



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**THE FIRST PROVINCIAL MONITORING REPORT ON THE
AVAILABILITY AND USE OF LEARNER WORKBOOKS IN PRIMARY
SCHOOLS: NOVEMBER 2011**

QUALITY ASSURANCE SUB-BRANCH

MONITORING AND EVALUATION DIRECTORATE

MONITORING OF STANDARDS SUB-DIRECTORATE

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EXECUTIVE SUMMARY

During 2010 the Minister of Basic Education Mrs Angie Motshekga, declared that there would be a plan for schools in South Africa called Action plan 2014 and that this would form part of larger vision called Schooling 2025. The plan is important because it tells us what the government would be doing to improve schooling from Grade R to Grade 12. Goal 19 of Action plan 2014 requires that every learner have access to a minimum set of workbooks to enable better learning and teaching opportunities for the majority of learners in those schools.

The objective of this study was to check the availability and use of learner workbooks as provided by the department of DBE directly to schools. Lessons learnt from the provision of resources during the Foundations for Learning Campaign showed that resources delivered directly to schools do not reach all the targeted schools as intended.

As a result, two (2) objectives were discerned from this study: (1) to identify the number of shortages of learner workbooks per subject per grade; (2) to explore the utilization of learner workbooks in the sampled schools. The need to check the availability and explore the use of learner workbooks is crucial to the mission of resourcing schools more especially Quintile 1 as per Goal 19 (DBE,2010b) which requires that every learner has access to a minimum set of workbooks to enable better learning and teaching opportunities for the majority of learners in those schools.

An instrument was developed with seven focus areas exploring School leadership, Curriculum management, Literacy and Numeracy teaching, Assessment and District/Circuit monitoring and support. A sample of 143 schools was drawn and provincial officials visited the schools to administer the instrument based on the focus areas.

The main findings of the study were that 81% of the schools did not mobilize parental support on the use of learner workbooks at home. Secondly, 73% of the schools did not plan subject/grade meetings on the use of learner workbooks. Thirdly, 80% of the schools did not receive circuit support on the use of learner workbooks and fourthly 68 % of the schools did not support Grade 6 teachers on the use of Mathematics workbooks.

Based on these findings the study recommends the following:

- Principals as instructional leaders must plan, lead, monitor, co-ordinate and integrate the use of learner workbooks in the school wide reading programme.
- Curriculum must conduct training of HoD (at school level) to enable them (HoDs) to support the use of learner workbooks to improve literacy and numeracy competencies in primary schools.
- District and Circuit officials must visit schools at least twice per term to promote optimal use of learner workbooks to promote writing and reading and standards.
- School Management Teams to support educators in the foundation and intermediate phases on the use of learner workbooks.
- The Provincial office must set up systems and procedures for reporting shortages of learner workbooks so that schools know what to do in instances where they experience shortages of workbooks.

1. Introduction

The quality of education at the foundation phase level is affected by a number of factors: the quality of leadership at the school, Curriculum management and control, Teaching and learning plans, Assessment and Feedback as well as the quality of onsite school/circuit/district support to teachers.

Since the implementation of the Foundations for learning campaign (FFLC) in March 2008 at the primary school level, schools were progressively introduced to a basic minimum resource package that included amongst others work schedules, lesson plans, assessment frameworks and most recently learner workbooks amongst others. These workbooks were supplied directly to schools from the Department of Basic Education to provide under-resourced schools (more especially quintile 1 schools) with quality learner teacher support materials that were expected to offer differentiated teaching and learning opportunities in those schools.

According to the provisions of the Foundations for Learning Campaign (FFLC) School Management Teams are expected to plan, organize, control, lead and review teaching and learning activities at school timeously. They have to manage curriculum resources and ensure that the work schedules, lesson plans and assessment activities are aligned i.e. what was assessed appears in the work schedule and was actually taught in class according to schedule.

School Management Teams (SMT) need to promote interactive and meaningful teaching and learning at all times. The gazette is very particular in outlining what teachers need to teach and the time allocated for teaching each of the topics identified. The responsibility rests on SMTs to manage the teaching and learning process of activities planned for in the work schedules against the lesson plans. Thereafter they have to control for the quality of assessment given to learners to identify a pattern of challenges faced by both learners and teachers in order to design intervention strategies that will alleviate challenges faced by learners. Challenges identified in learners' work should inform professional development programme at the school level to support teachers to master their pedagogic content knowledge in their respective subjects.

Teachers are expected to be on class teaching lessons that have been well planned and ensure that learners get homework every teaching day. Learners must be given feedback on work done particularly in areas where learners have shown persistent challenges so that the feedback is used to redress and correct learners in gaining the intended knowledge and valuable skills. Assessment should not only be used for purposes of

complying with assessment requirements or quota but should be used to inform and improve the lessons that are delivered to learners in class.

Lastly, onsite support should be provided to teachers within the school in the form of class visits, Circuit and district support in the form of workshops and seminars are critical support models that are currently being underutilized. It is expected of circuits and schools to conduct in depth analysis of learner performance per subject so that subjects wherein learner performance is found to be weak can be prioritized and those schools supported and monitored accordingly.

The Sub-Directorate Monitoring of Standards undertook a study to investigate the availability and use of learner workbooks in primary schools to report on the extent of availability and use of those learner workbooks from 143 sampled primary schools to describe different interpretations on the use of learner workbooks and to enable informed decision at provincial level.

In this report, (2) the purpose of the study will be presented followed by the (3) research questions, (4) design of the study as well as (5) findings.

2. Purpose of the study

The purpose of the learner workbooks study was two fold; (1) to investigate whether every learner received a copy of the learner workbook from Grade 1-6 in 2011 and (2) whether the learner workbooks are utilized fully for the benefit of learners in the sampled primary schools.

3. Research questions

- 3.1 Do learners have access to literacy and numeracy workbooks in the foundation and intermediate phases?
- 3.2 What percentage of schools have planned the use of learner workbooks and communicated those to teachers?
- 3.3 How is curriculum managed and controlled by School Management Teams in the sampled primary schools?
- 3.4 What are the teaching and learning activities on Numeracy and Literacy planned by teachers?

3.5 What assessment and learner feedback strategies are in place and used by teachers?

3.6 What is the percentage of schools that have been monitored and supported on the use of learner workbooks by circuits and districts?

4. Design of the study

4.1 Introduction

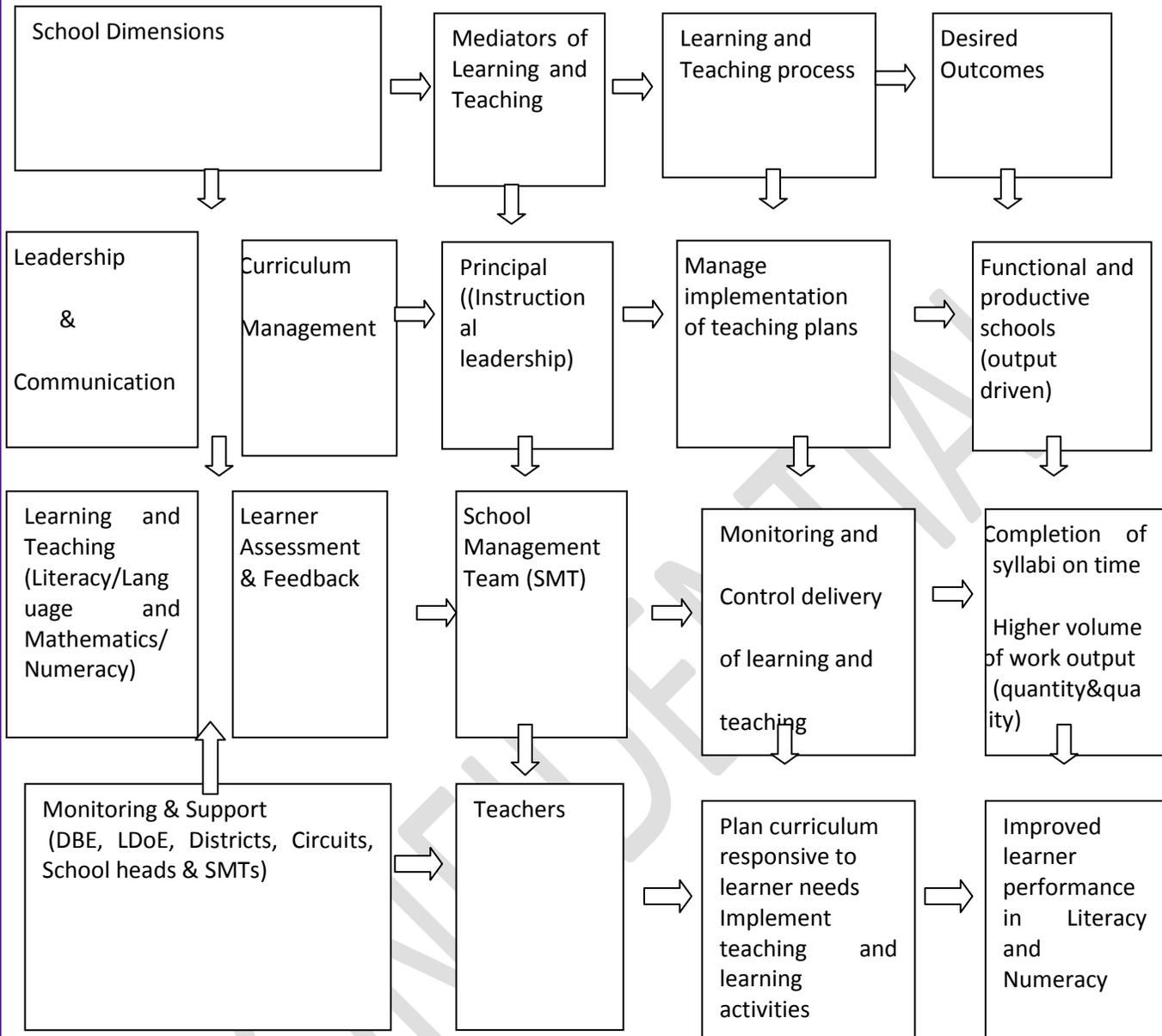
The study was designed using a survey framework that foregrounds best practices from a body of knowledge published thus far on the utilization of learner teacher support material. Research has shown that most literature from best practices consistently placed emphasis on leadership, curriculum management, focused teaching and learning, learner assessment and feedback as well as onsite monitoring and support.

4.2 Development of the monitoring instrument

An instrument was designed and structured in such a way that questions were selected on the basis of their strength in contributing to better learner performance to ensure that factors influencing learning are identified and itemized as outlined in the first paragraph. The instrument consists of 33 items organized around 6 focus areas viz,(1) Leadership and communication (2) Curriculum Management (3) Literacy teaching and learning (4) Numeracy teaching and learning (5) learner assessment and feedback as well as (6) Monitoring and support from the circuit/district. After the instrument was developed, it was consulted with district coordinators for discussion and improvement.

The district consultations involved discussions on the framework as presented in Figure 1 to enable district coordinators an opportunity to contribute to the final print of the framework. The approach provided a number of opportunities for Quality Assurance district coordinators because in instances where frequently asked questions can be raised from circuits and schools, district coordinators could be well positioned to respond to those queries and offer advice as well as support. It will eliminate situations where such queries are unnecessarily referred to the provincial office. Below follows, a brief description of the model as depicted above.

