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DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

PROFESIONELE ONTWIKKELINGSDIENS (POD)
PROFESSIONAL DEVELOPMENT SERVICE (PDS)

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Nuusbrief 27/2019

14 Oktober 2019

DIE DEPARTEMENT VAN BASIESE ONDERWYS EN ASSESSERING: BELOFTES MAAK SKULD, OF HOE?

DIE VERWAGTE UITSPEEL VAN ASSESSERING IN GRADE R - 12

SAOU gee graag terugvoer rakende die Departement van Basiese Onderwys se Nasionale Asseseringsplan, wat volgens die DBO reeds in November 2019 gaan afskop.

1. **Agtergrond: Jaarlikse Nasionale Assessering**

Die Jaarlikse Nasionale Assessering (JNA) is in 2015 beëindig en die totale proses van assessering is sedertdien hersien. Die SAOU was van meet af by dié hersieningsproses van assessering betrokke. Die hersiening van JNA het tot gevolg gehad dat ook Hoofstuk 4 van die KABV hersien moes word om die totale assesseringsproses meer vaartbelyn te maak. Hierdie hersieningsproses was drieledig van aard:

- a. Onmiddellike beëindiging van die Jaarlikse Nasionale Assessering
- b. Die daarstel van 'n Sistemiese Evaluering wat dit vir die DBO moontlik sou maak om leemtes in die stelsel uit te wys en intervensie strategieë in die onderwys te bepaal
- c. Die vermindering van die administratiewe werkklas van onderwysers wat meegebring is deur leemtes en / of onduidelikhede in Hoofstuk 4 van die KABV dokumente wat spesifiek verwys na Assessering.

Die SAOU het lede ingelig gehou rondom die verskillende aspekte van die JNA wat uiters problematies geraak het. Die SAOU se rol in die beëindiging van die JNA was kardinaal: die gebruik van inligting wat ingewin was deur 'n enkele assessering en dan die hele skool daarvolgens te *name and shame*, was totaal onaanvaarbaar en die JNA is weens druk van o.a. die SAOU, in 2015 gestaak. Die probleme wat deur al die unies aan die DBO uitgewys is, het gelei tot die stigting van 'n taakspan (NCATT – National Curriculum Assessment Committee) wat gefokus het op die nodige veranderings aan die KABV. Die NCATT is tans getaak om die eerste fase van hersiening af te handel.

2. **Sistemiese Evaluering (SE)**

Volgens die DBO, het die Sistemiese Evaluering ten doel om leemtes in die onderwysstelsel, wat ook leerderprestasie beïnvloed, uit te wys deur onderhoude met personeel, die skoolbestuurspan, ouers en leerders, sowel as die evaluering van individuele leerders. Hierdie evaluasie sal dan gebruik word om die voorgestelde inisiatiewe van die DBO te rig. Sommige van die skole wat deur die provinsies geïdentifiseer is, het volgens die DBO reeds skrywes ontvang. Na verwagting, sal 3 640 skole se graad 3, 6 of 9-leerders uiteindelik aan die sistemiese evaluering gedurende November 2019, deelneem.

Die onderstaande skakel, wat deur die DBO voorsien is, kan gebruik word indien u wil vasstel of die skool waar u onderrig, deel is van die projek:

<https://www.education.gov.za/SystemicEvaluationsampledchools.aspx>

Die SAOU het egter met ontsteltenis kennis geneem dat die DBO se administrasieproses en reëlings met betrekking tot hierdie evalueringproses, skynbaar ver van afgehandel te wees. Om steeds te



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November-tydskale te haal te midde van alle skole wat gedurende November eindeksamens afneem, sal nie maklik wees nie.

3. Hoofstuk 4 van die KABV

Die SAOU het verskeie insette van lede ontvang rondom die eise wat Hoofstuk 4 (Assessering) in die KABV stel. Hierdie terugvoer het gevarieer van die onbillike verspreiding van take en opdragte, die leemtes in punttoewysing in die beleid wat deur SASAMS ondervang is, tot die onnodige merklas wat sommige vakke tot gevolg gehad het. Die SAOU het aktief aan die hersieningsproses deelgeneem en kundiges in werkkomitees aangewys wat die assessering van elke fase en elke vak in oorweging geneem het. Die proses is gefinaliseer en die wysigings, wat in 2020 geïmplementeer word, sal eersdaags deur die DBO versprei word. Hierdie proses het egter ook leemtes in Hoofstuk 3 uitgewys en in 2020 sal die Hoofstuk 3 komponent van die KABV hersien word.

