

Trimming of the curriculum: Implications for academic planning 2021 and beyond

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JONATHAN JANSEN ON CURRICULUM TRIMMING

Reduce the curriculum content

Scrap the school year

Pass all learners from Gr 1 to 11

Universities should commence three weeks earlier to bridge the gap

Abandon all continuous assessment marks as these are not continuous in nature

Scratch June and September holidays

DBE: SCHOOL RECOVERY PLAN

- Exploiting the digital learning platforms,
- Extending schooling into the pre-planned holidays,
- Extended hours for schooling and
- Lessons broadcast through radio stations.
- A staggered return to school
- Trimming of current curriculum content
- No testing of curriculum that has not been taught (teaching to assessment would influence what gets taught and what is left out of the curriculum)

WHAT IS CURRICULUM TRIMMING?

1. Teaching and learning time loss is no new concept in South Africa
2. Ways to recover teaching and learning time varies
3. It is **not** a curriculum review
4. It is just a reduction of content that can be covered in the remaining time.
5. A focus on curriculum coverage,
6. Additional time for teaching and learning,
7. Assessment changes,
8. Support programmes.

WHAT IS CURRICULUM TRIMMING?

Curriculum coverage

Time

Promotion and progression (outcomes)

Curriculum content

Pedagogy

Curriculum monitoring and accountability

Assessment

Relevance of schools and education

The fundamental curriculum question:
What **knowledge and skills** are most relevant in a period of disaster?

Are schools still relevant?

Learning should be relevant

HOW TO RECOVER TEACHING TIME?



HOW TO RECOVER TEACHING TIME?

1

Extend the school calendar

Shorten remaining school holidays

Extend school year with 1 week

2

Exams and time allocated

NSC Exam timetable

Only exams in selected subjects

3

Extending the school week

Extending the school day

4

Trim Curriculum

HOW TO RECOVER TEACHING TIME?

- School calendar
 - Are the number of teaching days (notional time) compliant with national policy documents?
 - What are the recommendations for intervention on days lost?
- School Timetable
 - Is the number of teaching hours compliant with the Recovery Plan document?

HOW TO RECOVER TEACHING TIME?

Instruments to manage time in schools:

School
Timetable

Classroom /
subject
Timetable

Teachers'
personal
timetables

HOW TO RECOVER TEACHING TIME?

- Teacher absence has a negative effect on curriculum delivery
- The principal must have an alternative plan to enable teacher absence to be compensated for so that policy prescriptions with regard to time allocations are complied with

Educator
Attendance
Register
(Daily)

Addressing
Teacher
Absenteeism

Reporting
Teacher
Absenteeism

Planned
Intervention

HOW TO RECOVER TEACHING TIME?

- Teachers report on learner absence which hinders assessment and learner attainment
- The principal must have a plan to address learner absenteeism

Learner
Attendance
Register
(Daily)

Period
registers

Reporting
Absenteeism
to parents

Reporting
Absenteeism
to
Department

Planned
Intervention

HOW TO RECOVER TEACHING TIME?

- Amended methodology – should a blended model be used?
- Extending teaching time during school day?
- Teaching during holidays?
- Teaching on Saturdays?
- What about 8 – 15 Dec?
- What can be sent home to do till 25 Jan 2021?
- Is it necessary to recover teaching time? Using 2020 as a measure?

WHAT TO RECOVER IN THE CURRICULUM?



WHAT TO RECOVER IN THE CURRICULUM?

- Availability of Curriculum policy documents for the teacher.
- Does the teacher have:
 - Access to policy documents pertaining to the curriculum and specific subject (Subject Assessment Guidelines, relevant Subject Improvement Plans, Technical Analysis of Subject Analysis and improvement suggestions)
 - Display of relevant policy documents in the Teacher File
 - Evidence that these policy documents have been incorporated in planning and is used on a regular basis.

