



MAKING SCHOOLS AND TEACHERS



**EDUCATION
DIALOGUE**
south africa

INTRODUCTION

When we started our initial leadership dialogue in 2012 it was attended by some important people – all of whom fervently believed that we needed to take firm and collective action if we were to become competitive as a nation.

Under a framework of 20 major issues that were identified for improvement, and six themes that were established for further discussion and action, The Education Collaboration Framework (ECF) and its implementation arm the National Education Collaboration Trust (NECT) were established. The collaboration model recognises that each role-player needs to take responsibility for its own work, but that by working together in an organised and collaborative manner, the social partners (business, labour and civil society) could assist the Department of Basic Education (DBE) to achieve a synergistic improvement that would otherwise not be possible. This approach is in synch with the National Development Plans call for joint action to improve education.

Under the agreements that have been reached, funds that are raised by business for the NECT are matched by government. This enables an unprecedented and powerful force for change in education in South Africa. And the parties have worked hard to turn the talk into practical action. The programme initially focusses on eight school

districts, representing 18% of South Africa's schools, and although in its early stages, it is showing what can be done when teachers, communities, unions, NGOs and big business get together with a common purpose.

**"What has been accomplished
is quite significant"
– Sizwe Nxasana
Chairman of the NECT**

Our target is to reduce the number of poorly performing districts from 37% to less than 10%, and to increase the percentage of medium performing districts from 43% to 60% within 10 years. Within these districts and schools we aim to ensure that over 90% of the learners know more 50% of what is expected of them in math, science and languages.

Dialogues

It was established at our first Education Dialogue SA that the intention of these dialogues is to create an avenue for open, honest engagement among key stakeholders such as the teacher unions, student organisations, civil society organisations, business and government. The dialogues

are apolitical and inclusive, and give all organisations the opportunity to explore joint societal actions.

On 13 June 2014, at the University of Johannesburg, our second dialogue took place, chaired by the Deputy Minister, Enver Surty and Professor Ihron Rensburg, vice Chancellor of the university. The dialogue was attended by the Minister of Basic Education, educationally focused NGOs, business leaders and teacher-union leadership.

The progress that NECT and its members have achieved is impressive. In time, as long as we all work together to ensure it stays its course, big business and government continue with its funding lifeblood, and the unions, teachers and NGOs deliver on their crucial commitments we will in time look back and give thanks to what may well turn out to be our educational Codessa.

Purpose

The document serves as a report back on work to date, in addition it presents the discussion highlights of the second Education DialogueSA, placing emphasis on the ideas, issues, recommendations, and importantly actions, which arose during the conversation. It is broken down per programme as set out in the Education Collaboration Framework (ECF).

NECT – The state of play, our successes and highlights

- The NECT has an agreement which charts the responsibilities of Government, The teacher unions, NGOs and big business in a collaborative structure to constructively and urgently reform education
- The NECT is currently focussing on eight school districts, representing 18% of South Africa's schools (4,362 schools)
- The NECT is already active in six of these districts and have already begun with interventions at schools with urgent needs
- Each district has an appointed District Steering Committee (DSC) and although they don't provide administrative support they have been inducted on good governance and the role they need to play in overseeing the implementation of NECT's activities
- Traditional leadership and religious bodies have been engaged at national and district levels. Both are powerful forces when it comes to mobilising grass-roots buy-in and offering administrative capacity
- The Department of Labour is making available some of their labour centres to produce desks
- The Department of Transport and the Post Office are involved in the delivery of books
- Correctional Services are helping to revamp and maintain schools
- The Department of Defence are involved in building bridges and other infrastructure
- The Department of Rural Development has provided trained youth to assist with the renovation of schools
- Government has pledged an initial funding commitment of R300 million, matching private donors rand for rand
- The NECT has the support as well as a mandate from the Human Resources Development Council (HRDC)
- There has been considerable and intense engagement to bring all stakeholders on board
 - Trade Unions, organisations such as ELRC and SACE are playing their role and are on board – there is a common vision in terms of improving the quality of education in the country
 - Business is on board: Business Leadership South Africa (BLSA), the South African Chamber of Commerce and Industry (SACCI) and the Black Business Council
- Four schools in the Vhembe district have been successfully renovated using unemployed youth, trained in construction. The Department of Basic Education provided the materials. This model has been perfected and the aim is to renovate a further 50 schools by the end of the year
- The EDTP SETA with the DBE have financed
 - 235 young people and experts who have started providing psychosocial services to schools in the Eastern Cape and KwaZulu Natal
 - About 1000 administrators in schools that had no administration capacity
- The Fresh Start School programme is in place. Fresh Start aims to completely revamp 350 schools, over a period of three years
- Lead agencies have been contracted in priority provinces, Limpopo, Eastern Cape and KwaZulu Natal, and have been implementing an inception phase, which will provide for a careful three-year implementation planning and initiate support activities in the Fresh Start Schools
- Work with the provinces over the last six months has seen an initiation of the alignment of curriculum programmes that are envisaged to be delivered at district level. This is important to ensure that all districts and lead agencies are working off the same page from a curriculum interventions point of view
- Lead agencies, NGOs and other service providers have agreed that the work load will need to be shared for us to achieve our aims

