



Province of the
EASTERN CAPE
EDUCATION

OFFICE OF THE SUPERINTENDENT GENERAL: EDUCATION

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CIRCULAR 2 OF 2015

TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS: CURRICULUM MANAGEMENT
CHIEF EDUCATION SPECIALISTS: MANAGEMENT & GOVERNANCE
CHIEF EDUCATION SPECIALISTS: EDUCATION SOCIAL SUPPORT SERVICES
DEPUTY CHIEF EDUCATION SPECIALISTS
SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF PUBLIC AND INDEPENDENT SCHOOLS
SCHOOL GOVERNING BODIES
TEACHER UNIONS

FROM: ACTING SUPERINTENDENT-GENERAL

SUBJECT: FRAMEWORK FOR THE ROLLOUT OF SUPPORT TO GRADES 8 & 9 TEACHERS IN ORDER TO IMPROVE GRADE 9 LEARNER OUTCOMES FOR MATHEMATICS IN THE ANNUAL NATIONAL ASSESSMENTS IN 2015 AND BEYOND

DATE: 21 JANUARY 2015

1. INTRODUCTION

- 1.1. On 03 December 2014, the national Department of Basic Education (DBE) requested provinces to attend an urgent meeting in order to formulate an intervention to address the poor performance of Grade 9 Mathematics learners as evidenced by the results in the 2014 Annual National Assessment (ANA).
- 1.2. In this regard, provinces, together with the DBE formulated a framework which is aimed at ensuring that teachers are trained and supported in the implementation of the Mathematics curriculum over an extended period of time during the course of the academic year.
- 1.3. Through the implementation of the programme, known as the *"One plus Four (1+4) Framework"*, it is envisaged that a significant improvement in learner performance in Mathematics will result in the Senior Phase, and that this will be evidenced in the 2015 ANA.

2. BACKGROUND

- 2.1. The 2014 Annual National Assessment (ANA) was the third year of implementation of nationally standardised tests in Languages and Mathematics in South Africa.
- 2.2. The results of the ANA is particularly problematic in the Senior Phase, in that it has not delivered the expected Learner Outcomes (performance) as envisaged. In this regard, the performance of Learners in Mathematics has been exceptionally poor as shown by the national average obtained in Grade 9 over the last three years as follows:

Grade 9	Mathematics Average Percentage Mark
2012	13
2013	14
2014	11

- 2.3. It is also noted that the performance of learners at a district level reflects a similar trend, and there has been a drop in learner performance in Mathematics in nearly all districts.
- 2.4. Due to this scenario, the National Minister and the Department of Basic Education has resolved to implement a drastic intervention programme in order to turn the picture illustrated above, around.
- 2.5. This has led to the development of the *“One plus Four Framework”*, which is explained in the section below.

3. “ONE PLUS FOUR FRAMEWORK”

- 3.1. The *“One plus Four Framework”* is a model that aims to ensure that teachers are adequately prepared and skilled to deliver on the Mathematics curriculum in the Senior Phase.
- 3.2. It further seeks to address all the topics in the Mathematics curriculum, so that teachers can confidently and competently ensure that learners are able to master the requisite mathematical content by the end of the Senior Phase (Grade 9).
- 3.3. The model will be applied across all 9 provinces and will be implemented over an extended period of time, namely, from February 2015 to October 2015.
- 3.4. The model is a decentralised one. Teachers will meet within circuits on the first day of a weekly cycle. They will clarify and plan for the implementation of the Grade 8 & 9 Mathematics for a weekly teaching, learning and assessment cycle. In other words, the *“One”* refers to *“Day 1”* of a 5-day cycle on which teachers are *“prepared”* to deliver on the curriculum over the following 4 days.
- 3.5. However, due to the rural nature of the Eastern Cape Province (ECP), and after engagements with the relevant District officials in 3 Cluster meetings, it was agreed that in the Eastern Cape, engagements within circuits would take place on a fortnightly basis.

3.6. The model is thus illustrated as follows for the month of February 2015, **AS AN EXAMPLE**:

FEBRUARY 2015						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

3.7. On 02 February 2015, teachers will meet at a central venue within their circuits. The circuit meetings will be led by a Subject Advisor, or a trained Lead Teacher. Specific topics will be dealt with during the course of the day, which will commence at 08h00 and conclude at around 15h00, which constitutes a normal working day. These professional development sessions will be organised under the auspices of the District Offices within each of the 23 Educational Districts of the Eastern Cape Province.

3.8. Similarly, on the 16 February 2015, teachers will again meet under the stewardship of the Mathematics Subject Advisor and/ or Lead Teacher, reflect on the previous two weeks of implementation, and engage with the mathematical content of the curriculum to be taught, learned and assessed over the following two weeks.

