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SAOU

DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

PROFESIONELE ONTWIKKELINGSDIENS (POD)
PROFESSIONAL DEVELOPMENT SERVICE (PDS)

SERVING INCLUSIVE, PUBLIC AND INDEPENDENT SCHOOLS | DIEN INKLUSIEWE, OPENBARE EN ONAFHANKLIKE SKOLE

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Nuusbrief 26/2018

12 November 2018

PROGRESSIE, PROMOSIE EN KONDONERING 2018

Promosie

Die term promosie word gebruik wanneer 'n leerder aan die minimum vereistes voldoen het en bevorder word na die volgende graad.

Die Nasionale beleid met betrekking tot die Program- en Bevorderingsvereistes moet ook geraadpleeg word in terme van konsessies (verslapping in die slaagvereistes) wat van toepassing is op immigrante leerders en leerders wat leerhindernisse ervaar. ([Klik hier om na dokument te kyk](#)).

Progressie

'n Leerder wat nie aan die bevorderingsvereistes voldoen nie, moet na die volgende graad vorder om te verhoed dat 'n leerder vir 'n periode langer as vier jaar in 'n fase teruggehou word.

LW: Indien progressie toegepas word, moet lede daarvan kennis neem dat die leerder se punte nie aangepas moet word nie, maar dat die werklike punte op die rapport aangedui word, met die aanduiding dat die leerder nie aan die promosievereistes voldoen het nie, maar na die volgende graad oorgeplaas word. Onder geen omstandighede mag punte bygevoeg word op die rapport nie. (Geen kondonering mag dus plaasvind nie.)

Kondonering

Ingevolge [Nasionale Omsendskrywe 1 van 2018](#): **PUNTE-AANPASSINGS EN SPESIALE KONDONERING DISPENSASIE VIR LEERDERS IN DIE SENIOR FASE (GRAAD 7 – 9)**, mag daar kondonering van Wiskunde plaasvind in Graad 7 – 9.

- 'n Aanpassing van punte wat nie 2% oorskry nie is van toepassing op 'n maksimum van 3 vakke en nie net een vak soos voorgeskryf in die Nasionale Assesserings Omsendskrywe 3 van 2015 nie.
- Daarna moet die **kondonering van Wiskunde** toegepas word. In die geval waar 'n leerder aan al die promosievereistes voldoen het om na die volgende graad bevorder te word, maar nie 'n vlak 3 (40%) in Wiskunde verwerf het nie moet so 'n leerder in Wiskunde gekondoneer word. Dit impliseer dat die Wiskundepunt kondoneer word en die leerder na die volgende graad bevorder moet word indien alle ander promosievereistes nagekom is.
- Leerders wat 'n graad herhaal mag nie van hierdie aanpassing ontnem word nie.
- Wanneer 'n leerder in Wiskunde gekondoneer word, moet die leerder se oorspronklike Wiskundepunt op die rapport aangedui word gevolg deur die letter "C" om aan te dui dat die leerder se punte gekondoneer is.



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- Graad 9-leerders wat 'n minimum punt onder 30% verwerf nadat die 2% aanpassing plaasgevind het, mag nie Wiskunde in Graad 10 neem nie. Hulle moet Wiskundige Geletterdheid neem.