4. Wat is die SAOU se standpunt in ondersteuning aan ons lede?

Sistemiese evaluering: Die sistemiese evaluering mag nie gebruik word om opvoeders of skole te etiketteer en in die proses te benadeel nie. Sistemiese evaluering en die totale proses van uitrol, is op die tafel geplaas deur die Departement van Onderwys. Die unies het ingestem tot die proses, mits die evaluering tot voordeel van die onderwyssisteem gebruik word en nie tot nadeel van onderwysers en skole nie. Dit is nie die verantwoordelikheid van unies om die proses te maak werk, te laat slaag of te monitor nie. Die SAOU is nie ten gunste daarvan dat opvoeders uit klasse onttrek word om die evaluering se monitoring te behartig nie. Monitoring van die proses is deel van die beplanning en uitrol en is dus deel van die verantwoordelikheid van die DBO. Die SAOU is nie ten gunste van die laat kennisgewing wat aan geïdentifiseerde skole gestuur is nie. Talle skole het skynbaar glad nie enige kennisgewing vanaf die DBO ontvang nie. Die verwagting is dat hierdie oorhaastigheid van die DBO talle skole, wat reeds uitsonderlike druk m.b.t. assessering en eksamens ervaar, se bestuur en organisasie van die skoolprogram verder gaan bemoeilik.

KABV wysigings: Met die aanpassings wat gemaak is in die KABV-dokumente moet hierdie nuwe beleidsdokumente nou, volgens beleid, gepromulgeer word. Die SAOU is nie ten gunste van beleidsaanpassings wat deur middel van omsendskrywes gesirkuleer word nie. Dit laat die agterdeur oop vir individue om hul eie siening van die aanpassings as beleid af te dwing en verhoed dat nasionale beleidstoepassing plaasvind en is tot nadeel van ons opvoeders. Die KABV wysigings wat tans voltooi is, is Hoofstuk 4 (Assessering). Wysigings aan Hoofstuk 3 is in proses van voltooiing en sal eers gereed wees teen 2021.

Die voorstel wat tans bespreek word, is dat 'n ministeriële voorlegging ingedien moet word wat amptelik die wysigings op die beleidsdokumente moet aandui sodat dit reeds in 2020 verligting van assesseringstake en die gepaardgaande werkslas sal kan meebring. Die beleidsdokumente sal dan, sodra al die hoofstukke se wysigings voltooi is, gepromulgeer word. Die DBO se beplanning sluit ook in dat SASAMS teen 30 September 2019 van die wysigings in kennis gestel moes gewees het en dat die nodige aanpassings op die sisteem, gereed sal wees vir implementering met ingang van Januarie 2020.

5. Die pad vorentoe

SAOU bly betrokke by die wysigingsproses en sal bly staan by die mandaat wat ons lede aan ons gegee het, naamlik:

- a. Die SAOU steun die NCATT proses en wil dit so spoedig, maar so deeglik moontlik, laat plaasvind om herhaaldelike toekomstige hersiening te vermy



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- b. Die SAOU steun die promulgeringsproses, maar steun nie 'n proses waar kurrikulumwysigings deur middel van omsendskrywe gepromulgeer word nie
- c. Die SAOU steun 'n wysiging aan alle KABV Tale dokumente wat die vermindering van take en nasienwerk vir onderwysers tot gevolg het
- d. Die SAOU steun 'n definisie van assesseringstaak, soos in die ander vakke, waar 'n billike verdeling van werk, maar ook nasien, die beste refleksie van die leerder se kennis en vaardighede tot gevolg het.
- e. Die SAOU steun die bekendstelling van al die KABV Tale dokumente (ook die Afrikatale) op dieselfde tyd (Dus nie latere promulgering van sekere tale wat eensydige wysigings deur die DBO sal toelaat nie).
- f. **Monitering:** Indien die sistemiese evaluering wel voortgaan, sal moniteerders (onder andere 'n verteenwoordiger van een van die ses onderwysunies), u skool besoek. Elke onderwysunie is versoek om een moniteerder per provinsie beskikbaar te stel, wat beteken SAOU sal slegs by 'n minimum aantal van ons lede/skole kan uitkom. Indien u enigsins probleme tydens hierdie moniteringsproses ondervind, versoek ons u om onverwyld met ons in aanraking te kom.