"It is our nation, it's our project, not the teachers', not the State, but our collective responsibility"
 – Professor Ihron Rensburg
 Vice Chancellor UJ

GOVERNMENT SUCCESSES AND HIGHLIGHTS

- Today, almost all South African children have access to basic education – a vast improvement on the situation in 1994
- In collaboration with the Shuttleworth and the SASOL foundation the following textbooks have been digitised
 - All maths and science textbooks for grades 10, 11 and 12
 - ±90 titles for maths, science and technology for grades 7, 8 and 9
 - Workbooks and textbooks for grades 4, 5 and 6
- With regard to systems monitoring
 - Government is busy finalising and completing the

Learner Unit Tracking System (LUTRS). In 2013, ±93% of all learners are captured on the system – knowledge of where they are, which school they are, what their grades are, who their parents are and what subjects they are doing. This allows the government and school staff the ability to track them progressively

- 2014 figures will be updated in September
- There is a collaboration with the Departments of Health and Social Development to develop a curriculum (0-4 learners)
- 40 teacher resource centres have been established, the

target is 120, where teaching practitioners with particular skills can make themselves available to other educators

“You can feel that this programme is beginning to have an impact”
– Angie Motshegka
Minister: Department of Basic Education



THEME 1 — Professionalisation of the teaching service

Description of the challenges as set out in the initial leadership dialogue:

There is a sense that the civil service is staffed with inappropriate people who do not have the required skills, expertise, attitudes, levels of commitment and the interests of learners at heart. Several people raised the practice of cadre deployment which is applied across all levels of the system as the key cause of the problem. It is interesting to note that all the teacher unions, like most other respondents, see a low level of professionalism and the tradition of "cadre deployment" in the civil service as problems. There was an alternative view that the challenge to cadre deployment does not imply that the ruling party should not appoint people at the most senior level who understand and associate with its vision but that the expertise should be a precondition for appointment.

Linked to the professionalisation of the civil service, and teaching in particular, is the role of the unions. A number of interviewees raised issues about unions. Sentiments expressed were that unions are too strong, one union dominates the space and dismisses any other opinions, and unions exert undue peer pressure on teachers. Other views are that the unions are not to blame, but rather the state for its weakness against the unions, allowing the politicisation of education and failure to remedy the lack of subject expertise, particularly among subject advisors and heads of departments in schools who are supposed to monitor classroom learning and teaching.

At the previous dialogue it was recognised that there is an overall negative image of teachers and teacher unions. Teachers themselves express concern about their working conditions. Teachers are criticised for lack of commitment and lack of concern for the welfare of learners. Presenters at the dialogue sought to highlight the importance of professionalism in teaching. They explained the meaning of professionalism in teaching, so as to frame an agenda for the Professionalisation of teaching.