3.9. This model will be followed and implemented over a period up to October 2015. For the model to succeed, it is therefore crucial that a number of structures, systems, processes and procedures be in place at all levels of the educational system. These will now be outlined in the following sections.

4. PROVINCIAL LEVEL PREPARATIONS AND RESPONSIBILITIES

4.1. In order to ensure system readiness for the implementation of the *“One plus Four Framework”* model, the Provincial Head Office embarked on a series of consultative meetings with District Offices in 3 Clusters. The following information was shared and advocated:

- 4.1.1. The *“One plus Four Framework”* model (which is essentially a mode of teacher professional development, as opposed to *“once-off”* training).
- 4.1.2. The role of Subject Advisors and Lead Teachers.
- 4.1.3. The cycle of teacher support (It was agreed that a feasible cycle would be every two weeks).
- 4.1.4. District logistics that would need to be in place for the model to work efficiently and effectively
- 4.1.5. The development of District Implementation Plans to ensure a state of readiness by the beginning of February 2015.
- 4.1.6. The selection of Lead Teachers in order to ensure that the circuit-based system of support is able to succeed.
- 4.1.7. The selection of appropriate venues for the hosting of the professional development sessions within circuits.
- 4.1.8. An effective communication mechanism to ensure that District officials, School principals, teachers and parents are informed of the process.

5. DISTRICT LEVEL PREPARATIONS AND RESPONSIBILITIES

- 5.1. In order to ensure District readiness for the implementation of the *“One plus Four Framework”* model, District Offices should ensure that the necessary structures, systems, processes, procedures are in place for the successful implementation of the *“One plus Four Framework”* model at a District Office and School level. These is outlined as follows:
- 5.1.1. Each District should furnish the Provincial Head Office with its plans in respect of each of its circuits. These plans should also be made available to school principals during engagements in meetings with them.
 - 5.1.2. Effective and efficient communication in respect of the *“One plus Four Framework”* model should be implemented at all levels of the district education system (i.e. District Management, School Management, Teachers and School Governing Bodies).
 - 5.1.3. Formally appoint Lead Teachers who are identified to lead the professional development sessions within circuits on a form, signed by the District Director (SEE ANNEXURE A).
 - 5.1.4. District Directors should ensure that Lead Teachers submit completed Acceptance/ Declaration Forms prior to commencement of their duties (SEE ANNEXURE B).
 - 5.1.5. The participation of Education Development Officers is crucial to the success of the programme, as these officials are directly linked to School Management Teams, who are responsible for leadership, management and effective implementation of Curriculum at school level.
 - 5.1.6. The necessary logistical arrangements should be made ahead of the commencement of the programme (including arrangements of central venues within each circuit, distribution of Lead Teachers and Subject Advisors, etc.).
 - 5.1.7. The necessary administrative arrangements should be undertaken to ensure that proper records of the process are kept (School Lists of expected participants, attendance registers, district notices to schools, reports, etc.).
 - 5.1.8. All schools are to be informed that attendance is mandatory, and that implementation is non-negotiable.
 - 5.1.9. Agendas should be drafted so that teachers are able to prepare for the topics to be dealt with on a fortnightly basis ahead of time.
 - 5.1.10. Monitoring of the process should be undertaken by district management, EDO's, etc.
 - 5.1.11. Subject Advisors and Lead Teachers should be prepared for each of the contact sessions with the Grades 8 & 9 teachers. In this regard, Subject Advisors should engage in a preparatory meeting prior to commencing each of the Professional Development Cycles.
 - 5.1.12. The necessary materials should be made available as may be required by the programme.
 - 5.1.13. The District Office should also ensure that the necessary transport arrangements are in place for Lead Teachers who are unable to access transport for themselves, and provide authorisation through the District Director for Lead Teachers to utilise their own transport as may be required.
 - 5.1.14. It is also crucial that the Learning Facilitators at a District Office level be engaged to support learners who, during the implementation of the programme, are identified for additional support.

6. SCHOOL LEVEL PREPARATIONS AND RESPONSIBILITIES

- 6.1. School principals are required to provide the District Office with a List of Grades 8 & 9 teachers who should attend the professional development sessions.
- 6.2. School Management Teams are required to ensure that the time-table of the school is adjusted to compensate for the following:
 - 6.2.1. The absence of the Mathematics teacher(s) on day 1 of each cycle.
 - 6.2.2. The additional time for the Grades 8 & 9 Mathematics teachers on Days 2-5 of the cycle.
 - 6.2.3. The inclusion of time on day 1 of the cycle for another subject(s) when the Grades 8 & 9 teacher attends professional development sessions.
- 6.3. Monitor the attendance of teachers on each professional development day of the cycle.
- 6.4. Ensure implementation as expected by each teacher on return from professional development sessions (i.e. teaching, learning and assessment).
- 6.5. Liaise with District Offices in respect of learners who are identified for additional support
- 6.6. Attend meetings called by the District Office in respect of the *"One plus Four Framework"* model.
- 6.7. Provide reports as may be requested on the implementation of the professional development model.

