



education

DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

School Governing Bodies Indaba

SPEECHES & PRESENTATIONS



**Keynote Address to be delivered by the MEC for Education at the
School Governing Bodies Indaba scheduled on 20 June 2013 at
Steve Tshwete Municipality**

Programme Director and Head of Department, Mrs Mahlasedi Mhlabane

Executive Mayor of Steve Tshwete Municipality, Cllr Mike Masina

Representatives of the Portfolio Committee

Leadership of the House of Traditional Leaders led by the Provincial
Chairperson Kgoshi Mokoena

Members of Mayoral Committees from different Municipalities

Representatives of the Social Service Cluster

Members of Senior Management

Leaders of the Associations of School Governing Bodies

Members of School Governing Bodies

QLTC Representatives

School Patrons

Representatives from the Moral Regeneration Movement

Officials from the Department of Basic Education

Leadership of UNICEF

Circuit Managers

Principals

Teacher formations

Learner formations

Representatives from the media

Ladies and gentlemen

Our listeners from different radio stations broadcasting this School
Governing Bodies Indaba live.

Sanibonani

We are grateful that we have been able to gather in this fashion informed by a common purpose of improving the delivery of quality education for all our people.

I must salute you for setting aside some of your important commitments to be with us in this School Governing Body Indaba.

I need to indicate that I was inundated with a lot of calls from members of the community who wished to be part and parcel of this Indaba.

The show of high levels of interest and willingness to partake in an endeavour to find lasting solutions to the quest to educate our people really encouraged me.

We are obliged to leave no stone unturned in an effort to improve the environment for quality teaching and learning.

I therefore have no doubt that you all embrace this intent as espoused in the departmental Action Plan 2014 Towards Schooling 2025.

Our intention is that we need to openly deliberate on efforts to:

- Strengthen the functionality of school governing bodies within the province.
- Mobilise our communities to create an enabling school environment for the enhancement of teaching and learning.
- Proactively identify and address all social ills that have a potential to divert the focus of our children from achieving their desired goals.
- Support school leadership, educators and learners.
- Improve the maintenance of our schools in line with the Randza Xi Kolo Xa Wena Campaign.
- Significantly improve the performance of our learners in all grades.

We are of the view that unless we all work collaboratively and purposefully towards the attainment of these objectives, efforts to better the lives of all our people will be in vain.

Unless we make it our obligation to ensure that education work for all of us, poverty, unemployment and inequality will haunt us for a long time.

The Socio-Economic Review and Outlook (SERO) of Mpumalanga

The recent Socio-Economic Review and Outlook (SERO) of Mpumalanga present a picture which requires us to spend sleepless nights in order to make things right.

This review provides us with a detailed analysis that puts our province on a sound growth and integrated development trajectory that requires a coherent and co-ordinated public response to the province's socio-economic opportunities and challenges.

This analysis is very crucial in the planning and provincial budget process to ensure that any measures introduced by the Provincial Government, are in line with the ever-changing socio-economic dynamics.

It analyses the socio-economic aspects of Mpumalanga and **its four Education districts** focusing on demographics, labour, education, health and social services, basic service delivery, development indicators, economic sectors and performance as well as international trade.

The concluding part of the document gives some comparative socio-economic statistics of Mpumalanga.

It states that Mpumalanga's unemployment rate increased along with six other provinces from the end of the third quarter of 2011 to the end of the third quarter of 2012.

Levels of Education

When the highest level of schooling in 2011 is compared with figures of 1996, it is evident that the situation regarding the level of education has improved over a 15-year period in Mpumalanga.

For example in 2011, **14.1%** of people 20 years and older had not received any schooling compared to the unacceptably high level of **30.3%** in 1996.

This percentage is still higher and worse than the national level of **8.6 %** in 2012.

The percentage of the population 20 years and older that completed secondary education in Mpumalanga increased from **14.9 %** in 1996 to **29.0%** in 2011.

The improvement of **14.1%** was the second highest among the nine provinces and higher than the national improvement of **12.6%**.

The percentage of the population that obtained a qualification higher than matric increased from **5.5 %** in 1996 to **9.7 %** in 2011.

The **4.2%** improvement was lower than the national improvement of **4.7%** and the second highest improvement among the nine provinces.

