

Provincial Case Studies

EASTERN CAPE DEPARTMENT OF EDUCATION

THE ROLE OF TEACHER DEVELOPMENT IN SUPPORTING GEC IMPLEMENTATION

GEC MASTER TRAINERS

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PRESENTATION OUTLINE

1. Models adopted
2. Procedures followed by ECDOE
 1. Key deliverables
 - Protocols of communication
 - Coordination
 - Advocacy
 - Funding norm/ Financial support
 - Training manuals
 - Capacity building
 - Monitoring, support and evaluation
 - Impact of GEC programme
3. Challenges faced during the implementation of GEC
4. Commitment by ECDOE Teacher Development.

Model Adopted

Teacher Development is guided by:

1. Three-Pronged Assessment Structure

School-Based Assessment (SBA): Includes an Integrated Common Assessment Task (ICAT) or project-based learning, focusing on the "5Cs": critical thinking, creative thinking, collaboration, communication, and meta-cognition.

Curriculum Tests (Standardised Assessment): End-of-year tests set at a national or district level to benchmark performance, with an emphasis on Assessment for Learning (AfL) rather than high-stakes ranking.

Dashboard assessment

2. Inclinations Assessment:

A digital tool (accessed via WhatsApp/TeacherConnect) designed to guide vocational choices)

The Three Stream Model: The GEC acts as a "DNA" for the Three Stream Model, directing learners towards academic, technical vocational, or occupational pathways, rather than treating Grade 9 as a final school exit point.

Implementation Model:

Incremental Approach

Data Driven: Uses the SA-SAMS (South African School Administration and Management System) platform for capturing and reporting data, including a new "GEC Dashboard".

Procedure followed by the PED

Protocols of communication

- Formal Communication: Used in official, hierarchical structures
- Informal Communication: Used for rapid information sharing, though it is less trustworthy.
- Communication Flow: Protocols dictate whether communication is downward (superior to subordinate), upward, or horizontal (among peers).
- Content and context (Training needs-Subject Advisors)
- QMS processes- Annexure E.1
- ECDOE- PROSPECTUS (3-year period)

Procedure followed by the PED

Coordination

- Teacher Development is involved in a structured management hierarchy of the programme from the Provincial level down to individual schools.
- Coordination of Logistics
- Ensure training is cascaded from provincial to district and school levels, where Grade 9 teachers are oriented on the new assessment tools and the Assessment for Learning (AfL) pedagogy.
- Trainings & Meetings: Ensuring all Grade 9 teachers attend required training sessions and coordinating internal review sessions.

Procedure followed by the PED

- **Facilitate advocacy**
- Meeting with relevant Chief Directorates
 - Assessment and Examinations- (Provision of participating teachers, schools, subject advisors)
 - Curriculum Management-(Subject content offering)
 - Inclusive Education,
 - Education Management Information System (EMIS) and
 - Institutional Operations Management(IOM)
 - Resourcing and School Administration (Circuit Managers)
 - District Coordination: Cluster A and Cluster B.
- Consultation with relevant stakeholders (SACE, Teacher Unions, TVET Colleges ,HEIs, QLTC)
- Use of previous NTA winners

Procedure followed by the PED

Funding norm/Financial support

- Centralised budget- Teacher Development
- Funding set aside for GEC implementation (Provincial, Cluster and districts)
- Intention is to decentralized funds to districts
- *School Allocations*: Under the National Norms and Standards for School Funding, Section 21 schools receive funds directly, allowing them to fund training needs. (LTSM)

Training manuals/material

- Receive training manuals from DBE
- Contact person and Delivery address (Nobom Buhlungu: *Mandla Makupula Education Leadership Institute, 25 Epsom road, Stirling, East London, 5247*)
- Responsible for the distribution of manuals to all 12 districts
- SACE endorsement

Capacity building

- Establishment and Training of master trainers- Core Eastern Cape Training Team (Examinations and Assessment, Curriculum Management, Inclusive Education, Teacher Development and EMIS).
- Training of Subject Advisors according to clusters.
- Induction of newly appointed principals and Circuit Managers
- New Teacher Induction Programme (NTIP)/ Training of novice teachers
- Dry sessions

Monitoring, support and evaluation of the implementation programme

- Monitor District Trainings as per the roll out plan.
- Monitor, assess and evaluate teacher attendance at the training venues as against registration, that will determine prospects of mop up training.
- Circuit Managers account on teacher attendance.

IMPACT OF GEC

- Increased Accountability: Holds schools more accountable for the quality of education provided at lower grades.
- Stakeholder mobilization
 - (Teacher Unions)
 - HEIs as we sit with them on a quarterly basis
- Massive participation in GEC
- Strengthens/Increased collaboration with relevant sister directorates
- Earlier intervention: identification of training needs

GEC Implementation



Challenges faced by the province in GEC IMPLEMENTATION

Challenges	Mitigation Strategies
GEC implementation did not appear in the Prospectus	New programme- Waiver of the Prospectus
Lack of funds for the implementation of the programme	Source funding through HRD
Poor attendance of training by teachers	(i) Accommodation of all participants from schools which are far away with 80 KL and above. (ii) Cluster training approach (iii) Collaboration with circuit managers
Poor utilization of items for the Schools Paper budget.	• Encourage District Teacher Development to monitor budget utilization to include GEC implementation • Administration of inclinations assessments and Integrated Projects (Term 2 & 3) • Monitor use of items for the School's Paper budget

Commitment by ECDOE Teacher Development:

In Collaboration with Assessment and Examinations, Curriculum, Inclusive Education and EMIS will ensure effective training through creating conducive training environment and ring-fenced funding of GEC all programs.

ECDOE Teacher Development has clear plans to invest on GEC training as the foundation for holistic development of a teacher.

Every child is a National Asset

Thank you!

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