

What's working in school development

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SACMEQ mean maths score by quintile *vd Berg & Louw, 2006*

Quintile	1	2	3	4	5	Mean
Botswana	491	499	510	508	557	513
Kenya	540	545	555	565	611	563
Lesotho	443	448	448	445	452	447
Malawi	422	427	435	433	447	433
Mauritius	519	564	587	620	640	584
Mozambique	526	525	531	530	538	530
Namibia	403	402	411	425	513	431
Seychelles	520	541	555	576	579	544
South Africa	442	445	454	491	597	486
Swaziland	506	511	511	513	541	517
Tanzania	484	511	529	528	560	522
Uganda	484	497	498	509	543	506
Zambia	414	425	436	434	466	435
Zanzibar	478	472	478	479	484	478
Mean	468	480	485	492	560	468

Conclusions from SACMEQ

- ◆ Poverty is the largest single influence on academic performance
- ◆ At every level of SES, SA schools are outperformed by at least 2 other African countries
- ◆ SAs mean score is 9th of 14 countries

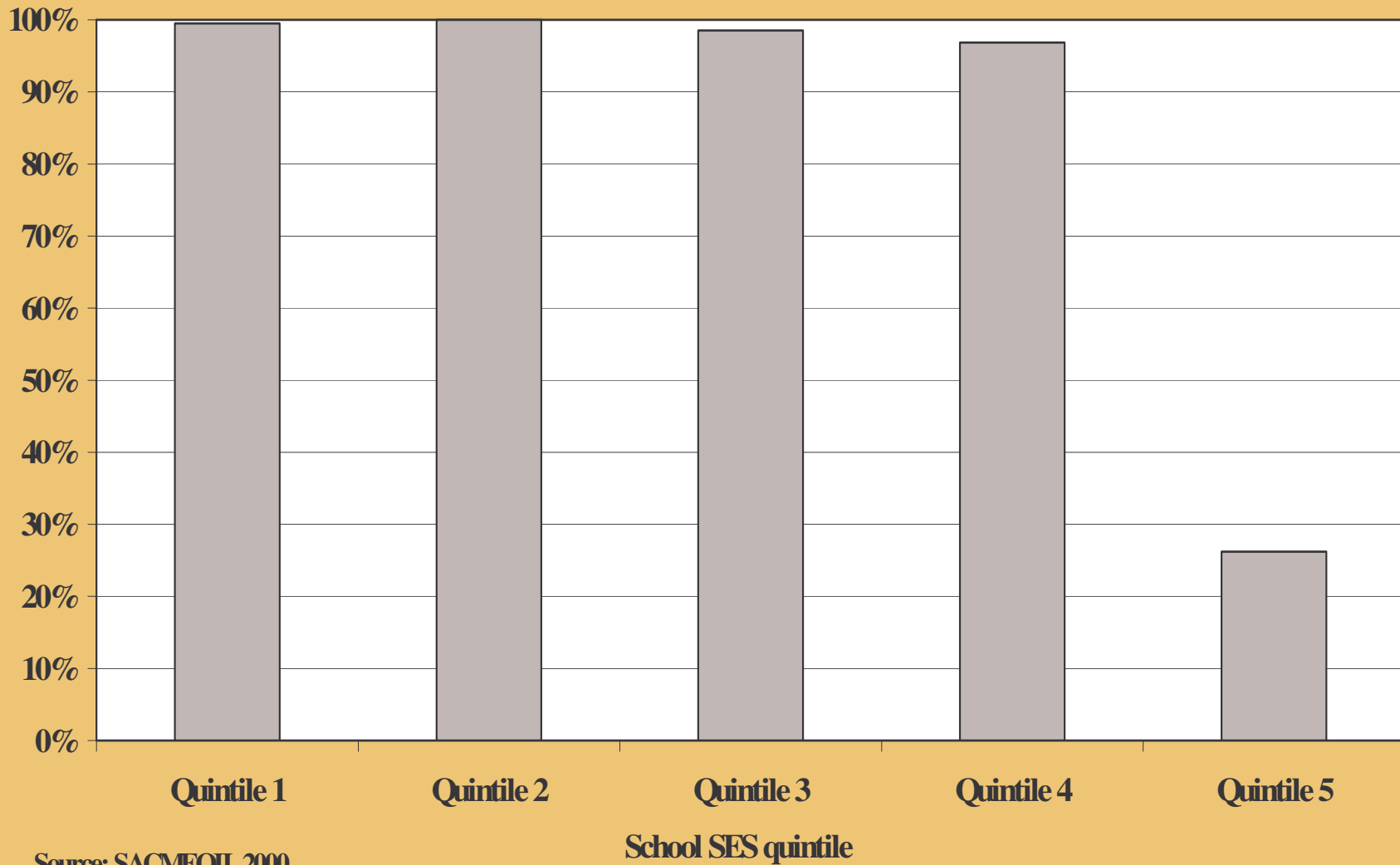
