



Province of the Eastern Cape
DEPARTMENT OF EDUCATION
ISEBE LEZEMFUNDO
DEPARTEMENT VAN ONDERWYS
Private Bag X0032, BISHO, 5605, SOUTH AFRICA

CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

**Provincial Curriculum Guidelines
(PCG 03/2005)**

**Guidelines
for
Phase Committees
and
Learning Area/
Subject Committees**



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Enquiries: Mr S.P Govender

Tel: 040 608 4435

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Guidelines for Phase and Learning Area/Subject Committees

Preamble

1. This document is intended to formalise the role functions and activities of Phase and Learning Area/Subject/Field Committees
2. The stipulations of this document are binding on all curriculum personnel employed in the Provincial Education Department

1. Purpose

- To ensure ongoing curriculum planning, development, implementation, monitoring, evaluation and support.
- To mediate and facilitate Phase and Learning Area/Subject curriculum policies at Provincial, District and School levels.
- To liaise between the National Department of Education and the Province as well as between the Province and the Districts.

2. Rationale

Curriculum transformation in South Africa has prompted the need for the establishment of Phase and Learning Area/Subject/Field Committees. These committees will be instrumental in driving the implementation of the curriculum by highlighting the state of the Phase and Learning Areas / Subjects nationally, provincially and at district level so as to guide implementation and to deal with the challenges that might arise.

3. Organisational structure

3.1 Phase and Learning Area/Subject/Field Committees are established as sub-structures of:

- Curriculum Management Committee (CMC) at National level.
- Provincial Curriculum Co-ordinating Committee (PCCC) at Provincial level.
- District Curriculum Committee (DCC) for each Phase and Learning Area/Subject at District level.

3.2 Projects and sub-committees

- Projects will fall under the relevant Phase and Learning Area/Subject/Field Committee (e.g. Reading and Writing Promotion; Indigenous Knowledge Systems, etc).
- Sub committees may be formed to handle issues specific to Phases and Learning Areas/Subjects/Fields.