In 2011, Ehlanzeni registered **11.5%**, the highest share of people 20 years and older that have not received any schooling and Nkangala, being the lowest at **9.0%**.

The majority of people 20 years and older in all three districts have completed some secondary schooling followed by people with some primary schooling.

Nkangala registered the largest share of people 20 years and older that have completed matric at **21.6%** and higher education at **7.2 %**.

The functional literacy rate is defined as the proportion of persons aged 15 and above that has completed grade 7 and higher grades.

In Mpumalanga, this rate increased from **59.1%** in 1996 to **76.9%** in 2011. However, it was still **4.0 %** below the national level of **80.9%** in 2011.

In 2011, functional literacy was the highest in Gauteng at **89.6%** and the lowest was the Eastern Cape at **73.5 %**.

Mpumalanga's functional literacy was the fifth highest amongst the nine provinces in 2011 and showed a **17.8%** improvement between 1996 and 2011 which was the largest improvement among provinces.

Grade 12 results

The national pass rate of matriculants increased from **60.6%** in 2009 to **73.9%** in 2012.

Mpumalanga's pass rate also increased by **24%** from **47.9%** in 2009 to **70%** in 2012.

Mpumalanga showed the largest improvement between 2010 and 2011, however, the provincial matric pass rate was still the third lowest of the nine provinces in 2011.

Ehlanzeni registered the top Grade 12 pass rate in 2012 of **74%** (above the national average) and Bohlabela the lowest at **62.5%**.

Ehlanzeni and Nkangala Districts recorded higher pass rates than the provincial average.

The *Report on the Annual National Assessments of 2011* includes the results of learners in Grades 3 and 6 that were independently moderated by the Human Sciences Research Council (HSRC).

The national target on learner achievement by 2014 is set at **60%** of learners mastering the minimum Literacy and Numeracy competencies by the end of Grade 3, 6 and 9 respectively.

The unfortunate reality is that as much as there was an improvement in the Grade **3 and 6** Annual National Statement Results, the province is still performing below **50%** in numeracy and literacy and far below the national average.

The Grade 9 results in Mathematics were dismal and below **13%**.

Targets for 2013

To remedy this state of affairs, at the occasion of the tabling of the 2013/14 Policy and Budget Speech, I stated that we intend to improve the Grade 12 results by **10%** and that there should be no school that performs below **50%** in Grade 12 in 2013.

We also stated that results in numeracy and literacy in Grades 3,6 and 9 need to improve above **54%** in all our schools.

We intend to increase the number of learners who qualify for a bachelor entry at University.

We need to increase the number of learners that pass Mathematics and Physical Science at **50%** and above.

We intend to improve the performance in subjects that perform poorly than the provincial average.

We will be delighted if we can ensure high levels of accountability across the system.

How do we do this?

Our view is that we can only achieve these goals if we can position our School Governing Bodies in their rightful space.

School Governing Bodies for the majority of our schools need to be empowered and supported so that they may execute their tasks in accordance with the dictates of the South African Schools Act.

Parents must equally be appraised on what the act expects from the school governing bodies to ensure that in turn they give them the required support.

All members of school governing bodies should make it their obligation and appreciate that the core business of any school is to improve the provisioning of quality education to all children.

They should know that their primary responsibility is to formulate policies to advance the teaching and learning process.

They need to dispel the notion that they exist to oppose the intention of the school and that of government but to act at all times in the best interest of learners.

They must not forget that they have been elected into the positions they are occupying by parents and must not just represent the majority views of parents but also ensure that the views are aligned to the dictates of the constitution of the Republic of South Africa.

They need to establish committees, manage the finances of schools and ensure high levels of accountability.

What needs to occupy the minds and hearts of our school governing bodies is the need to ensure access to learning and teaching space for all learners. They need to worry and do something if one learner drops out of school.

It is for that reason that they must work together with influential bodies and institutions to fight drug trafficking, bullying, violence, teenage pregnancy, truancy, vandalism, stealing of school property and disruption of classes.

They need to develop a school code of conduct for learners and ensure its fair and transparent enforcement at all times

Our schools should be free from all forms of unfair discrimination such as racism, sexism and intolerance to mention just a few.

I hope you heard of some cases to this effect that include allegations of some schools that at this age and time could still display the old South African Flag and conceptualise separate farewell functions, one for black students and another for whites.

