

OBSERVATION OF 21st skills –A Tech Schools perspective

GEC MASTER TRAINERS

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SG SEPHESO



PRESENTATION OUTLINE

- School Implementation Context
- Framework for Observing 21st Century
- Administration of Inclination
- Administration of the Integrated Project
- Assessment of 21st Century Skills
- Administration of Curriculum Assessment
- Reflections and Way Forward



Introduction

The implementation of the GEC framework in 2025 marked a significant shift from traditional content-based teaching towards a skills-driven, learner-centred approach.

At HTS Rustenburg, the focus was on embedding 21st century competencies such as collaboration, critical thinking, creativity, and communication within everyday classroom practice through the Integrated Project.

School Information

Name of the School	HTS Rustenburg
Province and District	North-West. Bojanala
School Type	Technical /Vocational
Subject	Life Orientation
Total number of grade 9 classes	200
Number of learners per class	30
Total number of teachers	13
GEC Participation	4 years

Procedure followed by the School



Step by step Procedure

Step	Procedure
Step 1: Identification of skills to be observed	Defined observable behaviors for each skill to be observed.
Step 2: Development of observation tools.	Ensured tools could be used consistently across all learners.
Step 3: Structured observation planning	Identified key moments for observation e.g. discussions, task execution
Step 4: Observation during task execution	Monitored how learners applied knowledge, demonstrated creativity engaged with task.
Step 5: Observation during presentation.	Ensured all learners are observed the same criteria

Principles observed to ensure consistency

-Standardisation of Assessment Tools

The same rubrics and observation instruments were used for all learners, ensuring uniform criteria regardless of the day of assessment.

-Equal Observation Opportunities

Each learner was observed the same number of times across key stages of the project (e.g. group work, participation, and presentation), ensuring balanced assessment.

-Structured Observation Schedule

A detailed observation plan was developed in advance to track when and how each learner would be assessed, preventing over- or under-assessment.

-Consistency in Assessment Conditions

Similar conditions were maintained across all days (time allocation, task expectations, and assessment format) to avoid any advantage or disadvantage.

GEC Implementation



Administration of Inclination

- Parents were informed of the inclination assessment and its importance through a formal school newsletter
- As a cell phone-free school, learners were instructed to bring devices on a designated day
- Full learner compliance was achieved
- The assessment was administered class-by-class (Grade 9.1 – 9.6)
- This approach ensured a controlled, manageable, and efficient process
- The use of smaller groups improved system performance and learner focus

Administration of Inclination

What challenges were the challenges and what were mitigation strategies

Challenges	Mitigation Strategies
Network connectivity issues during previous centralised (hall-based) administration	Shifted from a centralised model to a class-based administration approach
Slow system performance due to high user traffic (WhatsApp platform)	Reduced number of concurrent users to improve connectivity and system speed
Risk of disruptions affecting completion time and learner experience	Implemented a phased schedule (class-by-class rollout) which ensured close supervision and support during each session

Administration of integrated project

Process	Procedure
Writing	Implementation guided by a structured GEC Management Plan -The Life Orientation teacher facilitated the project during the initial 5-day period -Worksheets were completed in class under controlled conditions
Booklets	The project was adapted to suit the school context. -A complete set of worksheets -A quotation file dedicated to GEC
Marking	A structured marking schedule was developed for all educators -Marking was conducted on-site, after school, within a designated time



Administration of the integrated Project

What challenges were the challenges and what were mitigation strategies

Challenges	Mitigation Strategies
Time constraints within the school timetable-Balancing project completion with normal teaching time	Structured GEC Management Plan-Clear schedule for completion of tasks ensured pacing and control
High administrative and coordination demands-Managing printing, distribution, and tracking of materials	Controlled classroom-based writing-All work completed under supervision to ensure authenticity
Marking workload pressure on educators-Large volume of scripts across multiple classes	Marking schedule on-site: after school marking sessions prevented backlog and ensured consistency
Initial learner uncertainty -Learners unfamiliar with expectations and structure of the project	Continuous teacher support and guidance-Learners supported during initial stages to build understanding

Assessment of the 21st century

The Assessment was implemented across three phases of the integrated project:

Before the Project :

Learners' initial competencies were observed during introductory activities and group formation. This helped establish a baseline understanding of skills such as communication and collaboration.

-During the Project :

Continuous observation took place while learners were actively engaged in the integrated project.

-Learners were assessed during group discussions, task execution, and problem-solving activities.

-Evidence collected throughout the process informed final judgements.

Assessment of the 21st century

Process	Procedure
Model adopted	Continuous Observation Learners were observed throughout the project process, not only during final presentations. This allowed for a more accurate reflection of skills such as collaboration and problem-solving.
Observation	Focus on Observable Behaviour Assessment was based on what learners demonstrated in practice (e.g. participation, leadership, communication), rather than assumptions.
Recording	Evidence-Based Judgement All scores and decisions were supported by recorded observations, ensuring transparency and reliability.



Assessment of the 21st century

Challenges	Mitigation Strategies
21st century skills (e.g. collaboration, creativity) can be difficult to measure objectively.	Focused on observable behaviours (e.g. participation, idea contribution).
Observing every learner multiple times is time-intensive, especially with large classes.	Assessed learners across different stages (not just final presentation). Spread observations over multiple days while maintaining consistency.
Assessing on different days may introduce variation in judgement or conditions.	Kept detailed observation records for reference. Conducted moderation to ensure scoring alignment.

Administration of the curriculum test

Administration of the nationally set curriculum tests was seamless and well-structured

- The school leveraged its established NSC examination processes, including:
- Controlled examination conditions
- Standardised invigilation procedures
- Clear time management and compliance measures
- Seating plans

This ensured:

- Credibility and integrity of the assessment process

Administration of the curriculum test

Process	Procedure
Model adopted	The school adopted a formal examination-based model, aligned to existing NSC processes -Assessments were conducted under controlled conditions, with standardised invigilation and time management
Moderation Model	Internal moderation was conducted through subject-level and SMT processes. Moderation focused on: -Alignment with curriculum standards -Appropriate cognitive demand of questions -Accuracy and fairness of marking *This ensured:* -Standardisation across classes -Reliability and validity of assessment outcomes



Administration of the Curriculum Tests

What challenges were the challenges and what were mitigation strategies

Challenges	Mitigation Strategies
Learner adjustment to question format- Some learners struggled with the high weighting of multiple-choice questions	Learner preparation and support -Exposure to similar question formats during teaching -Guidance on how to approach multiple-choice and open-ended questions
Technical and marking considerations- Ensuring accuracy and consistency in marking objective items	Standardised marking approaches -Use of marking guidelines and internal moderation -Cross-checking of scripts to ensure consistency

Recommendations for GEC



- *Integrate Digital Solutions*
- Introduce a centralised digital platform for:
- Recording 21st century skills
- This will:
- Reduce paperwork
- Improve accuracy
- Enable real-time tracking

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