in 2022. This is further exacerbated by the learning losses due to various rotational timetabling models used by schools to manage safety protocols in the context of the pandemic.

5.1.2 Curriculum Policy changes and trends

During 2020 and 2021 the Covid-19 pandemic necessitated the trimming of the grades 10 and 11 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. The Abridged Section 4 of CAPS was implemented in grade 12 in 2021. A revised examination guideline for grade 12 was also implemented in 2021. There were no formal June examinations, and the final examinations in Grades 10 and 11 were replaced by controlled tests in 2020 and 2021. The SBA and “exam” / controlled tests weighting were 60%:40%. The Grade 12 class of 2022 will write their first full-scale examination in September 2022 viz. the trial examination. This is a concern, and these learners will need to be supported to ensure they are examination-ready for the NSC examination.

To manage learning losses, the province has started implementing the 3-year recovery plan in the FET band. Greater support will be required for curriculum management and assessment practices. The standard and internal quality assurance of School-Based Assessment and practical work in all subjects must receive increased attention, particularly since the weighting of SBA is 60%. The monitoring of curriculum coverage at all levels must receive attention.

The normal attrition due to retirement and movement of teachers from education to industry has resulted in a gap and a shortage of teachers in scarce skilled subjects such as CAT, IT, FET Technology Subjects, Mathematics and the Sciences. There is a critical need for an improved teacher cohort in specific subjects such as Mathematics, Sciences, Technology (Mechanical, Electrical and Civil) and the

Arts, where a shortage of qualified teachers exist. Despite the number of teacher development capacity initiatives/interventions teacher development remains a major challenge across all the programmes. The added implications brought about by the Covid-19 pandemic has increased the need for enhancing the capacity of teachers, particularly in areas like new and innovative teaching pedagogies, online and blended teaching using various virtual platforms.

We will continue to implement and support the technical stream in technical high schools. Poor learner performance in Technical Mathematics and Technical Sciences will have to be addressed. Greater emphasis will be placed on supporting grades 8 and 9 learners in Mathematics and Sciences in technical high schools to ensure we meet the increased enrolment as per the APEX priority.

The implementation of FOCUS schools and vocational and occupational programmes will be expanded in 2022 and beyond. The Three Streams pilot in mainstream schools was implemented in Grade 8 in 2021. The pilot will continue in Grade 8 and 9 in 2022 in selected schools.

Emphasis will be placed on subjects that have substantive changes to the curriculum and/or examination format e.g. Geography and History. The directorate will continue to advocate increased participation and performance in Mathematics and Physical Sciences. The basket of indicators once finalised will inform where emphasis is to be placed. The current targets of bachelor pass, and number of distinctions will be addressed/supported through a differentiated programme for learners with talent. Subject changes should be discouraged as this has implications on the career paths for learners post-school. This must be understood and considered when subject changes are requested.

5.1.3 Human Resource Capacity

The current staff establishment for the FET 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	3	3	0	100%
Post level 5: DCES	22	20	2	90,9%
Post level 3: SES	16	13	3	81,3%
Public Service				
Personal Assistant	1	1	0	100%
Senior Admin Clerk	1	1	0	100%
Contract Admin Clerk	1	0	1	0%

The directorate experienced a few resignations and retirements in 2021. The posts of SCPs for CAT /IT, Life Orientation/Religion Studies and EGD/Civil Technology and the SES for Visual Arts/Design and Music were filled. The SCP posts for Accounting, Economics, Mechanical & Electrical Technology and SES for IT, Dramatic Arts, Dance Studies and EGD & Civil Technology have been advertised. Additional posts that have been approved for 2022. Most of the vacant posts are only expected to be filled by April 2022. This will pose a severe challenge to manage the FET support programme. The capacity of the directorate to manage the new mandates for expanding agriculture, the Three Streams pathways and multiple partnership projects will be severely impeded until the approved posts are filled.

The current staff establishment for the curriculum support across the province (Head Office and Districts) is indicated below. There are several vacancies in districts. Most of the vacant posts are in the process of being filled.