At the second dialogue the discussion continued and further points were highlighted:

- The professionalisation of teachers was highlighted as being very important, especially considering the whole education system is there for one purpose, and that is for learners to learn. Teachers are responsible for translating strategic intent into operational reality
- It was also recognised that there isn't a single teacher, in any of the provinces, that is happy with the level of professionalisation in teaching
- Labour acknowledges that teachers are guided by the principle of democracy and that guiding principles are human rights and social justice
- It was noted that education is a human right and a public good (in its own right) – all of us have a responsibility, together with government, to ensure that if it is a basic human right as well as being a public good, learners receive quality education, and it must be delivered by quality teachers

- The vision is for teachers to make professional judgments, rather than make judgments driven by a class culture or a qualifications culture
- Teachers
 - Need head, hand and heart i.e. knowledge, professional practice and commitment
 - Should practice according to standards the public can understand and acknowledge
 - Should feel they're doing something special for society
 - Should be able to enjoy privilege and responsibility in the offering of a service to the public, and should protect the public by guaranteeing certain minimum standards of competence
 - Should exercise personal judgment
 - Should be social justice patriots for our country

"Education is a human right and a public good – all of us have a responsibility, together with government, to ensure learners receive quality education, and it must be delivered by quality teachers"
– Maluleke Mugwena
Secretary General SADTU

THEME 1 — Professionalisation of the teaching service

continued

- Professionalism was thus defined:
Professional development is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching, and by which they acquire and develop critically the knowledge skills and emotional intelligence essential to good professional thinking, planning, and practice with children, young people and colleagues throughout each phase of their teaching lives
- Obstacles:
 - Teacher education is fragmented with little practical experience in the system
 - The teaching profession needs to be more accessible, especially to those who would like to enter the profession at the later stage of their lives
 - There should be a focus on novice teachers
 - There should be more mentoring of novice teachers
 - The teachers workload is already considerable, without loading them with mentoring, or teaching university students or potentially CPD – teachers may not be able to cope with the workload
 - Programmes imposed on teachers try to make them compliant implementers of other people's ideas. To some extent, given the challenges we have as a nation, this may be necessary, but space must be left for management decisions taken at the level of

the teacher

- Training is not enough of a solution as it doesn't create accountability
- Community outreach programmes need to function better. Students, schools, the Department, the private sector and institutions need to find a way to make them more targeted and successful – creative thinking is required in order to arrive at a solution

“I'm pleased that education has become a national priority”
– Graeme Bloch
Independent Educationist

SACE

- Work has been done with regard to its mandate:
 - Registration of teachers who come into the profession is happening
 - There is a programme for management of continuing professional development for all teachers – starting with principals and deputy principals
 - A code of professional ethics has been developed
- Obstacles
 - The role and presence of SACE is not being felt in

the entire education system

- There are issues around whether SACE as a professional council is independent or not
- What will it take for SACE, as a professional council, to be independent?
- Standard setting, quality assurance and registering for SAQA and NQF requirements is under discussion with Council

Universities

- There is criticism at universities that they don't prepare teachers properly, but part of it is a misunderstanding of teacher education and teacher development as being a continuum. If there is an expectation for teachers to be fully prepared at the end of their teaching qualification, we are expecting something that may never happen
- Universities and other institutions (i.e. SACE) need to communicate better what is being done
- Universities have increased teacher student intakes from 6,000 to 13,000 per year
- Universities are looking at the redesign of teacher education programmes, in terms of content knowledge and supervised and assessed school-based learning
- Universities would like to have closer links with schools, but this is an expensive undertaking

THEME 1 — Professionalisation of the teaching service

continued

ACTIONS

- Professionalisation needs to be thought about and planned for the long term. It takes significant time and engagement for teachers to make deep, rather than superficial changes and there needs to be continuous action towards this
- We need to start speaking positively about the teaching profession
- As a collective, we need to change our mindsets and take ownership of everything that we implement
- We need to create a new cadre of teachers who take responsibility and say “this child is my child and therefore I have a responsibility to empower them to become a responsible citizen”
- SACE should start to think about an excellence agenda, what would that mean? For instance, is there a possibility of rebranding the teaching profession?
- For teacher’s month in October it is suggested that stakeholders collaborate on a joint programme of action to achieve at least a formalised plan to drive positive narrative about teaching
- Universities to reopen the discussion around a clinical grant for teaching practice with regard to community outreach programmes

