

## **APPENDIX A**

GDE, DISTRICT D2 FOUNDATION PHASE UNIT, APRIL-JUNE QUARTER REPORT 2003

**ECD/FOUNDATION PHASE UNIT  
DISTRICT D2  
MONTHLY REPORT: APRIL 2003**

PROGRAMME 2: SCHOOL EFFECTIVENESS AND EDUCATOR PROFESSIONALISM

**PART A  
CURRICULUM RELATED SERVICES**

**CORE FUNCTIONS:**

- CURRICULUM DEVELOPMENT AND SUPPORT TO EDUCATORS, MANAGEMENT AND LEARNERS
- IMPROVING THE QUALITY OF TEACHING AND LEARNING

**GOALS:**

TO EMPOWER EDUCATORS TO IMPLEMENT OBE EFFECTIVELY

**TO DEVELOP THE PROFESSIONAL QUALITY OF OUR TEACHING FORCE**

**OBJECTIVES:**

- TO SUCCESSFULLY IMPLEMENT C2005 IN D2 SCHOOLS IN ACCORDANCE WITH THE SCHEDULE OF THE NATIONAL DEPT. OF EDUCATION
- TO PUT IN SUPPORT AND MONITORING SYSTEMS FOR CURRICULUM IMPLEMENTATION
- WELL TRAINED AND DEVELOPED CAPACITY OF FP FACILITATORS AND FP EDUCATORS TO ENSURE EFFECTIVE CURRICULUM SUPPORT AND DELIVERY

**CURRICULUM DELIVERY AND SUPPORT**

- **Monitoring, Support and Evaluation**
- **Teaching and Learning Support Services**

**APRIL 03**

Monitoring and support class visits were conducted in D2 Primary schools in April 03. FP facilitators provided support to grade R,1,2,3 educators on the following aspects:

- Planning: Phase, Grade, Year plans, Learning Programme planning, timetables, team planning
- Assessment: SAT, 450s, learner profiles, learner portfolios, assessment tools, methods, techniques and records, reports
- Learner workbooks: Pace. Level and quantity and quality of work, control
- Intervention strategies: SBST, identification, support programme and support exercises
- Records on workshops and meetings: support w/shops attended and held at school level
- Policy: Organised policy and circular files
- HOD management records
- Nutrition programme
- LSM control and resources available in the FP

Suggestions and recommendations were made to HODs so that management in the FP is more effective.

Grade R sites were also visited to monitor and support implementation of Grade R in D2 schools. Private pre-primary school Jelly Tots was also supported.

## **ACHIEVEMENTS**

24 Foundation Phase HOD support visits and 5 Grade R support visits were done in D2 for April 03. Through the visits, FP educators and Grade R practitioners were provided with intensive support so that they will implement C2005 more effectively.

Completed report forms were given to schools and Grade R sites visited.

### **Support visits were conducted in schools as follows:**

Rooipoort, De Beer, Tsitsiboga, Hlanganeni, West Rand, Khaselihle, Protearif, Ebenhaeser, Tarlton, Rand Gold, Mphe-Thuto, Hlangabeza, Phororong, Letsatsing, Rockland, Jongspan, Westfields, Zuurbekom, Starkey Weyer, Iphemeleng, Wildfontein  
Dinglo, Mablong, Lemao

### **GRADE R sites Visited during April:**

Unity, St Annes, Mablong, Lourensia, Krugersdorp Town

## **PROBLEMS:**

- FP educators in need of guidance on the supporting of learners with needs, and with the addressing of barriers to learning.
- OBA still poses a challenge to FP educators
- HODs still need guidance on management issues in the FP
- Grade R implementation requires intensive support.

## **SOLUTIONS:**

- Foundation Phase HODs are being supported through intensive on site support visits.
- Support workshops on Inclusion, Assessment and the 3 LPs will be done in April, May, June 2003.
- Grade R support visits and meetings will be ongoing until we have effective implementation.
- A lack of sufficient transport also has hampered our planned class visits. It is hoped that at least 3 cars will be made available to the FP unit soon, as these have been budgeted for!

## **CURRICULUM DEVELOPMENT & RESEARCH**

- **Learning Area Programme Development**

### **APRIL 03**

- Attended and participated in focus meetings on 3 LPs, Assessment, Grade R and Inclusion meetings, which was conducted by H/O, on 23 April 03.
- Grade R support workshop was held for the 42 selected D2 sites on Grade R implementation on the 22 April 03.
- Learning Programme Support workshops for D2 FP educators were held as follows:
- Numeracy: 24 April 03
- Inclusion: 29,30 April 03
- Submission/inputs to Head office on the following documents: ILPS and RNCS, and Assessment (450s)
- Attended training of schools for Governing Body Elections
- SSIP monitoring was done, and participated in MECs visit and meetings at SSIP sites
- LPs LSM exhibition for FP facilitators was attended

## **ACHIEVEMENTS**

- Grade R schools are being supported in their implementation of Grade R
- Support workshops in Inclusion, Numeracy and Grade R were successfully conducted by D2 FP facilitators to guide and support FP educators in their OBE implementation

**OTHER**

Attend EDMTs

Finalise District Foundation phase budgets: working papers, estimation papers and item list update.

Weekly plans, monthly reports and workshop reports of support meetings held and attended.

**PARTB: FP Integrated Scorecard and PART C: FP Operational Plan**

Key Departmental objective	Education Priority	Objective	Service Delivery Indicators	Baseline	Target: 2002-03	Progress/Status for the quarter	Remarks
Programme 2: To provide Public Ordinary Schooling	Create access to lifelong learning	All learners of compulsory school going age in schools	Phasing in of grade R in D2	24 Grade R sites in D2 in 2002	18 additional Grade R sites for 2003	42 Grade R sites in place in D2	
Programme 2: To provide Public Ordinary Schooling	To provide effective curriculum delivery and support services	Curriculum 2005 is maintained in grades 1,2,3 through classroom and learning area support	Foundation Phase teachers supported	All Foundation Phase teachers received support in FP related issues	25% of teachers supported on site in the classroom. 75% teachers supported at cluster meetings. 95% supported via memorandums and support communicated to schools		
Programme 2: To provide Public Ordinary Schooling	To provide effective curriculum delivery and support services	Assessment System implemented in all grades	No of schools implementing CASS in grades R,1,2,3	All schools	119 schools implementing CASS.		

OBJECTIVES	ACTIVITIES	OUTPUTS	MEASURES	NON FINANCIAL RESOURCES REQUIRED	FUNDS ALLOCATED	RESPONSIBILITY	TIME FRAMES	PROGRESS	REMARKS
To successfully implement C2005 in D2 schools in accordance with schedule of DoE	<ul style="list-style-type: none"> <li>Conduct support workshops to ensure high levels of performance and management in all grades in the FP:               <ul style="list-style-type: none"> <li>Numeracy</li> <li>Grade R</li> <li>Inclusion, Diversity Management</li> </ul> </li> </ul>	FP educators are able to manage and deliver FP LPs, address barriers to learning and accommodate diverse learner needs, implement C2005 policy effectively in FP classes and at Grade R sites	Effective curriculum implementation and delivery		Transport R1000.00	All FP facilitators	April 03	FP educators and HODs supported for effective curriculum implementation	Well attended workshops  Ideas being put in place in classrooms
	<ul style="list-style-type: none"> <li>To put in place strong support and monitoring system for curriculum implementation</li> </ul>	OBE classroom practice monitored and educator needs supported	Effective curriculum implementation in FP classes		Transport R 2000.00	All FP facilitators	April 03	FP HODs and educators supported on site	Effective site visits done and reports compiled
	<ul style="list-style-type: none"> <li>To provide monthly report to H/O</li> </ul>	To share FP activities and programmes done in district, per LP	Ensure alignment and delivery of programmes as per H/O programmes and requirements		Transport R1000.00	D2 FP facilitators	April 03	Monthly Report forwarded to LPFDS H/O	FP classes can be supported effectively currently and in 200
	<ul style="list-style-type: none"> <li>To compile reports on activities, workshops and programmes in FP in D2</li> <li>To attend and participate in Co-ordinators meetings, Focus meetings and FP facilitator trainings</li> </ul>						April 03	FP facilitator meetings attended	