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PROMOSIE EN PROGRESSIE

Fase	<u>KABV: Slaag/Promosie vereistes</u>	<u>Kondonering</u>	<u>Progressievereistes</u>
Grondslagfase Graad R – 3	<p style="text-align: center;"><u>Graad R:</u></p> Huistaal - 4 (50%) Wiskunde - 3 (30%) <p style="text-align: center;"><u>Graad 1-3:</u></p> Huistaal- 4 (50%) Eerste Addisionele Taal- 3 (40%) Wiskunde- 3 (40%) (Slegs riglyn)	Geen kondonering	Leerder mag slegs 1 keer in fase herhaal.(4 jaar siklus) Geen leerder mag in Graad R agtergehou word nie - Alle leerders moet aanbeweeg na Graad 1
Intermediêre Fase Graad 4 – 6	<p style="text-align: center;"><u>Graad 4-6:</u></p> Huistaal - 4 (50%) Eerste Addisionele Taal - 3 (40%) Wiskunde - 3(Bo 40%) Twee oorblywende vakke - 3 (40%) (Slegs riglyn)	Geen kondonering	Leerder mag slegs 1 keer in fase herhaal. Leerder moet in wese saam met ouderdomsgroep aanbeweeg.
Senior Fase Graad 7 – 9	<p style="text-align: center;"><u>Graad 7-9:</u></p> Huistaal 4 (50-59%) Eerste Addisionele Taal -3 (40-49%) Wiskunde -3 In enige 3 ander vakke -3 In enige 2 van die ander vakke -2 Bg. is vereistes	<p><u>Punteaanpassing en spesiale kondonering dispensasie</u></p> 'n Aanpassing van punte wat nie 2% oorskry nie is van toepassing op 'n maksimum van 3 vakke Kondonering van Wiskunde waar aan al die promosievereistes voldoen is, maar nie 'n vlak 3 (40%) in Wiskunde verwerf is nie In die geval van kondonering van Wiskunde moet die oorspronklike punt op die rapport verskyn, gevolg deur "C" Graad 9-leerders wat <30% verwerf nadat die 2% aanpassing plaasgevind het, moet Wiskundige Geletterdheid in Gr. 10 neem (<u>Klik hier</u> vir toegang tot die Nasionale Omsendskrywe No. 1 van 2018).	Leerder mag slegs 1 keer in fase herhaal. Leerder moet in wese saam met ouderdomsgroep aanbeweeg.
VOO fase Graad 10 – 11	<p style="text-align: center;"><u>Graad 10-11</u></p> Huistaal -3(40%) In enige 2 vakke-3(40%) In enige 3 ander vakke -2(30%) met dien verstande dat die SBA komponent ingehandig is vir die vak wat nie geslaag is nie.	<u>Geen kondonering</u>	Leerder mag slegs 1 keer in fase herhaal. Leerder moet in wese saam met ouderdomsgroep aanbeweeg.

SAOU NAVORSINGSTOER NA FINLAND: TERUGVOER

Die SAOU het vanaf 29 September tot 8 Oktober 2018 'n navorsingstoer onderneem na Helsinki, Finland. Gedurende hierdie periode het die groep 6 Finse skole besoek. Hulle is toegesprek deur verteenwoordigers van die Finse Onderwysersunie: OAJ en die Finse Onderwysdepartement. Onderwerpe het o.a. ingesluit: Die geskiedenis, struktuur en funksionering van die Finse Onderwysersunie (OAJ), die stand van Basiese Onderwys in Finland, die nuwe Finse Onderwyskurrikulum, Inklusiewe Onderwys, Onderwyseropleiding en die rol van die hoof en bestuur in Finse skole en die Finse Onderwysstelsel.

Die toergroep het bestaan uit 2 lede van die Professionele Ondersteuningsdiens van die SAOU en 18 opvoeders wat lede is van die SAOU. Hierdie groep het posvlak 1 opvoeders, departemenshoofde, adjunkhoofde en hoofde ingesluit.

Die doel van die toer was om vas te stel waarom die Finse Onderwysstelsel so suksesvol is en watter van die beste Finse praktyke m.b.t. Bestuur, Inklusiewe Onderwys, die onderrig van Wiskunde en die onderrig van Engels Addisionele Taal moontlik in Suid-Afrikaanse skole geïmplementeer kan word. Die SAOU wil ook graag tydens SAOU opleidingsgeleenthede in 2019 die lesse wat hulle in Finland geleer het, met ons lede deel.

[Klik hier](#) vir 'n volledige verslag oor die navorsing wat in Finland gedoen is.



SAOU NAVORSING: SUKSESVOLLE SKOLE VERSUS EFFEKTIEWE SKOLE

Die SAOU het gedurende Oktober met behulp van 'n elektroniese vraelys lede se opinie gevra rakende hul persepsie van suksesvolle- en effektiewe skole. Die resultate van die response noodsaak ons egter om dieper te delf aangesien effektiewe skole nie noodwendig suksesvol is nie maar meeste respondente aangedui het dat hul by effektiewe skole onderrig.

