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 05/2006)

ON-SITE SCHOOL SUPPORT

Organising and Conducting Support Programmes for Schools and Teachers

Siyasebenzisana • Working Together • Samewerking

Chief Directorate: Curriculum Management

Siyasebenzisana • Working Together • Samewerking

Provincial Curriculum Guidelines: (PCG 05/2006)

ON-SITE SCHOOL SUPPORT

**Organising and Conducting
Support Programmes for Schools and Teachers**

A. Preamble

1. *Provincial Curriculum Guideline 05/2006: Organising and Conducting Support Programmes for Schools and Teachers* (herein referred to as PCG 5/2006) is intended to formalise the nature, purpose, planning, organisation and implementation of school support visits by curriculum personnel of the Eastern Cape Department of Education.

2. The document gives substance to *Role Function 4: To provide teachers with on-site support* as described in *PCG 04/2005: Role Functions and Responsibilities of Curriculum Personnel.*

3. The primary target audience of PCG 05/2006 is provincial and district curriculum personnel. The recipients of school support are, by implication, all teachers in Eastern Cape schools.

4. The Work plans and Work plan agreements of all curriculum personnel should reflect aspects of PCG 05/2006.

5. The content of PCG 05/2006 is the result of input obtained from all provincial curriculum personnel through a consultative process held at the Education Leadership Institute from 14 -16 February 2006. The final draft document was then distributed to all relevant stakeholders including Teacher Unions for comment and input.

6. The stipulations of PCG 05/2006 contained herein are binding on all curriculum personnel employed in the Eastern Cape Department of Education.

B. Background

Conducting school support visits is an ongoing developmental process. It involves supporting teachers in a transparent manner at school and classroom level. During a school support visit, the teaching and learning process is supported and mechanisms to improve teaching strategies are shared. It is also an essential component for ensuring effective curriculum implementation at classroom level.

C. Principles of school support

The following guiding principles of school support underpin the development of PCG 05/2006:

School support:

- *ensures teacher development and support*

- *Involves transparent and democratic processes*

- *minimises subjectivity through transparency and open discussion with teachers*

- *emphasises teacher's feedback and reflection as a critical factor*

- *recognises good practice as well as areas in need of improvement*

- *encourages continuous teacher development*

D. Purpose of school support

The purpose of conducting school support visits is to:

- provide support to teachers for continuous growth and development

- identify successes and challenges in the implementation of the National Curriculum Statement (NCS)

- ensure quality school-based curriculum development that will culminate in quality teaching and learning

- contribute to the process of evaluating a teacher's performance and to promote accountability.

A core function of curriculum personnel is to visit schools and support teachers on a regular basis. In recent years the NCS training workshops became the primary focus of curriculum personnel and this has led to a significant lack of school support programmes. PCG 05/2006 has been developed to guide curriculum personnel in providing on-site support to teachers.

E. Intervention strategies for school support

The purpose of school visits can be achieved by using a variety of intervention strategies. The table below identifies some of these strategies:

Strategy	Description	Recommended for…
Demonstration lesson	A curriculum official or a teacher, who has mastered a particular skill, delivers a lesson for other teachers in the school to observe. A lesson-debriefing instrument is developed to guide observations. At the end of the lesson, or at the end of the school day, the curriculum official engages with teachers in a mini-workshop or directed discussion about the lesson.	…a group of teachers who are all trying to master the same new skill or method.
Co-operative planning	A particular lesson or activity is co-planned with the curriculum official. In this way, opportunities are created for planning processes to be modelled and reinforced. It builds confidence in teachers as the risk of implementing a new innovation is shared with the curriculum official. Co-planning is particularly effective if it is followed by a team teaching demonstration lesson.	…a group of teachers who are trying to implement a new way of planning to best support the lesson.
Team teaching	This approach works best when a process of co-operative planning has preceded the teaching of the lesson. During the planning stage, specific roles are allocated. Team teaching works best when the same lesson is taught to more than one class. In this way, it is possible to teach – reflect – revise and then teach again.	…a group of new or inexperienced teachers trying out new teaching methods and techniques or teachers focusing on specialized areas and aspects of a particular subject/learning area
Mediating reflection (post lesson focus group discussions)	An approach used for a group of teachers in a school who have a particular issue or challenge with regard to classroom practice, for example, managing a large class. The curriculum official encourages experimentation and enquiry. Reflections are recorded and shared in a focus group discussion. Effective strategies to deal with the issue are identified and implemented.	…a group of teachers who share a common issue or challenge about classroom practice.
Whole-school workshop	In some cases school support visits may take the form of a workshop with the whole staff of the school. For example, the development of an assessment policy for the school.	…a school that wishes to develop its own teaching and learning policies and strategies.
Lesson observation	The curriculum official observes a few lessons in the school. The instrument for observation is agreed in advance and teachers are clear about what will be discussed afterwards.	… curriculum officials, subject heads etc. to monitor the implementation of new skills or teaching methods, as well as observing the NCS being implemented

