

Every child is a National Asset

GEC TRAINING WORKSHOP

DISTRICT SUPPORT

29 JUNE 2023



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

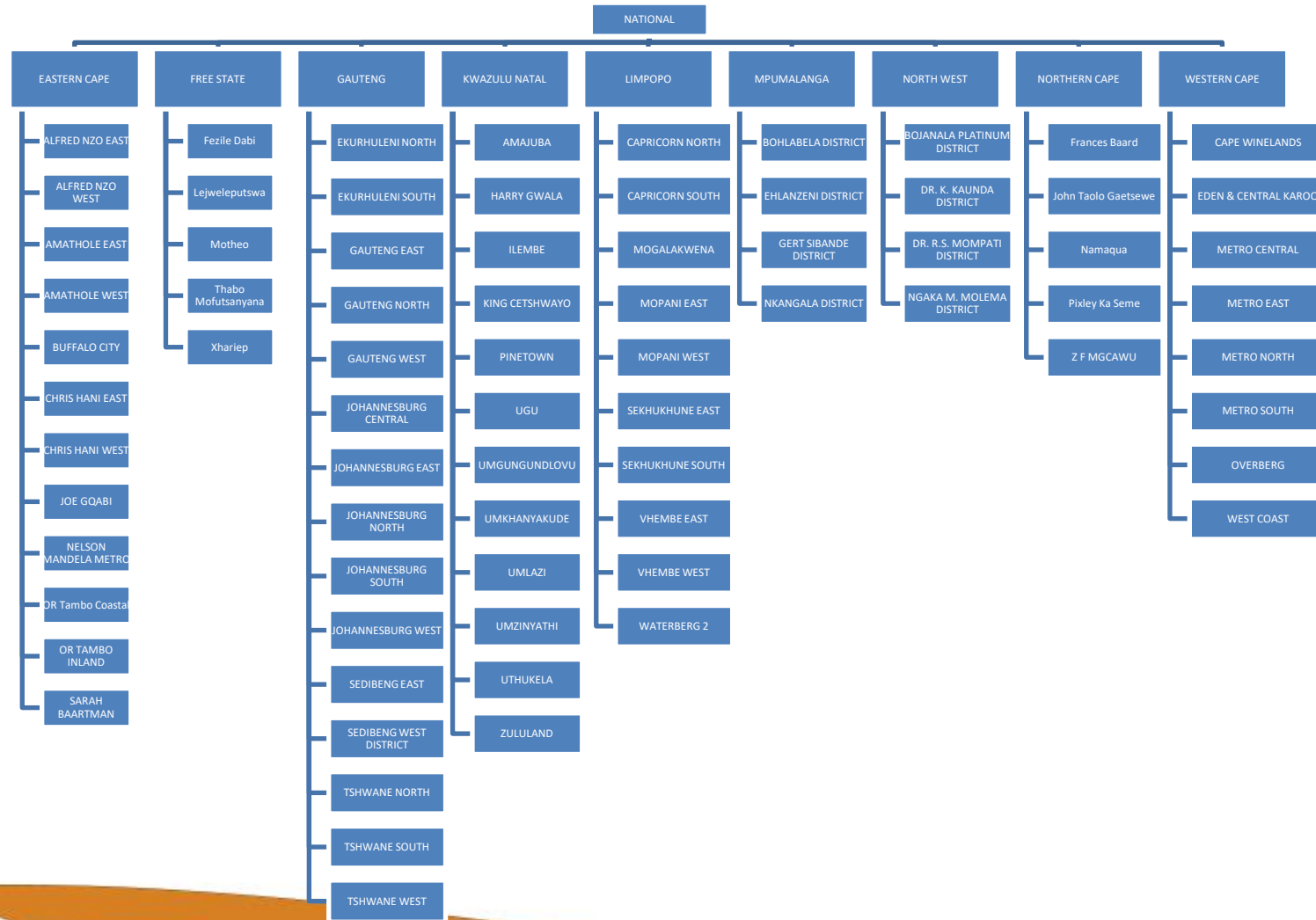


Read to Lead
A Reading Nation is a Leading Nation

PRESENTATION OUTLINE

1. EDUCATION DISTRICTS ARCHITECTURE
2. PROBLEM STATEMENT