S RAMPARSAD: FP CO ORDINATOR

## **APPENDIX B**

PROVINCIAL LPFD&S FOUNDATION PHASE HEAD OF DEPARTMENT MONITORING AND SUPPORT TOOL

# HOD MONITORING INSTRUMENT

## ECD/FOUNDATION PHASE

SCHOOL:	DATE:
TEL NUMBER:	FAX NUMBER:
PRINCIPAL:	HOD:
LOLT:	

CRITERIA	✓ x	COMMENTS IF NECESSARY
1. MANAGING THE CURRICULUM:		
1.1 OBE MASTER FILE		
1.2 ASSESSMENT FILE		
• SAT:		
• Members		
• Policy		
• Management plan		
• OBE Learner Report		
• SBST:		
• Members		
• Policy		
• Management plan		
• Interventions: GDE 450 A		
• Inclusion		
• Referral		
1.3 CURRICULUM / PHASE/YEAR PLAN:		
• Co-curricular activities, cultural and special days		

• Visits and outings		
• Extra-curricular activity list for Found. Phase Educators		
14. CIRCULAR FILE: (Circulars related to Found. Phase)		
15. SCHOOL FILE:		
• Vision / Mission of school		
• Code of conduct		
• School development plan		
• Policies, members and management plans for:		
• Religious policy		
• Language policy		
• HIV policy		
• Inclusion policy		
• Admission policy		
• Assessment policy		
• Environmental policy		
• Primary School Nutrition Programme		
• Learning Area Teams: (Integration)		
• ECD/Found. Phase reps		
2. OPERATIONAL PLAN:		
DATES FOR CONTROL:		
• Assessment and all GDE 450 forms		
• Grade / Team planning		
• Work control		
• Class visits (Negotiable)		
• Learner Profiles		

	<ul style="list-style-type: none"> <li>Learner Portfolios</li> </ul>		
	<ul style="list-style-type: none"> <li>Outings, visits, special days or events</li> </ul>		
	<ul style="list-style-type: none"> <li>Phase meetings</li> </ul>		
	<ul style="list-style-type: none"> <li>Staff development / In-Service training (Minimum 1 x per term)</li> </ul>		
	<ul style="list-style-type: none"> <li>Workshop attendance</li> </ul>		
	<ul style="list-style-type: none"> <li>Parents' days / Info sessions (Minimum 1 x per term)</li> </ul>		
3	<b>MINUTES OF:</b>		
	<ul style="list-style-type: none"> <li>Phase meetings</li> </ul>		
	<ul style="list-style-type: none"> <li>Workshop feed-back</li> </ul>		
4	<b>LSM CONTROL:</b>		
	<ul style="list-style-type: none"> <li>Reading books / series</li> </ul>		
	<ul style="list-style-type: none"> <li>Educator equipment / resources</li> </ul>		
	<ul style="list-style-type: none"> <li>GDE documents</li> </ul>		
	<ul style="list-style-type: none"> <li>Learner equipment / resources</li> </ul>		
5	<b>BEGINNER EDUCATOR:</b>		
	<ul style="list-style-type: none"> <li>Orientation, support and guidance</li> </ul>		
6	<b>BUDGET:</b>		
	<ul style="list-style-type: none"> <li>Records</li> </ul>		
7	<b>CONTACT with community and cultural organisations:</b>		
	<ul style="list-style-type: none"> <li>Dates</li> </ul>		
	<ul style="list-style-type: none"> <li>Presentations/involvement</li> </ul>		
8	<b>BRIDGING THE GAP:</b>		
	<ul style="list-style-type: none"> <li>ECB Centres</li> </ul>		
	<ul style="list-style-type: none"> <li>Home based</li> </ul>		

	<ul style="list-style-type: none"> <li>School based</li> </ul>		
	<ul style="list-style-type: none"> <li>Grade 4</li> </ul>		
9	<b>DELEGATION of DUTIES:</b>		
	<ul style="list-style-type: none"> <li>Grade leaders</li> </ul>		
	<ul style="list-style-type: none"> <li>Others</li> </ul>		
	<ul style="list-style-type: none"> <li>Follow-up action</li> </ul>		
10	<b>DISCUSSION WITH HOD:</b>		
	Concerns / Questions:		
	Extra-curricular activities:		
	Teams / Committees:		
	Development plan for the HOD (DAS):		
	Recognition for initiative and strengths:		
	Recommendations:		
	Follow-up action if needed:		
	General comment:		
	District official: _____	HOD: _____	
	Date: _____	PRINCIPAL: _____	



# CLASS VISIT MONITORING INSTRUMENT

## ECD/FOUNDATION PHASE

SCHOOL:	DATE:
TEL NUMBER:	FAX NUMBER:
PRINCIPAL:	HOD:
EDUCATOR:	OBE TRAINED:
GRADE:	NUMBER OF LEARNERS:
MEDIUM OF INSTRUCTION:	

CRITERIA	✓	X	COMMENTS
<b>1. PLANNING:</b>			
1.1 FILES and DOCUMENTATION			
• OBE Preparation and Co-curricular activities			
• Phase plan			
• Timetable			
• Assessment recordings			
• OBE Reference File			
• Minutes of Phase Meetings			
• General info			
<b>2. CLASSROOM PRACTICE:</b>			
2.1 CENTRE OF LEARNING:			
• OBE friendly			
• Visual images / appropriate print-rich environment			
• Space management			
• Classroom maintenance			
2.2 FACILITATION OF OBE:			
• Clarity of focus:			
• Educator			

• Learners		
• Integration of LAs		
• Inclusion / Diversities / Learning styles		
• Learning activities		
• Learner involvement		
• Co-operative learning		
• Learner-educator relationship		
• Outings and visits		
<b>2.3 ASSESSMENT:</b>		
• Clarity of focus		
• Methods		
• Tools		
• Techniques		
• SKVAs		
• Educator recording instrument & GOE 450B		
• Intervention strategies, support and enrichment GOE 450 A and B		
• Learner Portfolios		
• Learner Profiles		
• Reporting:		
• Learners		
• Parents		
<b>2.4 DISCIPLINE:</b>		
• Ground rules		
<b>2.5 RESOURCES:</b>		
• Learning corners / stations		
• LSM:		



## **APPENDIX C**

GDE, DISTRICT D2 SYSTEMIC EVALUATION SUPPORT ACTIVITY



UMnyango WezeMfundo  
Department of Education

Lefapha la Thuto  
Departement van Onderwys

## MEMORANDUM

DATE: 2003-08-04

TO: THE PRINCIPAL (For attention)  
THE FOUNDATION PHASE HOD (For action)  
THE FOUNDATION PHASE EDUCATORS (For attention)

FROM: Mpho Matsafu (Foundation Phase Systemic Evaluation Co-ordinator)

SUBJECT: DISCUSSION ON INTERVENTION STRATEGIES REGARDING THE  
GRADE 3 SYSTEMIC EVALUATION REPORTS

We hereby invite **one** HOD of each of the following schools to the above meeting:

Schools which participated in Systemic Evaluation during 2001	Schools which did not participate in SE during 2001, but whose input is also required
Laerskool Betsie Verwoerd Laerskool Ebenhaeser Laerskool Jongspan Laerskool Kenmare Laerskool Protearief Laerskool Venterspos Hartstraal Primary Ipeleng Primary Randfontein Primary Randgold Primary Tsholetshega Primary Tsitsiboga Primary	Dr Yusuf Dadoo Primary Hlanganani Primary Krugersdorp Town Primary Laerskool Rapportryer Lewisham Primary Matlhasedi Primary Mohlakano Primary Mphe Thuto Primary Rocklands Primary Seatile Primary Toekomsrus Primary Westonaria Primary

VENUE: LAERSKOOL KENMARE

TIME: 09:30 TO 12:00 (Tea and refreshments will be provided).

All HOD's must kindly prepare intervention strategies based on:

- Your school's profile (only the 12 schools that participated in the Systemic Evaluation during 2001)
- Findings of the National Systemic Evaluation report
- Findings of the Provincial Systemic Evaluation report
- Findings of the Inclusion report

2

Kindly bring your written intervention strategies along to the meeting.

We are aware that Systemic Evaluation for Grade 3 is not on the calendar for term 3, but as it is a National programme that is crucial for effective teaching and learning, this report back meeting has preference over other programmes.

We apologise for the short notice.