F. District curriculum school-based planning

All school visits should be implemented within the context of a broader district-based *Curriculum School Support Plan* (CSSP). It is the responsibility of the District CES Curriculum to co-ordinate the development and ongoing maintenance of the plan. The components of the CSSP should include the following:

1. Data gathering for support

- A clear indication of which curriculum personnel are responsible for which Phase/Learning Area/Subject/Field
- Biographical data of each teacher per Phase/Learning Area/Subject/Field for example; age, gender, qualifications, number of years teaching in the Phase/Learning Area/Subject/Field etc.
- Data on the number of teachers per Phase/Learning Area/Subject/Field
- A structural breakdown of committees at district, circuit, cluster and school level
- The names of the chairperson and members of each of the above committees

2. Managing school support

- An overall schedule clearly outlining dates and number of visits per curriculum official. The schedule should be in line with the stipulated number of visits per curriculum official as per provincial directive
- A record of actual support visits conducted by each curriculum official
- A record of teacher's needs for the Phase/Learning Area/Subject/Field
- Indicators for further support needed, for example, where curriculum implementation deviates from national policies and provincial guidelines
- Copies of recording and reporting instruments
- Procedures for reporting on school visits
- Procedures for the development of a final report indicating the state of teaching and learning in the district as a result of information obtained from school visits. The report could make provision for a system to grade schools in terms of the nature and scale of support required. In this way, only the most needy schools will be prioritised for more intensive support.

G. The role of the CES, DCES and SES in school support

	Chief Education Specialist (CES)	Deputy Chief Education Specialist (DCES)	Senior Education Specialist (SES) and other curriculum officials
PLANNING	Facilitates the development of District CSSP *(ensures integration with overall district plan and strategic plan of the provincial department).* Ensures linkages with Management and Governance in the acquisition of and access to essential teacher/school data.	Ensures all necessary data is collected per phase, is accessible and regularly updated. Draws up a plan of school support visits per Phase.	Plans templates for all necessary data to be collected. Develops monthly and weekly itineraries for school support visits. Engages in joint-planning with other curriculum personnel, for example, to arrange transport.
ORGANISING	Ensures budget is available for school visits to take place. Ensures effective communication of programmes. Advocates the role and importance of school visits at principals' meetings.	Ensures that stationery, venues, training materials are available for school visits. Provide guidance in the development of school visit tools and instruments in conjunction with Curriculum SESs. Evaluates tools developed and ensures the tool is appropriate to the nature of the visit.	Ensures effective communication with schools indicating the time and purpose of the school visit. Prepares all tasks reflected in respect of the visit, such as development/refinement of recording and reporting instrument, agendas, materials development etc.
LEADING	Holds monthly meetings with DCES, SES to discuss feedback from school visits. Prepares reports on school support visits and presents to SMS, PCCC etc. Determines the purpose of school visits and makes decisions regarding the prioritising of schools for future support.	Holds regular meetings with SES to reflect on school support visits conducted and to group findings for further support. Analyses individual school support reports of SESs and prepares consolidated report for CES. Visits own sample of schools.	Draws up weekly itineraries and submits to DCECs. Visits schools and support teachers. Writes individual school visit reports. Mentors, supports and guides teachers in identified areas of need.
CONTROLLING	Monitors the number of school support visits conducted and the findings to suggest further action. Includes school visits in Work Plan and Performance Management & Development Systems (PMDS).	Reviews plan of school support visits every quarter to determine outstanding needs; provides feedback to CES.	Monitors implementation of changes in practice by teachers.

H. Curriculum SES planning for school-based curriculum support

Curriculum officials are required to thoroughly prepare for school support visits **before, during** and **after** the visit. In this section guidelines are provided for each of these critical stages of a school support visit.

<div align="center">

BEFORE THE VISIT

</div>

Determine the purpose for the visit

☞ A clear purpose for each school visit should be determined.

☞ The purpose should be informed by the needs analysis conducted prior to the intended visit or informed by requests from schools/teachers.

☞ All school visits should take place in line with the CSSP. Once-off, ad hoc visits to schools should be avoided.

Develop reporting and recording instrument

☞ An appropriate *recording and reporting instrument* should be developed by the curriculum official in support of the purpose identified.

☞ **Annexure 1** provides a standardised instrument that can be used for school support visits. The annexure provides for the *reporting* of activities during the school visit. The *recording* instruments for classroom observation, audit information, needs analysis etc. should be developed by the curriculum official in accordance with the specific purpose of the visit and be attached to the annexure.