Our people must appreciate that the Constitution of the Republic advocates for a united South African nation for all who live in it, black and white. We need to embrace our democracy and our schools should lead in this regard.

They should do this by working side by side with local ward councillors, pastors, non-governmental organisations and other sister departments so that schools are turned into true modes of support and care.

The Department has a working relationship with religious institutions and this collaboration should permeate to schools. School Governing Bodies need to equally work closely with local pastors to inculcate sound value systems to our children in line with the ethos of the Moral Regeneration Movement.

They need to know the circumstances of each parent and each learner so that they may be in a position to render the required assistance.

School Infrastructure

Our school governing bodies must at all times be accountable to the school community and should be dedicated to create conditions to achieve quality learning and teaching.

Every effort is made by the Department to ensure an improvement on the provisioning of school infrastructure.

To this end, we have commissioned a condition assessment to take stock of backlogs and to enable us to priorities accordingly.

This year we have set aside **R537 million** to build new schools, renovate some and fix storm damaged schools.

My plea is that we must make every effort possible to maintain our schools properly.

in full view of parents, principals, members of school management teams, teachers, learners and communities.

You find a school that was build five years ago being in physical despair with a very clear message that had someone cared the situation would be different and better.

You visit another school near by and you find members of the SGB involved in improving the surroundings, with flowers and food gardens, proper sanitation systems, having recreational facilities which were procured by the SGB or sponsored by some companies that do business within that neighbourhood.

Randza Xi Kolo Xa Wena Campaign

The Department launched the Randza Xi Kolo Xa Wena Campaign which is an initiative aimed at encouraging our communities to cherish and protect their schools by returning stolen school property and safeguarding all the material which is still in schools.

Through this campaign we also rehabilitate old school furniture especially desks working together with the Department of Correctional Services, FET Colleges and MRTT. I request that you all cooperate with that process.

I also request that we intensify this campaign especially next month as we are required to volunteer our time to do good for the less fortunate ones in paying tribute to our statesman and former President Tata Rolihlahla Nelson Mandela.

It will be good and encouraging to see every member of our community folding their sleeves to make schools conducive for teaching and learning.

In addition, the Department has set aside **R30 million** for the procurement of school furniture an endeavour to ensure that there is a decent desk and chair for every learner in the province.

Districts Directors have been urged to accelerate this process so that by the end of July we can celebrate an achievement in this regard.

I also request SGB members to make the success of this programme their responsibility.

Transfers to Schools

At the occasion of the policy and budget speech I stated that henceforth the Department will transfer funds to schools in two instalments per year as per the prescripts of the South African Schools Act.

I have been informed that already transfers have been made to all schools in the province in May-June 2013.

Should there be any school that has not received what is due to it, I request that I should be informed so that the district directors present here can account.

Equally, school governing bodies need to make it their responsibility that their schools' financial records are properly accounted for and professionally audited.

Should a school lack capacity in auditing its financial statements it should not hesitate to contact the department for assistance.

Training of School Governing Bodies

The Department has undertaken an exercise to train School Governing Bodies this year.

Overall, I am told the training session went well with few challenges that are being attended to.

The training mainly focused on School Governance and Code of Conduct for school governing bodies.

In the next meeting of the Mpumalanga Consultative Forum, we will deliberate extensively on this training to strengthen it going forward.

Quality Learning and Teaching Campaign

I also take this opportunity to extend my profound appreciation for the good work done by Quality Learning and Teaching Campaign Structures at all levels.

I appreciate the fact that most circuits particularly in Ehlanzeni have circuit patrons who assist schools within their circuits with resources such as mattresses for learners to hold their evening and winter camps successfully.

Some parents are voluntarily supervising evening studies, cooking for their learners and cleaning our schools without expecting any remuneration. I sincerely thank you for the good work.

Provincial QLTC Members have adopted most underperforming schools and I want to urge all members of the QLTC to ensure that through their efforts these underperforming schools are adopted and supported.

There should be no school performing below 50% at the end of the 2013 academic year.

The Provincial QLTC Structure has developed a programme for the academic year and we will be holding road shows in every district starting with Ehlanzeni next month.

The aim of these road shows is to intensify advocacy and at the same time encourage all community members to heed the call of making education a societal matter.

Caring For Girls Programme

I wish to take this time to introduce a certain wise young man.