Yours sincerely

*S. Matsafu*  
MPHO MATSAFU  
FP Systemic Evaluation  
Co-ordinator

*Bampasad*  
PETER SKOSANA  
Deputy Director - Head:CDS

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## **APPENDIX D**

A SECTION OF THE SCHOOL RATING FORM FROM THE EDUCATION DEPARTMENT'S WHOLE SCHOOL EVALUATION INSTRUMENT

# SECTIONS 4 AND 5 FROM THE SCHOOL RATING FORM

## CIRCLE THE APPROPRIATE RATING

4	THE EFFECTIVENESS OF TEACHING AND LEARNING	GR 3	GR 6	GR 9	GR 12	5	4	3	2	1
4.1	Educators' knowledge and understanding					5	4	3	2	1
4.2	Educators' expectations					5	4	3	2	1
4.3	Educators' short term planning					5	4	3	2	1
4.4	Educators' method and organization					5	4	3	2	1
4.5	Educators' management of learners					5	4	3	2	1
4.6	Educators' use of time and resources					5	4	3	2	1
4.7	Educators' use of everyday assessment					5	4	3	2	1
4.8	Educators' marking					5	4	3	2	1
4.9	Educators' use of homework					5	4	3	2	1

## CIRCLE THE APPROPRIATE RATING

5	QUALITY AND RANGE OF THE CURRICULUM AND ASSESSMENT	5	4	3	2	1
5.1	Time allocation for subjects in the curriculum	5	4	3	2	1
5.2	Quality of schemes of work and educators' medium term planning	5	4	3	2	1
5.3	Equality of access and opportunity for all learners	5	4	3	2	1
5.4	Provision of learners with special educational needs	5	4	3	2	1
5.5	Procedures for assessing learners' attainment	5	4	3	2	1
5.6	Use of assessment to inform curricular planning	5	4	3	2	1
5.7	Quality of reporting to parents	5	4	3	2	1
5.8	Procedures for monitoring progress and personal development of learners	5	4	3	2	1

## **APPENDIX E**

AN EXTRACT CAPTURED FROM THE EDUCATION DEPARTMENT'S QUALITY ASSURANCE FRAMEWORK DOCUMENT



2.0	Learning outcomes and learning objectives	VW	W	S	VS
2.1	National/provincial guidelines are followed in the language of instruction				
2.1.1	Learning programmes include specific outcomes for listening				
2.1.2	Learning programmes include specific outcomes for talking and speaking				
2.1.3	Learning programmes include specific outcomes for reading				
2.1.4	Learning programmes include specific outcomes for writing				
2.1.5	Learning programmes include specific outcomes for spelling, handwriting and presentation				
2.1.6	Assessment, recording and reporting guidelines in the language of instruction are followed				
2.2	National/provincial guidelines are followed in other approved languages	VW	W	S	VS
2.2.1	Learning programmes include specific outcomes for listening in the target language				
2.2.2	Learning programmes include specific outcomes for speaking in the target language				
2.2.3	Learning programmes include specific outcomes for reading in the target language				
2.2.4	Learning programmes include specific outcomes for writing in the target language				
2.2.5	Issues such as cognates, knowledge about language, special needs are considered				
2.2.6	Assessment, recording and reporting guidelines in other approved languages are followed				
2.3	National/provincial guidelines are followed in human and social sciences	VW	W	S	VS
2.3.1	Learning programmes include specific outcomes for knowledge, skills and attitudes				
2.3.2	Learning programmes include specific outcomes for describing/explaining cause and effect				
2.3.3	Learning programmes include specific outcomes for interpretation of phenomena				
2.3.4	Learning programmes include the use of source material and the use of judgement				
2.3.5	Learning programmes include performance indicators in national and provincial guidelines				
2.3.6	Assessment, recording and reporting guidelines in human and social sciences are followed				
2.4	National/provincial guidelines are followed in economic and management sciences	VW	W	S	VS
2.4.1	Learning programmes have entrepreneurial activities, production, economic empowerment				
2.4.2	Learning programmes include critical analysis of economic and financial data				
2.4.3	Learning programmes evaluate economic systems to show principles of supply & demand				
2.4.4	Learning programmes demonstrate managerial expertise and administrative proficiency				
2.4.5	Learning programmes evaluate interrelationships between economic/other environments				
2.4.6	Assessment, recording, reporting guidelines in economic/management sciences are followed				

2.5	National/provincial guidelines are followed in mathematical learning areas	VW	W	S	VS
2.5.1	Learning programmes include applying mathematics, reasoning, logic and proof				
2.5.2	Learning programmes include number: sets, estimation, approximation, measurement				
2.5.3	Learning programmes include algebra: relationships, formulae, equations, graphics				
2.5.4	Learning programmes include shape and space: shape, location, movement, measures				
2.5.5	Learning programmes include handling data: collecting, processing, interpreting				
2.5.6	Assessment, recording and reporting in all mathematics learning areas are followed				
2.6	National/provincial guidelines are followed in natural sciences	VW	W	S	VS
2.6.1	Learning programmes include scientific investigation and the associated skills				
2.6.2	Learning programmes include life and living processes				
2.6.3	Learning programmes include matter and materials and their properties				
2.6.4	Learning programmes include physical processes				
2.6.5	Hypothesis, observation, measurement, interpretation, evaluation are included				
2.6.6	Assessment, recording and reporting guidelines in natural sciences are followed				
2.7	National/provincial guidelines are followed in technology	VW	W	S	VS
2.7.1	Learning programmes include identifying needs and opportunities				
2.7.2	Learning programmes include generating a design				
2.7.3	Learning programmes include planning and making				
2.7.4	Learning programmes include evaluating the outcomes of one's work				
2.7.5	Learning programmes include information technology capability				
2.7.6	Assessment, recording and reporting guidelines in technology are followed				
2.8	National/provincial guidelines are followed in arts and culture	VW	W	S	VS
2.8.1	Learning programmes include the ability to make, recreate and interpret meaning				
2.8.2	Learning programmes include the specific use of innovation, creativity and resourcefulness				
2.8.3	Learning programmes include effective expression, communication, interaction with others				
2.8.4	Learning programmes include understanding and appreciation of our rich, diverse culture				
2.8.5	Learning programmes include career skills and income-generating opportunities				
2.8.6	Assessment, recording and reporting guidelines in arts and culture are followed				
2.9	National/provincial guidelines are followed in life orientation	VW	W	S	VS
2.9.1	National programmes demonstrate value and respect for human rights				
2.9.2	Learning programmes offer practice in acquired life and decision-making skills				
2.9.3	Learning programmes include activities demonstrating human movement and development				
2.9.4	Learning programmes include values/attitudes necessary for a healthy, balanced lifestyle				
2.9.5	Learning programmes access career and other opportunities				
2.9.6	Assessment, recording and reporting guidelines in life orientation are followed				



## **APPENDIX F**

### WHOLE SCHOOL PLANNING FOR RNCS

## STEP 1: WHOLE SCHOOL PLANNING

GDE'S VISION	SCHOOL'S VISION
<ul style="list-style-type: none"><li>▪ OUR VISION IS A SMART SERVICE DELIVERY OF QUALITY PUBLIC EDUCATION, WHICH PROMOTES DYNAMIC CITIZENSHIP FOR SOCIO-ECONOMIC GROWTH AND DEVELOPMENT IN GAUTENG AND SOUTH AFRICA.</li><li>▪ WE WILL BE AT THE CUTTING EDGE OF CURRICULUM DELIVERY AND PROVIDE ACCESS TO QUALITY LIFELONG LEARNING OPPORTUNITIES.</li><li>▪ THIS WILL BE SHAPED BY THE PRINCIPLES OF TRANSFORMATION, EQUITY, REDRESS AND UBUNTU.</li></ul>	<ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>

## STEP 2: SCHOOL SCENARIO AND SWOT ANALYSIS

Analyse the social, economic, cultural and environmental context of the:

- School
- School Community (learners, parents, and other stakeholders)

### THE SWOT ANALYSIS

<b>STRENGTHS</b> <ul style="list-style-type: none"><li>▪</li><li>▪</li></ul>	<b>WEAKNESSES</b> <ul style="list-style-type: none"><li>▪</li><li>▪</li></ul>
<b>OPPORTUNITIES</b> <ul style="list-style-type: none"><li>▪</li><li>▪</li></ul>	<b>THREATS</b> <ul style="list-style-type: none"><li>▪</li><li>▪</li></ul>

### POINTS TO CONSIDER FROM THE SWOT ANALYSIS WHEN PLANNING THE CURRICULUM

BUILDING ON STRENGTHS	DEALING WITH WEAKNESS
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul>
CHANGING THREATS INTO OPPORTUNITIES	
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	