Subject advisory capacity in FET									
	Head Office	Metropole Central	Metropole East	Metropole North	Metropole South	Cape winelands	Eden & Central Karoo	Overberg	West Coast
Afrikaans	1 DCES	2 SESs	2 SESs	2 SESs	2 SESs	2 SESs	2 SESs	1 SES	1 SES
English	1 DCES	2 SES	2 SES	2 SES	2 SES	2 SES	2 SES	1 SES	1 SES
IsiXhosa	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Sesotho	1 DCES								
Life Orientation	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Religion Studies									
Geography	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
History	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Accounting	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Business Studies	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Economics	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Mathematical Literacy	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Afrikaans	1 DCES	2 SESs	2 SESs	2 SESs	2 SESs	2 SESs	2 SESs	1 SES	1 SES
English	1 DCES	2 SES	2 SES	2 SES	2 SES	2 SES	2 SES	1 SES	1 SES
IsiXhosa	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Sesotho	1 DCES								

Subject advisory capacity in FET									
	Head Office	Metropole Central	Metropole East	Metropole North	Metropole South	Cape winelands	Eden & Central Karoo	Overberg	West Coast
Life Orientation	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Religion Studies		1 SES							
Geography	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
History	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Accounting	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Business Studies	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Economics	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Mathematical Literacy	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Mathematics	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Technical Mathematics		1 SES							
Physical Sciences	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Technical Sciences		1 SES							
Life Sciences	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Agricultural subjects		2 SESs							
CAT	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
IT		2 SESs							
Consumer Studies	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Hospitality Studies	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES
Tourism	1 DCES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES	1 SES

Subject advisory capacity in FET									
	Head Office	Metropole Central	Metropole East	Metropole North	Metropole South	Cape winelands	Eden & Central Karoo	Overberg	West Coast
Civil Technology	1 DCES					3 SESs			
EGD									
Electrical Technology	1 DCES					1 SES			
Mechanical Technology						1 SES			
Dance Studies	1 DCES					1 SES			
Dramatic Arts						1 SES			
Design	1 DCES					1 SES			
Visual Arts						1 SES			
Music	1 DCES					1 SES			
Three Streams	1 DCES					1 SES			
MST						2 SESs			
Project Manager	1 DCES					1 SES			

5.1.4 Resources

Factors affecting learner performance are the access and utilisation of teacher and learner support materials (including ICT in schools), and access to learning sites such as laboratories, technical/practical workshops especially in subjects requiring a PAT component. 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 has been addressed. Most personnel have access to laptops and data that promoted implementation of a revised operational model in order to enhance support initiatives in the context of the pandemic. A lack of devices and data in poor communities for learners to access the vast array of resources on the WCED ePortal is a major challenge. Information databases at district level result in demand-driven support that is responsive to the needs of teachers. The information systems providing learner performance data are contributing immensely to the efficiency and impact of support across the system. The delay in accessing learner performance data for immediate interventions is a severe systemic challenge as due dates for the end of term DATA is well into the new term. Greater efforts will be required to improve systems to manage curriculum coverage.

To improve quality learning outcomes in all subjects including Home Languages, Mathematics and Sciences, reading and the programme on Language Across the Curriculum must be entrenched. Compliance and accountability across all levels in the system needs to be enhanced.

5.2 External factors that are impacting strategic direction

5.2.1 Environmental factors and emerging challenges

The sector experiences a number of challenges which includes the following:

- Increased unemployment exacerbated by the pandemic.
- A changed social structure in a crime-ridden society leads to poverty, hunger, lack of transport and financial support for education.
- Civil society unrests, taxi violence, vandalism and 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, disruption to schooling, poor attendance of teachers and learners and resultant challenges of learning losses, psycho-social, emotional well-being of teachers and learners.
- The increase in number of dropouts and girl children that fall pregnant.
- The normal attrition of teachers through resignation and retirement has a significant impact on the schooling system.
- Relevance of the curriculum offerings at schools largely focussing on the academic pathway and thus a mismatch between what education produces and what business/industry wants.
- A demotivated learner cohort that is 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.
- Increased progression rates in the context of non-completion of the curriculum in the lower grades leading to a huge content deficit in the higher grades resulting in increased pressure on grade 12 learners.
- The underperformance of many teachers with no visible/apparent consequences leads to demotivation of committed teachers.