Volgens die bestaande navorsing wat as basis vir die vraelys gebruik is, fokus effektiewe skole op die kurrikulum, met ander woorde, opvoeders slaag daarin om die kurrikulum oor te dra en leerders kry bevredigende skolastiese uitslae. Suksesvolle skole aan die anderkant, is daar waar die holistiese ontwikkeling van die kind op die voorgrond staan – dit is dus baie meer as net akademiese prestasie. Suksesvolle skole slaag daarin om die kind as totale landsburger voor te berei, insluitend waardes, selfontwikkeling, selfdissipline en selfhandhawing. In leketaal kan ons bloot sê effektiewe skole fokus meer op harde vaardighede en suksesvolle skole handhaaf 'n beter balans tussen harde en sagte vaardighede.

Die volgende 10 punte van interpretasie verdien vermelding aangesien die response moontlike verklarings vir sekere probleme in onderwys kan verskaf:

1. Die meerderheid respondente (71.6%) voel dat effektiewe skole nie noodwendig suksesvol is nie. Dit is moontlik dat respondente effektiwiteit verwar met sukses, of dat hul meer waarde heg aan effektiwiteit as sukses.

2. Volgens die terugvoer het dit geblyk dat akademiese prestasie die nommer 1 faktor is om suksesvolle skole (66.2%) se prestasie te bepaal en voorbereiding van leerders as verantwoordelike landsburgers was met 57.8% die nommer 1 faktor in effektiewe skole.
3. 58.8% van respondente het aangedui dat hulle dink dat hulle by effektiewe skole onderrig
4. Empatieke leierskap en die handhawing van skoolroetine het besonder hoë persentasies ontvang (79.9% en 83.3%) as aspekte wat teenwoordig is by die betrokke respondente se skole.
5. 37.3% van respondente het aangedui dat die skool waar hul onderrig nie kan staatmaak op goeie kwaliteit voorskoolse/laerskool onderrig nie. Dit is kommerwekkende inligting.
6. Gebrekkige gesinswaardes en die invloed daarvan op sukses is duidelik met 64.2% van respondente wat vind dat gesinswaardes afwesig is by hul skole.
7. Die vertrouensverhouding onderling tussen opvoeders, opvoeders en ouers en opvoeders en leerders dui daarop dat skole kan staatmaak op ongeveer die helfte van die skool se ouers en leerders se positiewe ingesteldheid, betrokkenheid en vertroue.
8. Meeste leerders (53.4%) is nie positief rakende skooltradisies of skooldrag nie. Tog meen 76.5% van opvoeders dat hul skool daarin slaag om 'n "ek -hoort-hier" gevoel by leerders te skep.
9. Die ontwikkeling van kritiese denke vind by 66.7% van skole plaas – maar by 33.3% van skole NIE. Kritiese denke is waarvolgens assessering ontwikkel en beplan moet word en is een van die uitkomstes wat gestel word in die KABV. 33.3% beteken een derde van 12 932 565 leerders, dus 4 310 855 leerders het nie die vaardigheid genoegsaam ontwikkel nie – een van die top vyf vaardighede wat bemeester moet word vir leerders om suksesvol die uitdagings van die toekoms die hoof te kan bied in nuwe beroepe, wat tans nog nie bestaan nie.
10. Bogenoemde redenasie word versterk met die vraag waarin respondente gevra is rakende skole se sukses om leerders voor te berei vir die uitdagings van die 21ste eeu. 44% het aangedui dat hul nie daarin slaag nie.

Bogenoemde statistiek het ten doel om slaggate uit te wys en maandelik toekomstige aksies te kan beplan sodat opvoeders, ouers en ons as unie, die veranderde omgewing beter kan verstaan en ons lede kan help om hulself beter te posisioneer.

Ons bedank graag alle lede vir hul deelname aan hierdie opname. Die inligting sal gebruik word om te bemagtig tydens opleidingsessies wat vir 2019 beplan word.

Om die volledige vraelys en response te bestudeer, [klik hier](#).





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PROGRESSION, PROMOTION AND CONDONATION 2018

Promotion

The term promotion refers to the advancement of a learner from one grade to the next when that learner meets the minimum required level of achievement.