### STEP 3: SELECTING THEMES FOR THE SCHOOL

- USE THE INFORMATION FROM THE SWOT ANALYSIS
- CONSIDER THE PRINCIPLES UNDERPINNING THE CURRICULUM
- SELECT RELEVANT THEMES FOR THE PHASES

### POSSIBLE THEMES FOR THE SCHOOL:

THEMES	EARLY CHILDHOOD DEVELOPMENT/FOUNDATION PHASE	INTERMEDIATE PHASE	SENIOR PHASE
TIME			
CAREERS			
WATER			
WAR			
RESPECT AND RESPONSIBILITY			
ANIMALS			
<b>CO-CURRICULAR</b>			
ARBOR DAY			
READATHON			
SENIOR CITIZENS DAY			
CULTURAL DAY			

## **APPENDIX G**

### LEARNING PROGRAMME PLANNING FOR RNCS

## THE LEARNING PROGRAMME (PHASE LONG PLAN)

CLUSTERING OF THE LEARNING OUTCOMES (LO) AND ASSESSMENT STANDARDS (AS) AROUND THE THEME WITHIN THE THREE LEARNING PROGRAMMES FOR EACH GRADE IN THE PHASE

### EXAMPLAR FOR GRADE R

THEME	GRADE	LITERACY	NUMERACY	LIFE SKILLS	RESOURCES
TIME: Context and Content	Grade R	Language LO1: 1  Home Language LO1: 1,2,3  Arts & Culture LO1: 1,2  Life Orientation LO1: 2,3	Maths LO4: 1  Technology: LO1: 1  Home Language LO5:1	Life Orientation LO1: 2,3 LO4: 2,4  Arts & Culture: LO3	Rhymes  Word cards  Body percussion  Card boards cut outs  Pictures

## **APPENDIX H**

### WORK SCHEDULE PLANNING FOR THE RNCS

## THE WORK SCHEDULE

- DEVELOPED BY THE GRADE TEACHERS
- FOR A PARTICULAR GRADE
- DERIVED FROM THE LEARNING PROGRAMME
- HAS AN INCREASED LEVEL OF DETAIL
- INDICATES TIME/DURATION
- INDICATES INTEGRATION

### LITERACY WORKSCHEDULE: EXAMPLAR FOR GRADE R

THEME: \_\_\_\_\_

YEAR: \_\_\_\_\_

UNIT: 1

DURATION: 10 DAYS

LEARNING OUTCOMES	ASSESSMENT STANDARDS	INTEGRATION	ASSESSMENT FORMS	CONTEXT	LEARNING ACTIVITIES	RESOURCES
Additional Language LO1: Listening	AS1: Understands short simple rhymes AS1 a: Joins in at appropriate points by clapping and joining in chorus	Language: LO1: 1a  Arts & Culture LO 1,3,4  Life Orientation LO 2,3	Rhyme	Self, at home and at school	Listen and take part in a rhyme about routines at home	Rhyme chart

## **APPENDIX I**

### LEARNING UNIT PLANNING FOR THE RNCS



## THE LEARNING UNIT (INDIVIDUAL TEACHERS)

- DEVELOPED BY INDIVIDUAL TEACHERS
- DERIVED FROM THE WORK SCHEDULE

### NUMERACY LEARNING UNIT: EXAMPLAR FOR GRADE R

THEME: \_\_\_\_\_ YEAR: \_\_\_\_\_

UNIT: 1 DURATION: \_\_\_\_\_

LEARNING OUTCOMES	ASSESSMENT STANDARDS	INTEGRATION	ASSESSMENT	SKILLS, KNOWLEDGE, VALUES AND ATTITUDES (SKVA'S)	LEARNING ACTIVITIES	RESOURCES
LO4 Measurement	AS1: Describe the time of the day in terms of day and night	Home Language LO5:1 Use language to develop concept of time	Methods: Educator Assessment  Tools: Observation sheet  Forms: Question and answer Mime	Skills: Association drawing Sequencing Communication  Knowledge: Language concepts on 'time' Own birthday  Values: Confidence Takes turns  Attitudes: Respect for peers and teachers	Class discussion to establish concepts of day and night as opposite times of the day	Word cards and illustrations of day/night scenes

## **APPENDIX J**

MANAGEMENT PLAN FOR CIRCULAR 22/2002

**CIRCULAR 22/2002 - GET BAND**

FOCUS	SCHOOL FUNCTION	TIMEFRAME	DISTRICT FUNCTION	TIMEFRAME
DAT			<ul style="list-style-type: none"> <li>• Functional in every district</li> <li>• Management/action plan</li> <li>• DAT meetings and minutes</li> <li>• Establish, monitor and support CATs</li> <li>• DAT report at every PAT meeting</li> <li>• Assessment awareness and the implementation of the National Assessment Policy and Prov. Ass. Guidelines</li> </ul>	<p>Regularly</p> <p>Ongoing</p>
SAT	<ul style="list-style-type: none"> <li>• SAT established at every school</li> <li>• SAT policy</li> <li>• SAT management plan</li> <li>• SAT meetings and minutes</li> <li>• SAT in conjunction with SBST</li> <li>• Continuously identify and address barriers to learning</li> <li>• Accommodate learner diversity</li> <li>• Ensure parental involvement</li> </ul>	<p>Sept – Oct</p> <p>January</p> <p>January</p> <p>Regularly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• DAT to monitor and support SATs</li> </ul>	<p>Ongoing</p>
CASS	<ul style="list-style-type: none"> <li>• Managed by the SAT</li> <li>• All educators and learners to be involved in: Criterion referenced assessment</li> </ul> <p>Assessing SKVAs (Skills, Knowledge, Values, Attitude)</p> <p>Applying intervention strategies</p> <p>Implementing Ass. Tools, Methods and Techniques</p> <p>Applying baseline, formative, diagnostic, summative assessment and systemic evaluation</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Monitor and support CASS by using a monitoring instrument</li> </ul>	<p>During school visits</p>
RECORDING	<ul style="list-style-type: none"> <li>• Managed and controlled by the SAT</li> <li>• Done by educators and learners</li> <li>• <b>Formative:</b> Observation sheets, books, grids, rubrics, <b>GDE 450A</b>, self / peer / group assessment</li> <li>• <b>Accurate recordings</b> of learner achievements within Phase Organisers, Programme Organisers, CO's, SO's, AC's, RS and PI's using <b>level descriptive codes</b></li> <li>• <b>Summative: GDE 450D.</b> Insert in the</li> </ul>	<p>Continuously</p> <p>Continuously</p>	<ul style="list-style-type: none"> <li>• Managed by DAT</li> <li>• DAT and all other District Officials to inform, monitor and support schools</li> <li>• Control</li> </ul>	<p>Ongoing</p> <p>During school visits</p> <p>Ongoing</p>

