Table of Contents

1	Introduction ……..	3
2	***Activity 1*** Self-Assessment …….	9
3	***Activity 2*** Business Process for Curriculum Management ……..	23
4	***Activity 3*** Collective Ownership ……	31
5	***Activity 4*** Structure for Curriculum Management ……	39
6	***Activity 5*** Planning for Curriculum Coverage ……	69

Table of Figures

Table 1: Curriculum Coverage 4
Table 2: Components of Curriculum Coverage 4
Table 3: Issues related to Curriculum Coverage 5
Table 4: How do we prepare principals to lead as well as manage curriculum delivery? 6
Table 5: Self-Assessment for Curriculum Management 12
Table 6: Self-Assessment Discussion Guide 21
Table 7: Business Process for Curriculum Coverage – Assessment of Recommended Process 25
Table 8: Additions and Comments by Role Players in Curriculum Management 26
Table 9: Business Process Summary Sheet 29
Table 10: Collective Ownership of Curriculum Culture 33
Table 11: Building a Culture for effective management and coverage of the curriculum 35
Table 12: A plan to build a culture for curriculum coverage at my school 36
Table 13: Factors providing comfort and confidence for Teachers and HODs 41
Table 14: Issues mapping from interview comments - Principal 44
Table 15: Issues mapping from interview comments - HOD 45
Table 16: Issues mapping from interview comments - Teachers 46
Table 17: Elements of a plan to build teacher morale and build strong structures 47
Table 18: Plans for 2017 - Preparation meeting 53
Table 19: Determining the maximum time available for instruction 54
Table 20: List of suggested non-instructional days 55
Table 21: Year Calendar 56
Table 22: Summary of action taken to preserve time for curriculum coverage 58
Table 23: Getting and maintaining buy-in and support for honouring decisions about timetable 67
Table 24: Issues and solutions in planning, developing and managing timetable 68
Table 25: Guidelines to be issued by principal and SMT for planning curriculum coverage 71
Table 26: Templates for use in planning and management of curriculum coverage 73
Table 27: Supporting teachers and HODs in planning 74

INTRODUCTION

This is the second module in the NECT's series on management and leadership for principals. This module is entitled: *Curriculum Coverage*. As evidenced in the title of the module, it focuses on two critical aspects of the responsibilities of principals – instructional leadership and curriculum coverage. The core sentiment of the module is that principals must lead the process of curriculum coverage, and they must assert their roles as the instructional leaders in their respective schools. In this regard, the module is rooted in the assumption that unless principals exercise instructional leadership in their schools, the school is most likely to encounter challenges in the coverage of the curriculum by its teachers.

The module is developed to complement the learning programme now being implemented by the NECT in order to promote curriculum coverage. In schools which have adopted the NECT's learning programme, curriculum planners and trackers are provided, along with other resource materials for teachers, learners and department heads of the respective subjects. These materials, particularly the planners and trackers, cannot be properly adopted, unless the principal has created an environment at the school in which these materials can be effectively used, and unless the principal assumes a leadership role in ensuring that curriculum coverage is a priority in the process of curriculum delivery.

The module seeks to define the role of the principal in this regard, and it seeks to build the knowledge and capacity of principals to build the knowledge and capacity of principals in exercising leadership in order to maximise curriculum coverage.

The module recognises and asserts the importance of curriculum coverage, but it also recognises the challenges associated with maximising curriculum coverage in school. For this reason, the module seeks to explore the manner in which the principal can establish a sound foundation in the school for effective and productive curriculum practice, and the manner in which principals can prepare themselves to respond to the wide range of issues which generally arise.

In order to introduce the module therefore, attention is given to the meaning of curriculum coverage; the issues which arise in pursuing and managing curriculum coverage; consideration and approaches for maximising curriculum coverage; and the approach taken in designing and presenting the module in order to promote instructional leadership. These are addressed briefly below.

What is Curriculum Coverage?

In order to understand the concept of curriculum coverage, it is necessary to understand the difference between the prescribed curriculum, the implemented curriculum and the attained curriculum. Curriculum coverage is the effort made by the school and its staff (principal, HODs, teachers, learners) to ensure that the prescribed curriculum is implemented in a manner so that learners attain the intended capacity to perform as well in the subject. This is illustrated in the table below.

Table 1: Curriculum Coverage

Curriculum Coverage	
Components essential to managing coverage	**Description**
Prescribed curriculum	The guidelines, provisions and requirements of CAPS for full coverage of the curriculum.
Implemented Curriculum	The plans and provisions made by the school to ensure that CAPS guidelines are honoured and that teachers cover the required topics in compliance with curriculum policy guidelines, plans formulated and the tenets of best practice.
Attained Curriculum	The context of the curriculum covered, understood and assimilated by learners, and evidence of their understanding as reflected in their performance in exams

In this sense, curriculum coverage is not only about the coverage of prescribed content, but also about the knowledge acquired by learners in relation to the content covered. In this respect the principal's responsibility for curriculum coverage must include coverage as prescribed, coverage as implemented and coverage as attained.