Map of SA schools

High Schools: SC HG math

	Former	African	% Tot	% HGM
Top	380	34	7	66
Moderate	254	573	14	19
Poor	600	4277	79	15

	Time	Teacher Knowledge	Read & Write
Top			
Mod			
Poor			
Solu- tions			

Figure 4: Proportion of schools reporting a teacher absenteeism problem, by school SES



Source: SACMEQII, 2000

Time in Class

Teachers work an average 41 hours
(out of 43)/week

- 41% of this on teaching: 3.4h/day
- 14% devoted to planning and preparation
- 14% on assessment, evaluation, reports and record-keeping

Chisholm et al, 2005

	Time	Teacher Knowledge	Read & Write
Top			
Mod			
Poor			
Solu- tions	Attitudes + Policy		
	Leadership + OD		

But who can do OD for 23 000 poorly functioning schools?

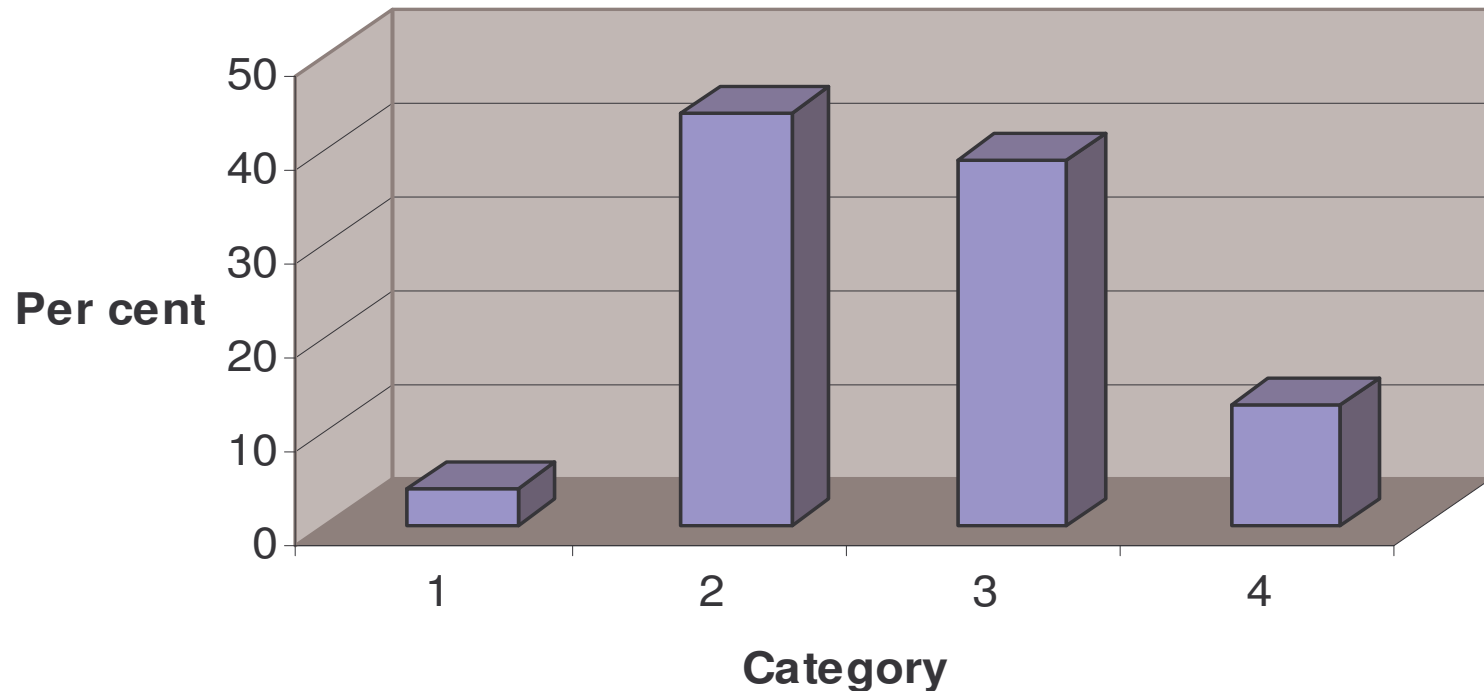
- ◆ Most district offices are just as poorly functional as the schools
 - Donors abandoning these schools
 - Desperately need models of success

