



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

**Provincial Curriculum Guidelines
(PCG 08/2007)**

**On-Site Curriculum Support:
Districts, Schools and
Classrooms**



CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

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Enquiries: Mr. S.P. Govender Tel: 040 608 4435 Date: 20 October 2007

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A. Preamble

1. This Guideline document is intended to formalise the procedures and expectations of Teachers, Heads of Departments and Curriculum Advisors of Phase and Learning Areas/Subjects/Fields during District, School and Classroom observation, monitoring and support visits.
2. Moreover, it is intended to complement PCG 05/2006 entitled “*On-Site School Support: Organising and Conducting Support Programmes for Schools and Teachers*”.
3. PCG 08/2007 is a product of deliberations and inputs from teachers, Curriculum Advisors and Provincial Curriculum Planners at the Subject Advisors meetings held in Port Elizabeth and Mthatha on the 7th - 8th February and 14th – 15th March 2007 respectively.
4. The final draft of this document was circulated to Teacher Unions for comment.
5. The stipulations contained in this document are binding on all curriculum officials and school based personnel employed in the Provincial Education Department in the Eastern Cape.

B. Purpose

This document, PCG 08/2007, is intended to:

- ☐ Facilitate the provision of support to teachers and assist them to implement curriculum effectively.
- ☐ Ensure ongoing curriculum planning, development, implementation, monitoring and evaluation.
- ☐ Mediate and facilitate Phase and Learning Area/Subject curriculum policies at Provincial, District and School levels.
- ☐ Provide an interface between the National Department of Education and the Province as well as between the Province and the Districts.
- ☐ Assist in determining the level of compliance of the National Curriculum Statement (NCS) at District and School level.
- ☐ Review the impact of curriculum implementation according to Provincial and National policies.
- ☐ Ensure remediation so that the quality of teaching and learning can be improved.

C. Rationale

Curriculum transformation in South Africa has prompted the need for constant monitoring and evaluation so as to inform the methods and strategies and levels of support to districts and schools by relevant officials.

The findings derived from these instruments will serve as indicators for the level of compliance in the implementation of the National Curriculum Statement (NCS) at District, School and Classroom level.

This PCG emphasises the developmental and supportive nature of District, School and Classroom visits.

D. Structure of the PCG

There are 3 distinctive tools that constitute the essence of observation, monitoring and support programmes. These are as follows:

1. District Monitoring and Support Tools:
 - ☐ General Education & Training Schools (Annexure 1)
 - ☐ Further Education & Training Schools (Annexure 2)
2. A Generic School/School Management Team Compliance Tool (Annexure 3)

3. Classroom Monitoring and Support Tools:
- ☐ Early Childhood Development/General Education & Training (Annexure 4)
 - ☐ Further Education & Training (Annexure 5)

E. Guidelines for the use of the Observation, Monitoring and Support tools

Provincial and District Curriculum Officials should administer these tools when monitoring and providing curriculum support to District Officials and teachers respectively.

The following guidelines should be adhered to:

1. As this PCG complements PCG 05/06 which focuses on on-site school support, the stipulations contained therein must be complied with before these tools can be used.
2. Copies of the observation, monitoring and support tools must be issued prior to any visit to a district, school or classroom.
3. The applicable monitoring tool must be completed in the presence of the classroom teacher or District Curriculum Official being monitored and supported.
4. A copy of the completed, signed and dated tool must be given to the person being monitored and supported, for inclusion in the individual's portfolio after the visit.
5. In completing the monitoring and support tool, officials should, where possible, collect copies of supporting evidence of the criteria listed in the tools to inform the written report of the visit.
6. Comments in the relevant column of the tools listed as Annexures 1 - 5, should be written clearly to provide comprehensive information for the compilation of reports.

F. Follow-up strategies to be considered after the implementation of the Monitoring and Support Tools

The findings from the administered tool can be used for the following purposes:

- ☐ Sharing of good practices between institutions
- ☐ Planning for Professional Development programmes of District Curriculum personnel and teachers
- ☐ Planning for targeted intervention workshops in terms of content, methodologies and classroom practice
- ☐ Informing the mode of professional development at Provincial, District and School levels

- ☐ Informing the cyclic nature of curriculum planning and development
- ☐ Informing the planning and development of curriculum issues at district and school level.

G. Conclusion

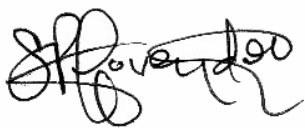
School visits conducted by Curriculum Officials to date have been limited and focused mainly on auditing of curriculum structures, curriculum documents, LTSM and workshop attendance. Such visits have therefore not yielded sufficient information about the levels of implementation of the NCS.

To this end, the PCG 08/2007 is intended to supplement the dearth of information with regard to what is actually happening in classrooms in order for Curriculum Advisors to provide adequate support to teachers where necessary.

It is essential that not only school support visits begin to feature prominently in action plans, work plans and weekly itineraries of curriculum personnel but also intensive classroom visits so that teachers can be supported in a practical and realistic manner.

This PCG 08/2007 together with PCG 05/2006 must therefore be used extensively in the planning and execution of classroom monitoring and support visits.

All officials in 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. After all, teachers hold the key to the effective and efficient implementation of the National Curriculum Statement in our schools.



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S.P. Govender
Chief Director: Curriculum Management

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