6. EVALUATION OF CURRENT IMPLEMENTATION PERFORMANCE

6.1 Strengths

- An online CEMIS system and Information databases at Provincial, District and School level results in effective data-driven decision making at all levels.
- Data and information lead to differentiated and demand-driven support that is responsive to the needs of teachers and learners.
- A comprehensive analysis of learner performance and a dashboard of various indicators is completed to identify poorly performing schools and performance in each subject.
- The EduInfoSearch system along with CEMIS enhances access to and the sharing and analysis of information and data.
- Subject support strategies, including an action plan to enhance learner performance, are developed annually. This includes information from diagnostic reports provided by the DBE.
- A risk analysis for Grade 12 and actions to mitigate the risks have been developed and are being implemented.
- Performance targets for overall pass rates and subject targets to improve results qualitatively have been set and adopted by senior management.
- Monitoring of curriculum implementation is being conducted at provincial and district levels.
- The strategy for poorly performing schools is supported by the directorate.
- A strategy for STEAMAC focussing on Science, Technology subjects, Engineering, the Arts, Mathematics, Agriculture, and coding/digital learning has been approved by EXCO.
- A particular emphasis on FOCUS schools and the implementation of the Three Streams Model.
- A programme on Language Across the Curriculum for all subject teachers is being intensified.
- A series of formal matrix structures involving various directorates, districts and stakeholders have been formed to collaborate and manage the programmes more effectively.
- The Telematic Schools Project is being broadcast across the province and the system has been enhanced to increase access.
- Renewed efforts to enhance the WCED ePortal, zero-rating and innovations in promoting access through multiple platforms and the use of various communication platforms viz Microsoft Teams, Zoom etc. is a welcomed development.
- The revised operational model and increased access and utilisation of the ICT infrastructure has increased access to support to all teachers and schools in all subjects and grades.

6.2 Weaknesses

- Language and numeracy skills of learners preparing to sit for the high stakes grade 12 examinations are lacking as learners are unable to express themselves effectively.
- The HR capacity in the directorate to meet its programme obligations due to the increased scope is severely impeded.

- The need for continuous in-service teacher professional development programmes remains a challenge in many subjects.
- The lack of maximising the utilisation of the Telematic Schools Project to provide direct learner support.
- Access to technology and data by learners in disadvantaged communities prevents maximum utilisation.
- Communication across the system particularly due to delays in communication on policy changes by DBE

6.3 Opportunities

- The ICT infrastructure and increased use of technology to enhance quality teaching through ICT integration.
- Revised ATPs and greater emphasis on formative assessment with a focus on the fundamentals and core for deeper learning.
- Introduction and implementation of new pedagogical approaches.
- Increased awareness of the importance of the teacher, schooling and promotion of self-directed learning
- Greater community and parental involvement.
- Collaboration with other Government Departments, Business Partners and NGO involvement and support.

6.4 Threats

- Migration of learners into the province and late admissions
- The increased pupil-teacher ratio results in challenges in teachers managing large classrooms.
- The continuation of disruption of schooling due to the Covid-19 pandemic
- Managing the learning losses – curriculum coverage due to different models for timetabling to ensure safety protocols and ensuring social distancing to prevent infection and contain the spread
- Mental and emotional well-being of officials, teachers and learners
- The image of the teaching profession
- The standard and internal quality assurance of School-Based Assessment and practical work
- Budget cuts

7. Strategic Direction

The activities of the Curriculum FET directorate is organised around five thrusts. There is a matrix alignment of the five key thrusts with that of the DDG and the Chief Directorate.

