

COMMENTS NEEDU REPORTS

ONE

Since the formal introduction of English FAL by in the Foundation Phase learning the English language for learning has been an ongoing battle. The successful acquiring of the Afrikaans and English language skills for learning and teaching will need the extra effort of the school, the SGB, the teacher and learners. The school must ensure that they put in place a formal, structured and systematic plan to enhance both Afrikaans and the English language and create more opportunities for both learners and teachers to learn.

TWO

The core purpose of schooling is the implementation of the curriculum, learning and teaching. This therefore should be the core duty of the school principal, the SMT and staff. The SMT must find a critical balance between the tension between broader organisational demand and the focus on instructional leadership. It is critical to understand that the broader organisational demand plays a supportive role and create an enabling environment for the core purpose of learning and teaching.

THREE

The task of curriculum management and supervision for one person is huge. This responsibility can best be shared if the SMT ensure that the teachers teaching different Subjects/Learning Areas are organised and systematized separately and not all lumped together as the Intermediate Phase teachers. The recommendation is to formalised and enhance Subjects/LA heads as another tier of curriculum management and development. In this way the all subjects within phase and the school come into its own right.

FOUR

The ultimate goal of school improvement is effective learning and teaching and improved learner performance.

Studies have confirmed that when it comes to monitoring (collecting data), evaluation (analysis of data), feedback and follow up and if the activities are not monitored it most likely is not happening. It sounds cynical but complies with human behaviour. If one is not supervised there is a good chance that person is not achieving optimally. Pacing, sequencing and standard-setting must be monitored at all times. SMT as the extended instructional leadership of the school must ensure that all aspects of learning and teaching is supervised, monitored and moderated against set target and standards of practice.

A sound school monitoring and evaluation strategy should provide for a plan so that teachers know when and what is expected of them. The strategy should make use of various tools and instruments which also provides for comments and recommendation. SMT members should give teachers feedback and follow up on recommendations or comments made. More regular written feedback must be used over more informal and verbal feedback. The school principal should be visible during learning and teaching and should make use of the strategy of learning walks through the school and into the classrooms. The principal should make notes when returning to the office about visit to the various classrooms. When time is appropriate give teachers positive and constructive verbal feedback.

The SMT should make a clear distinction between delegation and abdication of responsibility. The school principal should be hands on when it comes to curriculum management of learning (assessment) and for learning (planning). Instructional leadership at The Glebe PS should be enhanced and reinforced...the principal must know what is happening in the classroom.

FIVE

The official data provided by the school does not differ significantly from the official data from DBE. The analysis of ANA at both macro (national/provincial/district) and micro level (school) is important to complete a full picture of learner performance.

SIX

It is concluded that the school has not learn much from the ANA data or its analysis because of to the lack of evidence and the absence of subject improvement plans coupled with the fact that the SDP and SIP also lacks the reference detail to the learning from the ANA analysis.

The success of the ANA Improvement Plan lies in the fact that the school makes a proper and correct diagnosis and analysis of the result and thereafter monitor the implementation of its improvement plan. The level of results analysis done by the school bring into question whether a true and accurate diagnosis has been made. It is also very clear from the interviews that the SMT and the teachers do not fully understand and appreciate the value of an item and error analysis of results. In this regard the District Office can be of great help.

SEVEN

In South Africa we have what is commonly referred to as a minimum policy standard. One hundred and ninety six school days per annum has been allocated as a minimum standard input in an input- output model. Compromise the input as minimum standard and you compromise the required minimum output standard. For teaching and learning to take place the teacher and the learner must connect. Any breakdown in this direct contact negatively impacts on the performance of learners, more so in poorer communities where there is a server lack of support at home. The breakdown in contact happens within the school as an organisation in various ways. School leadership (SMT) must be aware of this. Teacher and learner absenteeism, late-coming, activities not linked to the curriculum, pastoral care, school feeding, and punctuality all contributes to this break down in contact. Research has indicated that between 45-65 days may be affected and result in lost time away from curriculum delivery.

EIGHT

The success with planning for learning and teaching lies in its implementation. It is the responsibility of the SMT to ensure that the planning is done and not overdone (caution not to over-plan). Make good use of the CAPS documents and DBE workbooks to help with planning. Annual planning (macro planning) followed by quarterly or bi-weekly refine planning (micro planning) should be adequate. In the Intermediate Phase the school must be cautioned to plan for each subject/learning area within the phase. Subject committees and subject heads/coordinators work well. When planning for learning and teaching focus on the output and outcomes to be achieved and work backwards. It is always good

practice to set subject policies, standards of good practice and targets in place. A subject improvement plan based on ANA and other assessment or result analysis is critical to good planning. This helps to target the areas for improvement. Planning is doomed if the implementation is not often monitored.

NINE

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The core purpose of schooling is the implementation of the curriculum, learning and teaching. This therefore should be the core duty of the school principal, the SMT and staff. The SMT must find a critical balance between the tension between broader organisational demand and the focus on instructional leadership. It is critical to understand that the broader organisational demand plays a supportive role and create an enabling environment for the core purpose of learning and teaching.

TEN

The principal and extended SMT as instructional leader must ensure that the skills of teachers are enhanced and further improved. The standard response from instructional leaders is that they do not have time or a budget to train teachers. This thinking of instructional leaders is a contradiction in terms. The SMT and principal as instructional leaders must ensure that the skills of teachers remain up to date and relevant. The first level of intervention must take place school. This does not cost money but indeed requires time and effort. Making use of skilled teachers at school or a neighbouring school can very well address the lack of skill and knowledge.

ELEVEN

International studies suggest that learners in South Africa perform better in English and Afrikaans than in the African home language. This presents the school with both a moral and socio-political dilemma. Nevertheless, learners at must me exposed more to the English language and speaking English. English as First Additional Language in the Foundation Phase requires special mention and attention. The time allocated by CAPS must be well spent to teach learners to speak, read and write in English. The school must make a special effort bring into more English text into the classrooms and teachers must keep the code switching to the minimum. Forming mental imagery and concepts in the Foundation is important in strengthening language skills.

TWELVE

compliance? The documentary evidence as “proxy for learning” shows the contrary to the data that has been collected via the interviews. The school submitted evidence, evaluated by NEEDU of the following; a Year-plan, School Development Plan (SDP), APIP and IQMS based School Improvement Plan (SIP).

THIRTEEN

The success of the ANA Improvement Plan lies in the fact that the school makes a proper and correct diagnosis and thereafter monitor the implementation of its improvement plan. The level of results analysis done by the school bring into question whether a true and accurate diagnosis has been made. In the schools own words the plan that has been designed with the help of the District Office has not yet been implemented. It is also very clear from the interviews that the SMT and the teachers do not fully understand and appreciate the item and error analysis of results. In this regard the District Office can be of great help.

[assessment of and for learning]

FOURTEEN

Research (both national and international) suggest very clearly that learner access to resources and text will improve learner reading with understanding and fluency. The teaching of reading is further enhanced by reader in the classroom. The more readers the learners are exposed to (and research suggest no less than 25-30) the more learner vocabulary improves, comprehension improves and fluency improves.

FIFTEEN

The use of DBE workbooks is mandatory. The school are using the workbooks regularly.

SIXTEEN

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