Fig 1 Components of study framework



Leadership and communication are critical to ensuring that schools delve on their core business of teaching and learning daily. The principal has to ensure that work schedules, lesson plans and assessment frameworks are implemented, monitored and managed the delivery of the curriculum. The Principal must provide decisive leadership to teachers at the school as well as communicating that to the community.

The SMT has to plan and implement subject policy statements as agreed with their subject teachers, control conditions that will enable an environment conducive to teaching and learning. The SMT must monitor and control teachers' lesson plans and what is actually taught on a weekly basis. They must support educators by conducting class visits and ensure that Learner workbooks are utilized optimally, up to the expected depth and paced

progressively to ensure fully coverage of assessment standards as outlined in Curriculum and Assessment Policy Statement.

Time on task is still a challenge to teachers in most primary schools. The quantity of work covered in our classroom does not always reflect the plans as initially intended in the work schedule. In other words, written work in learners' books does not correspond with the actual amount of work that learners in a phase are expected to cover. Equity of exposure to full scale learning in education provisioning is not experienced by most learners particularly in quintile 1 schools. The use of learner workbooks in school should be seen as a redress to lack of print media in most of our schools.

Curriculum Advisors are expected to monitor schools at least twice a month to provide that much needed support to primary schools. The much needed on site school support by both principals and SMT are not provided as it should to teachers who need in order to promote pedagogical content knowledge on using the newly delivered workbooks.

4.3 Sampling

One hundred and forty three schools (143) in the study were selected using a random sample from a list of schools provided by the district coordinator. Thereafter the sample was cleaned to check if any of the schools in the sample were visited either for School readiness project or Foundations for Learning Campaign in the past two (2) to three (3) years respectively. The schools that were visited for either of the two studies were removed from the sample and replaced with new schools. State of the art and Muyexe primary schools were also included in the sample. The latter (Muyexe) being part of a Presidential pilot project for rural development model in South Africa.

4.4 Data collection

A data collection schedule was drawn by district coordinators to enable monitors to prepare their visits to sampled schools. Data collectors were expected to inform school principals in advance to arrange for the visit. The data collector during the visit will complete the instrument with the assistance of the Principal, SMT and teachers. Schools were expected to provide evidence for items that required them to indicate whether such an item was practiced at the school or not. In instances where the school agrees to a certain practice and there was no evidence provided, then that item will be recorded by indicating a cross under the no column.

For example, where principals were asked if an SMT meeting was held in preparation of the staff meeting on the use of learner workbooks, they were expected to produce a record of the minutes of that meeting. Failure to produce implied the meeting did not take place and henceforth the item would be marked as a challenge for the attention of the principal.

4.5 Limitations of the study

The study used self reporting from principals, school management team members as well as teachers to complete the monitoring instrument. Observing teachers in practice could have strengthened the integration of workbooks in teachers' lesson plans. The plans and records do not represent implementation and actual practice in the classroom, they only show availability.

4.6 Reporting procedure

The reporting adopted for this study was a three level reporting procedure. The first level of reporting was at the school with the principal and members of the school management team. The data collector was expected to complete a school report signed by both the principal and the data collector. Two copies of the report are produced for the school record. A copy of this report is left at the school so that they principal can address the challenges identified at once. Another copy of the report was handed over to the district coordinator, so that the report can be submitted to the circuit manager. The report was intended to give feedback to the circuit manager on the challenges identified in schools and for the circuit office to prioritize support to these schools.

The second level reporting was at the district level where the information for all the schools visited under a particularly district is captured and summarised using a capturing tool provided by the provincial office. The districts then compile the reports and inform the province when the capturing is completed. A provincial official verifies data from the monitoring instruments against the district report and certifies the district report as a true reflection of monitoring tools from schools.

The third level reporting was at the provincial level where all reports from the five districts are collated to form a provincial report. The provincial report was presented to the sub-branch management meeting for inputs and comments. Thereafter it is presented to the Executive Management Committee of the department for further endorsement of the recommendations advanced in the report as well as for requesting permission to disseminate the report to districts.

5. FINDINGS

Below is a table showing the percentage of schools with challenges as identified from the monitoring study.

Table 1 Summary of findings in the five districts

Focus area	Challenge	Aspect	Capricorn	Gr Sekh	Vhembe	Mopani	Wtrbrg	Prov %
Leadership and Communication	1	SMT meeting	79	76	65	67	100	76
	2	Staff meeting	79	76	68	61	85	73
	3	Parents meeting	89	64	73	78	100	81
	4	Target setting	93	73	45	48	90	69
Curriculum management	5	Lesson plans	93	67	55	67	85	73
	6	Monitoring written work	14	39	9	21	40	24
	7	Controlling lesson planning and written work	43	42	16	12	35	29
	8	Covering assessment standards	43	33	26	18	35	31
	9	Review quantity of work against lesson plans	64	42	26	21	55	41
	10	Moderating assessments	7	15	3	3	30	10
	11	Moderating answer books	18	30	9	9	15	17
	12	Class visits	89	61	32	36	55	55
	13	PDP/PGP	25	70	42	42	95	53
Literacy teaching and Learning	14	Orals	11	30	9	3	10	13
	15	Reading	14	36	23	9	25	22
	16	Phonemic awareness	4	12	18	6	15	11
	17	Homework	0	15	10	3	5	7
	18	Handwriting	18	42	39	15	50	33
	19	Vocabulary	7	27	19	9	40	20
Numeracy teaching and learning	20	Counting	0	30	13	9	5	13
	21	Mental Math	0	36	13	18	20	18
	22	Concept development	21	36	18	15	25	24
	23	Problem solving	4	27	10	12	15	14
Learner assessment and feedback	24	Record: Informal	32	33	65	27	90	47
	25	Record:	0	3	3	0	10	3

		formal						
	26	Feedback: Literacy	21	12	3	0	5	8
	27	Feedback: Numeracy	21	15	6	0	5	10
Monitoring and support	28	Intervention strategies	68	33	23	33	60	42
	29	Circuit Support	93	64	74	79	95	80
	30	SMT support (literacy)	86	61	52	45	65	62
	31	SMT support (numeracy)	82	61	55	45	80	64
	32	SMT support (English wkbks)	82	64	58	61	85	69
	33	SMT support (Maths wkbks)	82	15	3	52	80	68

The findings from the research questions posed are reported below for the five districts viz, Capricorn, Vhembe, Mopani, Greater Sekhukhune and Waterberg as per questions posed in the study:

5.1 Do learners have access to literacy and numeracy workbooks in the foundation and intermediate phases?

Table 1 Shortages of learner workbooks in the Foundation Phase

District	Grade 1		Grade 2		Grade 3	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
Waterberg	387	365	155	92	280	286
SKhkhun	334	472	81	304	314	311
Capricorn	513	398	297	278	368	465
Mopani	211	184	136	155	332	117
Vhembe	366	380	345	220	472	308

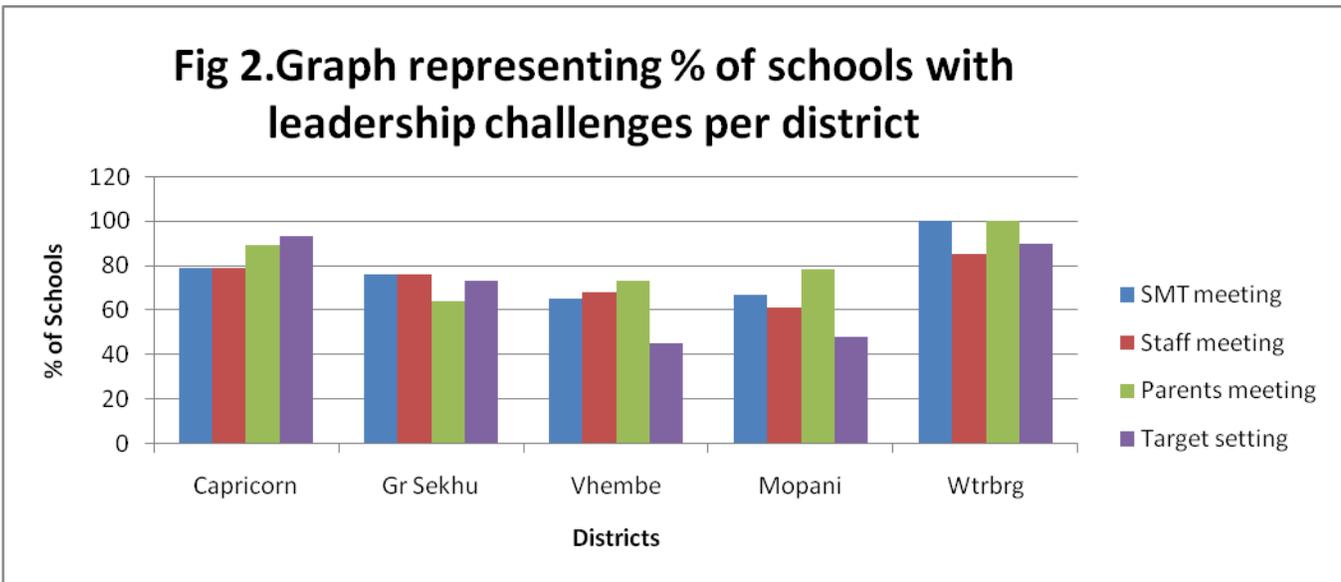
Total	1811	1799	1014	1049	1766	1487
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Table 2 Shortages of Learner workbooks in the intermediate phase

District	Grade 4		Grade 5		Grade 6	
	English	Maths	English	Maths	English	Maths
Waterberg	862	208	994	280	1019	620
Skhkhune	609	311	615	375	712	220
Capricorn	659	518	829	591	777	208
Mopani	1087	260	1078	233	1008	176
Vhembe	894	331	1076	389	1170	349
Total	4111	1628	4592	1888	4686	1573

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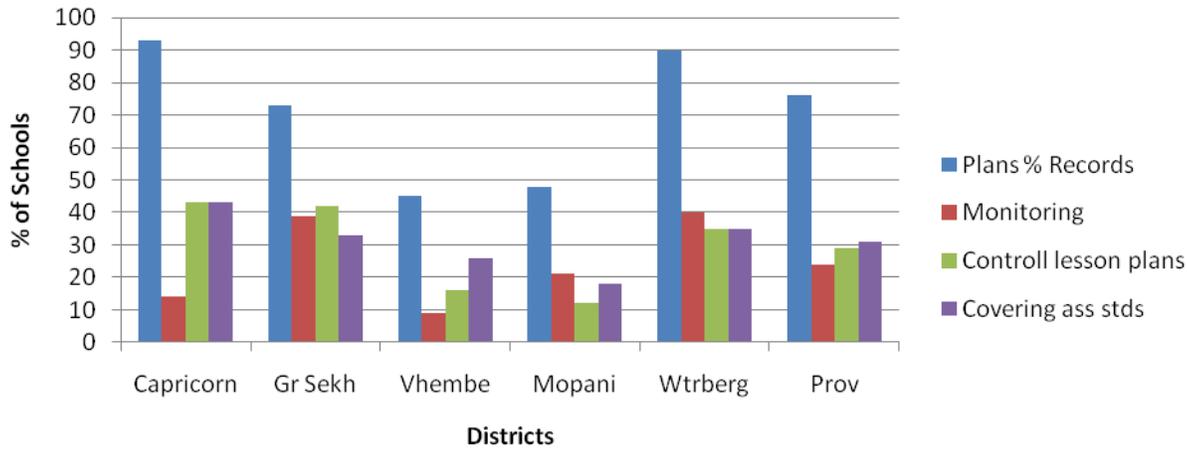
5.2 What percentage of schools have planned the use of learner workbooks and communicated those to teachers and parents community?