DDG	CD	FET
Deeper teacher and subject adviser professionalism through continued improvement 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 include 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.	Coordinate a differentiated learner support intervention targeting the marginalised and talented.
Cultivate effective subject leadership to optimise teacher accountability, responsibility and data use.	Incrementally introduce technical, skills and competency-based education (3-streams and 21st century skills and competencies)	Institutionalise effective curriculum management and assessment 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 FET band with particular emphasis on STEAMAC 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 of ICT into teaching and learning



7.1 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

Key Activities	Target group	What does Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
Professional Development of Senior Curriculum Planners and Subject Advisers	Senior Curriculum Planners and Subject advisers	<ul style="list-style-type: none"> Curriculum FET collaborates with CTLI to finalise a comprehensive development programme for SA and SCPs Identifies areas of need/gaps Networks with stakeholders. Advocates PD opportunities. Prepares and facilitates workshops. 	<ul style="list-style-type: none"> Districts will be consulted to inform the development programme Attend workshops Provide effective support to teachers 	<ul style="list-style-type: none"> Provide feedback on the quality of support provided Request support when needed 	Ongoing	All
Professional Development of Teachers focusing on the following: <ul style="list-style-type: none"> Novice teachers Teachers at risk Departmental heads Content and pedagogy (e.g. blended learning; self-directed learning; flipped classroom, accelerated learning) Assessment Managing large classes Managing learning losses Managing curriculum coverage Language across the Curriculum (LAC) ICT integration 	Grade 10 to 12 Teachers and Departmental Heads	<ul style="list-style-type: none"> Curriculum FET collaborates with CTLI and eLearning Conducts needs analysis Design development activities and materials Develop subject advisers to train selected teachers Plan and schedule national and provincial development programmes using different modalities viz. face to face, virtual and blended approaches Monitor development programmes conducted by service providers Report and provide evidence of development programmes 	<ul style="list-style-type: none"> Identify teachers to participate Collaborate with SCPs to facilitate training Monitor development programmes conducted by service providers Report and provide evidence of development programmes and monitor impact of training Provide support to teachers 	<ul style="list-style-type: none"> SMT/HOD ensure participation of identified teachers; HODs support, monitor classroom practice & reports to SMT 	Ongoing	All
Mentorship and coaching approach to teacher support	SCPs SAs DHs Teachers	<ul style="list-style-type: none"> Collaborate with CTLI to develop a mentorship guideline/ manual as an approach for professional development and support SCPs mediate guideline with subject advisers 	<ul style="list-style-type: none"> SAs mediate the manual with DHs Adopt and implement the model with a group of teachers 	<ul style="list-style-type: none"> HD use guideline and manual to mentor subject teachers 	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)
Manage implementation of National & provincial circulars, guidelines and imperatives	All Teachers	<ul style="list-style-type: none"> Develop circulars and curriculum minutes to communicate national circulars, guidelines and imperatives SCPs mediate with subject advisers Supports and monitors implementation programmes 	<ul style="list-style-type: none"> Schedule mediation and communicate information Facilitate mediation Monitor implementation 	<ul style="list-style-type: none"> SMT/DH: Ensure participation of identified teachers Support, monitor implementation Request support from SAs 	As needed	All subjects
Teacher supply for Technical Vocational programmes	Artisans/ other professionals	<ul style="list-style-type: none"> Engage with HR: Draft a submission based on needs analysis, to seek approval to attract artisans Develop the implementation plan. Liaise with teacher training institutions for artisans to acquire their teaching professional qualification. 	<ul style="list-style-type: none"> Identify teacher supply needs to promote the implementation of the three streams and STEAMAC priorities 	<ul style="list-style-type: none"> Assist in attracting artisans from local community 	January 2022 and ongoing	Identified subjects
Subject Committees	Grade 10 to 12 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 	<ul style="list-style-type: none"> Release Union representatives to participate in provincial subject committees Promote participation in District Subject Committees 	Twice a year	All subjects
Develop Professional Learning Communities	Subject Advisers Teachers	<ul style="list-style-type: none"> Senior Curriculum Planners monitor and encourage PLC formations 	<ul style="list-style-type: none"> Subject Advisers monitor, support and encourage PLC formations in each subject 	<ul style="list-style-type: none"> Encourage PLC formations at schools /circuits Encourage representation of PLC in district subject committees 	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)
Subject Support Strategy	<ul style="list-style-type: none"> • SCPs • Subject Advisers • SMTs • Departmental Heads • Teachers 	<ul style="list-style-type: none"> • SCPs develop provincial SSS in collaboration with SAs • Provincial SSS to be mediated at the roadshow • SCPs report against the implementation of activities in the provincial SSS • Draft circular minute to formalise the district and school subject improvement strategies 	<ul style="list-style-type: none"> • SAs develop district subject support strategy – DIP • SAs report against activities in the district subject support strategy 	<ul style="list-style-type: none"> • DH and SMTs: • develop school subject strategy as part of the SIP • report to districts on the implementation of the activities in the school subject support strategy 	To be completed by end November and updated in January 2022	All subjects
Curriculum Roadshows	All teachers Departmental Heads	<ul style="list-style-type: none"> • Develop provincial roll-out plan and liaise with districts • Plan face to face sessions 	<ul style="list-style-type: none"> • Districts arrange for registration of teachers • Districts invite teachers 	<ul style="list-style-type: none"> • SMTs to ensure participation of teachers in roadshow • Teachers attend 		All subjects
Subject Support Strategy	<ul style="list-style-type: none"> • SCPs • Subject Advisers • Teachers 	<ul style="list-style-type: none"> • SCPs update the subject support package to keep it current and relevant • Promote and monitor the maximum utilisation of the support package • Increase access to the SSP in collaboration with eLearning by updating the WCED ePortal 	<ul style="list-style-type: none"> • Mediate advocate and, monitor utilisation of SSP 	<ul style="list-style-type: none"> • Ensure that all teachers have access and utilise support package • Monitor use of subject support packages 	January 2022	All Subjects

