



Nasionale Nuusbrief / National Newsletter

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VERWAGTE VERANDERINGE VIR SKOLE

MAAR, WAAR SAL DIE GELD VANDAAN KOM?

Die Minister van Basiese Onderwys het haar prestasieplan aan die Parlement op 9 Julie 2019 voorgelê met betrekking tot veranderinge wat skole oor die volgende drie tot vyf jaar kan verwag. Dit is in opvolging van die inligting vervat in die President se Staatsrede. Die verwagte veranderinge sal op die volgende terreine wees:

1. Vroeë kindontwikkeling (VKO)

Die implimentering van twee jaar se verpligte onderwys, is 'n Integrale deel van die ANC se verkiesingsmanifes. Dit sal beteken dat 'n beduidende gedeelte van die begroting van die Departement van Maatskaplike Ontwikkeling na die Onderwys sal verskuif. Daar bestaan egter twyfel oor die bekostigbaarheid van dié inisiatief omrede dit impliseer dat 'n verdere 1.3 miljoen leerders ook in die onderwysstelsel geakkommodeer moet word, en impliseer dat ongeveer 33,000 addisionele opvoedersposte geskep moet word. Met die huidige onderwysbegroting wat reeds onder groot druk verkeer bestaan daar kommer oor die effek op posvoorsiening vir grade 1 – 12.

2. Tablette vir skole

Die oogmerk is om vir elk van die meer as 12 miljoen leerders in die openbare onderwysstelsel 'n tablet te voorsien. Die implikasie is dat wi-fi stelsels by elk van die bykans 25,000 skole gevestig moet word. Die implementering sal na alle waarskynlikheid soos volg plaasvind:

- Fase 1: 2020 – 2021: Voorsiening aan multigraad-multifase-, plaas- en geselekteerde plattelandse skole;
- Fase 2: 2022 – 2023: Voorsiening van die balans aan kwintiel 1 tot 3 skole; en
- Fase 3: 2024 – 2025: Kwintiel 4 en 5 skole.

EXPECTED CHANGES FOR SCHOOLS

BUT, WHERE WILL THE MONEY COME FROM?

The Minister of Basic Education's submission to Parliament on 9 July 2019 in regard to her performance plan set out further information in connection with the changes that schools could expect over the next three to five years. The initial information was contained in the President's State of the Nation Address. The expected changes will be in the following areas:

1. Early Childhood Development (ECD)

An integral part of the ANC's election manifesto was the implementation of two years of compulsory pre-school education. This will mean that a significant portion of the Department of Social Development's budget will move to Education. However, there are doubts about the affordability of this initiative because it implies that a further 1.3 million learners will also have to be accommodated in the education system. This shift also implies that about 33,000 additional educator posts will need to be created. With the current education budget already under great pressure, there is concern about the effect that the proposed compulsory pre-school education will have on post provisioning for grades 1 - 12.

2. Tablets for schools

The aim is to provide a tablet for each of the more than 12 million learners in the public education system. This also implies that wi-fi systems will have to be established at each of the almost 25,000 schools. The implementation will most likely occur as follows:

- Phase 1: 2020 - 2021: Provision for multi-grade multi-phase, farm and selected rural schools;
- Phase 2: 2022 - 2023: Provision of the balance to quintile 1 to 3 schools; and
- Phase 3: 2024 - 2025: Quintile 4 and 5 schools.

Die SAOU beseft terdeë dat onderwys tred moet hou met die 4de Industriële Rewolusie, maar die praktiese realiteite wat aangespreek sal moet word sal onder andere die volgende insluit:

- Dat bestaande handboeke gedigitaliseer word en jaarliks sal nuwe leermateriaal op die tablette gelaai moet word. Terselfdertyd sal die vorige handboeke afgelaai moet word. Dit sal na alle waarskynlikheid by die skool moet plaasvind.
- Die praktiese implikasie op reeds beperkte onderrigtyd en probleme om deur die kurrikulum te kan werk.
- Die veiligheidsrisiko vir leerders sal verreken moet word omdat leerders daagliks tussen die skool en die huis daarmee moet pendel.
- Elektriese punte vir die herlaai van tablette sal voorsien moet word.
- Skole sal ongetwyfeld spesialispersoneel moet aanstel om daagliks opvoeders en leerders met tegniese probleme by te staan.
- Bykans 400,000 opvoeders moet ook nog opgelei word in die effektiewe gebruik van gedigitaliseerde handboeke.
- Die gebruik van tablette sal ongetwyfeld bepaalde eise stel aan assessering.
- Dit is alombekend dat lande wat suksesvol oorgeskakel het na gedigitaliseerde handboeke, eers die 3 x R'e van onderwys onder die knie gekry het.
- Die lesse geleer op internasionale vlak sal ook verreken moet word – [klik hier](#).