☞ The *recording and reporting instrument* is an important piece of evidence indicating that the visit has been conducted; it provides critical data on the teaching and learning situation in schools to inform district planning and is critical for reporting purposes.

Sending notices to schools

☞ Schools should receive an official notice regarding the intended visit well in advance.

☞ The purpose of the school support visit should be clearly communicated as well as the exact date and time of the intended visit.

☞ For the purposes of transparency and openness, a copy of the *recording and reporting instrument* to be used must accompany the notice to schools (if applicable).

☞ Where possible, the curriculum official should make a courtesy telephone call to the principal the day before the intended visit to serve as a reminder.

Procedures for preliminary interaction

☞ On arrival, the curriculum official should report to the principal/deputy principal/HoD of the school.

☞ A brief meeting should be held with relevant personnel to discuss the purpose and procedures for the visit.

Procedures for teacher interaction

☞ As far as possible, school visits should include classroom interaction visits.

☞ There are a number of reasons for conducting school visits. Broadly these can be divided into two main categories, namely **monitoring visits** and **support visits**.

  ☐ Curriculum visits for **monitoring purposes** could include:

  - To conduct a needs analysis in the Phase/Learning Area/Subject/ to determine the needs of teachers in respect of gaps in content knowledge, teaching methodologies and assessment practices.

  - To monitor and support the implementation of the NCS curriculum and its related policies in terms of:
    - ⇨ planning systems
    - ⇨ classroom management and organisation
    - ⇨ resource development and management
    - ⇨ the implementation of lesson plans
    - ⇨ assessment

  - To initiate, support and monitor the implementation of action research initiatives amongst teachers

  - To support and monitor LTSM selection, utilisation, and management

  - To support and monitor the implementation of special projects, for example, Matric Intervention Programme (MIP), NGO initiatives etc.

  - To ensure that schools have received and are using NCS policy and other related policy documents

  - To support and monitor the implementation of specific assessment and examinations issues such as:
    - ⇨ compliance with CASS policy
    - ⇨ moderation of oral and other practical assessments
    - ⇨ recording and reporting procedures in line with the National Assessment Protocol
    - ⇨ promotion and progression procedures and exams.

  - To visit schools at the beginning of each academic year to determine curriculum readiness and whether enabling environments have been created for teaching and learning to commence

- To support and monitor the functionality and maintenance of the following curriculum structures:
    - ⇨ Phase/Learning Area/Subject committees
    - ⇨ Assessment committee
    - ⇨ LTSM committee
    - ⇨ School Library committee etc.
- ☐ Alternatively, schools can be visited to provide **specific support** such as:
    - To conduct on-site support training workshops at either individual school level or school cluster level on identified needs.
    - To address specific needs as identified by individual schools
    - To address generic aspects of teaching practice such as classroom management, discipline, dealing with large classes, optimal utilisation of resources, multi-level/grade teaching etc.
    - To establish and support the maintenance of curriculum structures in schools such as Learning Area/Subject/Field committees, Assessment committee, LTSM committee, School Library committee etc.
    - To address teachers needs in terms of:
        - ⇨ Planning, assessment and classroom implementation
        - ⇨ Resource development and management
        - ⇨ Content knowledge development
        - ⇨ Teaching and learning methodologies etc.

☞ Once the curriculum official is satisfied that the purpose of the visit has been achieved, immediate feedback should be provided to the relevant personnel involved.

☞ As far as possible this meeting should take place in a private space and must be conducted professionally.

☞ The curriculum official should remind those involved about the primary purpose of the visit, work through the *recording and reporting instrument* and provide immediate feedback and recommendations to teachers.

☞ The interaction should not be one-sided and teachers should be given sufficient opportunity to share and reflect on their own practice.

☞ The interaction in the feedback meeting should be conducted in an empowering and developmental manner, highlighting positive aspects of the teaching and learning situation as well areas requiring improvement (*Refer to Section C: Principles of school support).* Where possible, practical tips and suggestions for improvement should be provided.

☞ At the end of the meeting, based on the outcome, the curriculum official should clearly negotiate further intervention procedures. As far as possible, specific dates for follow up should be established and agreed upon before leaving the school.

Procedures for final interaction

☞ Ensure that the relevant personnel sign the *recording and reporting instrument* before leaving the school and provide copies, either immediately or at a later stage.

☞ At the end of the visit, return to the principal's office, provide feedback about the visit, dates for further intervention (where applicable) and sign the school's visitor book.

AFTER THE VISIT

☞ On returning to the office, the curriculum official should carefully analyse the *reporting and recording instrument.*

☞ Once a week the curriculum official should compile a summary of findings and trends emerging from school visits.

☞ These trends should then be discussed at Phase/Learning Area/subject meetings organised by the CES/DCES – all curriculum officials should be present at this meeting.