3. KEY STRATEGIC DISTRICT PRIORITIES
4. POLICY FRAMEWORK
5. OUTPUTS
6. ROLES AND RESPONSIBILITIES
7. INTEGRATED DISTRICT SUPPORT
8. SCHOOL PRINCIPALS' SATISFACTION SURVEY
9. GEC AND DISTRICTS

EDUCATION DISTRICTS ARCHITECTURE



Republic of South Africa

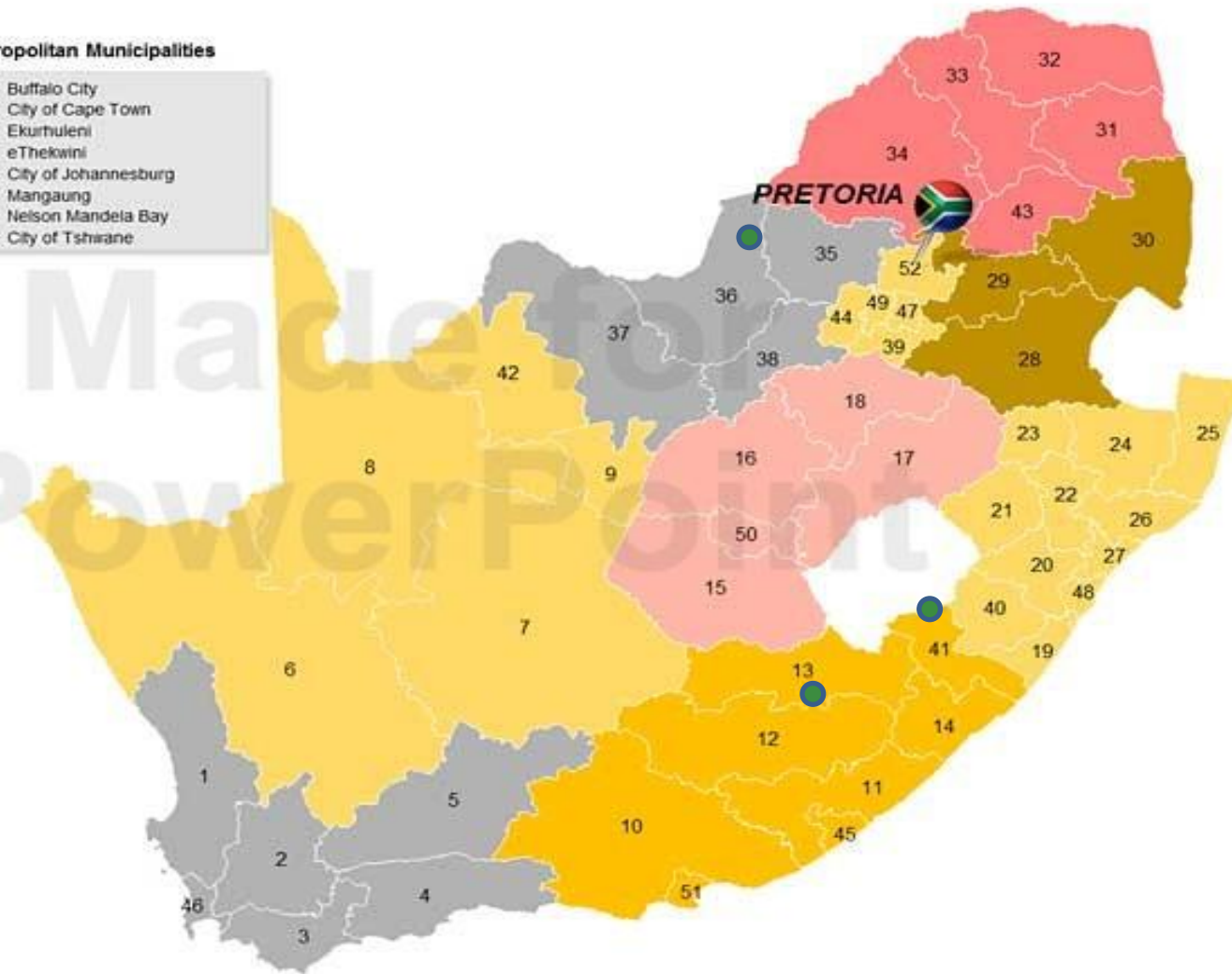
District Municipalities and Metropolitan Municipalities