From the figure above Waterberg district has not conducted meetings to provide support to school management team members (100%) as shown in the graph. The graph shows that the Principal did not mobilize parental support on the use on the use of learner workbooks for all the schools visited.

5.3 How is curriculum managed and controlled by School Management Teams in the sampled primary schools?

Fig 3a Graph representing % of schools with challenges in Curriculum management per district



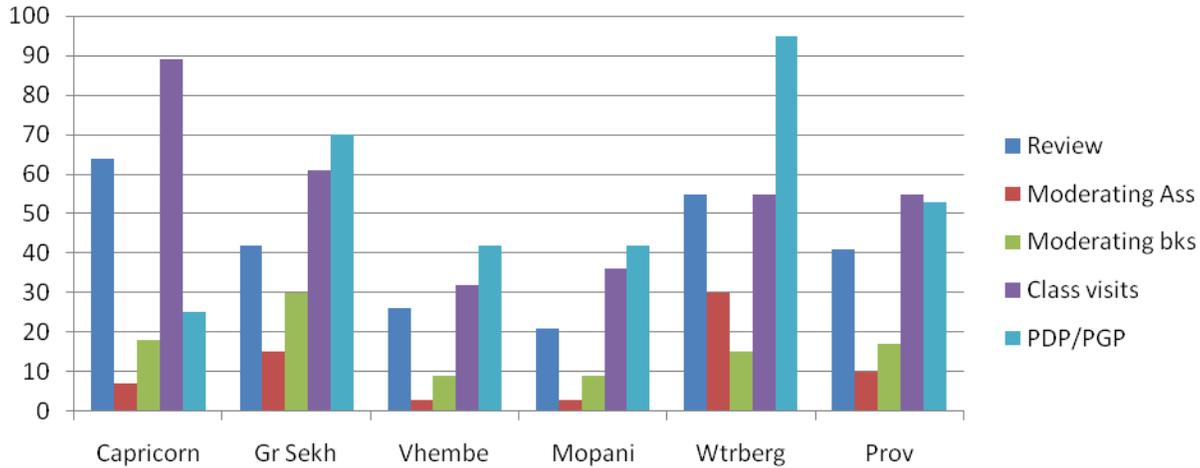
The figure above shows that over 90% of schools in Capricorn had challenges on plans and records of subject meetings on the use of learner workbooks. Similarly Waterberg and Sekhukhune 90% and 70% of the schools failed to produce plans and records of subject meeting on the use of learner workbooks. However is also worth noting that monitoring written work was a lesser challenge in Capricorn (slightly more than 10%) and Vhembe districts.

Controlling written work was a challenge to fewer school in Mopani and Vhembe 12% and 16% respectively while it was higher in Capricorn 43% and Sekhukhune 42%.

What percentage of schools have planned the use of learner workbooks and communicated those to teachers?

Schools are also expected to review progress against lesson plans, moderate assessment work, moderate learner workbooks, conduct classroom visits and promote professional development of educators. In the figure below 64 % of the schools in Capricorn district did not check teachers' progress in learner workbooks against work schedules. Moderating assessments was not a challenge two districts viz Vhembe and Mopani. Waterberg shows a larger percentage (95%) of SMTs who did not plan and implement professional development plans for educators.

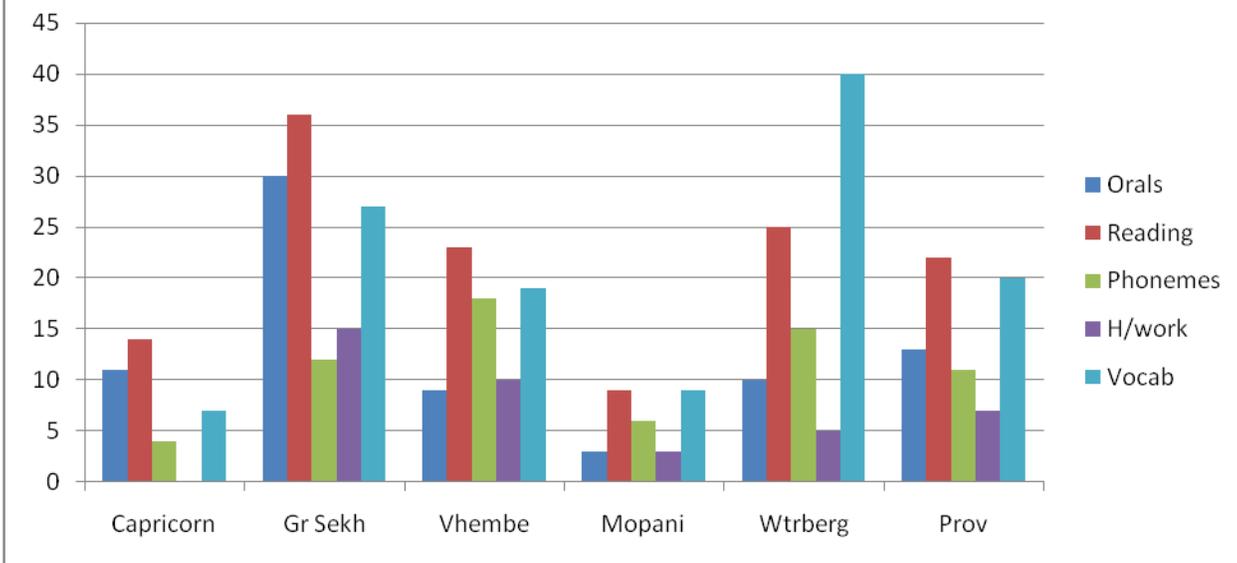
Fig 3b Graph representing % of schools with challenges in Curriculum management per district



5.4 What are the teaching and learning activities on Literacy that are implemented by teachers?

The teaching of literacy forms part of the pillars where improvement in the quality of education is invested. Schools were requested to indicate the frequency with which teachers use learner workbooks to conduct oral activities in their schools as part of emphasizing the five (5) aspects of literacy. The five aspects of literacy are orals, reading, phonemic awareness, writing and handwriting. It was found that schools were utilizing learner workbooks satisfactorily in facilitating the learning of reading and writing activities. However, Waterberg did not promote personal dictionary for recording new words (vocabulary) amongst learners in 40% of the schools that were visited. It is important that learners keep a record of new words learnt so that they build their vocabulary to improve their proficiency in literacy.

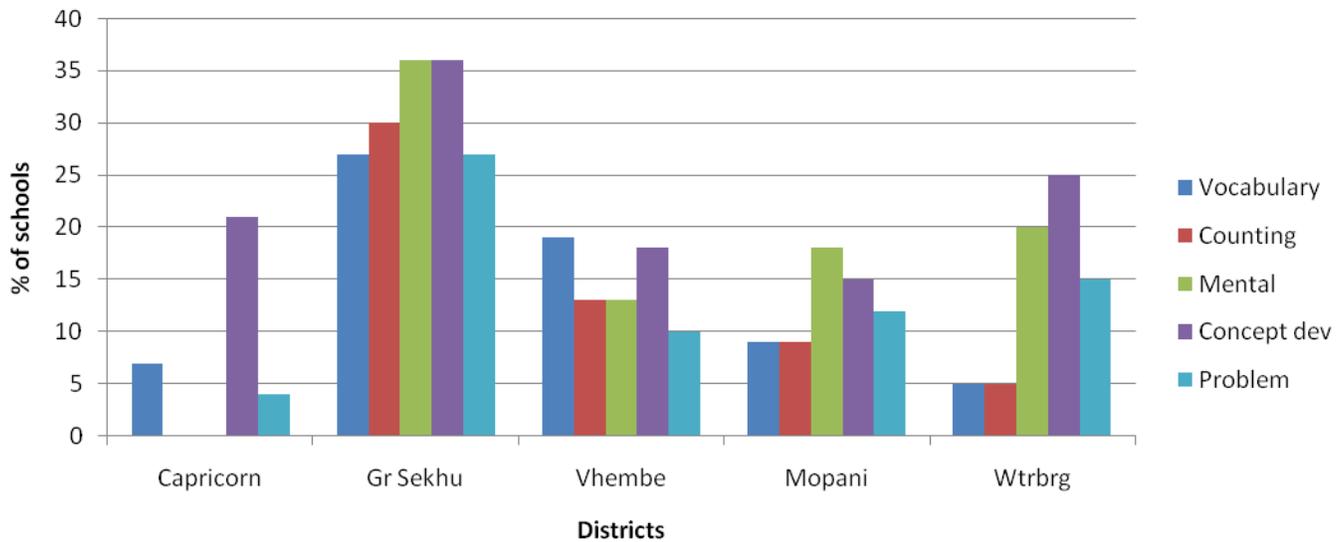
Fig 4 Graph representing % of schools with challenges in literacy per district



5.6 What are the teaching and learning activities on Numeracy that are implemented by teachers?

Numeracy is expected to be a critical that schools must prioritize in the pursuit of improving learner performance in this subject. Teacher 's lesson plans in Sekhukhune district did not show how they were going to use learner workbooks to cover concept development and mental maths (36% for both) in numeracy class. The four aspects of numeracy are mental maths, concept development, counting and problem solving. Counting and Mental Maths were found not be a challenge in Capricorn district.

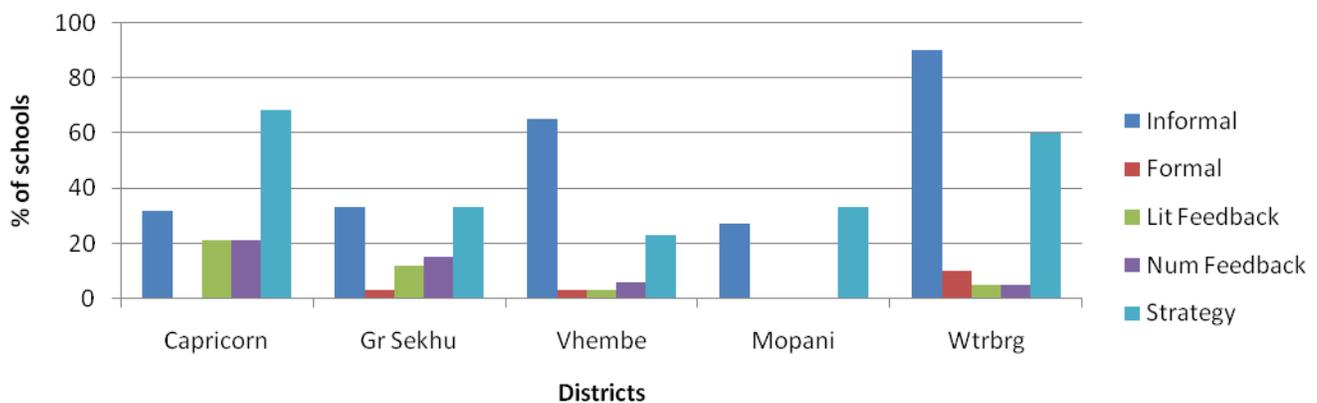
Fig 5 Graph representing % of schools with challenges in Numeracy per district



5.7 What assessment and learner feedback strategies to learners are in place and used by teachers?

Teachers are expected to provide feedback after assessing learners to ensure that they understand what knowledge, skills and attitude the task required. The feedback is useful in improving future lesson presentations and provide a reflective opportunity for teachers to evaluate the success and weakness of their mediation of learning. Mopani district was found to have no challenges in the schools visited Literacy and Numeracy Feedback. Literacy and Numeracy Feedback was also found to be in fewer schools in Vhembe and Waterberg.