POLICY PRESCRIPTS: CURRICULUM

National Policy
Pertaining to
Programme
and Promotion
Requirements

Curriculum
and
Assessment
Policy
Statements
(CAPS) for
subjects

National
Protocol of
Assessment

National Policy
on the
Conduct,
Administration
and
Management
of the NSC

POLICY PRESCRIPTS: CURRICULUM

Policy pertaining to the programme and promotion requirements

- Subjects per phase
- Time allocation
- Promotion and progression requirements

National Protocol on Assessment

- Assessment weighting per grade
- Formal vs. Informal assessment
- Recording and reporting

Curriculum and Assessment Policy Statements

- Planning
- Curriculum Delivery
- LTSM

NATIONAL POLICY PERTAINING TO THE CONDUCT, ADMINISTRATION AND MANAGEMENT OF THE NATIONAL SENIOR CERTIFICATE EXAMINATION

- Examination processes

PREPARATION

National Recovery
Programme (Protocol)



Provincial Recovery
Programme



School Recovery
Programme

DIRECTING: CURRICULUM DELIVERY

Curriculum

- Central point of planning (ATP)

Textbook

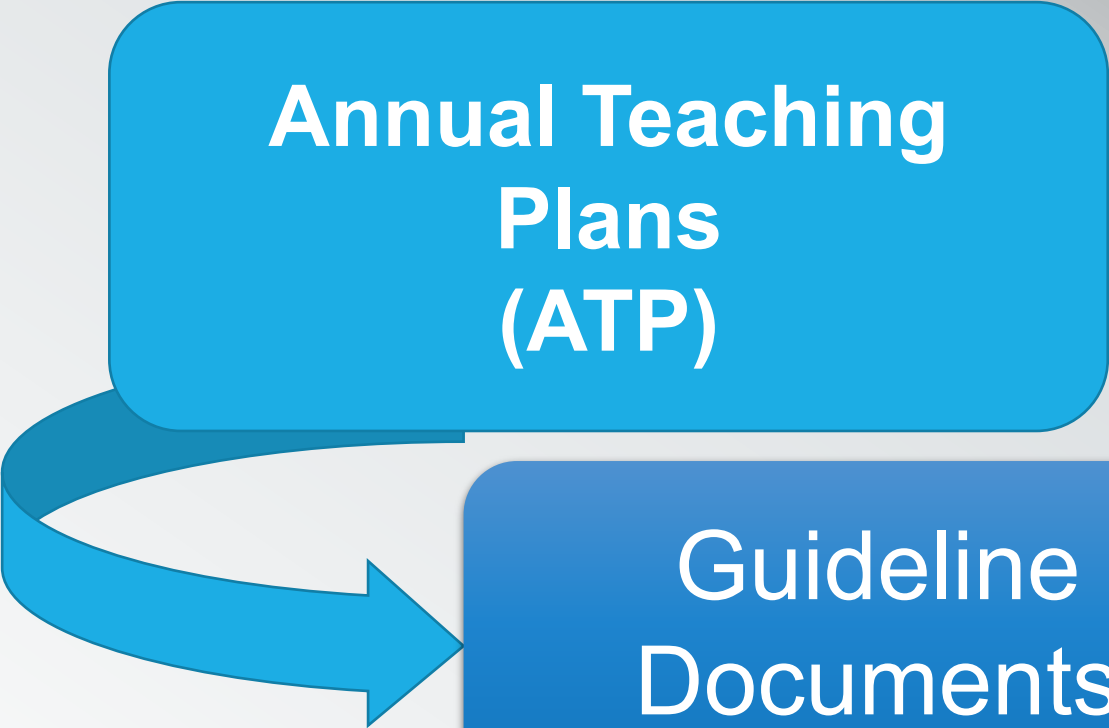
- Select appropriate texts which are supplementary to the curriculum

Resources

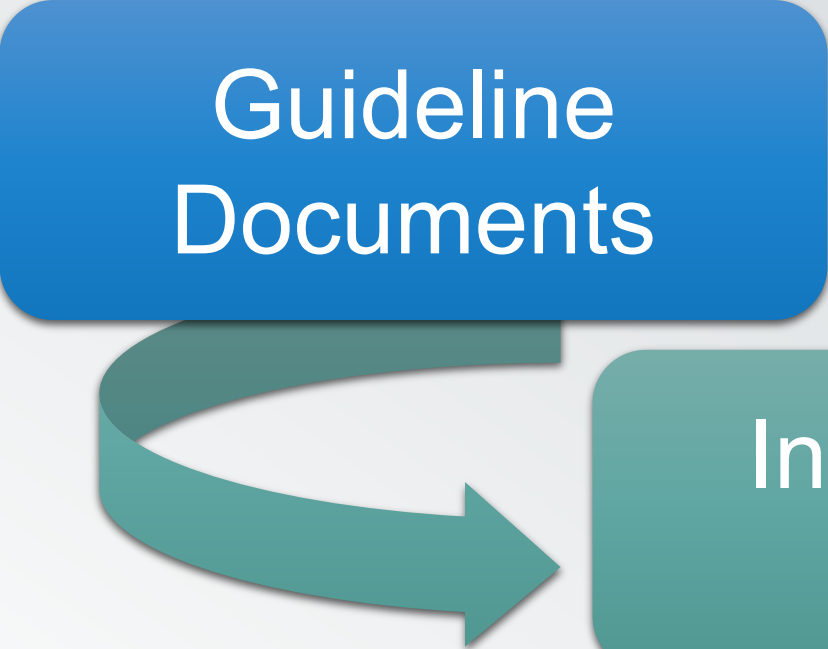
- Used for enrichment, support and homework
- Beware of restrictiveness in resources
- Departmental workbooks

