



DEPARTMENT: PLANNING, MONITORING AND EVALUATION

DEPARTMENT: BASIC EDUCATION

Improvement Plan for the Implementation Evaluation of the National Curriculum Statement Grade R to 12: focusing on the Curriculum and Assessment Policy Statements (CAPS)

Title of Evaluation	Implementation Evaluation of the National Curriculum Statement Grade R to 12: focusing on the Curriculum and Assessment Policy Statements (CAPS)	Date of Approval of Evaluation Report	31 May 2017
Name of Lead Department	Department of Basic Education	Date of Approval of Improvement Plan	
Contact Person	Mr HM Mwelli	Position	Director-General
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Date of Report		
Reporting Cycle (Mark with an X)	January - June	July- December

Improvement Objective 1		The curriculum and practice standards are refined to incorporate findings from the CAPS Evaluation				
Outputs to achieve the objective	Priority L/M/H	Activity to achieve output	By who? (Institution/ Person responsible)	Target/ Indicator	By when? (Deadline)	Embedded where
1.1. Umalusi Maths, EFAL, EHL FET NSC/CAPS recommendations implemented	H	1.1.1. Organise a stakeholders workshop on Umalusi recommendations. ¹	DBE Branch C Director: M, S & T (Ms Kembo) Director: CCS (Ms Weston) Director: CCC (Ms Carvello)	Signed decision matrix on each recommendation. A task team is established.	September 2017	OP of Branch C
		1.1.2. Organise consultative meeting/workshop with provinces.	DBE Branch C Director: M, S & T (Ms Kembo) Director: CCS (Ms Weston) Director: CCC (Ms Carvello)	Signed decision matrix on each recommendation. A champion for the implementation of the management plan should be identified from each province.	November 2017	OP of Branch C
		1.1.3. Develop a management plan with milestones. Part of the management plan should consider teacher training.	DBE Branch C Director: M, S & T (Ms Kembo) Director: CCS (Ms Weston) Director: CCC	DG approved curriculum revision and implementation plan.	January 2018	OP of Branch C All PEDs to adopt

¹ The engagements should capture all pacing issues, as well as the ordering of topics. The engagements should also focus on all phases, including ECD.

1.2. EFAL standard is raised	H	1.2.1. Engage with stakeholders on recommendations as part of the engagement in recommendation 1.1. ²	(Ms Carvello)	Signed decision matrix on each recommendation. A champion for the implementation of the revisions should be identified from each province.	September 2017 – January 2018	OP of Branch C
		1.2.2. Revise DBE Workbooks, focusing specifically on higher cognitive demand. ³	DBE Branch C Director: CCS (Ms Weston) Director: CCC (Ms Carvello)	DG approved workbook revision plan.	January 2018	OP of Branch C
		1.2.3. Revise textbooks focusing specifically on higher cognitive demand. ⁴	Director: CQE (Mr Subban) DBE Branch C Director: CQE (Mr Subban)	DG approved workbook revision plan.	January 2018	OP of Branch C
		1.3. CAPS Assessment Document and Content are reviewed	DBE Branch P, DBE Branch C, DBE Branch T. Director: PNN (Mr Chetty) Director: THC (Mr Mahomed) Director: CCS (Ms Weston) Director: CCC	DG Approved report on the review, with clear recommendation and next steps.	November 2017	OP of Branch P

² Engagements should focus on the inclusion of higher cognitive levels in all class work activities and should be weighted accordingly: Lower order 30%; middle order 40% and higher order 30%.

³ DBE Workbooks are reviewed annually prior to being rolled out, these revisions should form part of that process. These revisions should also be included in the teacher guide.

⁴ The DBE national textbook catalogue is reviewed annually prior to being rolled out, these revisions should form part of that process. These revisions should also be included in the teacher guide.

			(Ms Carvello)			
	1.3.2. Organise a stakeholder's workshop on the revised final assessment documents.	DBE Branch P Chief Director: PN (Dr Poliah)	Signed decision matrix on each recommendation. A task team is established including external assessment experts.	February 2018	OP of Branch P	
	1.3.3. Organise a consultative meeting/workshop with provinces.	DBE Branch P Chief Director: PN (Dr Poliah)	Signed decision matrix on each recommendation. A champion for the implementation of the assessment reforms should be identified from each province.	March 2018	OP of Branch P	
	1.3.4. Develop an implementation plan with milestones. ⁵	DBE Branch P Chief Director: PN (Dr Poliah) Director: THC (Mr Mahomed)	DG Approved Implementation Plan.	April 2018	OP of Branch P	
	1.3.5. Develop a policy which provides a clear and consistent description of different assessment strategies across phases and subjects.	DBE Branch P Chief Director: PN (Dr Poliah)	Published and gazetted policy.	April 2019	OP of Branch P	

⁵ The implementation plan should include teacher training on formative assessment. Providing teachers with examples is insufficient. Teachers need to be orientated/ trained on weighting of tasks. The weighting of tasks should be standardised for all subjects and be contextualised per phase taking into account the incremental cognitive development levels of learners.