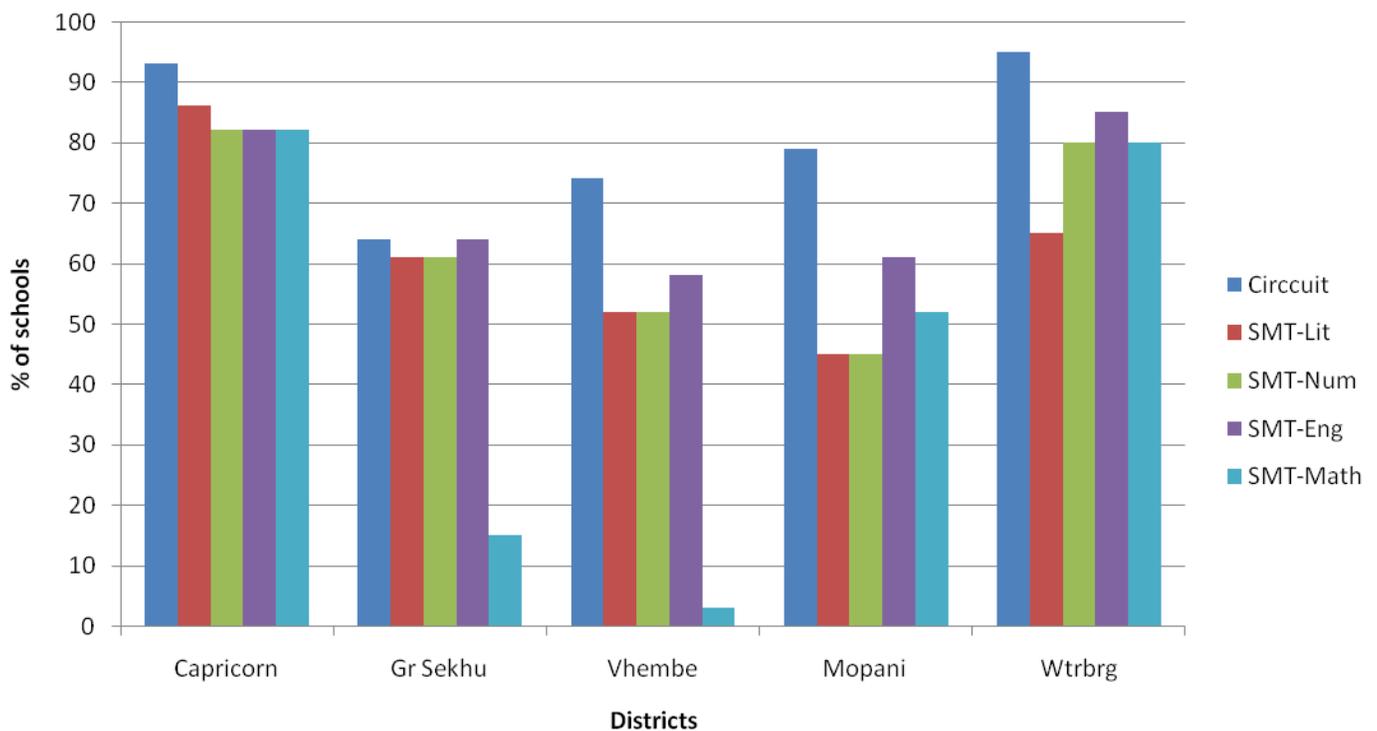
Fig 6 Graph representing % of schools with challenges in Assessment and Feedback



5.8 What is the percentage of schools that have been monitored and supported on the use of learner workbooks by circuits and districts?

The last area required Circuits and district to monitor and support schools on the use of learner workbooks. The monitoring and support from circuit are very important since the Professional Growth Plans of educators are submitted to Circuit Managers after schools have developed their School Improvement Plans. It was found that Capricorn (92%) and Waterberg (95%) did not support schools in the use of learner workbooks as shown in Figure 7. It is also noted that Vhembe district is doing well on the support of school management teams in Mathematics intermediate phase Grade 6.

Fig 7 Graph representing % of schools with challenges in support per district



**Fig 8 Graphical representation of a% of schools with challenges -
Capricorn District (N=28)**

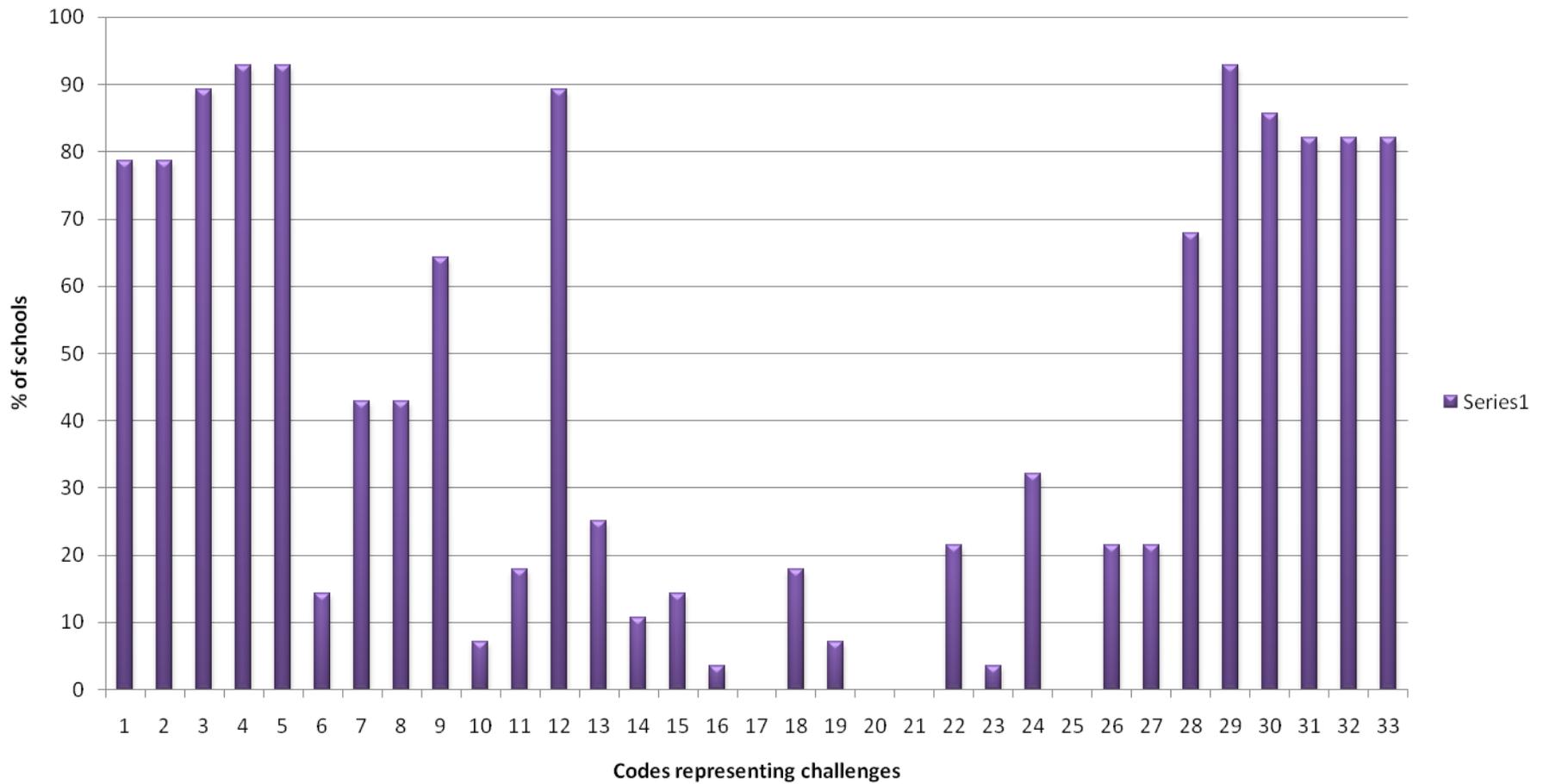
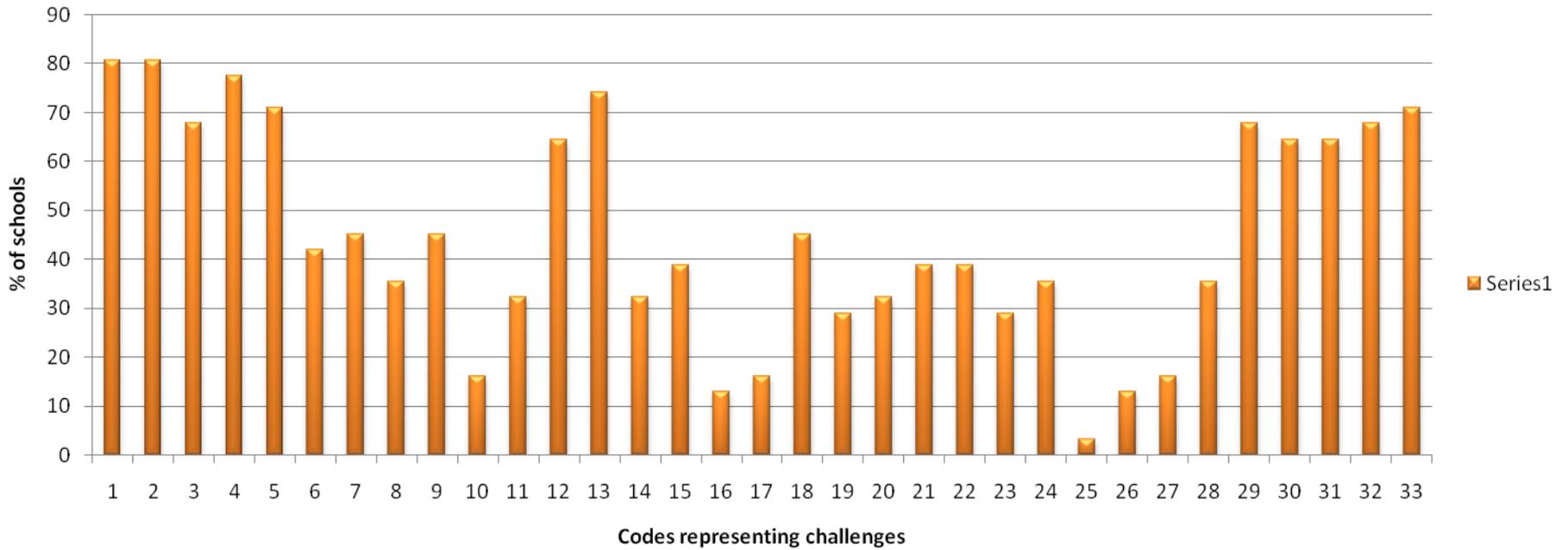