District Municipalities

1. West Coast
2. Cape Winelands
3. Overberg
4. Eden
5. Central Karoo
6. Namakwa
7. Pixley ka Seme
8. Siyanda
9. Frances Baard
10. Cacadu
11. Amathole
12. Chris Hani
13. Joe Gqabi
14. OR Tambo
15. Xhariep
16. Lejweleputswa
17. Thabo Mofutsanyana
18. Fezile Dabi
19. Ugu
20. uMgungundlovu
21. uThukela
22. uMzinyathi
23. Amajuba
24. Zululand
25. uMkhanyakude
26. uThungulu
27. iLembe
28. Gert Sibande
29. Nkangala
30. Ehlanzeni
31. Mopani
32. Vhembe
33. Capricorn
34. Waterberg
35. Bojanala Platinum
36. Ngaka Modiri Molema
37. Dr Ruth Segomotsi Mompati
38. Dr Kenneth Kaunda
39. Sedibeng
40. Sisonke
41. Alfred Nzo
42. ohn Taolo Gaetsewe
43. Sekhukhune
44. West Rand

Metropolitan Municipalities

45. Buffalo City
46. City of Cape Town
47. Ekurhuleni
48. eThekweni
49. City of Johannesburg
50. Mangaung
51. Nelson Mandela Bay
52. City of Tshwane



PROBLEM STATEMENT

- Schools often need district and circuit offices to propel their efforts and their functionality thus relies, to a very large extent, on the **corresponding functionality of district and circuit offices.**
- Education districts are strategically placed to support schools due to their proximity to schools and they also act as a link between schools and the provincial offices.
- Research worldwide correlates underperformance at school level with weak leadership and district management that does not deal effectively with the core business of the department of education.
- Education districts in South Africa vary in the number of schools they support, nomenclature, resourcing and the quality of support to schools.
- Stronger districts with a clear focus on school support are critical for a seamless GEC rollout and successful implementation.

KEY STRATEGIC DISTRICT PRIORITIES

Key priority	Processes and procedures
Clear mandate and effective structure	Policy on the organization, roles and responsibilities of education districts was published in 2013 and amended in 2018, with Minimum Staffing Norms
Right people for the right roles	<ul style="list-style-type: none"> • Monitor the filling up of critical vacancies. • Minimum competencies are built through capability building initiatives.
Enough tools of trade to perform the task	<ul style="list-style-type: none"> • Define and monitor the provision of minimum resource packages. • Biennial survey is conducted to establish Principal's satisfaction levels at the support received from districts.
Standard Operating Procedures for supporting schools and managing districts	<ul style="list-style-type: none"> • District Standard Routine Operations Guideline document. • Roles and Responsibilities of Office Based Educators (Resolution 4 of 2017).



POLICY FRAMEWORK

- The **Policy** on the Organization, Roles and Responsibilities of Education Districts was first gazetted in 2013 and amended in 2018.
 - The Policy seeks to standardize the nomenclature, size, structure of a district as well as staffing.
 - The Policy provides norms for circuit and districts size and staffing.
 - The Policy should be implemented within 7 years.
- As part of policy implementation monitoring, a **Principals' survey** is conducted on a representative sample of schools, biennially, to establish the satisfaction levels of the school principals on the **quality of the support visits provided by the district officials**.
- The filling up of **critical vacancies** is monitored through quarterly reporting.