In the NECT's approach to curriculum coverage there are 7 components of coverage to be noted. These are presented in Table 2.

Table 2: Components of Curriculum Coverage

Pacing	Details when particular content should be taught and assessed by teachers, and the extent to which learners have acquired the related knowledge with the specified time frame
Sequence	The order in which the content should be taught for the best learning (building on past knowledge) within a grade in building structures for understanding
Scope	The depth and breadth of the content to be taught at a specific grade level and the development of the content across grade levels
Pitch	Refers to grade and content level of activities as a measure for incrementally building foundations and structures of understanding
Rhythm	Refers to repeated activities or methodologies applied in instruction in order to ensure understanding of fundamental concepts and principles
Repertoire	Techniques and activities used in the classroom to ensure learner understanding and assimilation of content
Learner attainment	The knowledge learners have acquired and assimilated from instruction as evidenced in their performance in formal and informal assessments

In leading and managing curriculum coverage, principals must establish procedures to ensure that all aspects of coverage are properly managed. Coverage will not be complete unless all aspects are managed, and unless the outcomes in terms of implementation and attainment are achieved.

Issues related to Curriculum Coverage

In discussions with principals, teachers and HODs about curriculum coverage, a wide range of issues were shared in attempts to explain why the curriculum is not covered as completely as anticipated in some schools. In conducting this review, NECT staff spoke to school officials about under-performance in the coverage of the curriculum in schools where this is the case and about overall success in covering the curriculum where this is evident on both tracking templates and in the performance of learners.

Table 3: Issues related to Curriculum Coverage

ISSUES RELATED TO CURRICULUM COVERAGE	
TIME	• Not enough time to cover the topics and sub-topics
PACING	• Too much focus on teacher pace
MANAGEMENT	• Not enough priority given to coverage by management
SEQUENCING	• Not following proper sequence for coverage
PLANNING	• Lack of thorough coverage planning by teachers to respond to contextual circumstances
TEACHER CAPACITY	• Teachers are not knowledgeable on some of the topics
HRD PLANNING	• No accommodation in weekly and daily plans for planning to address lack of knowledge among teachers in specific content areas
LEARNER ABILITY	• Wide variation in ability levels of learners
QUALITY	• Improper management of coverage quality
SUPPORT	• Lack of support when needed
RESOURCES	• Lack of resources and facilities

All of these concerns are discussed and addressed in the activities and resources presented in the module.

Improving Curriculum Coverage

Ten of the most critical requirements for improving curriculum coverage are presented below. These requirements are detailed in the activities presented in the module. They are as follows:

Table 4: How do we prepare principals to lead as well as manage curriculum delivery?

How do we prepare Principals to lead as well as manage Curriculum Delivery
Principals must accept the importance of the curriculum as the foundation for attaining critical objectives – *seeing purpose*
Principals must lead curriculum delivery and create the environment for success in curriculum coverage
Seeing the forest before seeing the trees, and must use the "big picture" to promote comfort and confidence in understanding the curriculum delivery process
The instructional leadership responsibilities of principals must be clarified
The instructional management responsibilities of principals must be clarified
Providing tools and guidelines for planning and monitoring coverage
Providing support to teachers and HODs in managing problems and constraints encountered in the planning and delivery of the curriculum
Promoting accountability in the process of managing curriculum coverage
Building a curriculum culture which supports curriculum coverage
Nurturing a respect for time in curriculum delivery

Approach to the Module

1. ***Activity-Based:***
   The module is constituted of a set of activities in promoting a practice-based approach to understanding instructional leadership
2. ***Focus on Leadership***:
   While planning and management issues and requirements are addressed, the focus in the module is on the requirements for exercising instructional leadership
3. ***Intended for Principals and HODs:***
   Though intended for principals only, principals as well as HODs, can benefit from the module. This is particularly so, when principals and HODs participate in the training together

4. ***Focus on Structures and Issues, not on Legal Reports and Templates:***
   The module focuses on the foundations for curriculum coverage. In this regard, it does not spend much time on forms and templates or extensive time on legal requirements
5. ***Setting an environment for use of "planners and trackers" for success of coverage***:
   The module sets the tone for the use of planners and trackers. Teachers, through this process administered by the principal will have more interest, understanding and capacity to work with planners and trackers
6. ***Promoting coordinated and integrated planning by teachers, HODs and Principals***
   Teachers and HODs must see this mutually dependent role in the overall process of planning and implementing the curriculum
7. ***Promotes discussion, sharing and mutual support***
   The module promotes discussion and sharing, thus making accommodation for the knowledge and experiences of principals as they explore their collective wisdom for mutual learning
8. ***Building management and curriculum responsibilities***
   The centre of the module must be understood by curriculum as well as management coaches and by circuit managers as well as subject advisor. In this respect, the module seeks to bridge the gap between school management instructional leadership and curriculum implementation