	<p>Learner Profile</p> <ul style="list-style-type: none"> <li>• <b>Detailed recording: GDE 450E</b> (Summative) One form per learner per phase</li> <li>• <b>GDE 450A:</b> For learners in need of support in certain areas. Managed by the SAT and supported by the SBST. Completed by the educators, SBST and support staff. Educators to identify and record barriers. Evidence of intervention and support as well as the achieved outcomes. Educators to accommodate different learning styles. Evidence in case of the possible retention of a learner. Made available to the DAT. Insert in the Learner Profile.</li> <li>• <b>GDE 450B:</b> For learners who progress to the next grade, but is in need of additional support in specific areas in the next grade. Managed by the SAT. Completed by educators. Also for learners who will be retained. Part A: completed by current grade educator. Part B &amp; C: completed by the new educator. Insert in the Learner Profile.</li> <li>• <b>GDE 450C:</b> Educator, SMT and parents to motivation for a learner to be retained in the same grade in the following year. Managed by SAT. School to keep records of attempts to contact the parents / guardians. Insert in Learner Profile.</li> <li>• <b>GDE 450D:</b> A summative record to be completed by the educator for every learner in each Learning Programme. Managed and controlled by SAT. These records must relate to the Phase and Programme Organisers as well as predetermined SO's. Verify own designed forms with DAT.</li> </ul>	<p>2 x Per term</p> <p>Jan – Dec</p> <p>As long as a learner needs support</p> <p>Early in the first term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Sept – Oct</p> <p>On request December At the end of the year</p> <p>At the end of the year</p> <p>At the beginning of the new year End of the year Sept – Oct</p> <p>End of year 2 x Term</p>	<ul style="list-style-type: none"> <li>• Control</li> <li>• Control with the Retention / Progression schedules</li> <li>• DAT to control</li> <li>• Monitor by District Officials</li> <li>• Support from DBST</li> <li>• DAT to control with Possible Retention Schedules</li> <li>• DAT and other District Officials to control</li> <li>• DAT and control with the Possible Retention Schedules</li> <li>• DAT &amp; DBST to follow up on educator's proposed support plan</li> <li>• Controlled by DAT with the Possible Retention Schedules</li> <li>• Monitored by DAT during school visits</li> </ul>	<p>Ongoing</p> <p>During school visits / at the end of the year</p> <p>During school visits</p> <p>Sept – Oct</p> <p>September</p> <p>Sept – Oct</p> <p>First term / Ongoing</p> <p>Sept – Oct</p> <p>Mid / end of every term</p>
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	<ul style="list-style-type: none"> <li>• <b>GDE 450E:</b> Summative record sheet of SO's and AC's to be completed by the educator. Managed and controlled by SAT. One page per learner per phase. A useful management and planning tool for educators. Insert in the Learner Profile.</li> <li>• <b>LEARNER PROFILE:</b> Managed by SAT. Educator to complete biographical details of learners. Hand-over session from grade to grade. HODs to control details before hand-over. <b>Learner transfer:</b> GDE 461A to be completed. Responsibility of the current school. Next school must request in writing for the Learner Profile.</li> </ul>	<p>During the year in pencil. End of the phase in pen.</p> <p>During the year</p> <p>End of year</p> <p>January</p> <p>December</p> <p>December</p> <p>When needed</p>	<ul style="list-style-type: none"> <li>• Approve schools' own designed forms if suitable</li> <li>• Monitored by DAT and other District Officials</li> </ul> <ul style="list-style-type: none"> <li>• DAT and District Officials to monitor.</li> <li>• DAT to use Learner Profiles as evidence for Possible Retention and Progression</li> </ul>	<p>During school visits</p> <p>During school visits Sept – Dec</p>
REPORTING	<p><b>WRITTEN LEARNER REPORT:</b></p> <ul style="list-style-type: none"> <li>• Managed by the SAT.</li> <li>• The school to issue a written Learner Report to parents. (Reader-friendly language)</li> </ul> <p><b>Qualitative</b> comments based on CO's, SO's, AC's and PI's in all 8 LA's, must reflect the <b>criteria</b> against which learners are assessed. Record learners' extra curricular activities. The fourth term report must be a <b>summative</b> report.</p> <p><b>Other</b> reports: Parent interviews, brief notes, oral presentations, informal feedback conducted by educators, principals, SAT, SBST and HOD's</p>	<p>1 x Per term</p> <p>Complete and issue once DAT signed the Progression Schedules. Every term</p>	<ul style="list-style-type: none"> <li>• DAT and District Staff to monitor policy compliance</li> </ul> <ul style="list-style-type: none"> <li>• DAT to sign the Progression Schedules first</li> </ul>	<p>During school visits</p> <p>End of the year</p>



## **APPENDIX K**

GDE, DISTRICT D2 NUMERACY LEARNING PROGRAMME SUPPORT



GAUTENG DEPARTMENT OF EDUCATION  
GAUTENG DEPARTEMENT VAN ONDERWYS  
Gauteng West District - D2

Maugham Road / Weg 108  
RANDFONTEIN  
Ref / Verw:  
Enquiries/Navrae: Sherin Ramparsad  
Date / Datum: 2003-01-27

Private Bag / Privaatsak X 2020  
KRUGERSDORP  
1740

(011) 693-4904  
Fax: / Faks: (011) 693-4994

## MEMORANDUM 23 / 2003

TO: The Principal (All Primary Schools) For Attention  
The Foundation Phase HOD For Action

### Foundation Phase Numeracy Workshop

Kindly note that Numeracy workshops will be held in February 2003 for 1 Foundation Phase Educator per school. The details are as follows:

DATE	VENUE	TIME	CLUSTER
25 February 2003	Simunye Teachers Centre	14h00 – 16h00	Randfontein, Westonaria and Carletonville
25 February 2003	Krugersdorp District Office Hall	14h00 – 16h00	Krugersdorp, Kagiso, Azaadville, Hekpoort, Muldersdrift and Magaliesburg

### AGENDA

1. Welcome
2. Introducing the National Curriculum Statement
3. Introducing the Maths Learning Area
4. Terminology:
  - Learning Outcomes
  - Assessment Standards
  - Learning Programmes in the Foundation Phase
  - Learning Areas
  - Critical Outcomes
5. Mathematics Learning Outcomes

Kindly bring along your own snacks and copies of your Revised Curriculum Statement Document – Numeracy section.

We look forward to your participation at this crucial workshop. Foundation Phase educator representing the school will have to feedback to all Foundation Phase educators on information received at this workshop.

Yours in education

Sherin Ramparsad  
Foundation Phase  
Co-ordinator

Peter Skosana  
Deputy Director / CDS Head



## **APPENDIX L**

### GDE, DISTRICT D2 FOUNDATION PHASE RESOURCE GUIDELINES





UMnyango WezeMfundo  
Department of Education

Lefapha la Thuto  
Departement van Onderwys

TO: **THE PRINCIPAL** (For attention)  
**THE FOUNDATION PHASE HOD** (For action)  
**THE FOUNDATION PHASE EDUCATORS** (For action)

**LTSM SUGGESTIONS FOR FOUNDATION PHASE LEARNERS FOR 2004**

Kindly refer to Circular 3/2004.

The Foundation Phase (Grades R to 3) will be implementing the Revised National Curriculum Statements in 2004. According to the above circular it is stipulated that all primary schools will receive an extra R250 per Foundation Phase learner (Grades 1,2,3) on their budget for 2004. *Kindly note that this R250 allocation is strictly for use in the Foundation Phase.*

In the appendices of Circular 3/2004, guidelines on the way in which the money should be spent is indicated. In addition to that, the Foundation Phase facilitators of D2 suggest that the budget be allocated as follows:

- 50% for Literacy materials
- 30% for Numeracy materials
- 20% for Life Skills materials

**Recommendations for Literacy**

Preference should be given to Big Books, storybooks and a reading series. Materials to support Literacy group activities can be ordered by schools if they have adequate books. Language and phonics worksheets may be used for a maximum of 10% of Literacy time to develop Learning Outcome 6 (Language Structure and Use).

**Recommendations for Numeracy**

The MCPT Maths Kit, tangrams, puzzles, counters, Numeracy posters, shapes (2D and 3D), etc.

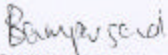
**Life Skills**

Balls (different sizes), skipping ropes, hula-hoops, plastic rackets, beanbags, flip and catch boards, conversation posters, etc.

Kindly spend your allocations wisely for effective RNCS implementation in 2004!

Thank you for your co-operation.

Yours in education

  
**SHERIN RAMPARSAD**  
**ACTING GET COORDINATOR**

  
**PETER SKOSANA**  
**HEAD: CPDS**

**Office of the LPFDS Unit**

Room 12, 108 Maugham Rd, Randfontein, 1760 Private Bag X38, Randfontein, 1760  
Tel: (011) 693-4904 Fax: (011) 693-4994 E-mail:

## **APPENDIX M**

### THE QUESTIONNAIRE FOR THE STUDY

## THE QUESTIONNAIRE

FOR OFFICE USE ONLY

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10.

- **THIS QUESTIONNAIRE AIMS TO DETERMINE:** 'How does the effective execution of management tasks assist the District Foundation Phase Education Specialist to promote quality teaching and learning in GDE schools'.
- It is being sent to targeted District Foundation Phase Education Specialists, Primary school principals and Foundation Phase Heads of Department **for completion.**
- The information that you supply, is valuable and important to this study, therefore **please complete every item on the questionnaire.**
- Kindly answer accurately and truthfully as the information supplied **impacts on the findings** of the study.
- Please **follow all of the instructions** given.
- This questionnaire has 2 sections. Your time and effort is appreciated in full completion of **all** of the questions, in both of the sections.
- Anonymity and confidentiality of respondents will be adhered to in this study.
- **Please do not use the 'FOR OFFICE USE ONLY' blocks.**
- Please **return** your questionnaire promptly on the '**DUE DATE**' given at the end of the questionnaire.

**THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY**

## INSTRUCTIONS

- **INSERT A TICK ONLY IN THE BLOCK OR COLUMN THAT YOU AGREE WITH.**
- **ONLY ONE ANSWER IS REQUIRED PER ITEM.**
- **PLEASE RESPOND TO EVERY ITEM.**

**Note:** Throughout the questionnaire, consider the reference to the 'District Foundation Phase Education Specialist' to be the same as the District Foundation Phase Facilitator.

**SECTION A**

**FOR OFFICE USE ONLY**

**PERSONAL INFORMATION OF RESPONDENT**

**1.1 GENDER**

**MALE**

☐

1

**FEMALE**

☐

2

☐

11.

**1.2 EDUCATIONAL QUALIFICATION**

**TEACHING DIPLOMA ONLY**

☐

1

**DEGREE AND TEACHING DIPLOMA**

☐

2

☐

12.

**POSTGRADUATE EDUCATIONAL QUALIFICATION**

☐

3

**1.3 TEACHING EXPERIENCE (INCLUDING DISTRICT OFFICE EXPERIENCE IF APPLICABLE)**

**ONE TO FIVE YEARS**

☐

1

**SIX TO TEN YEARS**

☐

2

☐

13.

**OVER TEN YEARS**

☐

3

**1.4 INDICATE THE NUMBER OF FOUNDATION PHASE LEARNERS IN YOUR SCHOOL. (APPLICABLE ONLY TO SCHOOL BASED EDUCATORS)**

LESS THAN ONE HUNDRED

1

ONE TO THREE HUNDRED

2

THREE HUNDRED AND OVER

3

**1.5 YOUR POST LEVEL**

FOUNDATION PHASE HEAD OF DEPARTMENT

1

PRIMARY SCHOOL PRINCIPAL

2

DISTRICT FOUNDATION PHASE EDUCATION SPECIALIST

3

14.

15.

**SECTION B**

**SECTION B (1)**

**THIS SECTION CONSIDERS EFFECTIVE PLANNING FOR THE PROMOTION OF QUALITY TEACHING AND LEARNING IN GDE SCHOOLS.**

District Foundation Phase plans are generally shared with District schools through:

- HOD meetings
- Learning Programme and Focus Area meetings/activities/Special programmes
- Support meetings and workshops
- Letters and memoranda
- Term plans
- District Foundation Phase calendar.

In answering the questions to Section B (1) below, consider 'plans' in reference to all the activities mentioned above.

**The District Foundation Phase plans:**

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ITEM NO.	ITEM		STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
1.1	Reflect <b>activities</b> that promote quality teaching and learning in GDE schools.	16.					
1.2	Provide <b>dates</b> for the carrying out of activities.	17.					
1.3	Indicate the <b>responsible Facilitator</b> for each of the activities, as per the Learning Programme.	18.					
1.4	Highlight the <b>outcomes</b> that are expected of schools.	19.					
1.5	<b>Communicate</b> GDE Foundation Phase <b>policy requirements</b> to schools.	20.					
1.6	<b>Indicate support programmes</b> for Foundation Phase educators.	21.					
1.7	Include <b>Special programmes</b> for enhancing the <b>quality of teaching and learning</b> in schools.	22.					
1.8	Incorporate <b>varied support activities</b> for <b>improving of the quality of teaching and learning</b> in schools.	23.					



1.9	Give direction to schools for effective <input type="text"/> curriculum implementation.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1.10	Guide Foundation Phase educators on the delivery of quality teaching and learning in Foundation Phase classes.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1.11	Allow for the development of Foundation Phase <input type="text"/> educators via support programmes.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1.12	Are important for the promotion of quality of teaching and learning in Foundation Phase <input type="text"/> classes.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1.13	Share Learning Programme guidelines with <input type="text"/> Foundation Phase educators.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1.14	Provide guidance to Foundation Phase educators for <input type="text"/> effective curriculum implementation.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1.15	Embrace the goals and vision of the GDE. <input type="text"/> 30.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## SECTION B (2)

THIS SECTION FOCUSES ON EFFECTIVE ORGANISING FOR THE PROMOTION OF QUALITY TEACHING AND LEARNING IN GDE SCHOOLS.

The District Foundation Phase Unit, in most Districts, is generally organised as follows, and has the following unit members:

- The Literacy Learning Programme Facilitator
- The Numeracy Learning Programme Facilitator
- The Life Skills Learning Programme Facilitator
- The Assessment Focus Area Facilitator
- The Inclusion Focus Area Facilitator

- The Grade R Focus Area Facilitator

The District Foundation Phase Education Specialist ('s):

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ITEM NO.	ITEM	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
2.1	<b>Functions</b> , in accordance to the GDE organisation structure, <b>within the Foundation Unit</b> at the District level.					
2.2	Activities are <b>co-ordinated</b> , within the District Foundation Phase Unit, for the effective functioning of the Unit.					
2.3	<b>Works together</b> with all District Foundation Phase Unit members to achieve the common goals of the Unit and the GDE.					
2.4	<b>Co-ordinates activities in his/her Learning Programme or Focus Area</b> to enhance and improve on the quality of teaching and learning in schools in the specific Learning Programme or Focus Area.					
2.5	<b>Function</b> is to ensure that the <b>Learning Programme or Focus Area requirements</b> are being <b>adhered to</b> in the Foundation Phase classes.					
2.6	<b>Organises on-going Learning Programme or Focus Area support</b>					

	activities. 36.						
2.7	Function is to give support on the implementation of all relevant policies in the Foundation Phase. 37.						
2.8	Is also required to work across units, in matrix teams, when she/he has the skill or expertise in that area. 38.						
2.9	Is called on to conduct District team support visits so as to provide for effective support to the whole school, for the improvement of the quality of education in schools. 39.						
2.10	Establishes open channels of communication with schools in relation to Learning Programme or Focus Area issues. 40.						
2.11	Establishes collaborative relationships with Foundation Phase educators to address the achievement of GDE targets and goals. 41.						
2.12	Function is to ensure the maintenance of curriculum policy(s) in the Foundation Phase. 42.						
2.13	Provides for empowerment opportunities for Foundation Phase educators. 43.						

2.14	Arranges for follow-up support. <input type="checkbox"/> 44.					
2.15	Organises programmes that allow for an alignment between the Province, District and school programmes, so as to promote quality teaching and learning in all GDE schools.					

☐ 45.

### SECTION B (3)

**THIS SECTION INVESTIGATES THE CONTROL DONE BY THE DISTRICT FOUNDATION PHASE EDUCATION SPECIALIST FOR THE PROMOTION OF QUALITY TEACHING AND LEARNING IN GDE SCHOOLS.**

Control tools used by the District Foundation Phase Education Specialist for effective curriculum implementation and support at the school level include the following:

- The Foundation Phase Head of Department (HOD) monitoring and support tool
- The Foundation Phase Educator monitoring and support tool
- The Grade R monitoring and support tool

The tools mentioned, are as per the tools supplied by the Provincial (GDE) LPFD&S Foundation Phase Unit, which are implemented by the District Foundation Phase Education Specialist for support visits.

**Through implementation of control processes, the District Foundation Phase Education Specialist is able to:**

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ITEM NO.	ITEM		STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
3.1	Monitor if Learning Programme requirements <input type="checkbox"/> e46. being implemented.						
3.2	Identify outstanding practice in the Foundation Phase. <input type="checkbox"/> 47.						
3.3	Identify challenges experienced by the Foundation Phase educator. <input type="checkbox"/> 48.						

3.4	<b>Praise successes and achievements</b> enjoyed by Foundation Phase educators and their classes. <sup>49</sup>					
3.5	<b>Address the curriculum challenges</b> experienced by the Foundation Phase educator. <sup>50</sup>					
3.6	Give <b>supportive feedback</b> to the Foundation Phase educator. <sup>51</sup>					
3.7	Engage in effective <b>on-site support</b> . <sup>52</sup>					
3.8	<b>Identify</b> Foundation Phase <b>cluster leaders</b> to offer support to cluster schools, for improving the quality of teaching and learning in the cluster and District.					
3.9	<b>Guide</b> schools on <b>networking opportunities</b> available to them. <sup>53</sup>					
3.10	Offer <b>support</b> to Foundation Phase educators, <b>where outputs do not measure up to standards</b> . <sup>55</sup>					
3.11	<b>Provide reports</b> with comments and suggestions, to schools on their <b>strengths and weaknesses</b> in the Foundation Phase. <sup>56</sup>					
3.12	<b>Display knowledge, skills and expertise</b> of the Foundation Phase curriculum so as to effectively support schools. <sup>57</sup>					
3.13	<b>Make suggestions</b> towards school					

	improvement, school development, school effectiveness and <b>quality teaching and learning</b> 58.					
3.14	<b>Establish</b> if Foundation Phase school planning <b>adheres to policy</b> . 59.					
3.15	<b>Determine</b> whether teaching and learning <b>embrace an outcomes-based approach to education</b> . 60.					
3.16	<b>Monitor</b> if the classroom environment is conducive to teaching and learning. 61.					
3.17	<b>Monitor</b> the effectiveness of the educator's classroom practice. 62.					
3.18	<b>Monitor</b> whether appropriate teaching strategies are employed in the classroom. 63.					
3.19	<b>Monitor</b> if expanded opportunities are provided for. 64.					
3.20	<b>Monitor</b> if learners experiencing barriers to learning are accommodated. 65.					