OUTPUTS

- **Output: 1: Reconfiguration of circuits and schools and mapping according to districts**
 - ✓ No. of schools per circuit and no. of circuits per district and naming of districts.
- **Output 2: Location and facilities**
 - ✓ Availability/Status of building – such as renting/ state-owned/to be built.
- **Output 3: Staffing requirements**
 - ✓ An addendum to the Policy provides detail.
- **Output 4: Resourcing of districts**
 - ✓ An addendum to the Policy provides detail.

ROLES AND RESPONSIBILITIES

NATIONAL

- Develop Policy
- Mediate the Policy
- Monitor and support implementation.
- Consolidate provincial reports to the Minister.

PROVINCIAL DEPARTMENTS

- Coordinate all branches to plan for the implementation process
- Demarcate and rename circuits and districts
- Provide delegations of authority to the districts
- Monitor and support the implementation process

DISTRICTS

- Provide resources to schools.
- Support the attainment of learning outcomes in schools .
- Collaborate with stakeholders, civil society and other government departments to enhance the achievement of learning outcomes.

INTEGRATED DISTRICT SUPPORT

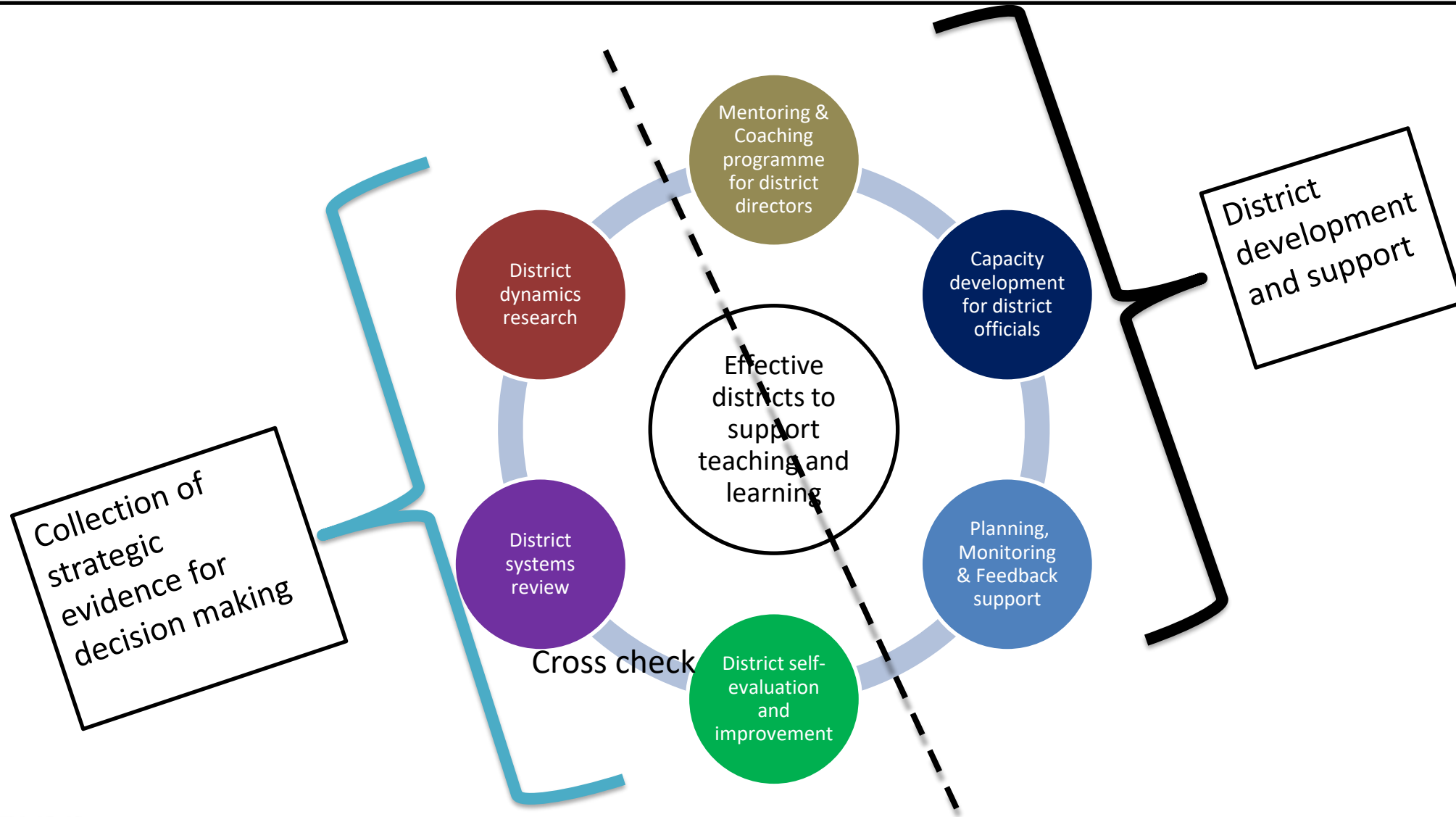
- Contribute to **education recovery** post COVID-19 disruptions and learning losses.
- Ch 9 of NDP, DBE and the NECT Board call for a **systemic improvement approach** for education transformation – 75 district offices is a big part of the system.
- The need for '**performance evenness of districts**' across districts – districts vary within and across provinces; districts are at different points on the growth trajectory and have different absorptive capacities for growth and development.
- System needs an **integrated approach** for sustainable district improvement.
- Require a model and approach that drives education **improvement at scale (MTP)**.