3. Leesvaardighede

'n Baie sterk fokus sal geplaas word op die onderrig van lees vir Engels en Afrikatale. Dit sal impliseer dat 'n Vroeë Graad Leesprogram wat bestaan uit 'n pakket van lesplanne, addisionele leesmateriaal en professionele ondersteuning aan Grondslagfase opvoeders voorsien sal word. Die SAOU ondersteun hierdie inisiatief aangesien die leesvaardighede van leerders soos uitgewys in die uitslae van PIRLS (2016) duidelike gebreke uitgewys het.

4. Nuwe vakke

Met die oog op die eise wat die 4de Industriële Rewolusie aan leerders en die onderwys gaan stel, word beoog om nuwe tegnologie vakke te implementeer, nl.:

- Kodering;
- Data-analise; en
- Robotika.

The SAOU fully understands that education should be prepared for the 4th Industrial Revolution, but the practical realities to be addressed will include:

- That existing textbooks are digitized and new learning material will be loaded onto the tablets annually and at the same time the previous textbooks will have to be downloaded. This will most likely have to happen at school.
- The practical implication on the already limited teaching time and the problems experienced to cover the curriculum.
- The safety risk for learners will have to be accounted for as learners have to commute daily between school and home.
- Electrical points for the charging of tablets will have to be provided.
- Schools will undoubtedly have to appoint specialist staff to assist educators and learners with technical problems on a daily basis.
- Almost 400,000 educators will also have to be trained in the effective use of digitized textbooks.
- The use of tablets will undoubtedly make certain demands on assessment.
- It should also be borne in mind that in countries that have successfully switched to digitized textbooks, the 3 'Rs' of education were first acquired.
- The lessons learned at international level will also have to be taken into account - [click here](#).

3. Reading Skills

A very strong focus will be placed on the teaching of reading in English and African languages. This will imply that an Early Grade Reading Program consisting of a package of lesson plans, additional reading material and professional support will have to be supplied to Foundation Phase educators. The SAOU supports this initiative as the reading skills of learners as detailed in the PIRLS (2016) results have shown clear deficiencies.

4. New subjects

In view of the demands of the 4th Industrial Revolution on learners and education, it is envisaged to implement new technology subjects, namely:

- Coding;
- Data analysis; and
- Robotics.

A pilot project on Coding will commence in 1,000 schools across five provinces as from 2020. According to the Department, more than 43,000 educators have already received training in computer skills and the

‘n Loodsprojek betreffende Kodering sal reeds in 1,000 skole oor vyf provinsies met ingang van 2020 ‘n aanvang neem. Volgens die Departement het meer as 43,000 opvoeders reeds opleiding in rekenaarvaardighede ontvang en sal binnekort ‘n aanvang geneem word met die opleiding van opvoeders ten opsigte van Kodering as vak.

Die probleem wat die SAOU voorsien is dat hierdie nuwe vakke nie net addisioneel tot die bestaande vakke gevoeg kan word nie. Die ooglopende vermiste skakel is onderwyskundige en wetenskaplike navorsing wat aandui op welke wyse dit by bestaande vakke geïnkorporeer word of welke vakke dit sal vervang. Dit kan allermins op *ad hoc* basis net geïmplementeer word sonder om die verreikende implikasies op die bestaande KABV (CAPS) Kurrikulum te verreken.

5. Gemeenskaplike assessering

Die afleiding word ook gemaak dat daar weer sterk gefokus sal word op gemeenskaplike assessering (soortgelyk aan die Jaarlikse Nasionale Assessering (JNA) wat in 2015 afgeskaf is). Dit sal veral geld ten opsigte van grade 3, 6 en 9. In dié verband word daar gelet dat Gauteng reeds met inisiatiewe ‘n aanvang geneem het. Dit sal belangrik wees om die euwels van die JNAs te kan neutraliseer aangesien dit gewis nie ‘n ware beeld van die werklike kwaliteit van onderwys voorsien het nie, nl.:

- Voortydige voorsiening van toetse aan leerders;
- Toetsafrigting;
- Onaanvaarbare nasienpraktyke; en
- “Doktering” van punte omdat die praktyk in die verlede was om op grond van die punte skole te “*name and shame*”.

Die SAOU onderneem om die verwikkelinge in dié verband deurlopend te moniteer en lede op hoogte te hou van ontwikkelinge.

training of educators in Coding as a subject will commence shortly.

The problem that the SAOU foresees is that these new subjects cannot simply be added to existing subjects. The obvious missing link is educational and scientific research which indicates how they should be incorporated into existing subjects or which subjects they will replace. They cannot be implemented on an ad hoc basis without taking into account the far-reaching implications on the current CAPS curriculum.

5. Common assessment

The deduction can also be made that there will again be a strong focus on common assessment (similar to the Annual National Assessment (ANA) abolished in 2015). This will apply especially to Grades 3, 6 and 9. In this regard, it is noted that Gauteng has already initiated moves in that direction. It would be important to neutralize the ills of the ANAs as they certainly did not provide a true picture of the actual quality of education, namely:

- Premature provision of tests to learners;
- “Teach to test”/coaching;
- Unacceptable marking practices; and
- “Doctoring” of marks as the past practice was that marks were used to “name and shame” schools.

The SAOU undertakes to continuously monitor developments in this regard and keep members abreast of the unfolding developments.