Note:

- Different approaches will be used for professional development and support. These will include school visits, online platforms, conferences; symposia, curriculum roadshows, guideline documents, etc.
- The impact of PD programmes must be monitored and evaluated.
- Evidence of the PD programmes is to be reported on in the NSLA and EBR.

7.2 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)
Use NSC results, diagnostic reports, EduInfoSearch and other data sets to profile districts, schools, teachers and learners for a differentiated approach to support subjects	<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 Subject Support Strategy 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 based on data analysis 	<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
Efficient use of data sets to profile districts, schools, teachers and learners for a differentiated approach to support	Senior Curriculum Planners Subject Advisers Teachers	<ul style="list-style-type: none"> Provide provincial dashboard for each subject covering Grades 10, 11 and 12 Use data to set targets and inform the Subject Support Strategy 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 district targets and plan and implement a differentiated support programme Track and report on performance Encourage schools to submit accurate Term Performance timeously Plan interventions 	<ul style="list-style-type: none"> SMTs 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 interventions 	Quarterly	All subjects
Differentiated learner support	<ul style="list-style-type: none"> High achieving learners Learners at risk 	<ul style="list-style-type: none"> Develop a revision programme for Grades 10, 11 and 12 	<ul style="list-style-type: none"> Ensure the schools print the revision programme for learners SAs monitor and report on the implementation of revision programme at schools 	<ul style="list-style-type: none"> SMTs print the revision programme for learners Departmental heads to schedule the revision programme 	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)
		<ul style="list-style-type: none"> Provide provincial dashboard for each subject covering Grades 10, 11 and 12 Collaborate and support districts in the implementation of differentiated support programmes for learners using different modalities. Monitor district programmes Report to DBE on provincial programmes 	<ul style="list-style-type: none"> Plan Saturday, Autumn, Winter and Spring classes Collaborate with SCPs to plan centralised, virtual lessons Design and advocate a schedule to schools Report on the implementation and impact of the programme 	<ul style="list-style-type: none"> Implement a school-based support programme Profile learners to identify learners to participate in the programmes Ensure learners participate in programmes arranged by districts Communicate with parents to encourage learner participation Track performance of learners based on intervention 	Terms 1, 2 and 3	<p>All subjects in Grade 12</p> <p>Selected subjects in Grades 10 and 11</p>
Promoting talent	Learners	<ul style="list-style-type: none"> Advocate, coordinate, plan and organise competitions, quizzes and olympiads. Provide guidelines and support for the formation of clubs in various subjects 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. Encourage schools to form clubs in various subjects monitor and support schools 	<ul style="list-style-type: none"> SMTs encourage learner participation in competitions, quizzes and olympiads Form and support clubs in various subjects to promote interest and talent 	Ongoing	All subjects
Managing curriculum implementation in the context of the pandemic	SCPs SAs HODs	<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 Collaborate with Business Intelligence Directorate to finalise the online system to monitor curriculum coverage 	<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 	<ul style="list-style-type: none"> SMT and DHs: 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>	All subjects and grades