THEME 2 — A call for courageous and effective leadership

Description of the challenges as set out in the initial leadership dialogue:

Leadership was cited as a critical but missing requirement for the necessary improvement to occur. More courageous leadership across political and bureaucratic spheres are required. Political leadership was called for, specifically in contexts where hard, unpopular decisions have to be made against structures that undermine national interests and for the implementation of programmes that are in the interest of the nation. There is a need for more courageous leadership that will drive strategy without fear or favour. The views are that leadership should be exercised in the bureaucracy, also ranging from the national level, stretching through to school principals and subject heads.

At the second dialogue the following was highlighted:

- It was acknowledged that the NECT was pleased that both the Minister and the Deputy Minister were re-elected in their positions as Minister and Deputy Minister, especially as this indicates continuity in the programmes that have started
- The minister is in the process of filling the position of the DG, this appointment is both urgent and important. The appointed DG must have the ability to take the programmes and implement them effectively
- The MECs in the provinces have largely remained in place, which is important in the context of continuity
- We need partners and leaders who work with us not against us e.g. MEC of Gauteng saying schools will be whipped into action – this is against the work we are trying to do
- Leadership in schools needs attention, as well as teacher and principal appointments
- Government and unions are elected by the community and they have an important job to do, and they need to listen to each other and to the parents

ACTIONS

- Quick appointment of the national DG
- A strategy to ensure retention of DG nationally as well as Heads of Departments in provinces for longer periods, i.e. more than one term, to ensure consistency

THEME 3 – Improving government capacity to deliver

Description of the challenges as set out in the initial leadership dialogue:

Concerns raised regarded the capacity of the state to deliver national policies and programmes effectively. There is a view that there is a need to strengthen leadership capacity at the executive levels of the national and provincial departments. Secondly, there is a view that the provincial level of the department is bloated and the districts are understaffed. There was also a concern about the change of strategies with every minister that take office, and the lack of continuity of heads of education departments robs government of the capacity to deliver.

Turnover at HOD level is perceived to be high and regarded as a capacity constraint. There is also a perception that middle and junior level staff are misallocated in the system due to wrong career-pathing. Lack of systems and data are cited as examples of governments' weakness to deliver.

At the second dialogue the following was highlighted:

- Recognition of the work that is being carried out by the NECT to strengthen district offices and provincial curriculum programming
- The DBE has to work harder at supplying basic needs at schools e.g. classroom sizes are too big, the lack of resources, the lack of toilets etc

“We should have a shared vision to create a better South Africa for all. It is important to have these robust debates, discussions and dialogues, but at the end of the day this should culminate in a common vision about education”

**– Enver Surty
Deputy Minister DBE**

THEME 4 – Improving resourcing to create conducive and safe learning environments: teachers, books and infrastructure

Description of the challenges as set out in the initial leadership dialogue:

There is a sense that learning and teaching resources are not properly planned for, are undersupplied, provided at a slow pace and improperly maintained and utilised. The posting of qualified teachers, particularly in rural areas, is cited as a key challenge. At the centre of teacher provisioning concerns is the number and quality of teachers trained by higher education institutions and an effective implementation of the teacher provisioning model that improves efficiency and redistribution of teaching resources. Books are regarded as

a central resource to successful learning and teaching and perceived to be undersupplied; the pace of infrastructure rollout is seen to be slow. Infrastructure maintenance has been flagged as a function under-provided for. The non-availability of planning data is seen as the first barrier to successful supply of the resources.

