

SESSION 7



7. ORGANISING

Organising:

- Create systems and structures which will enable the implementation of relevant policies at school level



7. AIMS OF THIS WORKSHOP

2. To provide clarity on the organising function of the principal with regard to the compilation of the following documents

Create systems and structures which will enable the implementation of relevant policies at school level

1. School policy with reference to curriculum related matters
2. Subject policies
3. Time table



7.1 PRACTICAL IMPLEMENTATION

The NEEDU report quotes Parker & Day (1997) who add to the definition of the roles of principals by indicating that a principal is responsible for:

1. Defining and communicating a clear mission and set of objectives for the school, the central focus of which should be learning.
2. Creating an instructional climate, which includes the optimal use of time for teaching and learning, and developing the school as a space where learning is made exciting and where teachers and learners feel supported.



7.1 PRACTICAL IMPLEMENTATION

The NEEDU report quotes Parker & Day (1997) who add to the definition of the roles of principals by indicating that a principal is responsible for:

3. Managing the curriculum and instruction. This involves establishing a division of labour among school leaders and distributing the various curriculum management tasks
4. Monitoring learning programmes through tests and other instruments.
5. Identifying areas which require professional support to teachers.



7.1 PRACTICAL IMPLEMENTATION

REQUIRED POLICIES

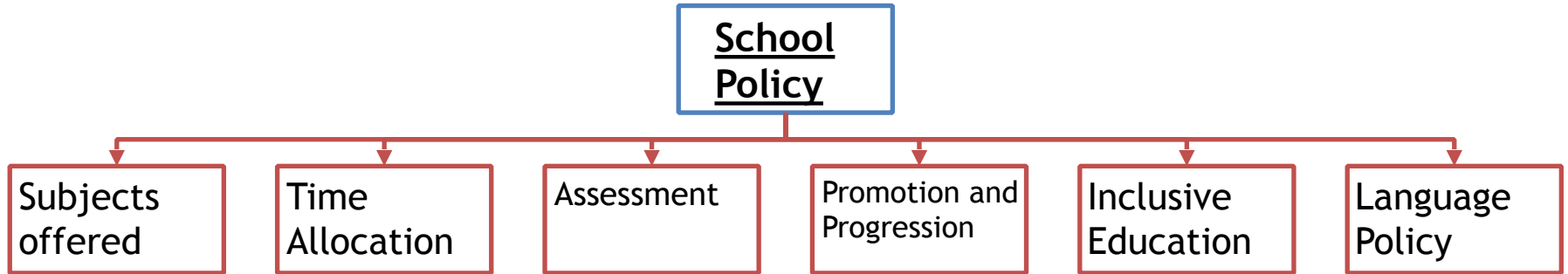
Certain management instruments are recommended to improve quality education:

- School Improvement Plan
- School Timetable
- Attendance registers:
 - Daily teacher attendance registers
- IQMS instruments
 - Appraisals for each teacher
 - Teachers' personal growth plan
 - School Summary score sheet
 - Internal moderation sheet
- Annual report