Fig 9 Graphical representation of a % of schools with challenges - Sekhukhune District (N=31)



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Fig 10 Graphical representation of a % of schools with challenges -Vhembe District (N=31)

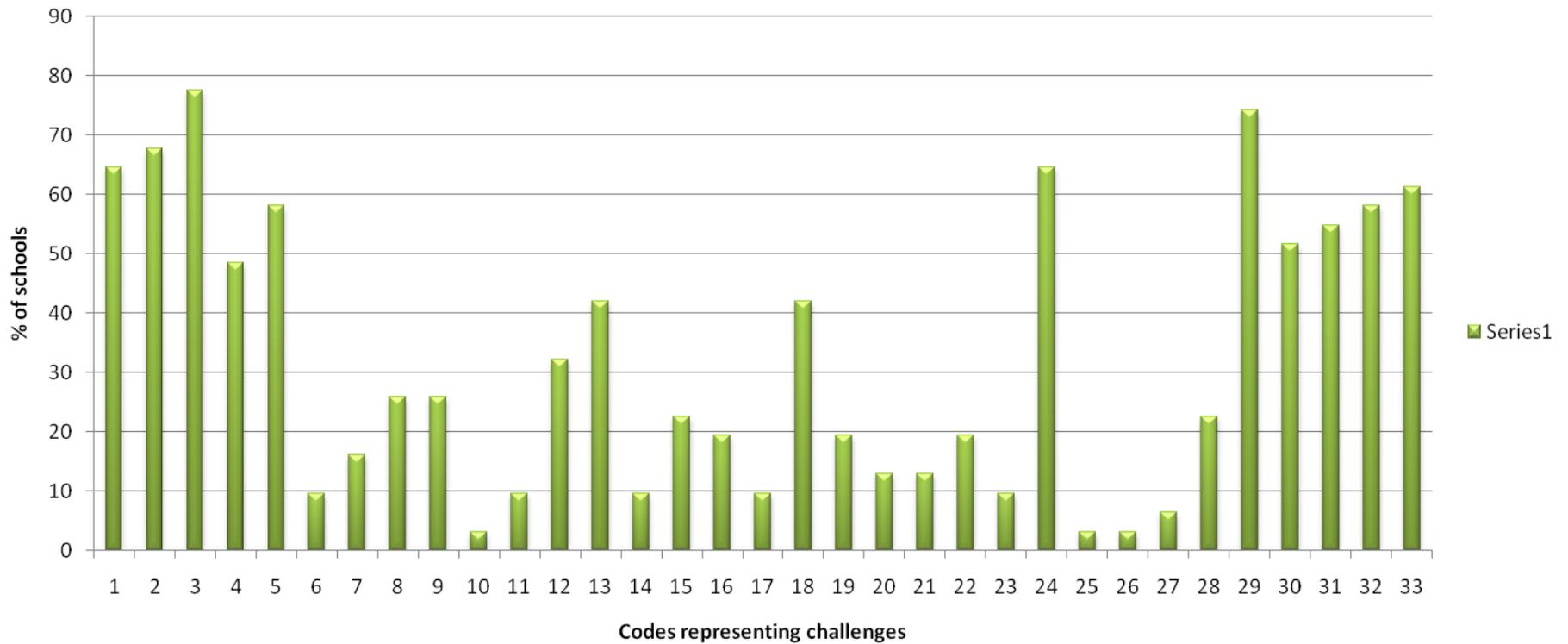


Fig 11 Graphical representation of % of schools with challenges in Mopani district (N=31)

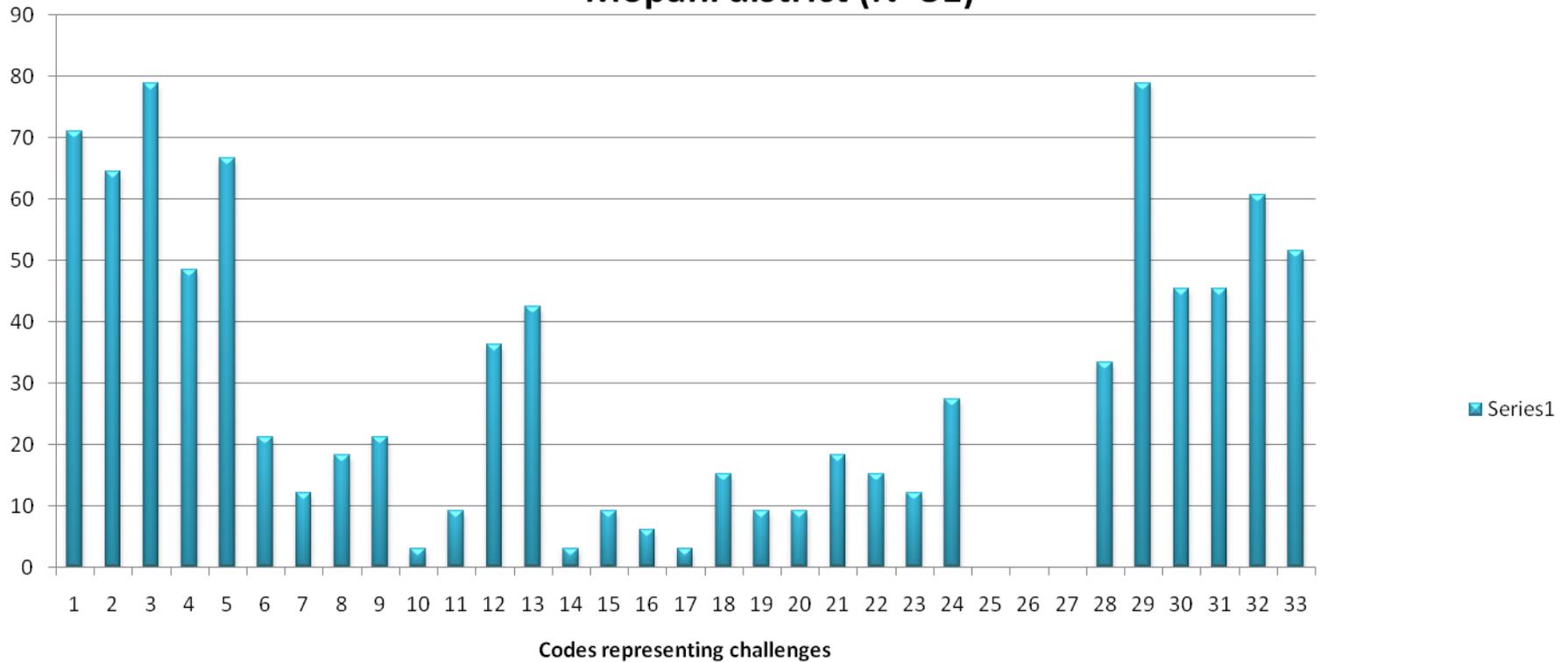
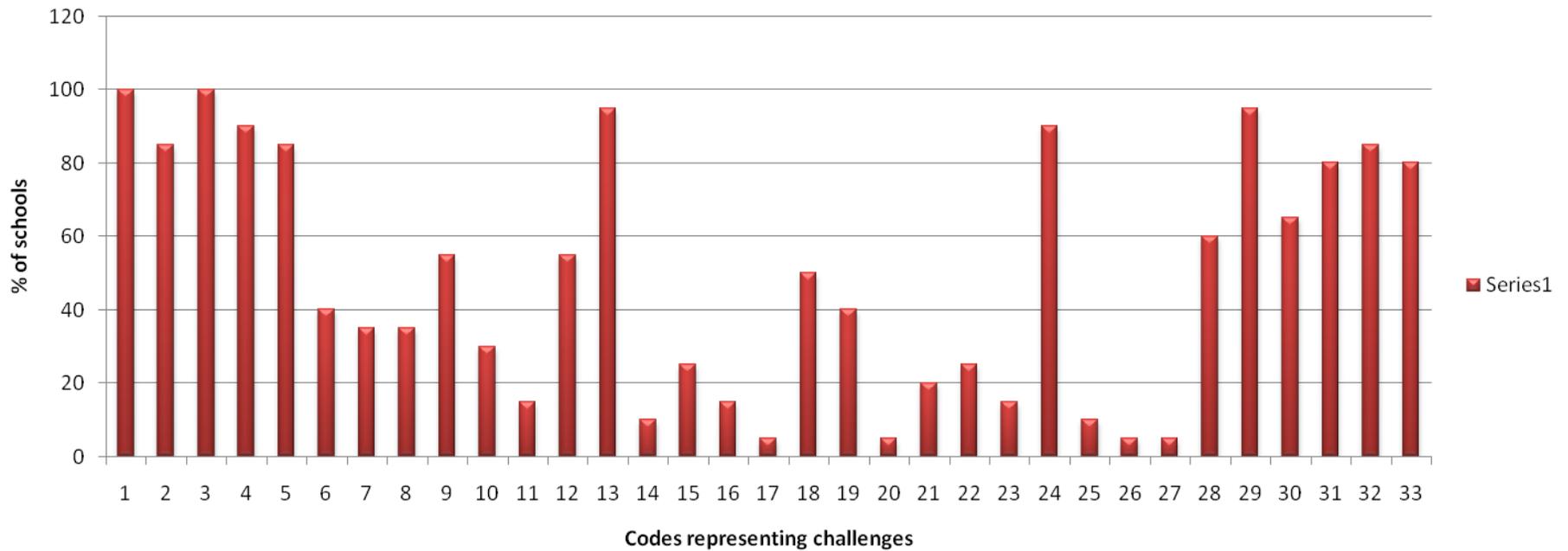


Fig 12 Graphical representation of a % of schools with challenges - Waterberg (N=20)



6. Conclusions

Leadership and Management at school level must improve. It must include detailed school plans that are drawn long before the school year begins. It is the responsibility of principals to ensure that those plans are implemented, monitored and controlled. The principal must commend the teachers that are working within their planned time frames and reprimand those that are not working according to the set targets of the schools

Focus monitoring and support at the district and circuit level are urgently needed. Similarly, at the school level, it requires head of departments (HoDs) must critically assess the quality of lesson plans before those lessons are taught in the classroom. Thereafter they need to sample a few books from classes to evaluate the transactional analysis between learner answers and teacher feedback. They also need to visit classes to observe educators in practice. The reports of such visits should indicate whether those teachers need support or motivation to continue on their good practice.