INTEGRATED DISTRICT SUPPORT

Current programmes for district development

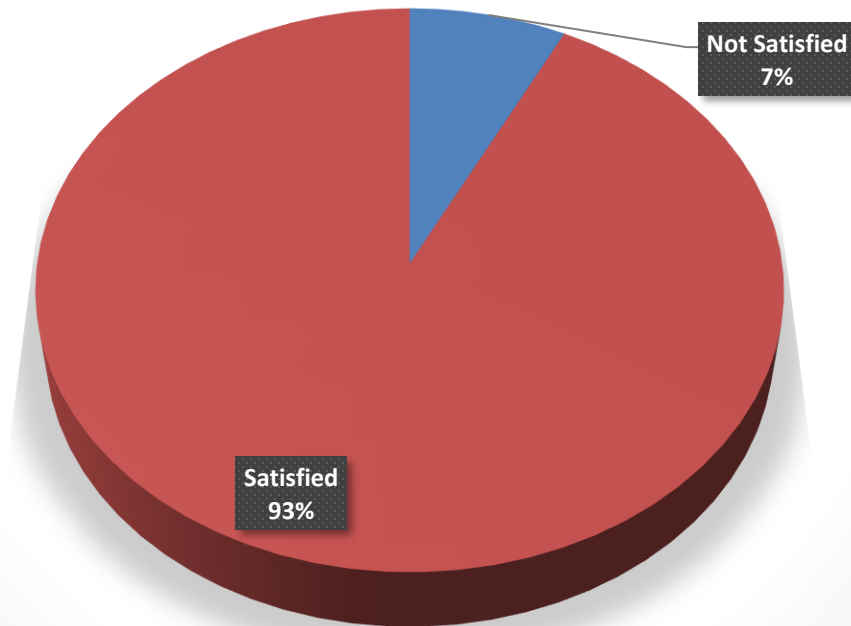
- **Policy** on district organisation, roles and responsibilities (2013).
- **Guidelines** on basic minimum resourcing of districts (tools of trade).
- Short **professional development** courses, including DBE Winter School (2022).
- **Mentoring** of selected District Directors by DBE appointed Mentors.
- Self-evaluation and internal **district development using FoPs** approach.