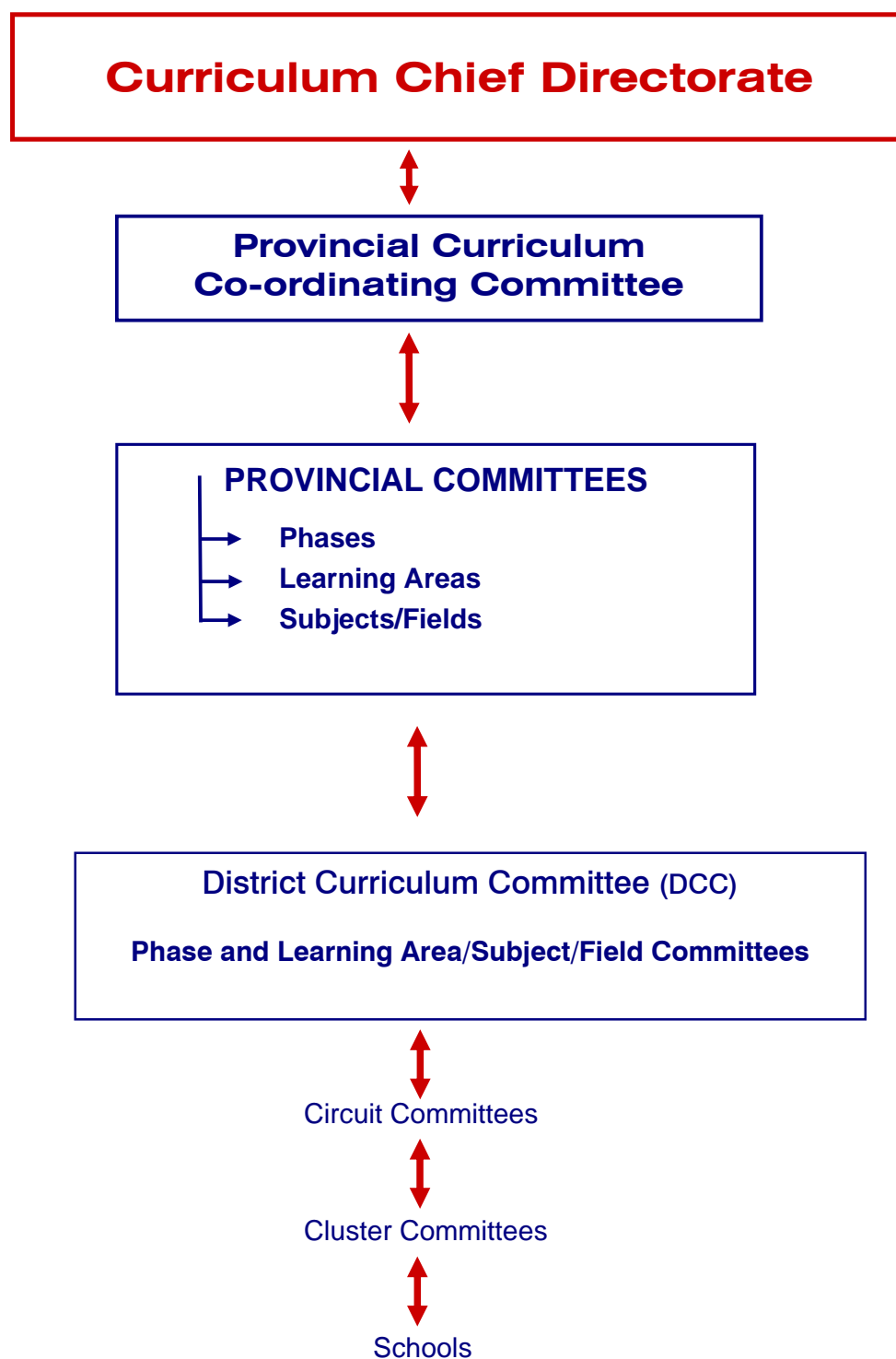
3.3 Transversal Issues

Phase and Learning Area/Subject/Field Committees will form linkages with other Directorates/Sections, for example:

- Human Rights and Inclusivity
- HIV/AIDS etc.

3.4 Organisational diagram

The following diagram illustrates the organisational structure and relationship between the various committees.



3.5 Reporting and accountability

The day-to-day operations of the Phase and Learning Area/Subject/Field Committee at district level will be managed by a Subject Advisor / First Education Specialist and at the Provincial level by the Deputy Chief Education Specialist. The Phase and Learning Area/Subject/Field Committees will advise and be accountable to the Provincial Curriculum Co-ordinating Committee (PCCC).

4. Composition of the committees

The composition of the Phase and Learning Area/Subject/Field Committee should ensure representivity of stakeholders at both provincial and district levels.

4.1 Membership

- All teachers in a particular Phase and Learning Area/Subject at circuit level qualify to be members of the committees.
- Elected representatives shall serve on the district committee.
- At district level, all Phase coordinators and Subject Advisors / First Education Specialists are expected to be members of their respective Phase and Learning Area/Subject/Field Committees.
- This implies that an official of the Department would be the chairperson of their respective Phase and Learning Area/Subject/Field Committees.
- At the Provincial level Deputy Chief Education Specialists are *ex officio* Chairpersons of their respective Phase and Learning Area/Subject/Field Committees.
- At each level, teacher unions should be represented whereby each of the four is entitled to one representative per committee, where applicable.
- Members who are absent for three consecutive Committee meetings without having informed the Chairperson or Secretary and without a good reason, shall be deemed to have resigned and their constituency will be informed accordingly.
- Members who resign will be replaced by their organisations with another representative who will serve for the remaining period of office.
- In order that consistency of membership prevails throughout the term of that particular Phase and Learning Area/Subject/Field Committee, organisations will be urged to ensure that nominees are committed to serving throughout the term of office.
- Organisations and other Directorates will be urged to ensure that their mandated representative, advocates and mediates the needs and interests of the Phase and Learning Area/Subject/Field; exercises critical judgment at a high level and is committed to a two-way communication process between the Phase and Learning Area/Subject/Field Committees and their constituency.

4.2 Co-opting of members

Persons may be co-opted for a special purpose related to Phase and Learning Area/Subject/Field matters. These persons may be co-opted as full members or for a period as determined by the committee. These can be individuals, members from other Directorates, NGO's etc.

4.3 Criteria for Inviting Members/Stakeholders

Criteria for inviting professional organisations will be as follows:

- Organisations that are actively involved in teaching/learning research, development and innovation at school, district and provincial level.
- Accredited institutions with a strong track record of offering programmes on Phase and Learning Areas / Subjects.

5. Structure of the executive committee

Each Phase and Learning Area/Subject/Field Committee shall have an Executive Committee comprising the Chairperson, Vice-Chairperson, a Secretary and four elected additional members. At all levels, the Chairperson will be a departmental official. Where this is not achievable, lead teachers may be elected. At cluster level, teachers shall be chairpersons. The election of the executive committee will be done annually.

The executive committee will be responsible for the following:

- Convene the Phase and Learning Area/Subject/Field Committee meetings at least three times per year.
- Handling routine matters of the Phase and Learning Area/Subject/Field Committee.
- Making operational decisions concerning teaching, learning and assessment issues
- Making recommendations to PCCC and DCC when there is insufficient time to call a full Committee meeting.
- Reporting back to the full Committee on such recommendations at the next meeting.
- Circulating the executive Committee meeting minutes to all Phase and Learning Area/Subject Committee members within one month after the meeting has taken place.