**Indien u enige verdere inligting verlang, is u welkom om die SAOU te kontak.
(012-436 0900 / saou@saou.co.za)**

MEERVOUDIGE EKSAMEN GELEENTHEDE

Hoërskoolhoofde moet dringend kennis neem van die inhoud van [Omsendbrief E29](#) uitgereik deur die Departement van Basiese Onderwys. Dit verwys na die Meervoudige Eksamen Geleentheid (Multiple Examination Opportunities) wat vir Graad 12 "progressed" leerders beskikbaar was weens die feit dat hulle nie die finale jaar kon bemeester nie. Die spesifieke eksamen geleentheid sal nie meer beskikbaar wees vanaf 2020 nie. U word dus versoek om u Graad 11 leerders so spoedig moontlike dienoooreenkomstig in te lig.

[Klik hier om die Omsendbrief E29 te lees.](#)



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BEDERF-'N-ONNIE-DAG



Oktober is Onderwysermaand waar erkenning gegee word aan onderwysers.

Kom geniet 'n **gratis** bederf saam ons by die Voortrekkermonument, Pretoria op 31 Oktober om 12:30.

Slegs 200 plekke beskikbaar.

[Klik hier vir die program](#)

[Klik hier om te registreer](#)



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Newsletter 27/2019

14 October 2019

THE DEPARTMENT OF BASIC EDUCATION AND ASSESSMENT: PROMISES IMPLY FULFILMENT

THE EXPECTED DEVELOPMENT OF ASSESSMENT IN GRADES R - 12

THE SAOU is pleased to provide information regarding the Department of Basic Education's National Assessment Plan, which, according to the DBO, will start in November 2019.

1. **Background: Annual National Assessment**

The Annual National Assessment (ANA) was terminated in 2015 and the entire process of assessment has since been revised. From its inception, the SAOU was involved in the review process of assessment. The revision of the ANA meant that Chapter 4 of the CAPS also had to be revised to streamline the overall assessment process. This review process was threefold in nature:

- a. Terminating the Annual National Assessment immediately
- b. Establishing a Systemic Evaluation that would enable the DBE to identify gaps in the system and determine intervention strategies in education
- c. Reducing the workload of teachers brought about by gaps and / or uncertainties in Chapter 4 of the CAPS documents that specifically refer to Assessment.

The SAOU kept members informed about the various aspects of the ANA which became extremely problematic. The SAOU's role in the termination of the ANA was cardinal: the use of information obtained from a single assessment followed by the use of that information to name and shame the entire school was totally unacceptable and the ANA was stopped in 2015 as a result of pressure from inter alia, the SAOU. The problems identified and brought to the DBO by the unions led to the establishment of a National Curriculum Assessment Committee (NCATT) that focused on necessary changes to the CAPS. The NCATT is currently tasked with completing the first phase of review.

2. **Systemic Evaluation (SE)**

According to the DBE, the Systemic Evaluation aims to identify gaps in the education system, which also affect learner performance, through interviews with staff, the school management team, parents and learners, as well as the evaluation of individual learners. This evaluation will then be used to guide the DBE's proposed initiatives. According to the DBO, some of the schools identified by the provinces have already received letters it is expected that 3,640 grade 3, 6 or 9 pupils will eventually participate in the systematic evaluation during November 2019.

The link below, provided by the DBE, can be used if you want to determine if the school where you teach is part of the project:

<https://www.education.gov.za/SystemicEvaluationsampledchools.aspx>

However, the SAOU noted with dismay that the DBO's administration process and arrangements regarding this evaluation process appear to be far from completed.