Communication of shortages of books needs to improve. The provincial head of the department should work closely with district co-ordination to ensure that the use of learner workbooks is communicated to schools to ensure optimal use of this resource in all schools. The current perceptions of whether the learner workbooks are top –up, or they belong to schools or they are meant for the school library should be clarified and schools given appropriate guidance on the use of these workbooks.

Monitoring at school level must be intensified to monitor the correspondence between work schedule, lesson plan and amount of work completed by learners in a given period. Circuit Offices must ensure that targets set by schools are monitored so that support is provided in instances where those (targets) are not achieved. Schools should be supported at least twice a month to ensure that they are on the right path for improving school performance

7. Recommendations

7.1 The LTSM unit must set up processes to be followed in instances where schools have a shortage of learner workbooks or they are not delivered at all.

7.2 Leadership and Management at schools must be strengthened to ensure that all the activities in the workbooks are covered to expose learners to differentiated tasks used in the workbooks. They must monitor and control the amount of work that is completed in a week, month and quarter.

7.3 The officials delegated to control and monitor lesson plans must do so according to work schedules as prepared by educators. This will ensure that the amount of written work is of acceptable quality.

7.4 Monitoring at school level must be intensified to check balance between work schedule, lesson plans and written work. The heads of departments at school level must ensure that the five aspects of literacy and four aspects of numeracy are fairly reflected in the lesson plans and are taught to learners.

7.5 Monitoring by Circuits and districts on the use of learner workbooks should take place at least twice per term.

8. Appendices

8.1 Monitoring tool



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MONITORING TOOL FOR THE AVAILABILITY AND USE OF LEARNER WORKBOOKS

School: EMIS No.:

Circuit: District:

Note: Check the documents and records for evidence and indicate the response by putting an 'X' in the appropriate column and then transfer the identified challenges to the school report form attached.

- Does every learner has access to workbooks in Grades 1- 6? (Request information below from SMT and indicate availability for each grade by ticking the relevant box indicated by Y/N: Y=YES /N=NO. **Record shortage in the last row below the Y/N row.**

	GR ADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6	
	Lit	Num	Lit	Num	Lit	Num	Eng	Math	Eng	Math	Eng	Math
No of books												

FOCUS AREA	ASPECT	YES	NO	COMMENTS (Brief and relevant)
Leadership & Communication	1 Did the principal call a preparatory meeting to plan the monitoring and use of learner workbooks?			
	2 Did the principal call a meeting to plan and support the use of learner workbooks in a staff meeting?			
	3 Did the principal call meeting to mobilize parental support on the use			

		of learner workbooks at home?			
	4	Has the School set and communicated learner performance targets for literacy/English and numeracy/Mathematics in Grades 3- 6			
Curriculum Management	5	Does the SMT have plans and records of subject/grade/phase meetings on the use of learner workbooks as a resource? Check Grades 3&6			
	6	Does the SMT regularly monitor learner written work to gauge pace and progression?(Check frequency and record under comment column for Grades (3 & 6)			
	7	Does the SMT regularly check teachers lesson and assessment planning and provide support?(Check frequency and record under comment column Grades (3 & 6)			
	8	Does the SMT regularly check learners' work for volume, level and coverage of assessment standards? (Check frequency and record under comment column Grades (3&6)			
	9	Does the SMT regularly check teachers' progress against lesson plans and work schedules?(Check frequency and record under comment column) Grades (3 & 6)			
	10	Do the SMT moderate formal assessment tasks before learners receive them to ensure that they meet requirements for the assessment standards? (Check frequency and record under comment column Grades (3 & 6)			
	11	Does the SMT regularly moderate learners' answer sheets/books to check on fair and accurate marking and recording?(check frequency and record under comment column Gr 3&6)			
	12	Does the SMT regularly conduct class visits using previously determined criteria and give teachers constructive written and verbal feedback?(check frequency and record under comment column Gr 3&6)			
	13	Does the SMT/SDT plan and implement professional development programmes based on the needs identified in PGPs?(enter number of programmes under comment column)			
	Literacy Learning and Teaching	14	Do lesson plans include oral activities? (Check Gr 3)		
15		Do lesson plans include group, shared, paired and independent reading activities?(count number of activities and record each category under the comment column Gr 3 & 6)			
16		Do teachers teach letter sounds as indicated in the assessment frameworks?(Check grade 1 and record number of activities under comment column)			
17		Are there class and homework activities for learners? (Check number and record under comment column Grades 3 & 6)			
18		Do teachers' lesson plans provide for the teaching of Handwriting for 15 minutes daily in grades 1-3? (Record number of activities under comment column and collect 2 hand writing samples as follows: Grade 3 Question 12 and Grade 6 Question 21 from ANA 2011)			
19		Do lesson plans include the teaching of vocabulary? Check Grades 3&6			

Numeracy Learning and Teaching	20	Do teachers' lesson plans provide for counting activities in Grade3? (Count number and record under comment column)			
	21	Do teachers' lesson plans provide for 10 minutes oral mental Mathematics daily in Grade3?			
	22	Do lesson plans cover concept development activities as determined in the assessment frameworks? (Record number under comment column Grade 6)			
	23	Do lesson plans cover problems solving as one of the four aspects of Numeracy? (Record number under comment column Grade 3)			
Learner Assessment & Feedback	24	Do teachers record informal assessments? (Count the number of informal activities conducted and record on the comments sections)			
	25	Do teachers have a record of formal assessments?(Count and record under comment column)			
	26	Do learners receive frequent feedback on Literacy? (Check and record under comment column Grade 3)			
	27	Do learners receive frequent feedback on numeracy? (Check and record under comment column Grade 3)			
Monitoring and Support	28	Has the SMT set and communicated interventions strategies for learners with difficulties in Numeracy/Maths and Literacy/English (Check Grades 3&6)			
	29	Did the school receive support on the use of learner workbooks from the circuit?			
	30	Did teachers in the foundation phase receive support from the SMT on the use of literacy workbooks?			
	31	Did teachers in the foundation phase receive support from the SMT on the use of numeracy workbooks?			
	32	Did teachers in the Intermediate phase receive support from the SMT on the use of English workbooks?			
	33	Did teachers in the Intermediate phase receive support from the SMT on the use of Mathematics workbooks?			

GENERAL COMMENTS

DESIGNATION	SURNAME AND INITIALS	DATE	SIGNATURE	CONTACT NUMBER
MONITOR				
PRINCIPAL				

School stamp

8.2 School Report

SCHOOL REPORT ON THE AVAILABILITY AND USE OF LEARNER WORKBOOKS

School: EMIS No.:

Circuit: District:

Note: The monitor should complete two (2) forms. One is left at the school and a copy must be handed to circuit office for possible intervention strategies.

FOCUS AREA		ASPECT	Indicate challenges with "X"
Leadership & Communication	1	The Principal did not call a meeting to make preparations for the use of learner workbooks with members of SMT.	
	2	The Principal did not call a meeting to plan and support the use of learner workbooks in staff meeting.	
	3	The Principal did not call a meeting to mobilize parents on the use of learner workbooks.	
	4	The principal has not set and communicated learner performance targets in grades 1-6.	
Curriculum Management	5	The SMT do not have plans and records of subject/grade/phase meetings on the use of learner workbooks.	
	6	The SMT does not monitor learners' written work to gauge pace, depth and progression regularly.	
	7	The SMT does not check teachers' lesson and assessment planning to provide support regularly.	
	8	The SMT does not check learners' work for volume, level and coverage of assessment standards regularly.	
	9	The SMT does not check teachers' progress against lesson plans, and work schedules regularly.	
	10	The SMT does not moderate formal assessment tasks before the learners receive them to ensure that they meet requirement of the assessment standards? I think this statement is not necessary in school report.	
	11	The SMT does not moderate learners' answers to check on fair and accurate marking and recording regularly	
	12	The SMT does not conduct class visits using previously determined criteria and give teachers constructive written and verbal feedback. (Check frequency and record under comment column)	
	13	The SMT/SDT does not plan and implement professional development programmes based on the needs as identified in PGPs. (
Literacy Teaching and Learning	14	Teachers' lesson plans do not include oral activities for learners daily in Grade 1.	
	15	Teachers lesson plans do not include group, shared, paired and independent reading activities.	

	16	Teachers do not include the teaching of letter sounds in Grade 1. (Check grade 1 and record number of activities and record under comment column)	
	17	There are no class and homework activities for learners.	
	18	Teachers' lesson plans do not provide for the teaching of handwriting for 15 minutes daily in grades 1-3.	
	19	Teachers' lesson plans do not include the teaching of vocabulary in Grades 3&6	
Numeracy Learning and Teaching	20	Teachers' lesson plans do not provide for counting activities in grades 1-3?	
	21	Teachers' lesson plans do not provide for 10 minutes oral mental mathematics daily in grades 1-3	
	22	Teachers' lesson plans do not cover concept development activities. (
	23	Teachers' lesson plans do not cover problem solving skills as required	
Learner	24	Teachers do not have a record of informal assessments.	
	25	Teachers do not have a record of formal assessments.	
	26	Learners do not receive frequent feedback on literacy.	
	27	Learners do not receive frequent feedback on numeracy. (Check and record under comment column)	
Monitoring and Support	28	The SMT did not set intervention strategies for learners with difficulties in Numeracy and Literacy.	
	29	The school did not receive support on the use of learner workbooks from the circuit.	
	30	Teachers in the foundation phase did not receive support from the SMT on the use of literacy workbooks.	
	31	Teachers in the foundation phase did not receive support from the SMT on the use of numeracy workbooks.)	
	32	Teachers in the intermediate phase did not receive support from the SMT on the use of English workbooks.	
	33	Teachers in the intermediate phase did not receive support from the SMT on the use of Mathematics workbooks.	