6. Duties and responsibilities of members of the executive committee

6.1. The chairperson

The Chairperson in his/her role as a leader and facilitator of the Phase and Learning Area/Subject/Field Committee will be responsible for the following:

- Convene an initial meeting of all stakeholders at which the Committee is launched and an Executive Committee is democratically elected.
- Convene and chair the Committee meetings (at least three per year).
- Chair the executive Committee meetings (at least once every two months).

- In collaboration with the Secretary:
 - Prepare the meeting agenda.
 - Write reports, including minutes and Annual Report
 - Handle correspondence on behalf of the Committee.
 - Ensure that minutes/reports are completed and forwarded to Provincial Curriculum Chief Directorate, PCCC and DCC.
- Represent the Committee on other committees' structures and in other curriculum related matters.
- If deemed necessary, the Chairperson can seek approval for additional Phase and Learning Area/Subject/Field Committee meetings.
- Arrange meeting venues for meetings.
- Update the Phase and Learning Area/Subject/Field Committee on new trends and developments, proposed policies, recent documents and publications pertaining to the Phase and Learning Area/Subject/Field Committee.

6.2. The vice chairperson

The Vice Chairperson will be responsible for the following:

- Chair meetings in the absence of the Chairperson.
- Support and promote the Phase and Learning Area/Subject/Field.
- Serve on the Executive Committee.
- Assist the Chairperson in all duties and responsibilities.

6.3. The secretary

The Secretary will be responsible for the following:

- In collaboration with the Chairperson, the Secretary will:
 - Prepare the agenda for the meeting.
 - Write reports, and handle correspondence on behalf of the Committee.
- Serve on the Executive Committee.
- Ensure the completion and safe keeping of the attendance registers.
- Take minutes at meetings.
- Circulate the notice of meetings, and agendas to members so that members receive them two weeks prior to meetings.
- With the chairperson's approval, circulate minutes within 30 days of the Phase and Learning Area/Subject/Field Committee meeting.
- Ensure the safekeeping of all records and correspondence of the Committee.
- Maintain an up-to-date list of members' contact details.

6.4. The additional members

The additional elected members will:

- Serve on the executive committee.
- Support and promote the Phase and Learning Area/Subject/Field.


The role of the additional member does not include substitution of either the Chairperson or the Deputy Chairperson.

7. Roles and responsibilities of the phase and learning area/subject committees

- Identify and stimulate research into innovative trends in the Phase and Learning Area/Subject/Field.
- Provide teachers with guidance on Assessment, including Continuous Assessment (CASS) and other appropriate Learner Assessment strategies
- Develop systems and templates for recording the progress of learners towards the attainment of Learning Outcomes
- Develop assessment tools for the Phase and Learning Area/Subject.
- Identify and advise on areas for teacher development in the Phase and Learning Area/Subject/Field.
- Advise on policy gaps and policy review in the Phase and Learning Area/Subject/Field.
- Ensure integration of the principles of the NCS into activities of the Phase and Learning Area/Subject/Field (e.g. Social Justice, Healthy Environment, Diversity, HIV/Aids etc.).
- Identify, recommend and co-ordinate curriculum reviews and research.
- Monitoring and evaluation of curriculum implementation.
- Provide a mechanism for consultation and support for schools, districts and the Province.
- Provide a platform for the facilitation and sharing of developmental work done in different schools and districts in the Province.
- Development and maintenance of the Phase and Learning Area/Subject item bank.
- Develop LTSM in support of Phase and Learning Area/Subject implementation excluding textbooks.
- Identify and advise on gaps in relation to LTSM.
- Co-ordinate evaluation processes on commercialised LTSM using approved criteria.
- Initiate, monitor and evaluate projects.
- Strengthen areas of cooperation and articulation between GET and FET schools.
- Participate in and contribute to the selection of markers, examiners and moderators.
- Initiate the promotion and development of each Phase and Learning Area/Subject/Field.
- Perform other functions as may be delegated from time-to-time by DCC, PCCC and Provincial Curriculum Chief Directorate.
- Present or submit minutes of meetings and reports to DCC, PCCC and Provincial Curriculum Chief Directorate on activities of their various committees.

8. Conclusion

1. Phase and Learning Area/Subject/Field Committees should fulfill a leadership and co-ordinating role at District and Provincial levels.
2. Currently, few functional curriculum committees exist at both Provincial and District levels. This situation compromises the quality and effectiveness of curriculum implementation.
3. All Curriculum personnel are expected to ensure that they are familiar with the entire content of this document and that every effort is made to establish the structures as prescribed to ensure continuous and meaningful communication at the various levels of curriculum delivery and implementation in the province.
4. Whilst staffing constraints may have been a stumbling block to the establishment of committees, it is important that a concerted attempt is made to initiate the formation of curriculum committees.



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S.P. Govender
Chief Director: Curriculum Management

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