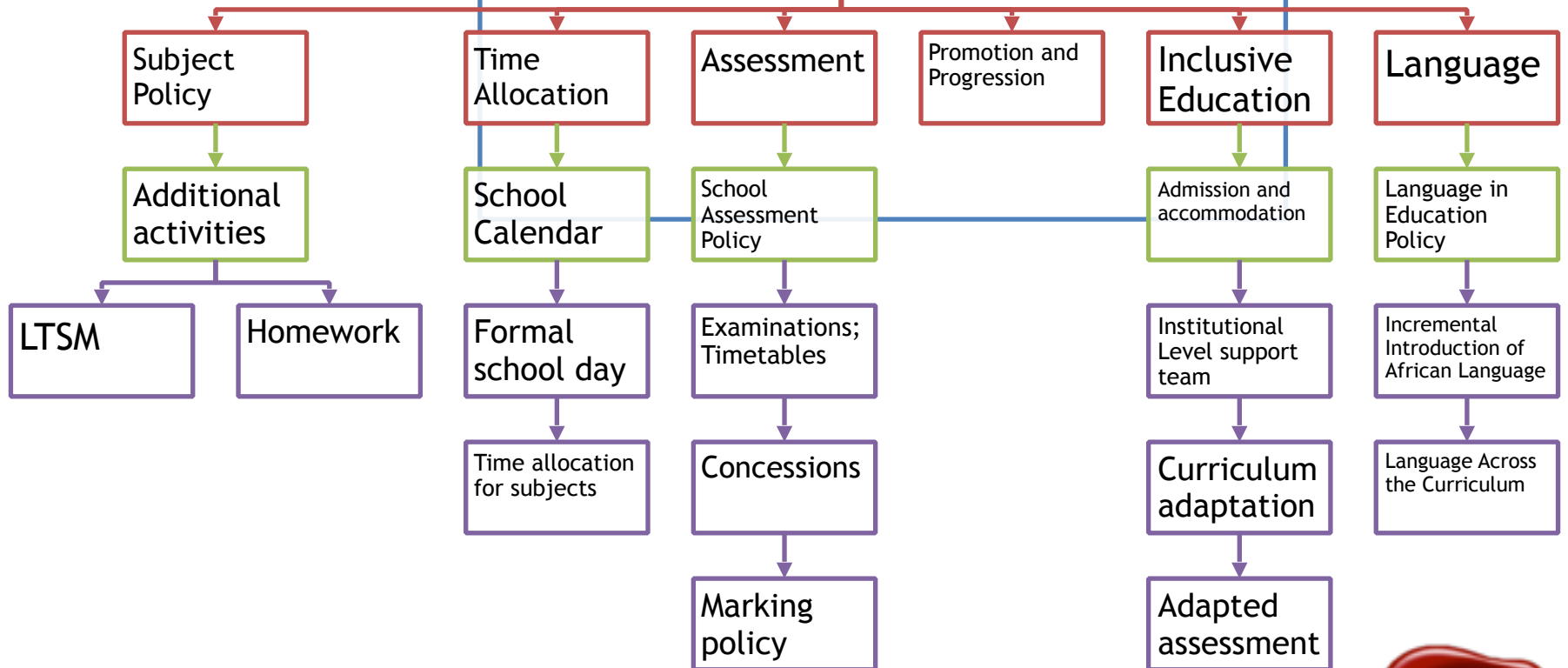
7.2 PRACTICAL IMPLEMENTATION: SCHOOL POLICY PRIMARY SCHOOLS

(ACADEMIC POLICY AS PART OF SCHOOL POLICY)



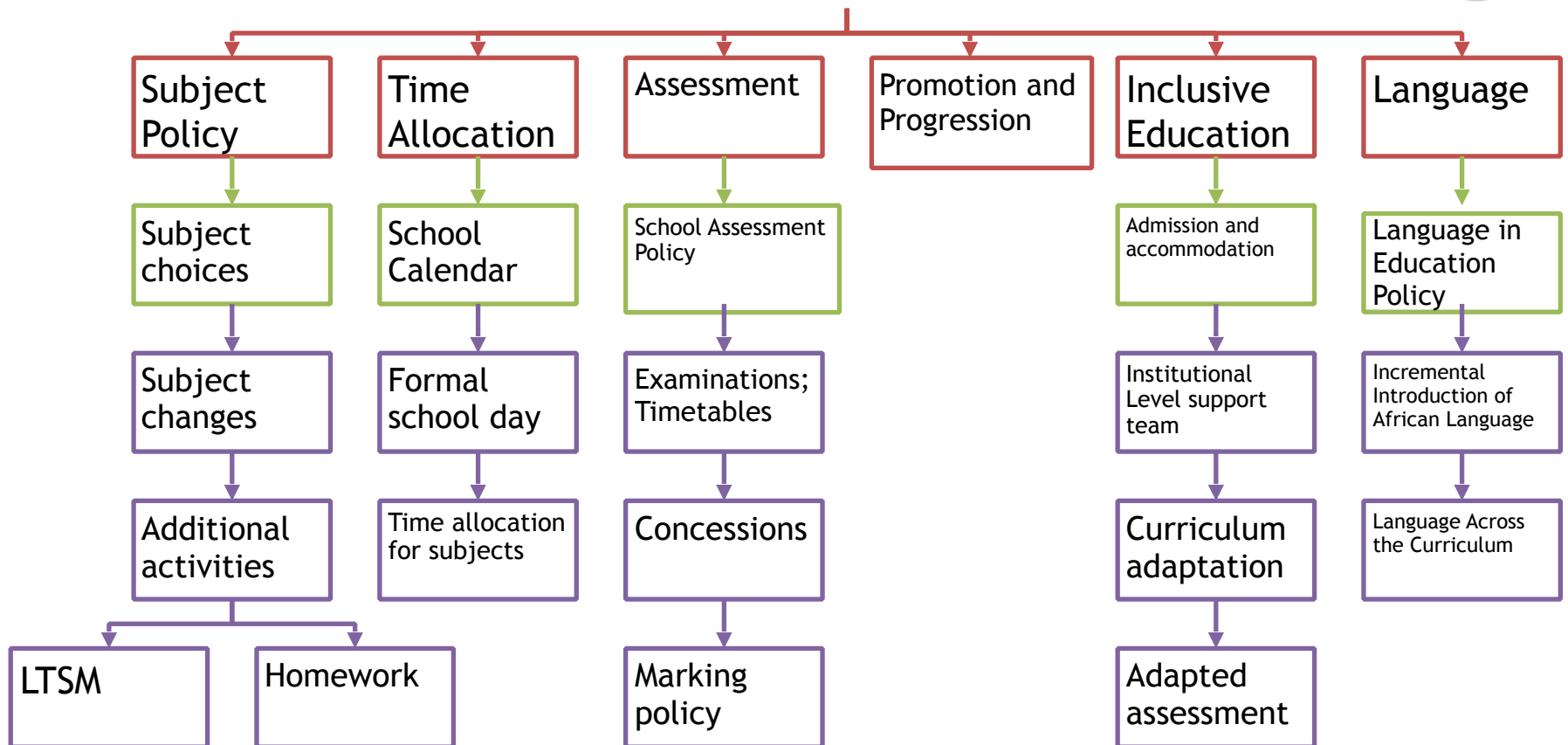
7.2 PRACTICAL IMPLEMENTATION: SCHOOL POLICY PRIMARY SCHOOLS

School Policy (ACADEMIC POLICY AS PART OF SCHOOL POLICY)