Teacher Knowledge

4 year intervention: 20 days residential training

Subject	No tested	Grades taught	Level of test	Teacher scores (%)			
				Pre	Post	Min	Max
Literacy	46	1 - 3	1 - 6	70	76	58	94
Maths	63	1 - 3	1 - 4	25	40	14	73
Maths	67	4 - 6	4 - 7	26	33	10	73
Science	66	4 - 6	4 - 7	55	69	47	89

Curriculum coverage: Maths



- 4: $\frac{3}{4}$ or more topics completed over year**
- 3: Between $\frac{1}{2}$ and $\frac{3}{4}$ topics completed**
- 2: Between $\frac{1}{4}$ and $\frac{1}{2}$**
- 1: Less than $\frac{1}{4}$ covered**

Dependency Culture

- ◆ 'No accountability without development'
- ◆ Not possible to train 80% of teachers on every aspect of every subject
- ◆ Besides, its not necessary
- ◆ Teachers do need training, but there is much they can do for themselves

Teacher Knowledge: Solutions

- ◆ **Attitude**

“Ask not what your country can do for you but what you can do for yourself to be of service to your country”

- ◆ **Use textbooks**

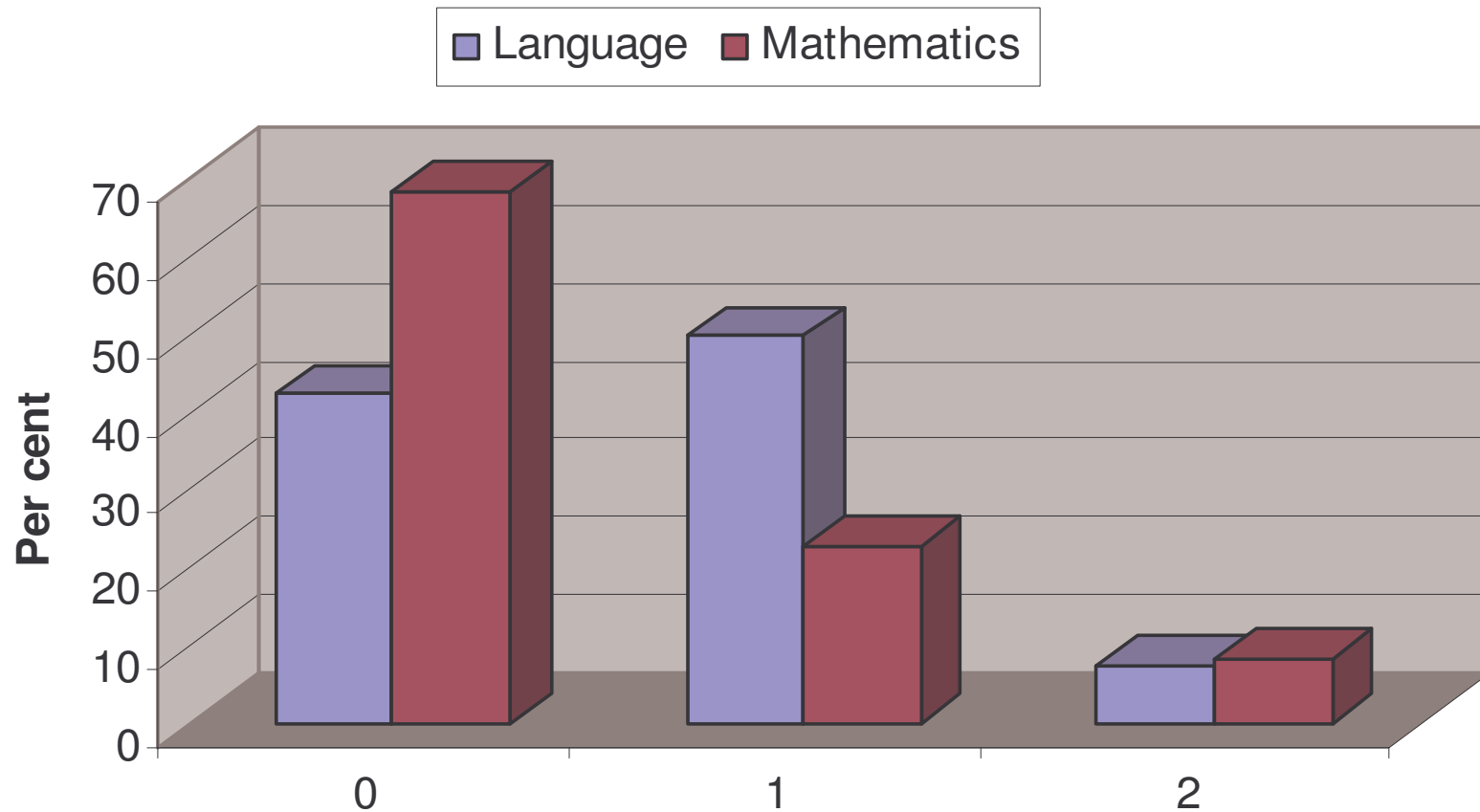
If teachers used a good textbook every day they could teach themselves much of the work AND cover the curriculum

Teacher Knowledge: Solutions

- ◆ Training needs would be reduced
- ◆ What kind of training?
 - **NOT 2 day workshops on Principles of OBE or learner-centred teaching**
 - **BUT year long programmes on DISCIPLINARY KNOWLEDGE**

	Time	Teacher Knowledge	Read & Write
Top			
Mod			
Poor			
Solutions	Attitudes + Policy		
	Leadership + OD	Use textbook → training	