## SECTION B (4)

THIS SECTION CONSIDERS THE LEADING TASK, AND THE LEADERSHIP ROLE, TASKS, CHARACTERISTICS AND QUALITIES OF THE DISTRICT FOUNDATION PHASE EDUCATION SPECIALIST FOR THE PROMOTION OF QUALITY TEACHING AND LEARNING IN GDE SCHOOLS.

The District Foundation Phase Education Specialist leads Foundation Phase educators through directing, guiding and motivation. Thus, the District Foundation Phase Education Specialist:



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ITEM NO.	ITEM	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
4.1	Portrays a democratic, participative management style.					
4.2	As an instructional leader, supports Foundation Phase educators, in the developing of desirable learning conditions for learners.					
4.3	As a leader of change, is able to make schools aware about relevant policy change.					
4.4	As a leader of change, is able to share information to schools, about relevant policy change.					
4.5	Steers relevant policy change through training, or, guidance and monitoring.					
4.6	Leads change in schools, through his/her position and functions, authority and responsibility and responsiveness.					
4.7	Evaluates the effectiveness of relevant policy change.					

4.8	Has adequate <b>knowledge</b> on curriculum policy <input type="checkbox"/> or 73. effective monitoring and support of schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Promotes <b>democratic values and practices.</b> <input type="checkbox"/> 74.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	Shows <b>respect</b> for the <b>ideas and viewpoints</b> of other <input type="checkbox"/> 75.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.11	Provides for the <b>development</b> of Foundation Phase <input type="checkbox"/> aters through <b>regular support workshops.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.12	<b>Motivates</b> Foundation Phase educators to work <input type="checkbox"/> towards the <b>realisation of goals.</b> 77.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.13	Aspires towards <b>positive human relations</b> with schools. <input type="checkbox"/> 78.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.14	Makes <b>two-way communication</b> possible with educators <input type="checkbox"/> 79.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.15	<b>Encourages</b> <b>participation</b> of Foundation Phase educators in workshops. <input type="checkbox"/> 80.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.16	<b>Inspires</b> Foundation Phase educators to work towards <input type="checkbox"/> E8 goals and targets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.17	Seeks <b>commitment</b> from Foundation Phase educators <input type="checkbox"/> work towards goals and targets. 82.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.18	Provides for the <b>empowerment</b> of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Foundation Phase educators through access to information <input type="checkbox"/> 83.					
4.19	Is <b>skilled</b> to guide schools on curriculum implementation and delivery. <input type="checkbox"/> 84.					
4.20	Has the required <b>expertise</b> for effective curriculum monitoring and support. <input type="checkbox"/> 85.					

#### SECTION B (5)

SECTION B (5) FOCUSES ON THE TASKS AND STRATEGIES OF THE DISTRICT FOUNDATION PHASE EDUCATION SPECIALIST FOR THE PROMOTION OF QUALITY TEACHING AND LEARNING IN GDE SCHOOLS.

Quality education in schools is aimed at. To this end, the District Foundation Phase Education Specialist:

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ITEM NO.	ITEM	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
5.1	Seeks to <b>determine</b> the <b>curriculum needs</b> of Foundation Phase learners and educators. <input type="checkbox"/> 86.					
5.2	<b>Provides support</b> to <b>address</b> curriculum implementation <b>needs</b> , so that effective <b>curriculum implementation</b> in schools is possible. <input type="checkbox"/> 87.					
5.3	Strives to ensure the <b>maintenance of curriculum policy</b> in schools. <input type="checkbox"/> 88.					
5.4	Provides for <b>curriculum support</b> to Foundation Phase educators through <input type="checkbox"/> 89.					

	varied support programmes.					
5.5	Develops Foundation Phase educators via support workshops. 89. 90.					
5.6	Supports Foundation Phase educators on effective assessment practices. 91.					
5.7	Guides Foundation Phase educators on Inclusive education. 92.					
5.8	Provides for intensive support to Foundation Phase educators via support visits. 93.					
5.9	Provides for support in the effort to ensure that effective curriculum implementation and delivery, in Foundation Phase classes, is possible. 94.					
5.10	Puts in place intervention strategies to improve on the delivery of teaching and learning in schools. 95.					
5.11	Monitors that school Foundation Phase plans are in line with GDE requirements. 96.					
5.12	Monitors that quality of teaching and learning in Foundation Phase classes encompasses and reflects an outcomes-based approach to education. 97.					
5.13	Monitors that the quantity of					

	teaching and learning in the Foundation Phase classes, is acceptable. 98.					
5.14	Monitors that the teaching and learning in Foundation Phase classes is learner-paced learner-based and learner-centred. 99.					
5.15	Monitors that the level of teaching and learning in the Foundation Phase classes, is appropriate. 100.					
5.16	Monitors that the school has adequate and available teaching and learning support materials for Foundation Phase Learning Programme activities. 101.					
5.17	Guides Foundation Phase educators on obtaining of suitable teaching and learning support materials. 102.					
5.18	Workshops Foundation Phase educators on developing of teaching aids. 103.					
5.19	Monitors that educator and learner assessment records are in place. 104.					
5.20	Monitors that educator and learner assessment records are in line with policy requirements. 105.					
5.21	Monitors that teaching and learning activities allow learners the opportunity to achieve outcomes. 106.					

5.22	Monitors that assessment standards are addressed.					
5.23	Monitors that stimulating, challenging and exciting Foundation Phase activities are provided for.					
5.24	Checks that the Foundation Phase timetable is in line with policy requirements.					
5.25	Checks that reporting records are in place for report-back to stakeholders.					
5.26	Shares in the responsibility for quality assurance in the Foundation Phase.					

THE END

I sincerely thank you for having completed this questionnaire. Please ensure that you have responded to all of the questions on the questionnaire. Your co-operation and input is greatly appreciated.

Kindly return all questionnaires to:

THE RESEARCHER: S RAMPARSAD  
GAUTENG DEPARTMENT OF EDUCATION  
DISTRICT D2  
RANDFONTEIN OFFICE  
ROOM 12

**DUE DATE: 26 JANUARY 2004**

## **APPENDIX N**

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THE SUMMARY SHEET

**SUMMARY SHEET TO SHOW HOW THE EFFECTIVE EXECUTION OF MANAGEMENT TASKS BY THE FOUNDATION PHASE FIRST  
EDUCATION SPECIALIST (DES) PROMOTES QUALITY TEACHING AND LEARNING IN GDE SCHOOLS**

<b>Section A: Items 1.1 to 1.5</b>	DISTRICT FOUNDATION PHASE FIRST EDUCATION SPECIALIST  (DES)	PRIMARY SCHOOL PRINCIPAL  (PSP)	FOUNDATION PHASE HEAD OF DEPARTMENT  (HOD)	FREQUENCY MISSING (Number of Non- responses)	TOTAL
<b>1.1 GENDER</b>					
MALE		25	1		26
FEMALE	36	14	42		92
					118
<b>1.2 EDUCATIONAL QUALIFICATION</b>					
TEACHING DIPLOMA ONLY	3	15	30		48
DEGREE AND TEACHING DIPLOMA	14	17	10		41
POSTGRADUATE EDUCATIONAL QUALIFICATION	19	6	1		26
				3	3
					118
<b>1.3 TEACHING EXPERIENCE</b>					