WHAT WILL GUIDE TEACHING?

Annual Teaching
Plans
(ATP)



Guideline
Documents



Instructional
Videos

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CURRICULUM COVERAGE TOOLS: SCHOOL

Documents required of the school:

1. Timetables
2. School Policy
 1. Assessment Policy
 2. Moderation Policy
3. Annual Teaching Plan (as indicated in CAPS)
4. Annual Assessment Programme
5. SBA Programme (Calendar)
6. SBA Assessment Instructions and Management Plans

CURRICULUM COVERAGE TOOLS: TEACHER

- CAPS:
 - ✓ Prescribed curriculum content
 - ✓ Prescribed curriculum coverage per term (weeks)
 - ✓ Prescribed School Based Assessment
 - ✓ Prescribed weighting of assessment
- Additional guideline documents
 - ✓ Examination Guidelines
 - ✓ Subject Improvement Plans (SIP)

CURRICULUM COVERAGE TOOLS

- What competence and skills are needed for learners to sufficiently engage with the expected curriculum in the next grade or phase?
- Is content still relevant or is it outdated?
- What did you naturally cut from CAPS previously?
- What duplications are there across different subjects?
- What are the identified fundamentals in every subject?

CURRICULUM COVERAGE TOOLS

This will necessitate greater **COLLABORATION**

- Between phases
- Teachers in a grade
- Schools

To sit and plan what is the CORE which should be taught.

HOW DO WE AMEND PEDAGOGY?



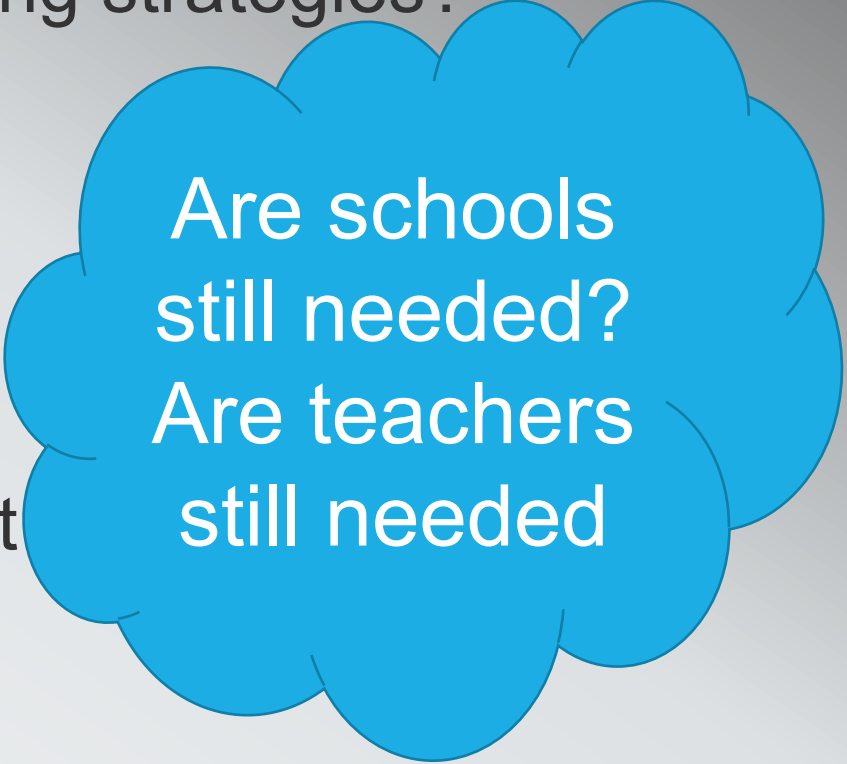
PEDAGOGY

Is Digital learning the solution to teaching and learning during Covid-19?