☞ The team should decide upon intervention strategies in respect of the findings in order to ensure school visits address the prioritised needs of teachers/schools.

☞ These recommendations should then be reflected in curriculum official's work plans for the new academic year thus ensuring school support visits meet the needs of teachers/schools.

I. Conclusion

The level of curriculum implementation and the quality of teaching and learning in schools is best determined by conducting regular visits to schools and individual classrooms. Although this may at times be a time-consuming and expensive exercise, it is important that opportunities to support teachers at school and classroom levels are used optimally. Hence, PCG 05/2006 provides curriculum personnel with practical guidelines and procedures to ensure that this can be operationalised.

Whilst budget constraints and inadequate staffing are likely to pose certain challenges, it is expected that all curriculum personnel shall embrace and action this guideline document. It is crucial that school support visits begin to feature prominently in action plans, work plans and weekly itineraries of curriculum personnel. The Chief Directorate Curriculum Management, at both provincial and district levels, must demonstrate a sincere and total commitment to support continuous teacher development, as well as to improve the overall quality of teaching and learning in our province.

………………………………………..

SP Govender   **30 November 2006**
Chief Director: Curriculum Management

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

Chief Directorate: Curriculum Management
Siyasebenzisana • Working Together • Samewerking

ANNEXURE 1: REPORTING AND RECORDING INSTRUMENT FOR SCHOOL SUPPORT VISITS

Name of District: ………………………….…   **Date:** ………………….……………

Name of Curriculum Official: …………………………………….……

Please indicate the primary purpose of your visit and the nature of interaction in the table below:

A. PURPOSE OF THE VISIT

Purpose of the Visit	*Please indicate (✔) if the <u>primary reason</u> for visit is for monitoring, support purposes or both*	
	Monitoring	**Support**
NCS IMPLEMENTATION		
➔ **NCS Planning**		
➔ **NCS Assessment**		
➔ **NCS Classroom implementation**		
➔ **Content knowledge development**		
CLASSROOM PRACTICE		
➔ **Teaching and learning methodologies**		
➔ **Classroom Management/organisation**		
➔ **Resource development/management**		
LTSM		
➔ **Selection/utilisation/management**		
CURRICULUM COMMITTEES		
➔ **Establishment/functionality**		
OTHER		
➔ **Needs Analysis**		
➔ **Data Collection**		
➔ **Learner support and welfare**		
Not specified above (Please indicate): ....… …………………………………….........…		

Please indicate (✔) the nature of interaction to be used during the visit:

- ☐ Classroom visit
- ☐ Demonstration lesson
- ☐ Co-operative planning
- ☐ Team teaching
- ☐ School-based workshop
  - ☐ Grade teachers
  - ☐ Phase
  - ☐ SMT
  - ☐ Whole staff
  - ☐ Other *(specify)*
  ……………………
- ☐ Meeting *(please specify)*:
………………………………
………………………………
- ☐ Cluster workshop
- ☐ Presentation
- ☐ Interview
- ☐ *not specified above (please indicate)*
………………………………
………………………………

PCG 05/2006

B. SCHOOL VISIT INFORMATION

Name of School: …………………………………. **EMIS No.** …………………

Name of Principal: …………………………………………

Name/s of teacher/s visited:

…………………………………… ……………………………………………

…………………………………… ……………………………………………

…………………………………… ……………………………………………

Name of District Curriculum Official: …………………………………………………

Designation: **SES** ☐ **DCES** ☐ **CES** ☐ | **FP** ☐ **IP** ☐ **SP** ☐ **FET** ☐

Other (*please specify*): ………………………

Learning Programme/Learning Area/Subject: ……………………………………

Other (*please specify*): ………………………

B. OUTCOMES OF SCHOOL VISIT

Section A provides a quick reference as to the purpose of the visit and the nature of interaction. In this section, please provide more specific details.

Details of purpose of visit: (be specific, e.g. *to assist in the development of lesson plans*)

………

………

………

………

Nature of interaction: (indicate sequence e.g. classroom observation, group discussion, individual meeting etc.)

………

………

………

………

PCG 05/2006

C. REPORT ON SCHOOL VISIT

Activities

....

....

....

....

Highlights of Visit (include strengths, positive comments about school/teachers/learners etc.)

....

....

....

....

Challenges (include specific problems, concerns etc.)

....

....

....

....

....

Recommendations/follow up activities (address each challenge identified above and
indicate strategies as well as timeframes for further assistance)

....

....

....

....

....

....

....

....

D. COMMENTS

Teacher/s comments

....
....
....
....
....
....

Teacher/s signature: ……………………………………………………………………

Curriculum Official: Overall Comment

....
....
....
....
....
....
....
....

………………………………………
Name of Curriculum Official

………………………………………
Signature

School stamp

………………………………………
Name of Principal

………………………………………
Signature

…………………
Date