TWO SIDES OF THE INTEGRATED DISTRICT IMPROVEMENT MODEL

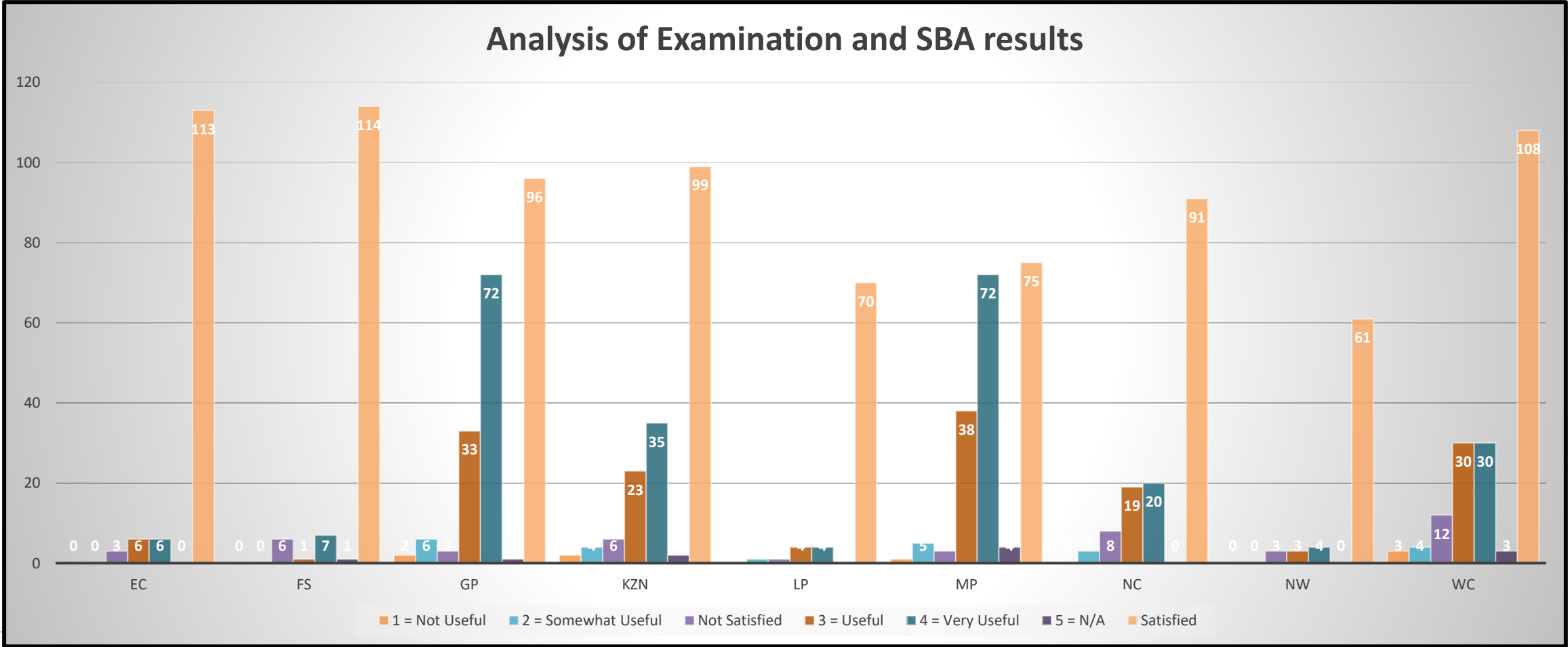


SCHOOL PRINCIPALS' SATISFACTION SURVEY

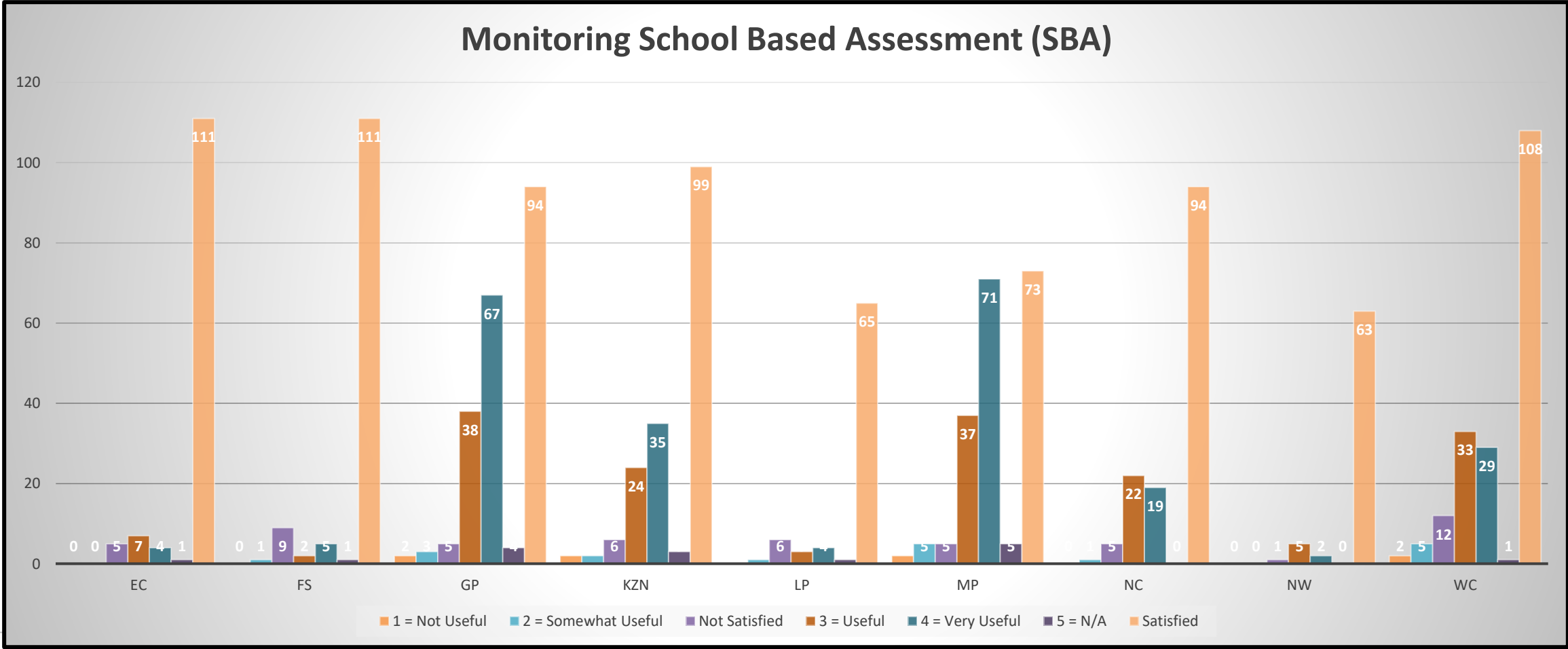
Provision of curriculum materials such as CAPS documents, exam guidelines, exemplar papers and memoranda, training materials on content to teachers and planning documents