1.4. CAPS content is reviewed	H	1.4.1. Review the CAPS documents with a view of reducing the content where appropriate. ⁶	DBE Branch C	DG Approved Report on the Review.	November 2018	OP of Branch C
		1.4.2. Approval of the Review Documents.	DG: DBE	DG Approved Report on the Review.	December 2019	OP of Branch C
		1.4.3. Engage with stakeholders on the reviewed CAPS documents.	DBE Branch C	Signed decision matrix.	February 2019	OP of Branch C
		1.4.4. Organise a consultative meeting/ workshop with provinces.	DBE Branch C	Signed decision matrix.	March 2019	OP of Branch C
		1.4.5. Develop an implementation plan with milestones.	DBE Branch C	DG Approved Implementation Plan.	April 2019	OP of Branch C
		1.4.6. Implement the implementation plan over a 3 year period.	DBE Branch C	Quarterly progress reports.		OP of Branch C
1.5. NCS documents are available in all classrooms in all schools	H	1.5.1. NSC documents should be part of the compulsory documents to confirm by subject advisors.	DBE Branch C (Subject Advisors)	Verification of improvement through SMS every three years.	June 2018	OP of Branch C
1.6. National Assessment for GET is reviewed	H	1.6.1. Conclude the current review of the National Assessment for GET. ⁷	DBE Branch P Chief Director: PN (Dr Poliah)	A publicly available report on the review, with clear recommendation and next steps.	November 2017	OP of Branch P
		1.6.2. Development of an Implementation Plan for the Gr 9 school leaving certificate.	DBE Branch P	DG Approved Implementation Plan.	June 2018	OP of Branch P
		1.6.3. Approval of the Review documents.	DG: DBE	DG Approved Review Documents.	July 2018	OP of Branch P
		1.6.4. Engage with stakeholders on the reviewed National Assessment System.	DBE Branch P Chief Director: PN (Dr Poliah)	Signed decision matrix on each recommendation.	February 2018	OP of Branch P

⁶ DBE needs to be cognisant about the risks of labelling certain topics in CAPS as 'optional', or 'for further study', etc. This can result in the topics not being taught at all... "teaching to the test syndrome" needs to be avoided.

⁷ Dialogue has been ongoing on a national level with all stakeholders and substantial progress has been made. The review should include (1) a cost/benefit analysis of both the suggested summative assessment system, and (2) the proposed systemic evaluation system.

		1.6.5. Organise a consultative meeting/workshop with provinces.	DBE Branch P Chief Director: PN (Dr Poliah)	Signed decision matrix on each recommendation. A champion for the implementation of the National Assessment System should be identified from each province.	March 2018	OP of Branch P
		1.6.6. Develop an assessment implementation plan with milestones.	DBE Branch P Chief Director: PN (Dr Poliah)	DG approved implementation plan.	April 2018	OP of Branch P
		1.7.1. Synthesise all previous reviews and policies on teacher, HOD, Circuit Manager and Subject Advisor professional standards.	DBE Branch T Director: TCT (Mr Mabaso)	Approved publically available report.	July 2018	OP of Branch T
		1.7.2. Engage with stakeholders on implementation of professional standards. DHET, CHE, EDF, DBE, ETDP SETA and SACE should partake in these engagements. These engagements should result in a working committee that will be responsible for overseeing the setting of these standards.	DBE Branch T DHET SACE Chief Director: TE (Ms Geyer) Chief Director: TH (Mr Rabotapi) DHET: (Mr W Green)	Signed decision matrix on each recommendation. DG approved Implementation Plan. A champion for the implementation of the National Standards should be identified from each organisation and province.	October 2017	OP of Branch T
1.7. Professional standards for teachers, HODs, Circuit Managers and Subject Advisors are developed. A CPD programme and an assessment system of educators are developed.	H	1.7.3. Develop the National Professional Standards for Teachers, HODs, Circuit Managers and Subject Advisors. Development of National Standards for the accreditation of CPD.	DBE Branch T DHET SACE	National standards.	July 2019	OP of Branch T

	programmes. Development of National Standards for the assessment of teachers. ^a	Chief Director: TE (Ms Geyer) Chief Director: TH (Mr Rabotapi)			
	1.7.4. Approval of the standards.	DHET: (Mr W Green) DG: DBE	DG Approved National standards.	August 2019	OP of Branch T
	1.7.5. Develop a sound advocacy campaign of the implementation of the professional standards.	DBE Branch T Chief Director: TE (Ms Geyer) Chief Director: TH (Mr Rabotapi)	Approved advocacy plan.	March 2019	OP of Branch T

^a The professional standards should clearly stipulate the requirements and responsibilities for each position, as well as clearly defined lines of accountability and the necessary corrective measures when required.