Mr Richard Mabaso is from Luphisi at Ehlanzeni District and is the CEO of Imbumba Foundation.

This son of the soil will be climbing the highest mountain in Africa, Mount Kilimanjaro on **18 July 2013** and he will be challenging business and communities to contribute towards the purchasing of **67 000** sanitary towels which will be distributed to schools throughout the country.

He has conceptualised a programme called Caring4Girls which the department has endorsed and we are also collaborating with the Banking Association of South Africa who are spearheading a Teach Learners to Save Programme.

He will begin his expedition on 13 July 2013 and I request that the entire provincial community support him in prayers and in all other means.

“Thank you, my son you may take your seat”

These are the kind of contributions that must be leveraged and be emulated because they go a long way in inculcating in us a sense of selflessness and a caring attitude.

Brief of commissions

I am aware that we may not have adequate time but have designed the programmes so that there could be robust deliberations in commissions.

My request is that we need to do this so that we can all look back at this day and say had it not been for that Indaba, our province would not have been able to increase results to **80%** in 2013, to **90%** in 2014.

It is my wish that we will look at this day and say to ourselves that indeed we were able to champion the education transformation agenda and that our parents are better mobilised and have indeed occupied their rightful positions.

I take this time to express my appreciation to the members of the Provincial Consultative Forum who continue to support the education delivery process in this province.

The leadership of UNICEF made it possible for some parents to arrive early by sponsoring their accommodation and also of significance is their cooperation with the department on matters pertaining to the development of child-friendly schools.

Thank you for being part of us, your benevolence is highly appreciated.

Let me conclude by quoting former President Nelson Mandela once more as I wish him a speedily and full recovery from his illness;

“There is nothing I fear more than waking up without a program that will help me bring a little happiness to those with no resources, those who are poor, illiterate, and ridden with terminal disease.”

With these wise words, I want to challenge all of us to work towards the goal of educating and making our province a better place to live in.

Let's get Mpumalanga learning.

I therefore take this opportunity to express my appreciation to everyone present here as I declare this School Governing Bodies Indaba officially opened.

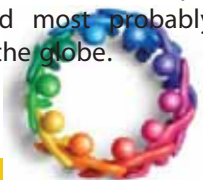
Nginyabonga.



What is an effective SGB?

According to Section 16(1) of SASA the **governance** of a public school is vested in that school's governing body.

SASA does not stipulate what should be understood or included under "governance". However, governance is a universal concept, known throughout the world, and most probably understood the same way across the globe.



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King II emphasises the following 7 characteristics of good governance :

- **Discipline**

Corporate discipline is a commitment to adhere to behaviour that is universally recognised and accepted to be correct and proper.

- **Transparency**

This is a measure of how good management is at making necessary information available in a candid, accurate and timely manner.



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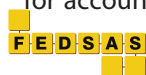
- **Independence**

Independence is the extent to which mechanisms have been put in place to minimise or avoid potential conflicts of interest that may exist within the group.

- **Accountability**

Individuals or groups, who make decisions and take actions on specific issues, need to be accountable for their decisions and actions.

Mechanisms must exist and be effective to allow for accountability.



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- **Responsibility**

Responsibility pertains to behaviour that allows for corrective action and for penalising mismanagement.

- **Fairness**

The rights of various groups have to be acknowledged and respected.

- **Social responsibility**

A well-managed group will be aware of, and respond to, social issues, placing a high priority on ethical standards.



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The Role of the SGB: curricular and extra curricular programmes/activities

Section 36 Responsibility of governing body

- (1) A governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to all learners at the school.
- Extra-curricular activities (sports and culture) at a public school form part of the functions and responsibilities of the governing body.



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Extracurricular or extramural?

- Section 1 of SASA defines a 'school activity' as any official educational, cultural, recreational or social activity of the school within or outside the school premises.
- Both extracurricular or extramural activities qualify as school activities but with a difference ...



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- **Extramural activities or curriculum** are activities that take place **outside the classroom**, but still form **part of the curriculum** and educational activities. These would therefore include extra classes in, for example, Mathematics, additional subjects, etc. that are offered outside normal school hours.
- **Extracurricular activities** are activities with **no link to the curriculum**, such as sports and culture at schools.