Key Activities	Target group	What does Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
Provide Supplementary resources where necessary	All 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 	<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
Improve the quality of assessment in all subjects	SCPs SAs Teachers	<ul style="list-style-type: none"> SCPs to ensure understanding and compliance to revised assessment and examination requirements in response to the recovery plan 	<ul style="list-style-type: none"> SAs to ensure understanding and compliance to revised assessment and examination requirements in response to the recovery plan in all subjects 	<ul style="list-style-type: none"> SMT and DHs to monitor quality of SBA 	Ongoing	All subjects
Moderation of Orals, PATs and SBAs processes at various levels	SCPs SAs Teachers	<ul style="list-style-type: none"> SCPs collaborate with examination and assessment directorates to develop a moderation plan SCPs coordinate to ensure the moderation is conducted with DBE and UMALUSI Use moderation reports at various levels to provide feedback to the system SAs based at head office conduct moderation 	<ul style="list-style-type: none"> Implement the moderation plan at all levels Monitor moderation at school level Conduct district moderation Use moderation reports at various levels to provide feedback to schools 	<ul style="list-style-type: none"> DHs conduct internal moderation of SBAs, orals and PATS at school level Provide feedback to subject teachers on the moderation reports 	Ongoing	All subjects
Compile and maintain question/item banks which could be used for formal and informal assessment activities	SCPs SAs Teachers	<ul style="list-style-type: none"> SCPs to digitally collate, quality assure and upload questions to a question/ item bank 	<ul style="list-style-type: none"> SAs to source good practice and examples at schools SAs to advocate the use of the question/ item bank to teachers 	<ul style="list-style-type: none"> Develop and share items to be included in question/ item bank Use question/ item bank in their tests and examinations or for revision 	Ongoing	All subjects

7.3 Institutionalise effective curriculum management and assessment 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)
Common examinations	<ul style="list-style-type: none"> CAT and IT SCP CAT and IT SAs CAT and IT Teachers 	<ul style="list-style-type: none"> Plan and organise the setting and moderation of CAT and IT examinations Secure dates for this common examination Mediate logistics with subject advisers Monitor the examinations Directorate will collaborate with assessment and examinations directorate to incrementally introduce the setting of common examinations in Grades 10 to 12 	<ul style="list-style-type: none"> Monitor the examinations Organise and facilitate the marking guideline discussions Gather feedback on system readiness 	<ul style="list-style-type: none"> Administer common examinations Provide feedback on system readiness 	September 2022	CAT and IT
Use an online platform to administer assessment activities	Grade 10 to 12 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 	<ul style="list-style-type: none"> SAs and E-Learning advisers may be requested to support the development of the system 		Ongoing	All subjects

7.4 Enhance learner participation and performance in the FET band with particular 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	Subject(s)
<p>Implement the strategy for STEAMAC and FOCUS schools</p> <ul style="list-style-type: none"> • Mathematics • Sciences • Technical • Arts • BCM • Services • Agriculture • Other 	Selected schools.	<ul style="list-style-type: none"> • Collaborate with districts to implement the STEAMAC strategy and FOCUS schools • Provide support to districts for spatial planning • Collaborate with various directorates • Establish new focus schools linked to industrial zones and geographical locus • Advocate to increase learner enrolments in support of the STEAMAC and Focus Schools strategy • Collaborate with partners to support the strategy 	<ul style="list-style-type: none"> • Develop an educational plan for the district based on special planning to ensure curriculum is responsive to the socio-economic needs of the district and circuits • Support existing focus schools • Promote stakeholder engagement and partnerships to support this strategy 	<ul style="list-style-type: none"> • Schools should reposition their curriculum offerings to be responsive to the context • Review and align subject packages to attract learners with interest • Engage with the community to attract partnerships to support this strategy 	Ongoing	All subjects related to the STEAMAC fields and focus schools
<p>Implement the Three streams model</p>	Selected schools	<ul style="list-style-type: none"> • Implement the pilot for the three streams model • Provide support for the implementation of the pilot • Report to district structures on the progress of the pilot • Participate at National forum on the three streams model • Promote partnerships to support this priority 	<ul style="list-style-type: none"> • Support the implementation of the pilot • Advocate the importance of the three streams 	<ul style="list-style-type: none"> • Participating schools to implement the pilot • Ensure teachers attend relevant development programmes • Maximally utilise resources provided for the pilot 	Ongoing	All subjects related to the Three Streams Model