Improvement Objective 2	A merit-based appointment and promotion policy for educators, school-level HODs, principals and subject advisors is reviewed and implemented. This policy will stipulate a clear set of standards for all promotion posts and explicit protocols will guide implementation.
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Outputs to achieve the objective	Priority L/M/H	Activity to achieve output	By who? (Institution responsible)	Indicator/ Target	By when? (Deadline)	Embedded where
2.1. A merit-based promotion system, including a set of standards for Principals, Deputy Principals, HODs, subject advisors, circuit managers and HODs, is developed. ⁹	H	2.1.1. Review the Provincial merit-based promotion policy documents, processes and implementation, with the purpose of building on the lessons learnt in implementing such a system.	DBE Branch T Chief Director: TE (Ms Geyer) Chief Director: TH (Mr Rabotapi)	A publically available proposed competency framework based on the evidence collected.	February 2018	OP of Branch T
		2.1.2. Commission an independent skills audit of all Subject Advisors. Principals, Deputy-Principals and HODs through independent service providers.	DBE Branch T	AG approved skills audit.	June 2019	OP of Branch T
		2.1.3. Develop an implementation plan and provincial protocols based on the National Standards as established through Recommendation 1.6.	DBE Branch T Chief Director: TE (Ms Geyer) Chief Director: TH (Mr Rabotapi)	Approved implementation plan and provincial protocols.	March 2018	OP of Branch T

⁹ This has already been captured in the Basic Education MTSF. The significance and national importance has been agreed upon in the MTSF.

		2.1.4. Engage with unions, SACE, ELRC and provinces on the implementation of a merit-based promotion system.	Branch T Chief Director: TE (Ms Geyer) Chief Director: TH (Mr Rabotapi)	Signed decision matrix on each recommendation. Stakeholder adoption of approved implementation plan and protocols. A champion for the implementation of the Merit-based Promotion System should be identified from each organisation and province.	April 2018	OP of Branch T
		2.1.5. Approval of the system and standards.	DG: DBE	Approved system and standards.	Ongoing from February 2019.	OP of Branch T
		2.1.6. Development of a sound advocacy plan for the implementation of the system.	DBE Branch T Chief Director: TE (Ms Geyer) Chief Director: TH (Mr Rabotapi)	Approved advocacy plan.	Ongoing from February 2019	OP of Branch T
2.2. A merit-based Promotion System is	H	2.2.1. Train circuit managers, subject advisors, SGBs and principals on the implementation of the protocols for promotion.	DBE Branch T and PEDs	Proportion of circuit managers, subject advisors, SGBs and Principals trained.	Ongoing from February 2019	OP of Branch T

Implemented in Provinces	2.2.2. Implement the merit-based approach commence in provinces based on the National Standards as established through Recommendation 1.6.	DBE Branch T and PEDs	Proportion of all circuit managers, subject advisors, SGBs and Principals that were appointed through the new approach.	Ongoing from February 2019	OP of Branch T
2.3. A merit-based Promotion System is implemented in Districts	2.3.1. Develop a district level PERSAL module to confirm competency testing. ¹⁰	DBE Branch T and Branch D	Functional PERSAL module as signed off by the DG.	Ongoing from February 2019	OP of Branch D
	2.3.2. Train HR District officials on the quarterly competency upload process.	Branch T and Branch D	Proportion of new competency scores.	Ongoing from February 2019	OP of Branch D

¹⁰ The module must ensure that permanent appointment only occurs once competence testing was conducted and passed

