

# WESTERN CAPE PROVINCIAL LEGISLATURE

TUESDAY, 22 MARCH 2008

QUESTION FOR ORAL REPLY

**21. Mr S Esau to ask Mr C M Dugmore, Minister of Education:**

With regard to the R4,05 million available for approximately 3 836 provincial “hardship incentives” in the Western Cape:

- (1) Whether the Western Cape Education Department has clearly identified the remote poor schools in question in harsh rural and urban areas;
- (2) whether the problem of teaching posts that are chronically vacant has been addressed at these schools; if so, what are the relevant details;
- (3) (a) what are the related costs attached to the posts or schools in question and (b) what are the incentives and perks attached to these posts;
- (4) whether there is sufficient capacity at district level to manage those schemes;
- (5) whether those incentives will also be negotiated with teacher unions as part of new salary packages; if not, why not; if so, what are the relevant details?

Answer:

THE MINISTER OF EDUCATION

21. (1) The remoteness of schools was determined by a service provider appointed by the DoE. This indicator will be used by the WCED in the implementation of the incentives.
- (2) There are some posts at the relevant schools which are vacant that have always been a challenge for the WCED to fill permanently. As a consequence, one of the objectives of the incentives scheme is to address the filling of such posts.
- (3) The incentives will be R11 528 per annum per post.

- (4) The scheme will be managed by the Head Office of the WCED with the support of the districts.

The policy on Incentives for Educators was signed by the national Minister of Education on 15 December 2007 and published in the Government Gazette nr. 30678 on 18 January 2008.

According to the said Government Gazette, the allocated amount to the WCED is R41,05m (not R4.05m as indicated in the introduction to the questions).

The national Department of Education (DoE) has issued the guidelines for the implementation of the Incentives for Educators on 13 March 2008.

The DoE conducted a workshop with officials of all provincial education departments on 15 April 2008 on the policy and guidelines for the implementation of the Incentives for Educators.

They will also visit all the provincial education departments to give support with the roll-out of the incentives. The date for the visit of the DoE to the WCED will soon be finalised.

There is no need to negotiate the incentives with the teacher unions because the National Minister of Education issued a determination in the Government Gazette. It is now up to the provincial education departments to implement the measures as determined by the National Minister. The WCED will, however, keep teacher unions abreast with regard to developments regarding the implementation of the incentives.

## QUESTION FOR ORAL REPLY

### 21. Ms SU Pause to ask Mr E Rasool, Premier:

- (1) Whether, with reference to the problems that are being experienced in education, there is a programme in place that can help teachers to understand the curriculum better; if so, what are the relevant details;
- (2) what are the Premier's views on the proposal of the Independent Democrats that a "teach the teachers" programme be established to help teachers to cope with the challenges of the curriculum?

(102)

Answer:

### THE MINISTER OF EDUCATION:

1. There are a number of strategies that were put in place by the WCED to help teachers to understand the new curriculum. These include:
  - We have formed a relationship with our four universities as our Department works closely with the Deans of Education in preparing and launching teacher support. The universities will help our teachers through their academics, masters and doctoral students.
  - Week-long orientation sessions for Grades 10 – 12 carried out in generic and subject context the year before the implementation of the new curriculum in each grade. Workshops took place in the June/July school holidays in 2005 and 2007. The same was repeated in April 2007 for teachers who may be responsible for two subjects or who joined the profession for the first time in 2007.
  - WCED-produced LTSM for various subjects, which include resources for upgrading teacher knowledge as well as for classroom use with learners. In each subject, content materials at NQF level 5 were commissioned by the WCED and developed by the HEIs.
  - Ongoing professional development projects in subject context which include content upgrading and classroom methodologies as well as assessment.
  - ACE courses in the Sciences and Life Orientation at HEIs. These courses intend upgrading the skills of teachers in both pedagogical and subject context.
  - Support for subject planning including pace setters, work year planners.
  - Examination support: exemplar papers, assessment guidelines, moderation of papers by Curriculum Advisers and common examination papers for Grade 12 in LAS schools.
  - EMDC cluster support within subject context.

- School visits: Head Office Senior Curriculum Planners and Curriculum Advisors at the EMDCs carry out school visits in subject context.
  - Networking with HEIs – short courses, provision of resources in subject context.
  - Partnerships with some NGOs who provide LTSM and teacher development workshops. WCED ensures that these are curriculum-aligned initiatives.
  - Partnerships with businesses e.g. the Woolworths Design Project and Design Indaba to provide curriculum support material for teachers.
  - We have conducted an investigation on the levels of support required by teachers concerning lesson planning. On the basis of that intervention we are sending 37-week work schedules to every school in the province. This has been done in the FET sector already in view of the importance of the Senior Certificate Examination.
  - We are providing a very practical step by step maths planning guide from grade 1 to 7 to assist teachers in the classroom.
  - We will use the Foundations for Learning programme, focussing and aligning it with our Literacy and Numeracy Strategy.
  - Our main emphasis is on classroom-based support.
  - We are assisting our teachers in poor schools by providing 260,000 books that create a print rich environment, which is essential for learning to read. Many of our teachers in poor rural schools have been trained as librarians.
- (2) I have perused with great interest the Independent Democrats document on Education Policy – Bridging the Divides in Education. I could take issue with you on a number of points relating to your very undeveloped situational analyses and your unsophisticated recipe for improving education service delivery.

For example, the analyses of the curriculum is not a realistic attempt to grapple with the issues impacting on education in the province. The National Curriculum Statement within the OBE framework is implemented so that our learners can cope with the challenges and demands of the modern world.