- Digital learning would further widen the inequity gap
- It should be used to support guided independent studies
- South Africa is not yet ready to no longer be physically in a school

PEDAGOGY

- Do we need to amend our teaching strategies?
- HOW?
- Using technology tools
- Psychosocial support
- Pedagogy leading to assessment
- Self-directed learning



Are schools
still needed?
Are teachers
still needed

PEDAGOGY

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

PEDAGOGY

Psychosocial
support

Resilience

Hygiene

Health

Technology

What did we learn
from COVID-19?
What should we
teach in schools?

Schools will have to work on the intended
curriculum

ASSESSMENT

1. Continuous assessment is limited (SBAs lessened)
2. “By doing away with continuous assessment marks the focus then shifts away from learning into mechanical coverage of curriculum content which then speaks to issues of accountability through curriculum coverage rather than accountability through competence or outcomes of learning.”

(Ramrathan)

ASSESSMENT: SCHOOL

Assessment Policy

- Policy reflecting assessment practices
- National policies:
 - National Policy on the Programme and Promotion Requirements
 - National Protocol on Assessment
 - National policy on the conduct, administration and management of the National Senior Certificate

Assessment Plan

- Policy implementation
- CAPS weighting in subjects and terms

Assessment Programme

- **When to implement policy?**
- School Calendar
- School Time table
- Term planner

ASSESSMENT: SCHOOL

- Policy documents in planning for school assessment:
 - NPPR
 - National Protocol for Assessment
 - Relevant Subject CAPS documents (Section 4)
 - Provincial Assessment instructions

MODERATION

Moderation serves the following purposes:

1. Ascertain whether the subject content and skills have been sufficiently covered and assessed
2. Assessments and marking are of an acceptable standard and consistency.
3. Scope covered by the teacher in line with requirements.
4. Learner performance is correctly recorded, verified, captured (SASAMS) and reported
5. Areas in which the teacher may need further development
6. Teacher support in areas of weakness

MODERATION

Internal Moderation of Learner Evidence

1. Written work has been marked, dated and signed
2. All work has been monitored by the HOD
3. Reports on work have been generated and presented
4. Requested improvements have been implemented

Internal Moderation of Assessment Instruments

1. All content prescribed in the curriculum has been taught and assessed
2. Assessment tasks have been moderated (date and signature)
3. Analysis of items (difficulty and levels according to prescripts)
4. Quality of marking and feedback

HOW WILL EXAMS BE AMENDED?

12

- No May / June exams
- Sept – Prep exams (school)
- NSC Exams in November and December
- Exam Guidelines

WHAT ABOUT SBA?

12

Exam Guidelines

SBA = T1+T2+T3+T4 (+PAT) EXCLUDING MAY EXAMS

There will still be a TERM 2

PATs reduced (number of, time or content)

HOW WILL EXAMS BE AMENDED?

1 – 11

No May / June exams

End of year exams in selected subjects?

Formal assessment

WHAT ABOUT SBA?

1 – 11

- Annual Teaching Plan
- No May / June exams
- SBA = T1+T2+ T3+T4 excluding MAY exams
- School based
- Nov – only selected subjects

Grade 1-3

NPPPPR

100% SBA with compulsory formal assessments

0 End of year examinations

Amendment

100% SBA

Formal assessments limited

Areas for concern

- Life Skills to be integrated with Language and Mathematics

	Gr 4 – 6
NPPPPR	75% SBA 25% End of year assessment
Amendment	80% SBA 20% End of year assessment
Areas for concern	<ul style="list-style-type: none"> • Gr 5 returned very late • Assessment on fundamentals as identified by the province • Should the first term assessment be considered as the only mark for the year • No common papers • Control test vs examination at end of year • Grade 6? • Multi year catch up plan
SASAMS	<ul style="list-style-type: none"> • Reports for term 3 and 4

	Gr 7 – 9
NPPPPR	60% SBA 40% End of year examination
Amendment	80% SBA 20% End of year assessment
Areas for concern	<ul style="list-style-type: none"> • Circular S3 of 2020 • Schools could elect not to offer all subjects • Promotion requirements very high for phase • Condonation
SASAMS	<ul style="list-style-type: none"> • Reports for term 3 and 4