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The role players at extracurricular activities

- The governing body - Determine the policy for practicing such activities and delegate the competency to implement such policy to the principal;
- The principal - acts within the extent of his/her delegated competency and within the stipulated policy;
- The school principal is fully responsible and accountable towards the governing body for all aspects regarding the implementation of the policy and exercising of delegated competencies.



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- Learners - extra-curricular activities of the school should be aimed at promoting learners' best interests;
- Learners are subject to the authority and rules of the school when participating in extra-curricular activities that have been arranged and are presented by the school;
- Parents - Often contribute financially but this does not give parents the right to interfere directly with the activities.



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- Educators - Section 19(2) of SASA provides that the Provincial Head of Education must ensure that principals and **other officers of the Education Department** render all necessary assistance to governing bodies in the performance of their functions;
- PAM provides that educators' duties include... "(t)o share in the responsibilities of organising and conducting extra and co-curricular activities."



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A holistic approach....

- SGB's are to ensure a well -balanced school programme.
- This mean that curriculum and extra curriculum activities must work hand in hand to develop a learner's full potential!
- SGB's must create an environment to present various cultural and sporting activities



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In the final instance, the successful practising of extra-curricular activities at schools does not solely depend on policy, structures, laws and regulations. If an attitude of teamwork, respect and appreciation does not exist, no policy, structure, law or regulation would be able to bring about a successful extra-curricular programme.



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- The first step in creating a school security policy is for the School Governing Body to set up a School Security Committee. This should be made up of a reliable group of **SGB members**, **learners**, **educators**, and **community members** who are given the responsibility of preparing, implementing, and monitoring the school's security plans within the school's mission, ethos and values.



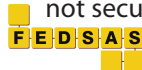
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School Safety

A secure school environment is one in which the occupants have a very low risk of physical, emotional and psychological injury.

- It is critical that school governing bodies and school management take full responsibility for addressing the problems of security. A school is a place where children are without their parents for six to eight hours every day. If that school is not secure, the learners are vulnerable.



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The School Security Committee should be responsible for:

- Identifying the school's security problems;
- Liaising with significant people in the community;
- Drafting a school security plan;
- Overseeing and monitoring implementation of the plan;
- Charting the rise or decline in school based crime and violence;



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How to discourage vandalism, substance abuse, bullying, violence, teenage pregnancy etc. through ethics and values

- Violence prevents learners from achieving their intellectual, emotional and educational potential. Schools must be respected as places to learn values in order to break the cycle of violence.
- The School must provide a code of ethics as well as code of conduct for learners to adhere to.



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What makes a person (organisation) ethical or unethical?

Ethics' refer to that which is good or right in human interaction. Ethics involves three key, interlinked concepts – "self", "good", and "other". Thus, one's conduct is ethical if it gives due consideration not only to that which is good for oneself, but also **good for others**.

Values

Describing conduct as "good" or "right" means measuring it against standards, called "values". Ethical values are convictions we hold about what is important in our character and interactions with others. Examples of ethical values are integrity, respect, honesty (truthfulness), responsibility, accountability, fairness, transparency, and loyalty.



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Code of ethics

I hereby solemnly commit myself to the Constitution of the Republic of South Africa, and undertake to respect, comply with and promote the law and the legal system.

I commit myself to:

- adhere faithfully to this code of conduct and all the rules and regulations of (insert name of school);
- maintain high moral and ethical standards;
- strive for conduct that is responsible at all times and that does the school credit;
- do my school work diligently, conscientiously and with dedication; and
- display the necessary courtesy and respect towards all staff, fellow learners and visitors.

I subject myself to any disciplinary measure should I fail to comply with any provision or measure contained in the school's code of conduct.



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The roles of governors in professional development of teachers and improving learner performance in schools

Ladies and gentlemen, greetings and welcome to this commission to discuss issues which form the cornerstone of school governance.

I hope and believe that we all know and understand the fundamental mandate given to School Governing Bodies, "A school Governing Body is tasked to ensure that the school runs smoothly and efficiently".

Let me re-iterate as I quote from the South African Schools Act, "the school governing body is mandated to set policies and rules that govern the school, and to monitor the implementation of the rules". May be one has to ask the question as to what is to govern?

To govern means to rule, preside over, oversee, administer, to administrate, direct, run or to manage. Nowhere in the South African Schools Act does it directs otherwise as to the roles and functions of school governing bodies, nor where it stipulates that the school governing body must concentrate on infrastructure only and not to worry about the performance of the school.