Key Activities	Target group	What does Province do?	What do Districts do?	What do Schools do?	Time frames/ Due dates	Subject(s)
Resourcing of schools for PAT subjects	All schools offering subjects with a PAT component	<ul style="list-style-type: none"> • Make allocations to schools based on approved funding and learner enrolment • Draft MOAs with schools • Administration of transfers • Monitor appropriate use of funds for purchase of resources for PATs 	<ul style="list-style-type: none"> • Monitor appropriate use of funds for purchase of resources for PATs 	<ul style="list-style-type: none"> • Sign and submit MOUs to HO • Procure PAT resources timeously • SMT must keep records of purchases on file • Report to HO with evidence 	Quarterly	<ul style="list-style-type: none"> • Technical subjects • Arts subjects • Agricultural subjects • Services subjects
Implementation of the MST conditional grant	Grade 10 – 12 teachers and learners	<ul style="list-style-type: none"> • Collaborate with districts and schools to conduct a needs analysis • Include activity on the MST business plan • Follow supply chain processes to deliver • Monitor use of resources and evaluate impact 	<ul style="list-style-type: none"> • Monitor utilisation and impact of resources provided in schools benefiting from the MST CG 	<ul style="list-style-type: none"> • SMT ensures effective use of resources • SMT keeps records of purchases on file • Increase participation and performance of learners 	Ongoing	Selected subjects
Multiple certification	Grades 10 – 12 learners	<ul style="list-style-type: none"> • Collaborate with DEDAT to establish sustainable and long-term partnerships with service providers e.g. Quick books, SAP, ICDL, PIRB, AutoCAD, etc • Formalise partnerships with MOAs. 	<ul style="list-style-type: none"> • Advocate and encourage schools to participate in programmes that will lead to certification 	<ul style="list-style-type: none"> • Promote interest among learners • Ensure learners register, attend and write assessments that will lead to certification. 	Ongoing	Identified subjects

7.5 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)
Promote ICT integration in teaching and learning	Grade 10 – 12 teachers and learners	<ul style="list-style-type: none"> • SCPs manage subjects on e-Portal, websites and other digital platforms • To explore the use of simulations and virtual reality in the classroom • 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 	<ul style="list-style-type: none"> • Co-develop digital material • Monitor ICT integration in teaching and learning. • Encourage teacher participation in relevant eLearning PD initiatives • Monitor and support ICT integration in teaching and learning 	<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 and Telematics website 	Ongoing	All subjects
Telematic Schools Project (TSP)	Grade 10 -12 learners Project schools All schools	<ul style="list-style-type: none"> • Collaborate with the US project manager to implement the TSP • Formalise the Telematics broadcasting programme through a Curriculum Minute • Monitor, support evaluate and report on implementation • Engage with eLearning Directorate to ensure access to the ePortal 	<ul style="list-style-type: none"> • Encourage maximum participation of schools in the TSP • Distribute booklets • Monitor and report on utilisation of the TSP 	<ul style="list-style-type: none"> • SMTs and Telematics Coordinator to ensure learners receive the broadcasting schedule and subject booklets • Facilitate registration of learners on the Telematic website • Schedule access at school using satellite or live streaming • Monitor and report on the programme 	As per schedule	Selected subjects

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Note: All vacant posts are advertised and the process to have them filled is under way