7.2 PRACTICAL IMPLEMENTATION: SCHOOL POLICY SECONDARY SCHOOLS

School Policy (ACADEMIC POLICY AS PART OF SCHOOL POLICY)



7.2 PRACTICAL IMPLEMENTATION: SCHOOL POLICY SECONDARY SCHOOLS

Subject policies should be developed:

- A subject policy must be developed for every subject offered by the school.
- The Head of Department or Head of Subject will be responsible for the development of the policy



7.2 SUBJECT POLICY

- The subject policy must
 - Be developed with the departmental policy as point of departure and framework.
 - Form part of school policy and be in line with school policy on other related aspects.
 - Approved by the principal and then be regarded as school policy.



7.2 SUBJECT POLICY

- Guidelines for development of the subject policy which should be taken into consideration:
 - Purpose of the policy
 - Utilization of the policy as well as availability
 - List national and provincial documents on which the policy is based.
 - Indication of how the subject policy ties in with school policy.
 - Purpose of the subject
 - Teaching approaches to be followed in the subject
 - LTSM, selection and retrieval in a subject
 - Assessment in the subject
 - Subject curriculum (CAPS)
 - Related organisational aspects



7.2.1 LTSM

The *National policy for an equitable provision of an enabling school physical teaching and learning environment* provides the basis for the provisioning of LTSM.

- The policy states that “Equity in the provision of an enabling physical teaching and learning environment is therefore a constitutional right and not just a desirable state.” (2010: 2.6.1)
- The policy lists the following as necessities in the teaching and learning environment: E-education, libraries, science laboratories, ICT’s and textbooks.
- The policy indicates that “Without adaptations to norms and standards for provision of these elements, there is a clear risk of failure to attain the intended benefits of such curricula and pedagogical reforms” (2010: 2.11.1)



7.2.1 LTSM

It is the **responsibility of the school** to ensure that the resources are provided by the Department.

- Each learner should have:
 - a textbook
 - Workbook
 - Subject specific equipment
- The teacher should have:
 - A variety of textbooks for reference
 - Policies,
 - Relevant legislation
 - Codes of professional bodies
 - Access to a computer and the internet.



7.2.1 LTSM

Procurement and deployment of LTSM have to be included in policy:

- Workbooks and utilisation in class. Refer to Circulars on the workbooks, as well as teachers' utilisation of these resources in the classroom.
- Procurement processes
- Distribution
- Criteria for the selection of textbooks
- Retrieval and monitoring of textbooks, specifically storage of LTSM at school level.



7.2.1 LTSM: WORKBOOKS

The only guideline documents with regard to workbooks at the national level are the following circulars from the Department of Basic Education:

- Circular S7 (2012)
 - “Curriculum Advisors, District Directors and School officials are hereby informed that the utilisation of workbooks in everyday lessons is mandatory. Monitoring of utilisation by District, PDEs and DBE officials will be a regular occurrence.”



7.2.2 SUBJECT POLICY: REQUIRED PLANNING DOCUMENTS

- **LESSON PLANS**
- Starting point - Header and Content
 - Identify all content that needs to be covered
 - Identify time available (not according to period / double period)
 - Identify all possible ways this content can be assessed in an exam
 - Identify tasks/activities linked to previous bullet (from textbook or other source)
 - Decide what teaching content and activities will be addressed in each week and period
 - Decide what assessment tasks will be used - both formal and informal



7.2.2 SUBJECT POLICY: REQUIRED PLANNING DOCUMENTS

- Teacher File

- The teacher file is a complete record of teaching and assessment
 - Annual teaching plan
 - Assessment plan
 - Formal assessment tasks and memoranda
 - Indication of textbooks and resources used
 - Record sheet of learners marks for each formal assessment task
 - Intervention that is planned
- The file should be available for monitoring and moderation purposes
- Failure to maintain a file with assessment tasks constitutes an act of misconduct



7.3 SCHOOL LANGUAGE POLICY

- Language policy:
 - Language in Education Policy (should be reflected in School Policy):
 - Choice of Language of learning and Teaching (SGB)
 - Choice of First Additional Language (SGB)
 - Incremental Implementation of African Language



7.3 ADDITIONAL NORMS

- Additional norms to develop and monitor:
 - Language across the curriculum
 - Reading norms to be established and measured
 - Writing norms
 - Handwriting norms
 - Improvement of FAL proficiency of all teachers and learners