Many of the subjects or learning areas involve a higher cognitive demand. This curriculum involves a new theory of learning, different assumptions, new teaching methodologies and new assessment methods. Against this background, a large part of our population is indigent and this poses particular challenges to implementation.

Another challenge relates to the large in-migration of learners. Our system is responding to these challenges in a systematic and organised fashion. You must remember that Apartheid was a

systematic and organised method of undermining sectors of our population. We are trying to undo this damage. The analyses in your document is very simplistic and poorly researched.

Concerning my views on your “teach the teachers” programme, I will be very interested in hearing about what sounds like a good concept. Unfortunately, your document refers to bursaries for teachers, teacher training colleges, teaching assistants and principal training but there is no information on “teach the teachers”.

The WCED supports the notion of teach the teachers and recently as part of it's eLearning and Curriculum initiative, is introducing an e-mail service for teachers, curriculum advisors and planners in every one of the 29 subjects. This will help teachers from diverse contexts and with varying qualifications to speak to one another electronically. Furthermore, a blog is being introduced as well which creates the platform for dialogue and teachers educating teachers. These initiatives will be fully operational at the opening of the second term of school.

## QUESTION FOR ORAL REPLY

### **6. Mr G R Strachan to ask Mr C M Dugmore, Minister of Education:**

Whether any consideration has been given to building a hall for the schools in Saron that can be shared by them; if so, (a) what are the time frames in this regard and (b) what are the further relevant details?

Answer:

## THE MINISTER OF EDUCATION

6. No funds have been allocated to forum projects for 2008/09. Therefore, neither a priority list nor a schedule has been drawn up.

At present, over 600 schools in the Western Cape do not have school halls. Current budget constraints have dictated that we utilize the 2008/09 budget for the building of new schools, classrooms and maintenance.

I would welcome a application from the schools in Saron for the building of a hall to be shared by them. This request could be considered by the District and ranked on their priority list. As MEC I am prepared to initiate a process of seeking support from the local municipality and the private sector.

## VRAAG VIR MONDELINGE BEANTWOORDING

## MS-WORD

### **\*6. Mnr G R Strachan vra mnr C M Dugmore, Minister van Onderwys:**

Of enige oorweging geskenk word aan die bou van 'n saal vir die skole in Saron wat deur die skole gedeel kan word; so ja, (a) wat die tydraamwerk in dié verband behels en (b) wat die verdere tersaaklike besonderhede is?

Antwoord:

## DIE MINISTER VAN ONDERWYS

6. Geen fondse is vir 2008/09 vir skoolsaalprojekte toegeken nie. Daar bestaan gevolglik nóg 'n prioriteitslys, nóg 'n tydsraamwerk.

Op die oomblik is daar meer as 600 skole in die Wes-Kaap wat nie oor skoolsale beskik nie. Weens die begrotingsbeperkte het ons die 2008/09

begroting verbind tot die bou van nuwe skole, klaskamers en instandhouding.

Ek sal 'n aansoek van die skole verwelkom om 'n saal op te rig wat deur die skole gedeel kan word. Hierdie versoek sal deur die Distrik Kantoor oorweeg word en kan deel vorm van hul prioriteitslys. As LUR is ek gewillig om 'n proses te inisieer om die plaaslike raad, sowel as die privaatsektor se steun te werf.

## QUESTION FOR ORAL REPLY

### **17. Ms J Witbooi to ask Mr C M Dugmore, Minister of Education:**

How long does a person who has written a trade test on motor/diesel and has passed the test have to wait for his or her papers confirming that he or she has passed?

Answer:

## THE MINISTER OF EDUCATION

17. The issuing of trade test certificates is not a college competence. For Motor/Diesel certification the MERSETA does this through its ETQA. They have indicated that they generally work to a six-week schedule which includes the following process:

1. The colleges send the results to the MERSETA within a day of the completed test.
2. The MERSETA verifies the particulars received from the college, e.g. ID number/name etc.
3. The system generates a certificate after the verification is done.
4. Certificate taken to DoL for the Registrar to sign
5. Certificates returned to MERSETA so that the logos may be added (SETA/ SAQA etc)
6. Certificates are laminated for security purposes

Regional MERSETA districts issue the certificates to the learners.

## VRAAG VIR MONDELINGE BEANTWOORDING

### MS-WORD

### **\*17. Me J Witbooi vra mnr C M Dugmore, Minister van Onderwys:**

Hoe lank iemand wat 'n handelstoets oor motor/diesel geskryf het en dit geslaag het, moet wag vir dokumentasie om te bevestig dat hy of sy geslaag het?



Antwoord:

## DIE MINISTER VAN ONDERWYS

17. Die uitreiking van handelstoets sertifikate word nie deur die kollege behartig nie. Motor-/Dieselsertifisering word deur die OOGV (ETQA) deur die MERSETA gedoen. Hulle het aangedui dat hulle gewoonlik binne 'n sesweeekskedule werk wat die volgende proses insluit:
  1. Die kolleges stuur die uitslae aan die MERSETA binne 'n dag nadat die toets afgehandel is.
  2. Die MERSETA bevestig die besonderhede wat die kollege gestuur het, bv. ID-nommer, naam.
  3. Die stelsel genereer 'n sertifikaat nadat die verifikasie gedoen is.
  4. Sertifikaat word na die DvL geneem sodat die Registrateur dit kan onderteken.
  5. Sertifikate word na die MERSETA gestuur sodat logo's bygevoeg kan word (SETA/SAQA, ens)
  6. Sertifikate word vir sekuriteitsredes gelamineer
  7. MERSETA-distrikte reik die sertifikate uit aan die leerders.