At the second dialogue the following was highlighted:

- Together with the DBE, a number of textbooks have been digitised
- In addition consideration is being given on how to

deal with the change management aspects around the digitisation of textbooks within the broader agenda of improving access to and utilisation of ICTs

ACTIONS

- There is a proposal to continue with the work around textbook digitisation (and to fast track it) and create a coherent national strategy for fast-tracking connectivity and integration of the ICT in learning and teaching

THEME 5 — Community and parent involvement

Description of the challenges as set out in the initial leadership dialogue:

While the concept of community involvement carries a clear message about the expected role of the community at large in education, several stakeholders have expressed a sense of disenfranchisement. There are a number of stakeholders that feel that they are not being listened to, but are expected to listen to government (NGOs in particular), and there is significant capacity and talent in the form of private schools, associations, churches and traditional leaders that remains untapped. Also, there are concerns that the coordination of government and civil society activities is weak.

With regard to parent involvement, there is a widespread view that parent involvement accounts for a significant difference in the performance of middle class children. The monitoring and support of parents in the home environment

influences learners to put additional effort into leaning, While illiteracy is acknowledged to be a hindrance, arguments are made for empowering illiterate parents to carry out basic monitoring of their children's education.

At the second dialogue the following was highlighted:

- We need to develop a culture of reading
- We need interactive community of practice, we must break down the walls of private-ism— people must stop being afraid to hold up their victories and their challenges – we should avoid focussing on only poor practise and we need to offer new strategies without disheartening people
- Education must serve our values of society
- The upbringing of our children is very important as it comes from our homes, and we need to spend

considerable time encouraging our parents to play a role in education and creating responsible citizens

ACTIONS

- Start mobilising more community, civil society and other stakeholders towards the objectives of the government in terms of improving the quality of education in the country, as well as communicating the programmes of the NECT
- Encourage schools and communities to start doing things for themselves, especially leadership structures beyond the conventional structures that we deal with in schools, e.g. churches, women's organisations, youth organisations, sporting groups etc

STRATEGIC PARTNERSHIPS

At the second dialogue the following was highlighted:

- There has been a call for proposals to invite organisations to strategically partner with the NECT
- There is a need to document the success case of turning around the management of exams in this country, while there has been an improvement post the 1994-era, there is room for improvement. Work is

currently underway, interviews and document reviews have started with those involved in exams

- There is currently work underway to explore the possibility of working in one or two provinces to help improve the implementation of teacher provisioning, as there is huge potential for efficiencies there

ACTIONS

- Continue to finalise proposals for strategic partnerships
- Continue the work in an attempt to improve the management of exams
- Continue the work with the DBE to improve the implementation of teacher provisioning

PROGRAMME MONITORING AND EVALUATION

At the second dialogue the following was highlighted:

- An independent monitoring and evaluation committee has been appointed, comprising of Prof John Volmink, Prof Sarah Howie, Dr Martin Gustafsson and Mr Emmanuel Sibanda
- This committee will oversee the work that is being done and will ensure that what is committed to being done is done and that all objectives set out are achieved, from a technical point of view
- We should guard against a technocratic culture of measuring what's valuable and what's important, as we want to see a certain kind of person emerging out of our systems, one that is numerate and literate, but also respectful and confident, and environmentally respectful etc

ACTIONS

- Determine, define and list the outputs and inputs, whether intangible or otherwise, so that there is a measurable output which can be assessed, evaluated and reviewed
- The unions should do an honest assessment in terms of who they represent.
- Has a vibrant mechanism truly been created to drive this campaign the way we would like to?

"Teachers, parents, society and the State, we can up our game, we can do better than we are doing"
– Professor Ihron Rensburg
Vice Chancellor UJ



EFFECTIVE SCHOOLS

At the second dialogue the following was highlighted:

- Schools are notoriously contextual, it's not just the building or the teachers, it includes the community too
- Schools are a social enterprise – we are all responsible for their success, it is not the exclusive terrain of the government
- Schools are continuously developing, either forwards or

backwards, it is important to look at what would assist in growing schools

- The power of reading should never be underestimated, it is suggested that we need to harness the energy and the willingness, and the skills of our undergraduates to create an army who go into our schools and read to our young children

ACTIONS

- Look at our past experiences and draw on the successes
- What do we do with the recommendations made by the task team?