ONE TO FIVE YEARS			1		1
SIX TO TEN YEARS		1	1		2
OVER TEN YEARS	36	38	40		114
				1	1
					118
<b>1.4 NUMBER OF FOUNDATION PHASE LEARNERS IN YOUR SCHOOL</b>					
LESS THAN ONE HUNDRED		2	2		4
ONE TO THREE HUNDRED		11	15		36
THREE HUNDRED AND OVER		26	24		50
				28	28
					118
<b>1.5 POST LEVEL</b>					
FOUNDATION PHASE HEAD OF DEPARTMENT			43		43
PRIMARY SCHOOL PRINCIPAL		39			39
DISTRICT FOUNDATION PHASE FIRST EDUCATION SPECIALIST	36				36
				0	
					118

## Section B (1): The Planning Task

EDUCATOR LEVEL & PRECODE	Item 1.1	Item 1.2	Item 1.3	Item 1.4	Item 1.5	Item 1.6	Item 1.7	Item 1.8	Item 1.9	Item 1.10	Item 1.11	Item 1.12	Item 1.13	Item 1.14	Item 1.15
DISTRICT FP EDUCATION SPECIALIST															
'1'															
'2'															
'3'															
'4'	3	3	3	3	3	3	4	3	3	2	2	2	2	2	3
'5'	33	33	33	33	33	33	32	33	33	34	34	34	34	34	33
SCHOOL PRINCIPAL															
'1'															
'2'						1		1	1			1			
'3'		1	1	4		4	9	5		3	4			1	4
'4'	28	30	28	28	31	28	26	27	28	29	27	30	32	30	27
'5'	11	8	10	7	8	6	4	6	10	7	8	8	7	8	8
HOD															
'1'															
'2'				1		2	1	2				1			
'3'	2		1	1	1		7	5	1	5	4	2	1	2	5
'4'	23	21	18	21	21	24	20	20	21	21	19	20	21	19	17



'5'	17	22	23	20	21	17	14	15	21	17	20	19	21	21	21

### Section B (2): The Organising Task

EDUCATOR LEVEL & PRECODE	Item 2.1	Item 2.2	Item 2.3	Item 2.4	Item 2.5	Item 2.6	Item 2.7	Item 2.8	Item 2.9	Item 2.10	Item 2.11	Item 2.12	Item 2.13	Item 2.14	Item 2.15
DISTRICT FP EDUCATION SPECIALIST															
'1'															
'2'															
'3'															
'4'	3	2	5	3	2	2	2	4	5	3	3	2	3	2	3
'5'	33	34	31	34	34	34	34	32	31	33	33	34	33	34	26
SCHOOL PRINCIPAL															
'1'															
'2'	1			1											1
'3'	5	8	7	5	5	3	3	6	4	2		2	4		5
'4'	26	23	25	27	26	28	28	27	29	29	32	31	28	31	27
'5'	7	8	7	6	8	8	8	5	6	7	7	6	7	8	5
HOD															
'1'															1
'2'				1									1	1	1
'3'	7	5	7	1	1	2	4	5	3	2	2	2	3	5	5

'4'	24	22	20	25	23	21	20	24	22	21	21	20	19	17	19
'5'	12	16	16	16	19	20	19	14	18	20	20	21	19	20	16

### Section B (3): The Control Task

EDUCATOR LEVEL & PRECODE	Item 3.1	Item 3.2	Item 3.3	Item 3.4	Item 3.5	Item 3.6	Item 3.7	Item 3.8	Item 3.9	Item 3.10	Item 3.11	Item 3.12	Item 3.13	Item 3.14	Item 3.15	Item 3.16	Item 3.17	Item 3.18	Item 3.19	Item 3.20
DISTRICT FP EDUCATION SPECIALIST																				
'1'																				
'2'																				
'3'																				
'4'	1	2	2	2	3	2	2	3	3	2	2	2	1	1	1	1	2	1	2	3
'5'	35	34	34	34	33	34	34	33	33	34	34	34	35	35	35	35	34	35	34	33
SCHOOL PRINCIPAL																				
'1'																				
'2'	1	2	1			1	1		1	1	2	2	1				1			1
'3'	1	5	2	4	5	2	3	8	8	5	3	4	4	2	2	2	3	2	6	4
'4'	27	23	27	23	23	25	25	25	24	25	24	23	23	28	27	24	23	24	24	25
'5'	10	9	9	12	11	11	10	6	5	8	10	10	11	9	10	13	12	13	9	9
HOD																				
'1'																1	1	1	1	
'2'			1	2	1	1	2	2	3	2	2	1	2				1		1	

'3'	2	3	3	3	2	4	3	8	7	4	4	4	5	2	3	1	3	3	4	2
'4'	19	21	20	15	22	18	20	17	19	22	16	21	19	19	17	17	14	15	17	22
'5'	22	19	19	23	18	20	18	16	14	15	21	17	17	22	23	24	24	24	20	19

#### Section 4: The Leading Task and Leadership

EDUCATOR LEVEL & PRECODE	Item 4.1	Item 4.2	Item 4.3	Item 4.4	Item 4.5	Item 4.6	Item 4.7	Item 4.8	Item 4.9	Item 4.10	Item 4.11	Item 4.12	Item 4.13	Item 4.14	Item 4.15	Item 4.16	Item 4.17	Item 4.18	Item 4.19	Item 4.20
DISTRICT FP EDUCATION SPECIALIST																				
'1'																				
'2'																				
'3'																				
'4'	3	4	2	2	2	2	3	3	2	2	2	3	3	3	4	3	3	3	3	3
'5'	33	32	34	34	34	34	33	33	34	34	34	33	33	33	32	33	33	33	33	33
SCHOOL PRINCIPAL																				
'1'																				
'2'					1	1	2							1					1	
'3'	2	4	3	2	2	2	2	7	1	1	1	1	1	1	1	3	3	5	5	6
'4'	29	25	25	26	25	26	26	22	29	27	25	24	23	24	22	23	24	23	21	20
'5'	8	10	11	11	11	10	9	10	9	11	13	14	14	12	16	13	12	11	12	12
HOD																				
'1'				1				1						1					1	1
'2'							1		1	1		1						1		

'3'	4	3			2	3	3	3	4	1		2	1	2			2	3	2	4
'4'	23	23	24	22	19	21	21	19	22	22	22	18	19	20	20	23	21	19	21	19
'5'	16	17	19	20	22	19	18	20	15	18	20	21	21	19	22	19	19	19	19	19

### Section B (5): The drive for Quality in education

EDUCATOR LEVEL & PRECODE	Item 5.1	Item 5.2	Item 5.3	Item 5.4	Item 5.5	Item 5.6	Item 5.7	Item 5.8	Item 5.9	Item 5.10	Item 5.11	Item 5.12	Item 5.13	Item 5.14	Item 5.15	Item 5.16	Item 5.17	Item 5.18	Item 5.19	Item 5.20
DISTRICT FP EDUCATION SPECIALIST																				
'1'																				
'2'																				
'3'																				
'4'	2	2	1	1	1	3	3	1	1	2	1	1	1	1	1	2	2	3	1	1
'5'	34	34	35	35	35	33	33	35	35	34	35	35	35	35	35	34	34	33	35	35
SCHOOL PRINCIPAL																				
'1'																				
'2'							1									2	2			
'3'	3	1	2	2	1	3	1	4	2	3	3	1		2	3	4	1	7	2	2
'4'	26	25	27	25	26	24	27	24	28	25	24	25	27	24	22	20	25	21	23	24
'5'	10	13	10	12	12	12	10	11	9	11	12	13	12	13	14	13	11	11	14	13
HOD																				
'1'																				
'2'						1	1	1		1		1	1	1	1	2		2		

'3'	4	2	2	2	1	2	3	1	3	5		2	2	1	1	1	2	4		
'4'	23	22	22	21	22	20	21	21	22	19	20	17	18	19	19	16	21	19	19	21
'5'	16	19	19	20	20	20	18	20	18	18	23	23	22	22	22	24	20	18	23	20

EDUCATOR LEVEL & PRECODE	Item 5.21	Item 5.22	Item 5.23	Item 5.24	Item 5.25	Item 5.26
DISTRICT FP EDUCATION SPECIALIST						
'1'						
'2'						
'3'						
'4'	1	2	1	1	1	1
'5'	35	34	35	35	35	35
SCHOOL PRINCIPAL						
'1'						
'2'			1			
'3'	2	2	2	1	3	1
'4'	24	23	23	25	23	23
'5'	13	14	13	13	13	15
HOD						
'1'						
'2'	2		2		2	1

'3'	1	1	1		1	1
'4'	19	19	19	18	16	17
'5'	21	23	21	25	24	23