It must be noted that for the school to produce quality education, the school must be running smoothly where strategic plans of the school as set out by the school governing body talks to the caliber of education that our children receive from their educators. Each time the school governing body meets it should not be discussions over a leaking roof, broken windows or worse the grass that is growing too fast outside on the yard, etc.

But the school governing body will monitor progress as the School Management Team under the stewardship of the principal will report on the progress as per the plan. Please note that there are different committees established in the school to assist with other nitty- gritty issues. Yes you can discuss issues that affect the performance of the plan so that you either curb the effects of the anomaly. The committees are entitled to meet on their own and to report to the school governing body if they encounter real telling challenges or need assistance.

The clarion call that we must make education a business for all suggests that we must put all our efforts to the improvement of our children's education. But frankly this is where the entire fracas begins, just because people do not want to analyse what is written in the Act.

Section 38 of the South African Schools Act says a governing body of a public school must prepare a budget each year according to prescriptions determined by the Member of the Executive Council in a Provincial Gazette, which shows the estimated income and expenditure of the school for the following financial year.

Therefore by implication each school is supposed to have a strategic plan fully budgeted. The Act goes on say the school governing body is responsible to administer the resources and funds of the school.

It must be noted that the Act never divorced a principal from the operations of the school governing body, why?

The principal of a public school is an ex-officio member of the school governing body.

All decisions that are earmarked for the development of the learner's education binds him as well, therefore why do we want to delineate functions and responsibilities of the school governing body.

One thing that we tend to forget is that when we talk of a school governing body it looks like we are talking about the parent component ONLY forgetting that we talking of a body of governors representing the school community.

The South African Schools Act expects all school governing bodies of public schools to support the principal and educators in ensuring that the environment where the education of learners is delivered is safe, secure and conducive to teaching and learning.

All that I have illustrated above talks the effective and efficient nature of governance. If we belong to one committee, who is above who?

All that we need is co-operation and not corporation that is why you will find two entities in one entity because somebody wants to show that he/she owns the school and run it as a private business.

Section 16A, sub section (h) says the principal must assist the governing body with the management of the school's funds, which assistance must include:

- (i) The provision of information relating to any conditions imposed or directions issued by the Minister, the Member of the Executive Council or the Head of Department in respect of all financial matters of the school contemplated in Chapter 4; and
- (ii) The giving of advice to the governing body on the financial implications of decisions relating to the financial matters of the school;[Para. (h) Added by s. 9 of Act No. 15 of 2011.]

There you have it, it just does not say that the principal must sign and procure at random as the school governing body has little knowledge. But we are expecting principals to guide and nurture the school governing body through thick and thin.

When the school performs optimally we look at the management and the educator's performance and say they have worked hard, but when the rate of failing is very high

support the learners in the execution of their home works. One thing is missing in all this – nothing talks about the success or failure of the collective (team effort).

I have noted with dismay at some school governing bodies who do not want to analyse results or performance of the school and advice accordingly, they always leave it to the hands of the school management team. How do they report to parents?

How do they predict how the pass or failure rate is likely to be at the end of the year. Remember the Act gives the school governing body the power to search any where for resources that will improve the quality of learning in our schools and not expecting a stipend for your efforts.

Key to this is the mobilization of parents to volunteer their services at the school at the expense of the learner's education.

The highlights of an effective school governing body is seen when there are interviews, what generates the interest of employing an associate also kills our education, rather than ensuring that the candidate must just be relevant for that post and improve the results of the school.

Remember that jobs for pals have caused the education system to deteriorate, my humble plea to all school governing bodies to conduct these interviews with integrity and sober minds.

Please note that it is hard not to know something but it is much harder not to know that you do not know, together let us consult and strive to work together.

All of us are juristic persons by virtue of the Act, so do what you are expected to do as you operate within the confines of the law and stop being crying governors.

School governing bodies must on quarterly bases prepare financial statements that are reconciled by the financial committee, so that when the year ends it becomes easy for the school governing body to send their reports for auditing.

Some school governing bodies prefer to utilize the services of bogus auditors which tell that rats smell.

Let us robustly debate and deliberate over our functions and responsibilities, I know you can do it.