	Gr 10-11
NPPPPR	25% SBA 75% End of year assessment (PAT included)
Amendment	60% SBA 40% Assessment instrument
Areas for concern	<ul style="list-style-type: none"> • PAT 20% of 40% • Language: 12.5% Orals of 40% • NO examination but control tests: <ul style="list-style-type: none"> ○ Reduce no of question papers ○ Reduce content assessed ○ Reduce time allocation of question papers ○ NO common assessment / papers • Fundamental skills • Overload in Grade 12 • Not all content taught – possible amendments to Gr 12 2021 Exam guidelines?
SASAMS	SASAMS amended to reflect No amendment to promotion and progression requirements

ASSESSMENT

	Gr 1-3	Gr 4 – 6	Gr 7 – 9	Gr 10-11
Current weightings (NPPPPR)	100% SBA with prescribed formal assessment tasks (FAT) 0% End of year assessment	75% SBA 25% End of year examination	60% SBA 40% End of year examination	25% SBA 75% End of year examination (PAT included)
Amended weighting for 2020	100% School based assessment	80% SBA 20% End of year assessment	80% SBA 20% End of year assessment	60% SBA 40% End of year assessment
Areas amended	<ul style="list-style-type: none"> No assessment in LS No reporting on LS ATP – Assessment scheduled for Week 9 and Week 20 	<ul style="list-style-type: none"> Assessment on fundamentals as identified by the province 	<ul style="list-style-type: none"> Condonation will still be implemented Circular S3 (electives for SP) 	<ul style="list-style-type: none"> PAT 20% of 40% Languages: 12.5% Orals Control tests: <ul style="list-style-type: none"> Reduced number of tests Reduced content Reduced time allocation Not common papers Fundamental skills
SA-SAMS	<ul style="list-style-type: none"> Reports at end of Term 1, 3 and 4 SA-SAMS will not reflect LS in term 3 and 4 	<ul style="list-style-type: none"> Reports Term 1, 3 and 4 	<ul style="list-style-type: none"> Reports in Term 1, 3 and 4 (possibly term 2 for Gr 7) 	<ul style="list-style-type: none"> Reports in Term 1, 3 and 4

PROGRESSION AND PROMOTION REQUIREMENTS



SUBJECTS	Gr. R	Gr. 1-3	Gr. 4-6	Gr. 7-9	Gr. 10-12
Language at Home Language Level	4 (50-59) (and)	4 (50-59) (and)	4 (50-59)	4 (50-59)	40%
Language at First Additional Language Level		3 (40-49)	3 (40-49)	3 (40-49)	40% in TWO subjects
Mathematics	3 (40-49)	3 (40-49)	3 (40-49)	3 (40-49)	30% in THREE subjects
OTHER:			3 In any TWO other subjects	3 In any THREE other subjects 2 In any TWO of the other subjects	provided that the SBA component is submitted in the failed subject.

SENIOR PHASE

RECOMMENDATIONS SENIOR PHASE

- Schools which received approval to limit the number of subjects will receive guidance from provinces on recording on SA-SAMS
 - **COMPULSORY SUBJECTS IN THE SENIOR PHASE**
 - Languages (HL and FAL)
 - Mathematics
 - Natural Sciences
 - Life Orientation
 - **ELECTIVES - 2 SUBJECTS IN SENIOR PHASE**
 - Social Sciences
 - Economic Management Sciences
 - Technology
 - Arts and culture

CONDONATION GR 7-9

What will happen in 2020?

- Proposed maximum mark adjustment of 2% (Circular 3 of 2015)
- Proposed condonation of ~~2%~~ 5% in **ONLY ONE** subject (3 of 2015)
- Special condonation dispensation in Mathematics of 20% will still remain

WHAT SHOULD GOVERN PLANNING?

- The view should be implemented that the NSC is a 12 year qualification
- Content which has not been covered in 2020 – school decides if it is still relevant and how to introduce it into different grades.
- Revised ATPs will probably remain
- Content which was cut will not return
- Learning new skills

Schools will be required to function more autonomously

EDUCATION

**IS NOT
THE FILLING**

OF A BUCKET,

**BUT
THE LIGHTING**

OF A FORE.

THANK YOU!



#BECAUSEWECARE

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