Reading in class



2: Individual reading

1: Learners follow teacher in chorus

0: No reading

No. of writing exercises per week

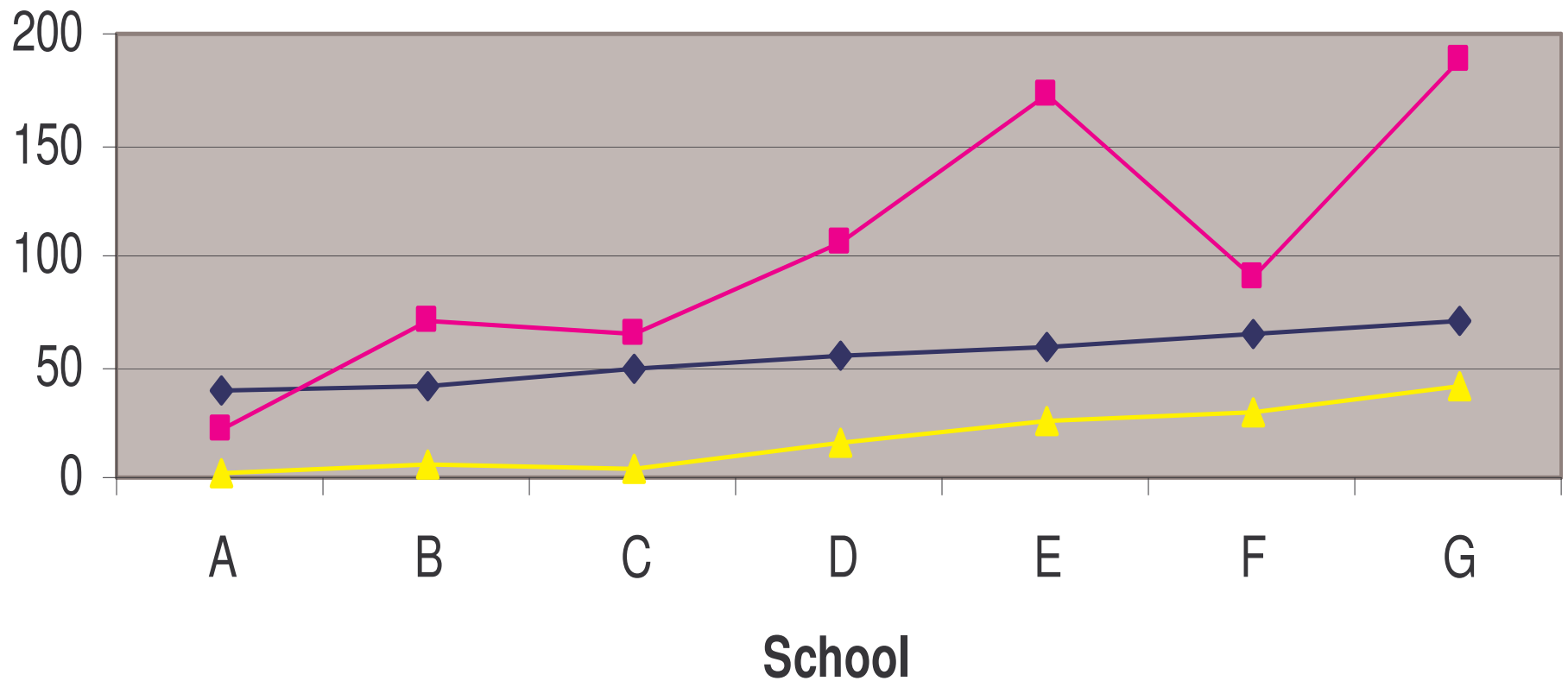
	A	B	C	D	E	F	G