GENERAL COMMENTS

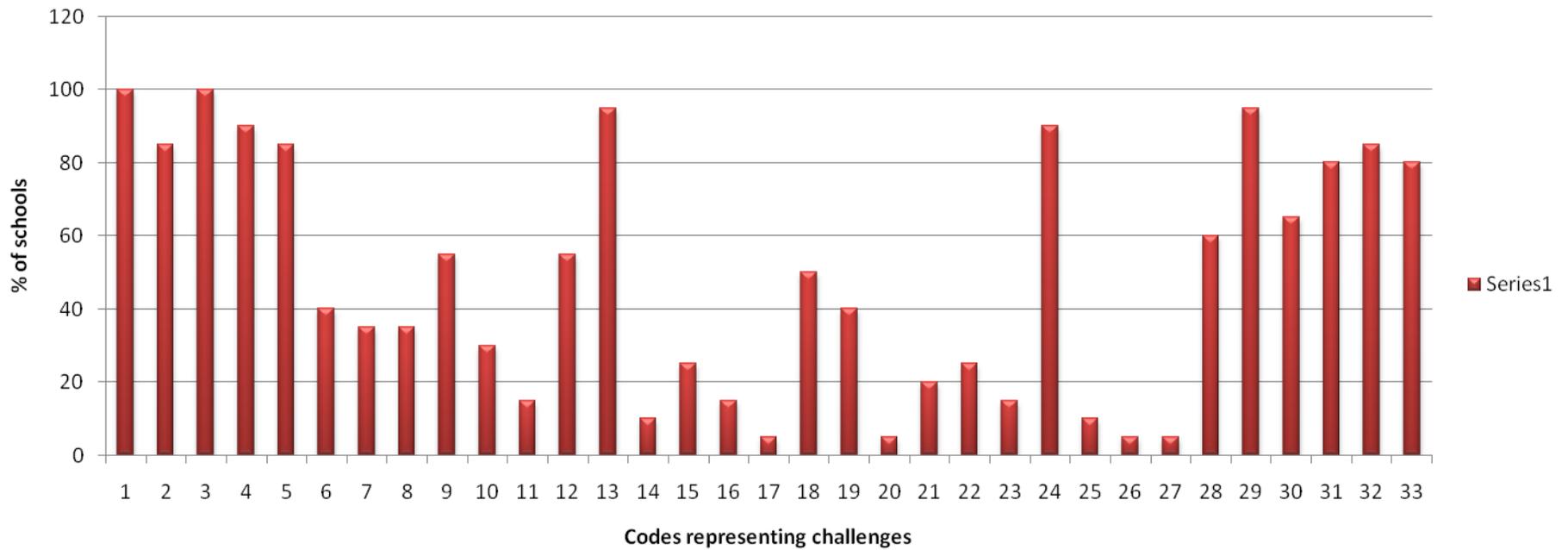
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DESIGNATION	SURNAME AND INITIALS	DATE	SIGNATURE	CONTACT NUMBER
MONITOR				
PRINCIPAL				

8.3 Districts school challenges

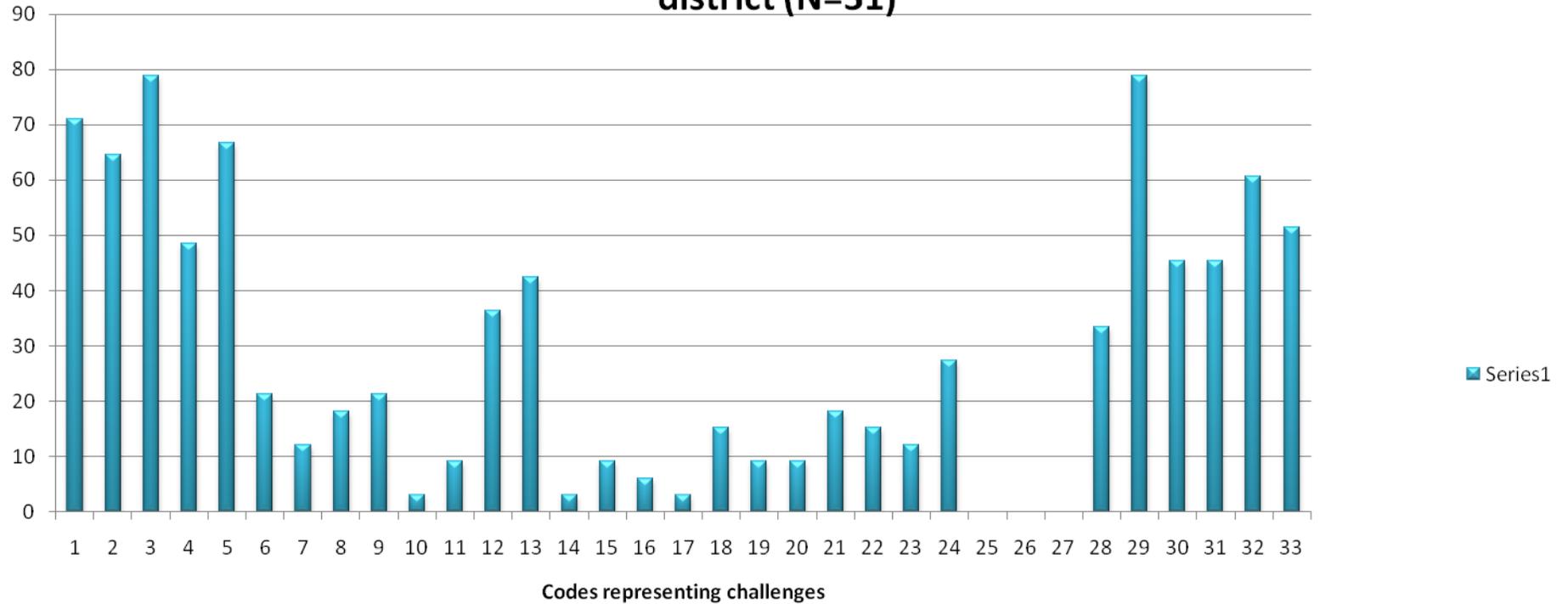
8.3.1 Waterberg

Fig 12 Graphical representation of a % of schools with challenges - Waterberg (N=20)



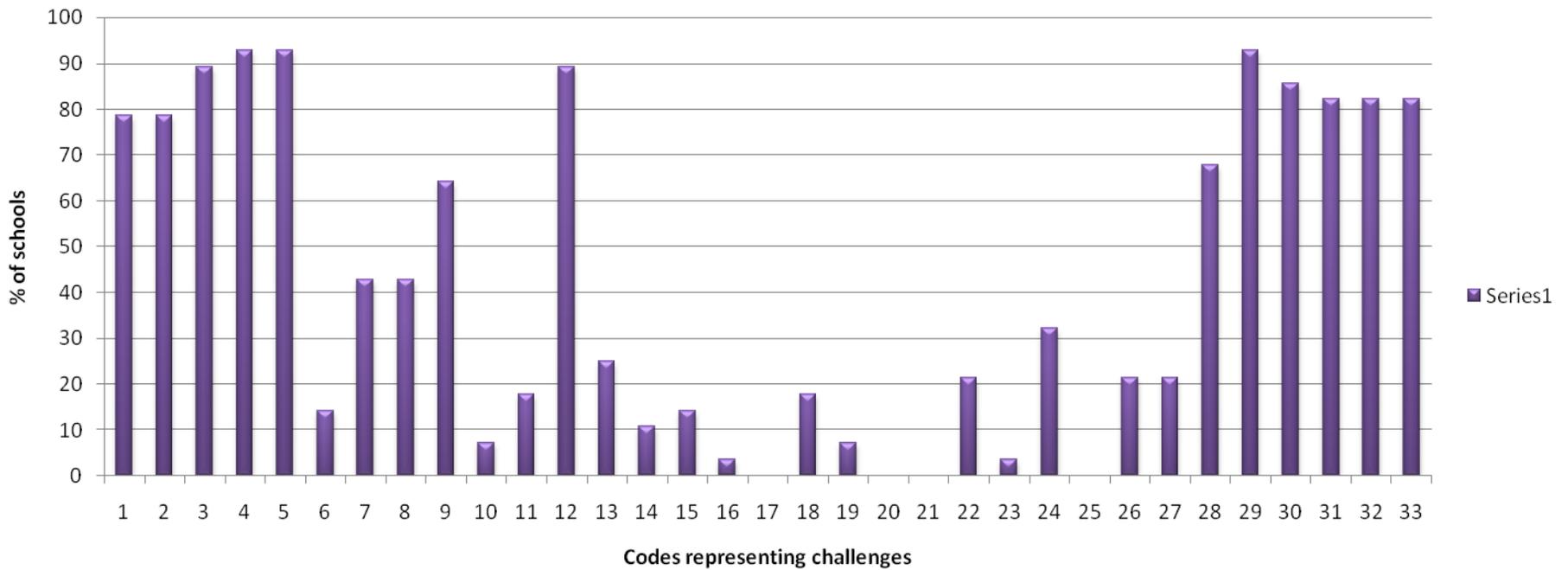
8.3.2 Mopani

Fig 11 Graphical representation of % of schools with challenges in Mopani district (N=31)



8.3.3 Capricorn

**Fig 8 Graphical representation of a% of schools with challenges -
Capricorn District (N=28)**



8.3.4 Greater Sekhukhune

Fig 9 Graphical representation of a % of schools with challenges - Sekhukhune District (N=31)

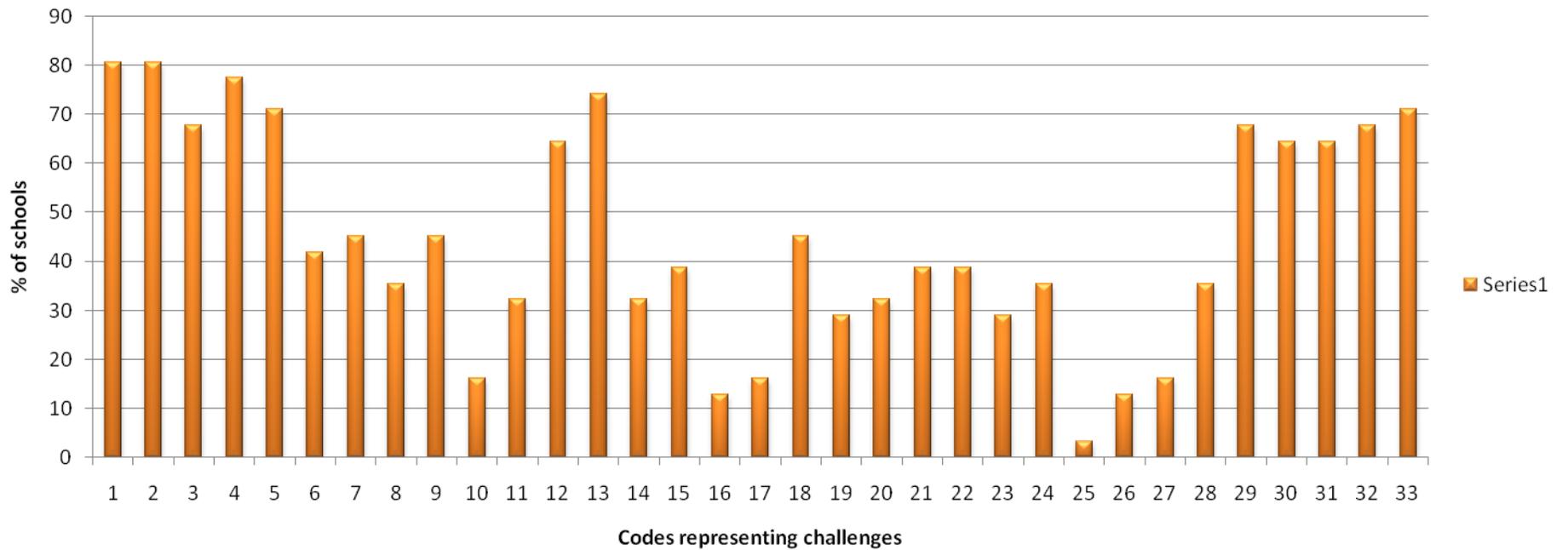
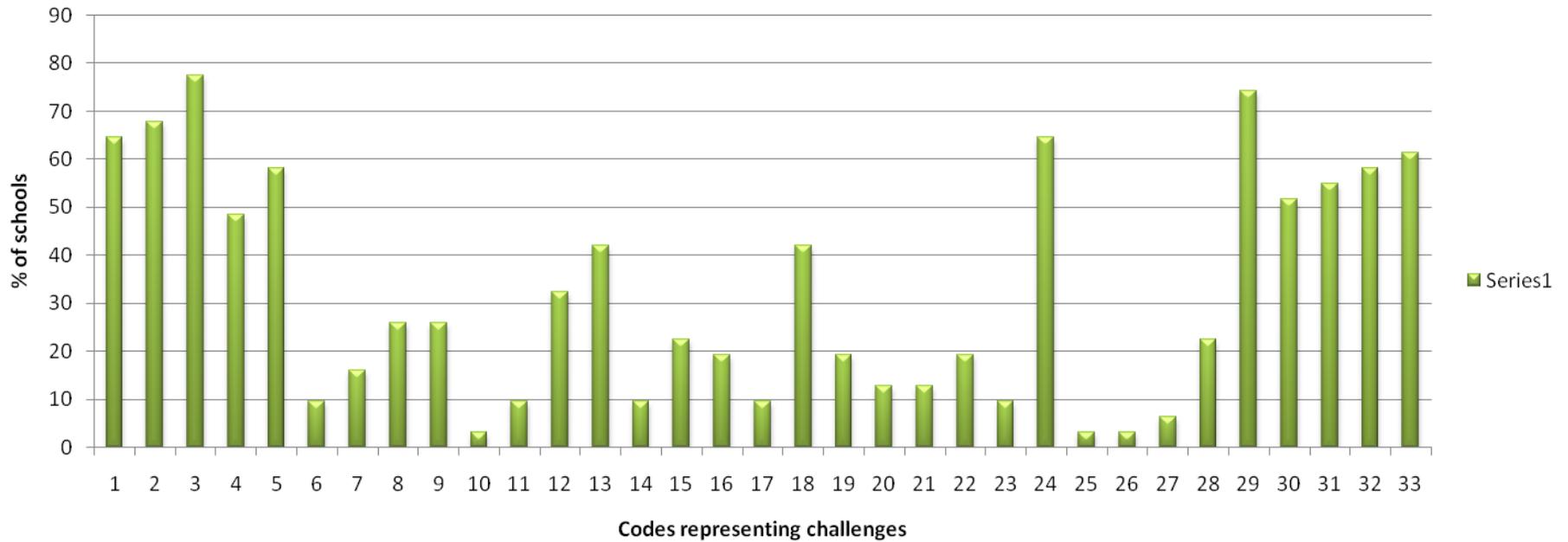