I thank you

QUALITY LEARNING and TEACHING CAMPAIGN

(National Perspective)

Presentation to
SCHOOL GOVERNING BODY INDABA

Date: 20 June 2013
Venue: Pienaarsdam –Steve Tshwete Municipality
MIDDLEBURG

OUTLINE OF THE PRESENTATION

Introduction and background
Strategic objectives
Commitment -NEDLAC Accord
QLTC Structures
Sharing the best experiences
Contacts of the QLTC Provincial Coordinators
Conclusion

INTRODUCTION AND BACKGROUND

Education must be elevated from being a Departmental or Government issue to a societal issue – January 8 Statement, 2008 – ruling party

The President of the country, the Hon. JG Zuma, in his maiden state of the nation address called for critical 'non-negotiables' aimed to ensure quality education

The President stated that 'We reiterate our non-negotiables. Teachers should be in class, on time, teaching, with no neglect of duty and no abuse of pupils! The children should be in class, on time, learning, be respectful of their teachers and each other, and do their homework. Other sectors, including officials and parents, are also expected to play their respective roles in reaching this goal'

Quality Learning and Teaching Campaign (QLTC) – to ensure that the non-negotiables are realised

INTRODUCTION AND BACKGROUND

The improvement of learning outcomes is the key challenge facing South African schools. It is widely accepted that the required change is what actually happens in the classroom.

Many studies indicate that learning outcomes are dependent on the quality of teaching and the leadership and management of the school. The key outputs would be to ensure high quality of teaching and learning, improved literacy and numeracy at schools, better senior certificate examination results, as well as early childhood development.

QLTC has been identified as a social compact between education stakeholders and communities. It must be massed based and promote accountability (individually and collectively) and follow-up. It is ultimately about achieving one goal through follow ups and feedbacks.

STRATEGIC OBJECTIVES

1. To ensure that the non-negotiables are realized so as to ensure the delivery of quality learning and teaching across the country
2. **Advocacy:** QLTC founding principles are cascaded to Departmental officials, Teachers, Learners, Parents, Community structures and to all members of the society.
3. **Mobilisation** of all stakeholders at all hierarchical levels within and outside the education to contribute to the intentions of the non-negotiables and QLTC principles.
4. **Monitoring and Support:** To monitor and support the rolling of QLTC programmes, delivery of quality learning and teaching and contribute towards achieving the intended Minister's performance agreement outcomes.

COMMITMENTS -NEDLAC ACCORD

All parties agreed to work together to change the mind-set among teachers, learners and parents to rebuild dysfunctional parts of the basic education system and ensure quality education delivery for learners ;

The parties endorse a campaign to adopt poorly performing schools and implement whole school development programme interventions. To develop proper governance, high standards of teaching, basic school level discipline and an adequate supply of essentials

The parties agreed not be confined to the list of specific schools that will be adopted. Examples of interventions may include training courses aimed at SGBs, provision of books to schools libraries ;

The parties undertake to review the current spending within each constituency in order to focus it, align it with the commitments in this Accord

THE QLTC STRUCTURES



THE PQLTC SC

The PQLTC SC will comprise of the following:

- MEC/HOD who will convene and chair the meetings;
- The QLTC Provincial Coordinator;
- District representatives;
- Provincial union leaders of the unions provided they have membership within the province;
- A representative per Governing Body Federation;
- A representative of parents or local leaders or traditional leaders or community structures which are representative of communities within the province and learner/student structures

PROVINCIAL QLTC STEERING COMMITTEE (PQLTCSC)

The responsibility for the QLTC in the province resides in the office of the MEC

The responsibility of implementation and management is in the office of the HOD in each province;

The PQLTC SC should meet at least once per quarter;

ROLES OF THE PQLTCSC

- Monitoring of the adherence to QLTC pledges by the stakeholders;
- Coordinating, monitoring and supporting the implementation of the campaign at all levels within the province;
- Establishment of the all inclusive stakeholder QLTC structures at all levels of the provincial department, especially at schools;
- Compiling reports and making recommendations to both the PDEs as well as the NQLTCSC with regards to the findings of reports;

DISTRICT/AO/WARD QLTC FORUM ROLES AND RESPONSIBILITIES

Ensuring compliance to the non-negotiables by role players;

Ensuring the establishment of the different QLTC structures within circuits/area office/wards and schools;