Total	0.75	2.54	2.32	3.79	6.14	3.25	6.75
Extend	0.04	0.21	0.11	0.54	0.93	1.07	1.50

Extended writing exercises:

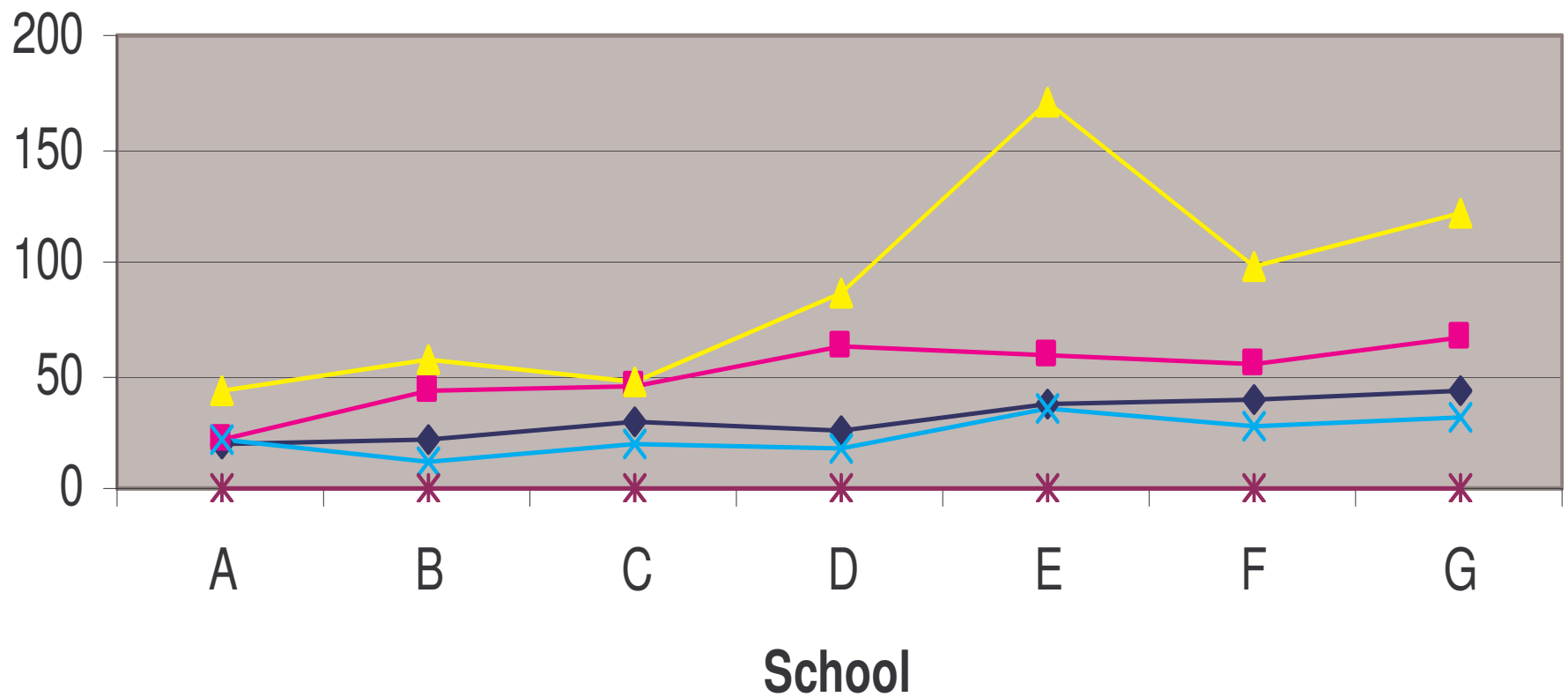
- expressive, descriptive or transactional
- paragraph or longer