SCHOOL PRINCIPALS' SATISFACTION SURVEY

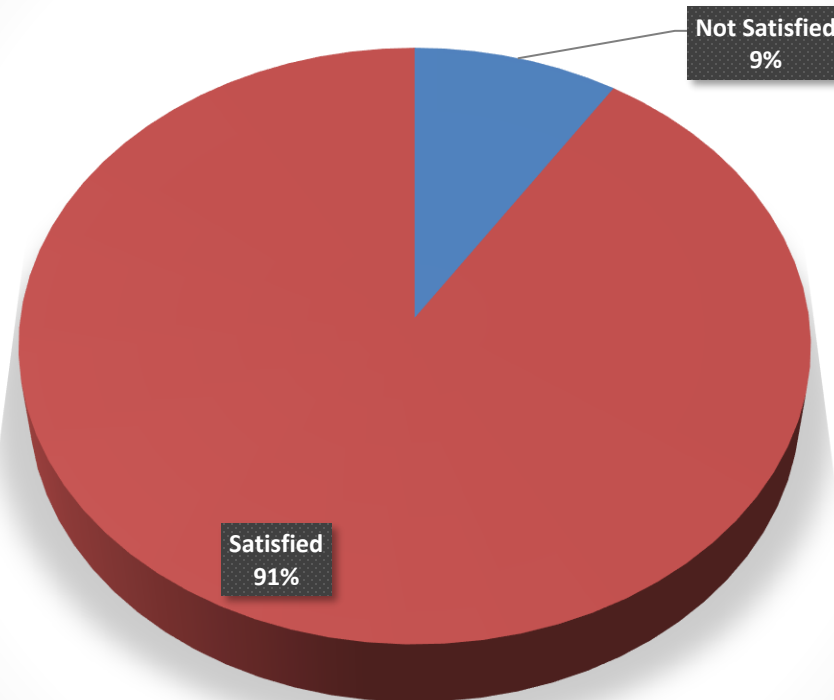


SCHOOL PRINCIPALS' SATISFACTION SURVEY



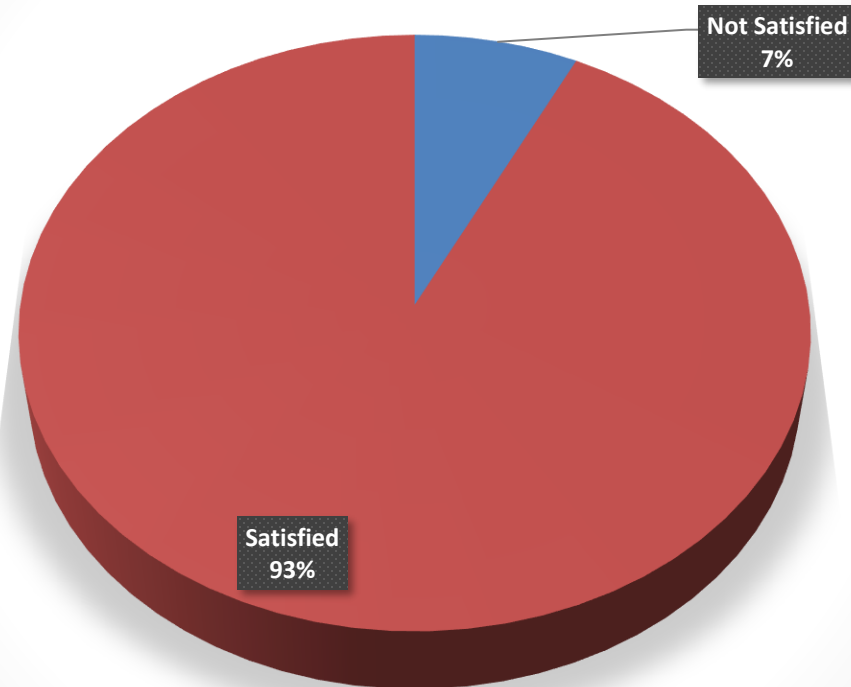
SCHOOL PRINCIPALS' SATISFACTION SURVEY

Availability and utilisation of SBA and Examination Diagnostic Reports



SCHOOL PRINCIPALS' SATISFACTION SURVEY

Content and assessment support e.g. workshops, training



GEC AND DISTRICTS

Guiding Framework:

- District Policy as an enabler of GEC implementation
- Identification of district capacity needs
- Strengthening district support for seamless GEC implementation
- Clarity of roles and responsibilities across levels
- Resource funding and budget support
- Norms and standards/SOPs
- Capacity building for district officials
- Integrated planning and implementation
- The model, approach and programming of district support and the potential to improve school functionality + teaching and learning, at scale.
- The approach requires collection of performance, demographic and qualitative evidence for appropriate district support.
- District is used as the platform to launch and sustain National and Provincial initiatives, e.g., Reading, Learning Recovery and the GEC.

NGIYATHOKOZA

DANKIE **KE A LEBOGA**

NGIYABONGA

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INKOMU **NDI KHOU
LIVHUHA**

Thank you