National Policy pertaining to the Programme and Promotion requirements must also be consulted regarding concessions (that is, relaxation of the pass requirements) that apply to immigrant learners and learners who experience barriers to learning. ([Click here to view document](#)).

Progression

This means the advancement of a learner from one grade to the next, even though the learner has not complied with all the promotion requirements. Progression can be used to prevent a learner from being retained in a phase for a period exceeding four years. If progression is applied, members should take note that the candidate's marks are not to be adjusted but that the actual marks must be reflected on the report, together with the indication that the student did not meet the promotion requirements, but is transferred to the next Grade. Under no circumstances may marks be added to the report. (Condonation is not allowed.)

Condonation

[National Assessment Circular No. 1 of 2018](#) clarifies the application of the promotion and progression requirements, with *SPECIFIC REFERENCE TO THE MARK ADJUSTMENT AND **SPECIAL CONDONATION DISPENSATION** FOR LEARNERS IN THE SENIOR PHASE (GRADE 7-9)* in 2018.

- A mark adjustment not exceeding 2% must be applied in a maximum of 3 subjects and not in one subject, as described in National Assessment Circular 3 of 2015.
- Thereafter, the condonation of Mathematics must be applied. Where a learner has met all the requirements in respect of promotion from one grade to the next grade, except when the learner has not attained a level 3 (40%) in Mathematics and therefore has to be retained, such a learner must be condoned in Mathematics. This implies that the Mathematics mark is condoned and the learner must be promoted to the next grade, if all other pass requirements are met.
- Learners who are repeating a grade should not be excluded from the adjustment process.
- In relation to the Mathematics condonation, on the promotion schedule and the learner's report card, the original mark attained by the learner in Mathematics must be indicated and the letter "C" must be inserted next to the mark to indicate that this mark has been condoned.
- Grade 9 learners who obtain a mark of below 30% in Mathematics in Grade 9 after the 2% adjustment has been applied, will not be allowed to take Mathematics in Grade 10. They must take Mathematical Literacy.

PROMOTION AND PROGRESSION

Phase	CAPS: Pass/Promotion requirements	Condonation	Progression
Foundation Phase Grade R – 3	<p style="text-align: center;"><u>Grade R:</u></p> Home Language - 4 (50%) Mathematics - 3 (30%) <p style="text-align: center;"><u>Grade 1-3:</u></p> Home Language- 4 (50%) First Additional Language- 3 (40%) Mathematics- 3 (40%) (Only a guideline)	No condonation	A learner may only be retained once in the phase to prevent the learner being retained in this phase for longer than 4 years. No learner may be retained in Grade R - All learners must advance on to Grade 1. A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be retained again in the second phase for four (4) years or more, should receive the necessary support in order to progress to the next grade.
Intermediate Phase Grade 4 – 6	<p style="text-align: center;"><u>Grade 4-6:</u></p> Home Language - 4 (50%) First Additional Language- 3 (40%) Mathematics - 3(40%) Two remaining subjects - 3 (40%) (Only a guideline)	No condonation	A learner may only be retained once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.
Senior Phase Grade 7 – 9	<p style="text-align: center;"><u>Grade 7-9:</u></p> Home Language 4 (50%) First Additional Language- 3 (40%) Mathematics - 3(40%) In any 3 other subjects -3 (40%) In any 2 of the other subjects -2 (30%) (Above are requirements)	<p><u>SPECIAL CONDONATION DISPENSATION</u></p> A mark adjustment not exceeding of 2% must be applied in a max of 3 subjects Condonation of Mathematics where all the promotion requirements have been met, but not attained a level 3(40%) in Mathematics In the case of Mathematics condonation, the original mark, followed by "C" must appear on the report and promotion schedule Gr 9 learners who attained <30% after the 2% adjustment has been applied, must take Mathematical Literacy in Gr. 10 (Click here for access to National Assessment Circular No. 1 of 2018). National Assessment Circular No. 1 of 2018)	A learner may only be retained once in the Senior Phase in order to prevent the learner being retained in this phase for longer than four years.
FET Phase Grade 10 – 11	<p style="text-align: center;"><u>Grade 10-11</u></p> 40% in 3 subjects of which 1	No condonation	A learner may only be retained once in the phase to prevent the learner being retained in this phase for longer than four years.