Meeting at least once a quarter to deliberate on district performance and challenges

DISTRICT/AO/WARD QLTC FORUM ROLES AND RESPONSIBILITIES

Coordinating and monitoring the implementation of the campaign at all levels within the district;

Reporting on the effectiveness of the campaign at all levels within the district;

Liaising with PDE around issues raised in Area office, circuit, wards and school reports;

Compiling reports and making recommendations to both PDE and District structures with regard to the findings of reports

DISTRICT/AO/WARD QLTC FORUM ROLES AND RESPONSIBILITIES

- Facilitate empowerment and capacity building exercises to QLTC structures within the district/area office;
- Ensure the implementation of the National Accord on the Adopt A-School campaign;
- Encourage the introduction of plough back initiatives to communities;
- Ensure that all role players uphold their pledges.

COMPOSITION OF THE SQLTC SGB COMMITTEE

The SQLTC SGB will be a School Governing Body Committee and should comprise the following:

- Teachers' unions & SGB association/s in the school
- Learner leadership – RCLs in Secondary schools
- Youth groups – COSAS, etc
- Business people: shops, bottle store owners & tavern owners, farmers, hospitality services' owners, transport industry, etc,;
- A district/circuit/AO/Ward representative;
- Parent or community or Faith based organisations ;
- Principal

ROLES OF THE SQLTC SGB

Ensure:

- Role players uphold their respective pledges;
- Role -players at school – including the principal and teaching and administrative staff, learners, parents and members of the community- understand the significance and scope of the QLTC campaign and participate fully within the SQLTC SGB committee structure;
- Monitor and submit reports on the effectiveness of mobilisation
- School role players meet the obligations of the QLTC & the non-negotiables ; and
- Sufficient advocacy afforded to the campaign through communicating with parents & the community.

ROLES OF THE SQLTC SGB

- Draw up management plan and implement it;
- QLTC be a standard agenda item in meetings;
- Up scale advocacy: ongoing;
- Ensures understanding of schools' key policies, procedures, SIPs & SDPs;
- Address parents during school and community meetings and learners in assemblies about quality learning and teaching;
- Ensure provision of both human and physical resources

SHARING THE BEST EXPERIENCES – NORTH WEST

COMPOSITION OF SCHOOL STRUCTURE:

Include representatives from the following stakeholders' components :

- Teachers' unions & SGB association/s in the school
- Learner leadership – RCLs
- Youth groups – COSAS, etc
- Business people: shops, bottle store owners & tavern owners, farmers, hospitality services' owners, transport industry, etc

SHARING THE BEST EXPERIENCES – NORTH WEST

COMPOSITION OF SCHOOL STRUCTURE :

- Retired teachers & officials
- Community leaders (Dikgosi , Priests, Councilors, Community Development Workers, Traditional healers), etc
- Government employees in the area from Sister departments: SAPS, Social Workers, Nurses, sports personnel, etc
- NGOs & CBOs
- Media personnel

SHARING THE BEST EXPERIENCES – NORTH WEST

Held mini QLTC summits in 2012. Role players in every region were invited and they pledged their supports

The MEC and HOD have allocated an amount of R2m for the activities of the QLTC

A dedicated official has been appointed to focus on the QLTC activities

Districts have already been workshopped on the usability of the Guide for QLTC structures

SHARING THE BEST EXPERIENCES – FREE STATE

COMPOSITION OF SCHOOL STRUCTURE :

Established a town -based structure

Town-based structure is made of a number of schools within a particular town

The aim of such structures is to have schools in the same area to be able to share best practices

Held and workshopped all the districts on the usability of the Guide for QLTC structures on the 20 -21 May in Bloemfontein

SHARING THE BEST EXPERIENCES – EASTERN CAPE

On a weekly basis, circuit QLTC teams monitor extra LAIS activities in their respective schools

Libode district uses QLTC as a vehicle to practically render education as a societal matter(allowing different stakeholders to participate in improving learner performance)

Through QLTC, the districts has created a kind of social laboratory where schooling problems are discussed with relevant interventions developed

Ward councillors and chiefs mobilize communities for the supervision of extra LAIS activities. (Indeed, there is no victory without mass participation)

IN CONCLUSION

The power to improve education lies with all of us

No one is as good as all of us.



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