Improvement Objective 3		The evaluation of an in-service education and training system for teachers becomes mandatory and research findings are used to inform CPD programmes.				
Outputs to achieve the objective	Priority L/M/H	Activity to achieve output	By who? (Institution responsible)	Indicator/ Target	By when? (Deadline)	Embedded where
3.1. A research-focused approach to Continuous Professional Development (CPD) is developed	H	3.1.1. Develop and sign an agreement with support from National Treasury to earmark 5% of any teacher training initiative to R&D.	Branch R CFO Director: RCME (Dr Taylor)	Signed agreement. Establishment of a funding mechanism with clear criteria for access.	June 2019	OP of RCME
		3.1.2. Commission an CPD Implementation Evaluation through the National Evaluation Framework. ¹¹	NICPD Branch R: Director: RCME (Dr Taylor)	Approved Final Report, Approved Management Response, Approved Improvement Plan.	June 2018 Service Provider appointment. Study to be concluded within 12 months after appointment.	OP of RCME
		3.1.3. Set a research agenda and developing a system which continuously collate and updates research.	NICPD Branch T Branch R	Approved research agenda. Functional system that contains the	October 2019	OP of Branch T

¹¹ The evaluation should also include a benchmarking exercise.

			Director: TCT (Mr Mabaso)	latest research on Teacher Training.		
			Director: RCME			
			(Dr Taylor)			
3.2. A knowledge management system is established.	M	3.2.1. A system that ensures that information on CPD programmes is continuously collated and evaluated using quality insurance criteria.	NICPD Branch T Director: TCT (Mr Mabaso)	Quarterly reports to provinces and districts on CPD programmes which are proven to be successful.	Ongoing from February 2019	OP of Branch T

An effective programme to achieve school functionality is designed and implemented.

Improvement Objective 4

Outputs to achieve the objective	Priority L/M/H	Activity to achieve output	By who? (Institution responsible)	Indicator/ Target	By when? (Deadline)	Embedded where
4.1. An effective programme to achieve school functionality is implemented.	H	4.1.1. Conduct a scoping study on current programmes which aims to achieve school functionality in the weakest performing 20% of schools as identified through Provincial Common Assessments. ¹²	DBE Branch R Director: RCME (Dr Taylor)	Publically available report with recommendations of two potential programmes that should be piloted.	September 2018	OP of Branch D
		4.1.2. Pilot school functionality programmes based on best practices identified through the scoping study. ¹³	DBE Branch D and Branch R Director: RCME (Dr Taylor)	Pilot and Evaluation Reports that clearly identifies the strengths and weaknesses in the pilot, as well as recommend the most efficient system for implementation.	Ongoing from February 2019	OP of Branch R
		4.1.3. Engage with stakeholders regarding the lessons learnt in the review.	DBE Branch D	Signed decision matrix on each recommendation. A champion for the implementation of the School	Ongoing from February 2019	OP of Branch D

¹² The aim of this study will be to establish 2 potential programmes that can be piloted for implementation. Consultative workshops and engagements with the Free State, Gauteng and Western Cape provinces should be included to consider the lessons learned in these provinces regarding the implementation of School Improvement Plans.

¹³ The pilot should focus on the weakest performing 20% of schools as identified through the Provincial Common Assessments.

4.2. A programme on School Functionality is Implemented in Provinces	H				Functionality Programme should be identified from each organisation and province.		
		4.1.4. Develop a set of protocols for provinces to develop effective programmes to achieve school functionality in particularly the weakest performing 20% of schools as identified through the Provincial Common Assessments. ¹⁴	DBE Branch D	Approved protocols for developing protocols for programme development.	Ongoing from February 2019	OP of Branch D	
		4.2.1. Each province develops an effective programme to achieve school functionality, following the national protocols. ¹⁵	DBE Branch D and PEDs	Approved programme.	September 2019	OP of Branch D	
		4.2.2. Engage with stakeholders within provinces on the implementation of the programme to achieve school functionality.	DBE Branch D and PEDs	Signed decision matrix on each recommendation. A champion for the implementation of the School Functionality Programme should be identified from each organisation and province.	Ongoing from February 2019	OP of Branch D	
		4.2.3. Develop a management plan and monitoring guidelines for districts for the implementation of the programme to achieve school functionality.	DBE Branch D and PEDs	Approved Management Plan.	Ongoing from February 2019	OP of Branch D	

¹⁴ These protocols should include a resource planning system which will provide the PED with live information on each schools' status to achieving functionality. This should be considered as part of current systems such as SA-SAMS and Lurits systems. These protocols should establish the 9 pillars of schools functionality of the Whole School Evaluation as the standardized set of indicators against which to measure school functionality.

¹⁵ Whole school evaluation and IQMS efforts should be considered and strengthened in the development of these programmes.