7. TEACHER PARTICIPATION AND RESPONSIBILITIES

- 7.1. All teachers of Grades 8 & 9 Mathematics are required to attend the professional development sessions on the first day of each cycle.
- 7.2. This means that Grades 8 & 9 teachers will attend a professional development session for the duration of a full working day at a venue close to their school within the circuit in which they teach.
- 7.3. Teachers are required to sign an attendance register on each day of attendance.
- 7.4. Teachers are also required to ensure implementation of the Mathematics curriculum in line with the Annual and Weekly Teaching Plans, following each of the professional development sessions for the duration of the 2015 academic year.
- 7.5. It is also important that teachers raise and discuss problematic areas of the curriculum in the professional development sessions in order ensure that the problematic aspects of the curriculum are resolved.
- 7.6. Since the duration of the professional development session is a full working day, teachers should bring along their own refreshments to each session.

8. CONCLUDING REMARKS

- 8.1. The success of the *"One plus Four Framework"* model is dependent on the full participation and commitment of all role players at each level of the education system.
- 8.2. District Directors should ensure that the programme is effectively understood and communicated to all District officials.
- 8.3. Similarly, the support of School principals and the participation of teachers is crucial for the effective accomplishment of the aims and objectives of the programme.
- 8.4. The implementation of the programme will be monitored and evaluated by both the national Department of Basic Education (DBE) as well as the provincial department.
- 8.5. The support and commitment of all role players in the success of the rollout of the programme is both anticipated and appreciated.



R. M. TYWAKADI
ACTING SUPERINTENDENT-GENERAL: EDUCATION

23/01/2015

DATE

ANNEXURE A**DISTRICT OFFICE LETTERHEAD**

TO:	MS/ MRS/ MR _____
SUBJECT:	APPOINTMENT AS SENIOR PHASE MATHEMATICS LEAD TEACHER
FROM:	DISTRICTS DIRECTOR: _____ DISTRICT
DATE:	

NAME OF LEAD TEACHER	PERSAL NUMBER	IDENTITY NUMBER	SCHOOL	SUBJECT	GRADE

Dear Ms/ Mrs/ Mr _____

I, _____ (full names) have acquainted myself with the merits of your appointment as Senior Phase Lead Teacher for Mathematics, and have the pleasure of informing you of your appointment to this position.

I wish to thank you for your willingness facilitate the necessary professional development sessions for your peers.

I further wish to emphasise to you the responsibility that you have to ensure the utmost professionalism during the execution of your duties in this regard.

YOURS IN QUALITY EDUCATION

**SIGNATURE & PRINT NAME
DISTRICT DIRECTOR**

DISTRICT STAMP

SCHOOL LETTERHEAD				ANNEXURE B													
TO: SUBJECT: FROM: DATE:	DISTRICT DIRECTOR: _____ DISTRICT MS/ MRS/ MR _____ ACCEPTANCE OF APPOINTMENT AS SENIOR PHASE MATHEMATICS LEAD TEACHER MS/ MRS/ MR _____																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">NAME OF LEAD TEACHER</th> <th style="width: 10%;">PERSAL NUMBER</th> <th style="width: 10%;">IDENTITY NUMBER</th> <th style="width: 10%;">SCHOOL</th> <th style="width: 10%;">SUBJECT</th> <th style="width: 10%;">GRADE</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						NAME OF LEAD TEACHER	PERSAL NUMBER	IDENTITY NUMBER	SCHOOL	SUBJECT	GRADE						
NAME OF LEAD TEACHER	PERSAL NUMBER	IDENTITY NUMBER	SCHOOL	SUBJECT	GRADE												
<p>Dear Ms/ Mrs/ Mr _____</p> <p>DECLARATION: I, _____ (full names) hereby commit myself to perform the duties of lead teacher for mathematics in the _____ circuit within the educational district of _____. I pledge to execute my duties as Lead Teacher diligently, and conduct myself in a professional manner in support of the professional development of my peers.</p> <p>SIGNED ON _____ (DAY) OF _____ (MONTH) 2015.</p> <p>YOURS IN QUALITY EDUCATION</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>_____ SIGNATURE & PRINT NAME LEAD TEACHER: SENIOR PHASE MATHEMATICS</p> <p>_____ SIGNATURE & PRINT NAME SCHOOL PRINCIPAL</p> </div> <div style="width: 45%; text-align: center; border: 1px solid black; height: 100px; margin-top: 20px;"> SCHOOL STAMP </div> </div>																	