Writing and literacy achievement

◆ G3 Literacy test score ■ Total writing ▲ Extended writing



Coverage, writing and math achievement



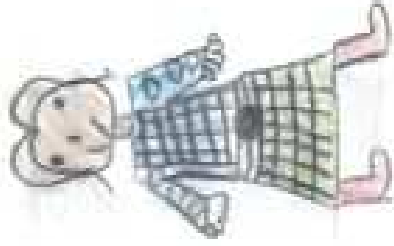
	Time	Teacher Knowledge	Read & Write
Top			
Mod			
Poor			
Solutions	Attitudes + Policy		
	Leadership + OD	Work through textbook	R & W every day
	Monitor outcomes: test scores + R&W		

Differentiated interventions

	INSTITUTION	CURRICULUM
POOR	Time management get teachers: <ul style="list-style-type: none">- into school- into class	
MOD		<ul style="list-style-type: none">◆ Textbooks◆ Teacher training◆ Monitor outcomes:<ul style="list-style-type: none">- Extended R & W- Test scores
TOP		<ul style="list-style-type: none">◆ Textbooks◆ Raise the bar:<ul style="list-style-type: none">- Higher levels of R&W

Anesiphho 5 oktober 2007

Umpilo bowamingu
wasiphi



Uwasiphi ngumbhobo
wam diyamthanda
ulugile uyam dipha
into aityayonamdiya
mPhaitoëndiyit yayo



✓ 4*

Crap

My Beste Maat.
Haar Naam is.

Abrail en Sy is 7 jaar oud.

Sy hou van gas koendrink

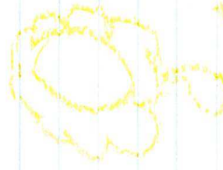
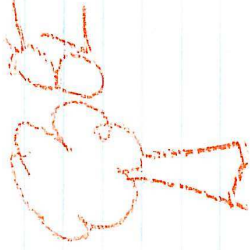
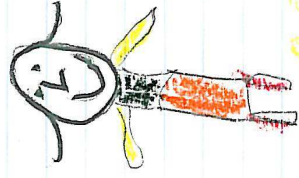
Sy hou van kentakie

Sy hou van Stees

Sy het 1911K hare.

haar hare is swart

en haar oe is blou



3 Maxene Road 1A

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Maxene Road 1A