SCHOOL ETHOS AND ETHICAL BEHAVIOUR

At the June 2014 dialogue, a presentation was made which took a retrospective look at what attempts there have been since 1994 to try and improve school ethos and culture, and in so doing to try and identify some of the successes and challenges, and see if this information could help with current initiatives and campaigns, going forward to 2014 and beyond.

The presentation was based on a review and not an in-depth research study.

The campaigns reviewed

- 1994 – Reconstruction and Development, Culture of Learning (RDP COL)
- 1997 – The Culture of Learning Teaching Service (COLTS)
- 2001 – The Manifesto on Values, Education and Democracy Initiative and Tirisano Programme
- 2008 – to current – Quality Learning and Teaching Campaign (QLTC)

“The formal relationship we have with the NECT helps us to do some of the work through NGOs”
– Angie Motshegka, Minister:
Department of Basic Education

Main review questions

- What are the key interventions, intentions of the various initiatives?
- What implementation mechanisms were in place?
- What worked, what didn't work, how can it work better?

Reconstruction and Development, Culture of Learning Programme

- **Focus:** Refurbishment and repair of schools and classrooms; establishment and training of SGBs; school improvement programmes through upgrade and acquisition of learning materials
- **Successes:** Laid the foundations for developing school governance capacity before SASA was developed; R110 million spent on refurbishment on 3048 schools
- **Challenges:** the inability of provinces to use allocated funds, due to transition-related problems: lack of personnel, management, financial and administrative skills; location in physical planning directorates (resulting in more work done on infrastructure instead of addressing changes in behavior and ethos)
- **Lessons:** the need to prepare the implementation capacity before the rollout of the intervention campaign and creation of incentives for stakeholders

Culture of Learning Teaching Service campaign

- **Focus:** Commitment, discipline and dedication of

- all teachers and learners; making schools work through ensuring community/parents' commitment and training/empowerment of SGBs; basic resources; no crime in schools; developing the South African Education Charter through mass participation
- **Successes:** greater focus on provincial programmes of action and increase in school- and community-initiated programmes; SACE code of conduct for teachers and Minister's guidelines on code of conduct for learners; contributed to ELRC agreements; ability to leverage additional funding
- **Challenges:** Impotency of national government to enhance delivery by provinces, related to admin problems and political contestation impacted COLTS; appears that system-wide challenges, such as adversarial relationships between principals, teachers, learners and parent, and the 'often distant' relationship between schools and Departments worked against COLTS campaign. With hindsight, the suspension of COLTS in 1999, was ill-considered, as the campaign itself appeared to be proceeding well
- **Lessons:** The need for sustained capacity building in respect to ethos and behavior change, especially at district and school levels; recognition that political cultures of protest and defiance still embedded in many schools and pose particular challenges; technical inputs alone inadequate to effect cultural change; both top-down and bottom-up strategies needed to change deeply-embedded cultures

SCHOOL ETHOS AND ETHICAL BEHAVIOUR

continued

Values, Education and Democracy Initiative

- **Focus:** Emphasis on promoting national unity, a culture of ethics and respect for human rights; cultivating a spirit of patriotism through taking pride in our national symbols
- **Successes:** Rich texts and ideas were developed from a wide spectrum of South Africans mainly through the Saamtrek conference. Many schools responded positively to the materials and suggestions sent to them by the Department
- **Challenges:** related to the provision of more resources to provinces, lack of capacity-building and the encouragement of resistant teachers and schools to participate in the programme
- **Lessons:** General appreciation among all stakeholders that attitudinal, ethos and culture changes take time; stronger district and provincial government support needed to sustain changes at school level; need for sustained capacity-building

Quality Learning and Teaching Campaign

- **Focus:** to promote commitment of education role players – departmental officials, teachers, learners, parents and community members – to a “code of quality education”, which recognises the responsibilities and discipline required of them
- **Successes:** by end 2012, all provinces had a provincial QLTC committee; more than 100 000 copies of QLTC guide distributed; mutually supportive relationships

with SACE and ELRC; NEDLAC has partnerships with 1 310 schools for ‘Adopt-a-School’ campaign; provinces where MECs are active make a difference