3. **Chapter 4 of the CAPS**

The SAOU received various inputs from members regarding the demands of Chapter 4 (Assessment) in the CAPS. This feedback has ranged from the unfair distribution of tasks and



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assignments, the gaps in policy allocation under SASAMS to the unnecessary mark-load with which some subjects are burdened. The SAOU actively participated in the review process and appointed experts in working committees that considered the assessment of each phase and each subject. The process has been finalized and the amendments, which will be implemented in 2020, will soon be distributed by the DBO. However, this process also identified gaps in Chapter 3 and in 2020 the Chapter 3 component of CAPS will be reviewed.

4. **What is the SAOU's position in support of our members?**

Systemic evaluation: The systemic evaluation should not be used to label educators or schools and to harm them in the process. Systemic evaluation and the overall roll-out process were tabled by the DBE. The unions agreed to the process, provided that the evaluation will be used to the benefit of the education system and not to the detriment of teachers and schools. It is not the responsibility of unions to make the process work, succeed or to monitor it. The SAOU is not in favour of withdrawing educators from classes to conduct the monitoring evaluations. Monitoring the process is part of the planning and roll-out and is therefore the DBE's responsibility. The SAOU is not in favour of the late notification sent to identified schools. Many schools did not receive any notice from the DBE at all. It is expected that this over eagerness on the part of the DBE from the DBO will further complicate the management and organization of the school program for many schools, which already experience exceptional pressure with regard to assessment and exams.

CAPS amendments: With the adjustments made in the CAPS documents, these new policy documents must now be promulgated as policy. The SAOU is not in favour of policy adjustments disseminated through circulars. This leaves the back door open to individuals to enforce their own view of policy adjustments and prevents national policy enforcement and is to the detriment of our educators. The CAPS amendments currently completed are Chapter 4 (Assessment). Changes to Chapter 3 are in the process of completion and will only be ready by 2021.

The proposal that is currently under discussion is that a ministerial proposal should be submitted which should officially indicate the amendments to the policy documents to ensure that by 2020 it will bring relief from assessment tasks and the associated workloads. Once all the amendments have been affected, the policy documents will be promulgated. The DBE's planning also includes that SASAMS should be notified of the amendments by 30 September 2019 and that the necessary adjustments to the system will be ready for implementation with effect from January 2020.

5. **The way forward**

SAOU remains involved with the amendment process and comply with the mandate that our members provided, namely:

- a. The SAOU supports the NCATT process and wants it to be implemented as soon as possible, but as thoroughly as possible to avoid repeated future revisions.
- b. The SAOU supports the promulgation process, but does not support a process where curriculum changes are communicated by means of a circular
- c. The SAOU supports an amendment to all CAPS Languages documents which results in the reduction of tasks and marking for teachers
- d. The SAOU supports a definition of assessment task, as in the other subjects, where a fair distribution of work but also mark results that will ensure the best reflection of the learner's knowledge and skills.



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- e. The SAOU supports the introduction of all the CAPS Languages documents (including the African Languages) at the same time (So no later promulgation of certain languages that may allow unilateral amendments by the DBE).
- f. Monitoring: If the systemic evaluation does continue, monitors (including a representative from one of the six educator unions) will visit your school. Each education union is requested to make available one monitor per province, which means SAOU will only be able to reach a minimum number of our members/schools. If you experience any problems during this monitoring process, we urge you to contact us immediately.

**If you require any further information, you are welcome to contact the SAOU.
(012-436 0900 / saou@saou.co.za)**

MULTIPLE EXAMINATION OPPORTUNITIES

High school principals should urgently take note of DBE [Circular E29](#) that has been circulated. This circular refers to the Multiple Examination Opportunities for Grade 12 progressed learners that could not master their final year. The specific examination opportunities will no longer be available as from 2020. You are requested to inform your Grade 11 learners as soon as possible of this change.

[Click here to read Circular E29](#)

SPOIL-A-TEACHER-DAY



October is Teacher appreciation month.

Come and join us at the Voortrekker Monument, Pretoria on 31 October at 12:30. Entry is free. Only 200 places available.

[Click here for the programme](#)

[Click here to register](#)