Fig 10 Graphical representation of a % of schools with challenges - Vhembe District (N=31)





LIMPOPO

PROVINCIAL GOVERNMENT
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Capturing tool for LnrWorkbooks: August L 2011 SEKHUKHUNE

Note: Put an 'X' in the block(s) representing the identified challenge(s) at each school and analyse data accordingly.

Schools	Leadership &				Curriculum Management									Lesson Plans - Literacy						Lesson Plans: Assess						Monitoring and Support						Tot	%			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			32	33	
1 Batubatse																																		0	0	
2 Rathoke	X	X	X	X	X	X																	X						X	X	X	X	X	12	36	
3 Moreomoso				X									X										X											3	9	
4 Nthame	X	X	X	X	X	X	X	X	X	X		X											X			X	X							14	42	
5 Marishane	X	X	X	X	X	X	X	X	X			X																	X	X	X	X		14	42	
6 Pebetse	X	X	X	X	X																													5	15	
7 Semashego	X	X		X									X																					4	12	
8 Indie		X		X	X				X			X					X											X				X		8	24	
9 Moenvane	X	X	X	X	X	X	X		X			X	X														X	X	X	X				14	42	
10 Nkwana	X				X							X	X					X										X						6	18	
11 Jan Furse	X	X																X	X	X	X	X					X							8	24	
12 Mabu	X	X	X	X	X	X	X	X	X			X	X		X								X					X	X	X	X	X		18	55	
13 Leboeng	X	X	X	X	X			X				X	X	X	X			X										X	X	X	X	X		16	48	
14 Moroke	X		X	X	X		X					X	X				X	X		X	X	X	X	X			X	X	X	X	X	X		20	61	
15 Makwale	X	X	X	X		X		X	X			X	X		X		X		X	X	X	X	X	X			X				X	X		19	58	
16 Mabotsha	X	X	X	X			X		X		X	X	X															X	X	X	X			13	39	
17 Makgoabe	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X				X	X	X	X	X	X		28	85
18 Ikageng		X	X	X	X		X	X				X	X	X			X	X	X	X	X	X	X					X	X	X	X	X	X		19	58
19 Makgalane	X	X	X	X		X	X	X	X	X	X	X	X	X			X						X				X	X	X	X	X	X		22	67	
20 Bonwankwe	X	X	X	X	X						X	X	X	X			X	X		X							X	X	X	X	X	X		19	58	
21 Mohwelere	X	X		X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		27	82	
22 Ikhutseng	X	X	X	X							X	X		X		X	X						X		X	X	X	X	X	X	X	X		17	52	
23 Bafaladi		X	X	X	X	X	X				X	X	X	X			X	X				X			X	X	X	X	X	X	X	X		24	73	
24 Ekucathuleni	X	X	X		X				X	X	X	X		X							X	X						X			X	X		14	42	
25 Mazwi-A-Nape	X	X	X	X	X		X		X		X	X	X		X					X	X	X	X			X	X	X	X	X	X	X		23	70	
26 Malekane	X	X	X	X								X	X	X	X	X	X	X									X	X	X	X	X	X		17	52	
27 Tibamoshito	X	X	X	X	X						X	X					X		X	X	X	X	X					X	X	X	X	X		18	55	
28 Mogalatladi				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X		24	73	
29 Kwenatshwene	X	X			X		X					X	X																					6	18	
30 Manvaka	X	X		X	X				X			X											X				X	X	X	X	X	X		13	39	
31 Sebopu	X		X			X						X	X		X					X	X	X	X					X	X	X	X	X		15	45	



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MOPANI DISTRICT

Capturing tool for LnrWorkbooks:AugustL 2011

Note: Put an 'X' in the block(s) representing the identified challenge(s) at each school and analyse data accordingly.

Schools	Leadership & Comm				Curriculum Management									Lesson Plans - Literacy						Lesson Plans - Her Asseser						Monitoring and Support						Tot			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33	
1 KULANI VAHLAVE			X						X			X	X																X	X					6
2 PONANI			X																													X			3
3 MUYEKE	X				X								X															X	X			X		6	
4 NGHATSANI	X		X		X																							X				X		5	
5 MAMPSHE	X	X	X	X	X							X									X	X	X	X			X	X	X	X	X	X	X	16	
6 XITLHANGU	X	X	X	X																								X						6	
7 XIVODZE	X	X	X	X	X	X		X			X		X															X	X	X	X	X	X	15	
8 SEKORORO	X	X	X	X								X	X					X	X	X	X	X					X	X	X	X	X	X	X	17	
9 PEMBELANI			X																										X					2	
10 HLANEKI	X	X	X	X	X	X	X	X	X				X					X														X	X	13	
11 MIRAGOMA	X	X	X		X				X				X															X						7	
12 TLHABELENI	X	X			X							X									X							X	X	X	X	X	X	11	
13 MAMANYOHA		X	X	X	X								X											X					X	X	X	X	X	11	
14 PHOLOAHLABA			X																									X		X	X	X	X	6	
15 ZAMANI	X		X	X	X			X		X	X	X					X	X			X	X	X					X	X	X	X	X	X	17	
16 MARITO			X										X					X		X	X							X		X	X	X	X	10	
17 PFUXETANI		X	X	X									X																X					6	
18 NHLENGETI			X																															1	
19 LEBOWAGANYANE					X								X															X	X					4	
20 W.M. KGATLA	X	X	X		X																								X					5	
21 TSHAMISEKA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X				X	X	X	X	X	27	
23 BVUMA	X	X	X	X	X	X					X	X				X	X	X	X										X	X	X	X	X	17	
24 MAPONYA	X	X	X	X																														4	
25 LENYENYE	X	X	X																															8	
26 TLHALIFA	X	X			X																							X						4	
27 N'WAMUNGOLOLO	X	X	X	X	X	X	X	X				X	X															X		X	X	X	X	17	
28 B.N. NTSAN'WISI	X		X	X																									X	X	X	X	X	9	
30 JACOB ZUMA	X	X	X	X	X	X	X	X				X	X		X	X					X							X	X	X	X	X	X	21	
31 NIINAKHULU	X	X	X	X	X	X		X				X	X					X											X	X	X	X	X	17	
32 GIYANI COMPREHENSIVE	X	X		X	X							X																	X					6	
33 CHUCHEKANI	X	X	X	X	X																							X	X	X	X	X	X	11	



LIMPOPO

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REPUBLIC OF SOUTH AFRICA

MOPANI DISTRICT

Capturing tool for LnrWorkbooks:AugustL 2011

Note: Put an 'X' in the block(s) representing the identified challenge(s) at each school and analyse data accordingly.

Schools	Leadership & Comm				Curriculum Management								Lesson Plans - Literacy					Lesson Plans - Numer Assessr						Monitoring								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		24	25	26	27	28	29	30	31
1 KULANI VAHLAVE			X						X			X	X															X	X			
2 PONANI			X																										X			
3 MUYEXE	X				X								X															X	X			
4 NGHATSANI	X		X		X																								X			
5 MAMPSHE	X	X	X	X	X							X										X	X	X	X			X	X	X	X	
6 XITLHANGU	X	X	X	X	X																								X			
7 XIVODZE	X	X	X	X	X	X		X			X		X															X	X	X	X	
8 SEKORORO	X	X	X	X								X	X							X	X	X	X	X				X	X	X	X	
9 PEMBELANI			X																										X			
10 HLANEKI	X	X	X	X	X	X	X	X	X	X		X						X														
11 MIRAGOMA	X	X	X		X					X		X																	X			
12 TLHABELANI	X	X			X							X										X						X	X	X	X	
13 MAMANYOHA		X	X	X	X								X											X					X	X	X	
14 PHOLOAHLABA			X																					X					X		X	
15 ZAMANI	X		X	X	X				X		X	X	X						X				X	X	X			X	X	X	X	
16 MARITO			X										X							X	X	X						X		X	X	
17 PFUXETANI		X	X	X									X											X					X			
18 NHLENGETI			X																													
19 LEBOWAGANYANE					X								X															X	X			
20 W.M. KGATLA	x	x	x		x																								x			
21 TSHAMISEKA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X			X	X	X	X	
23 BVUMA	x	x	x	x	x	x					x	x				x	x	x	x										x	x	x	
24 MAPONYA	X	X	X		X																											
25 LENYENYE	x	x	x																													
26 TLHALIFA	X	X			X																								X			
27 N'WAMUNGOLOLO	X	X	X	X	X	X	X	X	X			X	X											X				X		X	X	
28 B.N. NTSAN'WISI	X		X	X	X																								X	X	X	
30 JACOB ZUMA	X	X	X	X	X	X	X	X	X			X	X			X	X					X		X				X	X	X	X	
31 NINAKHULU	X	X	X	X	X	X		X			X	X	X										X						X	X	X	
32 GIYANI COMPREHENSIVE	X	X		X	X							X																	X			
33 CHUCHEKANI	X	X	X	X	X																								X	X	X	X