- **Challenges:** Uneven implementation across provinces; anxiety around ‘big brother’ monitoring role of QLTC structures; need for greater support to districts/schools; community involvement patchy based on establishment of working structures; dealing with labour disruptions; need for sustained public/media profile
- **Lessons:** need for strong leadership coalition to be consistent and persistent at all levels; more work needed to enhance provincial/district/school level functioning; emphasis needed on reflection and learning through empowering stakeholders in M&E; working with ELRC structures can help bring about labour peace

“I really welcome what’s happening here because the better school-based training will be, the better the student teachers will be that will come out of the universities”

**– Maureen Robinson
Dean: Faculty of Education at US**

Overall

- In general the intentions and the aims were clearly stated for each of the programmes, however the change theory part was unclear
- In terms of rollout, the real challenges related around capacity at various levels regarding implementation
- There seemed to be an absence of a reflection and learning component particularly from the community, schools, learners, teachers etc
- Generally guiding leadership was evident at the launch of the campaigns, but they were not always sustained and revitalised over the period and the lifespan of the campaigns. A predominantly top-down management approach seemed to be used in the inculcation of areas to drive change
- Weak programming and sufficient follow through are the major problems

Looking forward

- Community involvement is incredibly important, and the need is to identify individuals and organisations with influence and who are respected among community members
- Parental participation in school governing bodies is a longstanding challenge, school governing associations need to look at supporting each other
- Continuity is very important – fortunately there is continuity with the DBE Minister and current programmes

SCHOOL ETHOS AND ETHICAL BEHAVIOUR

continued

- There must be a monitoring and evaluation process
- To avoid government-union relations, which are fundamentally competitive and difficult, a framework of agreements should be developed to minimise disruptions overall in order for programmes to be successful
- Potentially look at legislating programmes, it seems that the legal force of policies can make a difference in spite of implementation challenges, but is there a need for more policies, or is there a need to strengthen existing ones?
- A task team is
 - undertaking to follow up on Logan Govender's study and recommendations for campaigns to

successfully promote improved ethos

- has stressed that school context is very important when considering improving policies on SGBs and school management

Conclusions

- There is no easy formula to find the magic of education through changing school ethos and deeply embedded cultures?
- Change takes time. It requires patience, hard work, staying the course, programme consistency, reflecting and learning as gains are consolidated and challenges overcome
- Qualitative community engagement and trying to

involve people of real influence in communities is an essential part of monitoring and evaluation, as well as the importance of a guiding leadership coalition from the President

"The NECT has been incorporated as part of the NDP in education"
– Angie Motshegka
Minister: Department of Basic Education



GENERAL

- There is a widespread culture of entitlement in the sense of victimhood across the districts
- There is a mindset and attitudinal change programme that needs to take place as part of interventions
- There is a need to document models and processes working in some schools, so that everyone has access to them so as not to reinvent the wheel
- The NECT should look at consulting not only the districts but the circuit managers too when reviewing the necessary needs in schools
- Private schools should be included when we talk about partnerships for disadvantaged schools
- How are we thinking about performance management in the school context?
- Articulate objectives and shared goals in order to measure our success in terms of the effort we are making
- Create social cohesion so that we become united nation
- The DBEs medium term strategic framework has been approved by Cabinet, to be posted onto the DBE website

ACTIONS

- Create a sustained hunger for change
- Document models and processes of success stories
- Find a common repository to keep knowledge that is being gained along the journey

IN CLOSING

"Let us up our game. Teachers, parents, society and the State, we can do better than we are doing, this is our nation, it's our project, it's not the teachers' project, it's not the States, it's our collective responsibility. While it is a long term project, it begins today. It begins in the messages and how we, as this group, converse in society."

Deputy Minister Enver Surty

"These dialogues should facilitate open and honest engagement among key stakeholders that will provoke insightful responses, creating an avenue for joint understanding of what we individually fail to think through"
– Education Dialogue SA