		4.2.4. Train districts, circuit managers and subject advisors on the implementation of the programme to achieve school functionality.	DBE Branch D and PEDs	Proportion of district officials, circuit managers and subject advisors trained.	Ongoing from February 2019	OP of Branch D
4.3. A programme on School Functionality is implemented in Districts		4.3.1. Train SGB's, HOD's and School Principals on the programme to achieve school functionality.	DBE Branch T Director: THM	Proportion of SGB's, HOD's and School Principals trained.	Ongoing from February 2019	OP of Branch D
		4.3.2. Monitor the implementation of the programme to achieve school functionality.	DBE Branch T Director: THM	Proportion of schools classified as function.	Ongoing from February 2019	OP of Branch D
4.4. A programme on School Functionality is implemented in Districts		4.4.1. Train HOD's and Teachers on the requirements to achieve school functionality.	Branch T Director: THM	Proportion of HODs and Teachers trained.	Ongoing from February 2019	OP of Branch D

Improvement Objective 5

The DBE and Provincial Departments of Education should develop an effective programme to support school leaders and teachers in curriculum implementation.

Outputs to achieve the objective	Priority L/M/H	Activity to achieve output	By who? (Institution responsible)	Target/ Indicator	By when? (Deadline)	Embedded where
5.1. An effective programme to support curriculum implementation is developed	H	5.1.1. Review current best practices that are being investigated through the NECT, EGRS, PILO. The review should specifically consider which models work best under which circumstances. ¹⁶	DPME	Publically available report with clear recommendation.	September 2019	OP of DPME
		5.1.2. Approve report on current best practice	DG: DBE	Approved Report.	October 2019	OP of Branch C
		5.1.3. Strengthen requirements for SMT Curriculum Implementation support and develop protocols for best practice. ¹⁷	DBE Branch T Chief Director: TE	Formal minimum requirements for Curriculum support.	November 2019	OP of Branch C
		5.1.4. Develop a district level PERSAL module to confirm competency testing for Principals, Deputy- Principals and HODs. The competency assessment should be based on the National Standards as established through Recommendation 1.6. ¹⁸	DBE Branch T and Branch D	Functional PERSAL module signed off by the DG.	Ongoing from February 2019	OP of Branch D
		5.1.5. Conduct consultative workshops and engagements with universities, unions and SACE on establishing protocols for effective support for curriculum implementation	DBE Branch C	Signed decision matrix on each recommendation.	October 2018	OP of Branch C

¹⁶ Various programmes are currently investigating effective models of providing curriculum implementation support and this research needs to inform best practice for curriculum support.

¹⁷ This should include the consideration of the current models of HOD competency assessment which are being conducted in Provinces. The schooling system is designed for HODs to give subject specific support to teachers. Currently there are not enough Subject Advisors to play this role. The current competencies and capabilities of HODs, as well as their current teaching load, are not conducive to them supporting teachers effectively. Measures of accountability needs to be established in this process.

¹⁸ The module must ensure that permanent appointment only occurs once competence testing was conducted and passed. National Standards must apply for competency test.

		5.1.6. Develop of a set of standardized indicators and benchmarks measure and classify effective curriculum implementation support. These indicators should include, amongst others, indicators on curriculum coverage and learner performance. ¹⁹	DBE Branch C	Approved Standardised indicators.	November 2018	OP of Branch C
		5.1.7. Approval of Standardised Indicators	DBE Branch C	Approved Standardised Indicators.	December 2018	OP of Branch C
5.2. A programme to support curriculum is implemented in provinces	H	5.2.1. Train districts, circuit managers and subject advisors on the implementation of the programme to support curriculum implementation.	DBE Branch C and Provinces	Proportion of district officials, circuit managers and subject advisors trained.	Ongoing from February 2019	OP of Branch C
		5.2.2. Implement a set of indicators that were developed through Recommendation 5.1. ²⁰	DBE Branch C and Provinces	Quarterly Reports.	March 2019	OP of Branch C
5.3. A programme to support curriculum is implemented in districts	H	5.3.1. Train SGB's, HOD's and School Principals on the programme of curriculum implementation support.	Provinces and Districts	Proportion of SGB's, HOD's and School Principals trained.	Ongoing from February 2019	OP of Branch C
		5.3.2. Monitor the implementation of the programme to support curriculum implementation. The implementation should incorporate strong lines of accountability.	Provinces and Districts	Quarterly Reports.	Ongoing from February 2019	OP of Branch C
5.4. A programme to support curriculum is implemented in schools	H	5.4.1. HOD's to implement effective curriculum support. The implementation should incorporate strong lines of accountability.	Provinces and Districts	Quarterly Reports.	Ongoing from February 2019	OP of Branch C

¹⁹ Current efforts to track curriculum implementation should be considered.

²⁰ Measures of accountability needs to be established.

Endorsed by



Mr H.M Mwele

Director-General: Department of Basic Education

Date:

Annexure E