	must be a Home Language 30% in 3 of the remaining subjects 6 of the 7 Subjects must be passed Note- There are different norms for learners who offer Music		
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SAOU RESEARCH TOUR TO FINLAND: FEEDBACK

The SAOU undertook a research tour to Helsinki, Finland from 29 September to 8 October 2018. During this period the group visited 6 Finnish schools. They were also addressed by representatives of the Finnish Teacher Union, OAJ, and the Finnish Department of Basic Education. Topics that were covered included: The history, structure and functioning of the Finnish Teacher Union, OAJ, the state of Finnish Education, the new Finnish Education Curriculum, Inclusive Education, Teacher Training and the role of the principal and management in Finnish schools and the Finnish Education System.

The tour group comprised of 2 members from the Professional Development Services of the SAOU and 18 educators who are members of the SAOU. This group included post level 1 teachers, heads of departments, deputy principals and principals.

The purpose of the tour was to determine why the Finnish Education System is so successful and which best practices in Finnish schools w.r.t. Management, Inclusive Education, teaching Maths and teaching English as an additional language could possibly be implemented in South-African schools. The SAOU also plans to share the lessons learnt in Finland with our members during the training workshops that will be held in 2019.

[Click here](#) for the full report on the research done in Finland.



SAOU RESEARCH: SUCCESSFUL SCHOOLS VS EFFECTIVE SCHOOLS

During October, the SAOU asked their members their opinion about their perception of successful and effective schools using an electronic questionnaire. However, the results of the response necessitated us to delve deeper as effective schools are not necessarily successful, but most respondents have indicated that they teach at effective schools.

According to existing research used as the basis for the questionnaire, effective schools focus on



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the curriculum, in other words, educators succeed in transferring the curriculum and learners get satisfactory scholastic outcomes. Successful schools on the other side are where the holistic development of the child is at the forefront - it is therefore much more than academic achievement. Successful schools succeed in preparing the child as a total citizen, including values, self-development, self-discipline and self-sufficiency. In laymen's terms we can only say effective schools focus more on hard skills and successful schools maintain a better balance between hard and soft skills.

The following 10 points of interpretation deserve mention as the response can provide possible explanations for certain problems in education:

1. The majority of respondents (71.6%) feel that effective schools are not necessarily successful. It might be possible that respondents confused effectiveness with success, or that they feel effectiveness is more valuable than success.
2. According to the feedback, academic achievement was found to be the number one factor in determining successful schools (66.2%) performance and preparing for learners as responsible citizens was with 57.8% the number one factor in effective schools.
3. 58.8% of respondents indicated that they think they teach at effective schools
4. Empathetic leadership and maintaining school routine received particularly high percentages (79.9% and 83.3%) as factors present at the respondents' schools.
5. 37.3% of respondents indicated that the school where they teach cannot rely on good quality pre-school / primary education. This is worrying information.
6. Insufficient family values and its impact on success are clear with 64.2% of respondents who find that family values are largely absent from their schools.
7. The relationship of trust between educators, educators and parents and educators and learners, respectively, indicates that schools can rely on approximately half of the school's parents and learners' positive attitude, involvement and trust.
8. Most learners (53.4%) are not positive about school traditions or school uniforms. However, 76.5% of educators believe that their school succeeds in creating a "sense of belonging" amongst learners.
9. The development of critical thinking takes place at 66.7% of schools - but at 33.3% of schools NOT. Critical thinking is how assessment is developed and planned and is one of the outcomes set in CAPS. 33.3% means one third of 12 932 565 learners, thus 4 310 855 learners did not develop the skills adequately - one of the top five skills that must be mastered in order to successfully master the challenges of the future in new occupations, which currently do not exist.
10. The above reasoning is reinforced with the question in which respondents were asked about the success of schools to prepare learners for the 21st century challenges. 44% indicated that they did not succeed.

The above statistics aim to identify pitfalls and possibly plan future actions to enable educators, parents and we as a union to better understand the changing environment and assist our members' position themselves better.

We would like to thank all members for their participation in this survey. The information will be used to empower members during the training sessions planned for 2019.

To study the complete questionnaire and response, [click here](#).