Activity 1

SELF ASSESSMENT

Introduction

Principals generally accept the importance of curriculum management in undertaking their responsibilities to maximise learner performance in schools. They know that coverage of the curriculum will give learners a better chance to succeed. As a result, principals make every effort to support teachers to cover the curriculum. Yet, our research in the NECT has discovered that, in many of our schools, teachers under-perform in curriculum coverage. The under-performance is reflected in the inability to cover all the topics required; not covering topics in the right sequence; not covering topics at the correct weighting (time allocated); not finishing all the assessment tasks; and not managing coverage at the correct pace so that learners can progress well in learning the subject. We believe that these problems can be overcome if all principals reflect on and re-envision their role in curriculum management.

One way to reflect on this role is to see the whole picture. This means, that if principals were to see and embrace the totality of the curriculum responsibility at the school, they will be more effective in promoting and facilitating curriculum coverage.

One approach to seeing the total picture of the curriculum management responsibility in the school is by reflecting on a set of standards which govern the overall enterprise of curriculum delivery at the school. Reflecting on an overall set of standards will begin to paint a picture of the overall set of requirements for curriculum leadership. For the purpose of this module, the NECT has engaged in a wide range of activities to generate a core set of standards. We have reviewed policy requirements for curriculum delivery; conducted research on curriculum performance; assessed the issues related to under-performance in curriculum coverage; and, among others, documented the activities and approaches of principals who succeed in maximising curriculum coverage and learner performance. The result was a very extensive shopping list of what is seen to be essential in managing curriculum delivery in school. This list was reduced to a core set of standards through engagement with principals about what, to them, are the most important requirements for success in managing the curriculum and promoting full curriculum coverage. The list is being used here as a core set of standards for the assessment and reflection on the quality of curriculum management for maximising curriculum coverage.

Purpose

The purpose of this activity is to provide principals with the opportunity to reflect on the level of curriculum management and instructional leadership they exercise in promoting outstanding curriculum delivery in schools.

The reflection is done through self-assessment and collegial discussion and exchange on the nature of “the whole picture” of curriculum management and instructional leadership. Principals are asked to reflect on what, to them, is most essential for success; and to begin to document the issues and constraints involved, and the manner in which these could be overcome.

Instructions for Self-Assessment

A questionnaire is presented on the pages to follow. The questionnaire presents a set of statements to which each principal must respond individually. Your response here will be the basis for discussion with your colleagues. You may be asked to justify your response if it seems out of line with the responses of your group in general.

Step 1	In responding to the question, please be as truthful as you can. The value of the exercise depends on the truthfulness of your response.
Step 2	Read the statement provided in the next section, and, if you believe the statement to be true, please circle "Yes" as your response. If the statement is not true, you may circle "No" as a response. In cases where you really do not know the answer, please circle "Don't Know" as a response.
Step 3	Remember that if any aspect of the statement is not true for your school, you must circle "No" as a response.
Step 4	There are 100 statements to which you must respond. Please be patient and read and respond carefully and truthfully. You may have to justify your response to your colleagues. Be clear about your reason for saying "Yes" or "No".
Step 5	Do not discuss your answers with your colleagues while you are completing the questionnaire.
Step 6	When you have responded to all the statements, proceed to the matrix on *page 17.*
Step 7	On the matrix there are numbers 1 to 100. For each item you have circled "Yes", circle the number of that item on the matrix. For instance, if you have circled "Yes" for item # 1 then you circle item 1 in column A. **Only record your "Yes" responses.**
Step 8	At the bottom of each column (A-J at the top), please enter the number of circles or "Yes" responses in the respective column. You will have a number in each of the 10 columns.
Step 9	On *page 18* there is a table in which you will record your score in each column. Please note that there are 10 categories (A to J) and each category represents one essential component of the curriculum management responsibility.
Step 10	Do not use the last column of this table labelled "Average Score". When you enter the next phase of the process, you will work with your colleagues to derive the average score on each of the 10 items.
Step 11	The score you have recorded (the number of "Yes" responses) reflect the level of effectiveness of the curriculum management and instructional leadership exercise at your school.
Step 12	Please review the scale on *page 20* and determine where you are placed on the scale of performance in curriculum management and instructional leadership.
Step 13	You have now completed the individual self-assessment phase to reflect on the quality of your curriculum management and instructional leadership.
Step 14	Please discuss your scores and responses as a group. In the space provide on *page 16* please comment on the overall quality of instructional leadership; the issues and constraints faced and the critical needs for improvement.

Table 5: Self-Assessment for Curriculum Management

SELF-ASSESSMENT FOR CURRICULUM MANAGEMENT				
#	**ASSESSMENT ITEMS**	**IS THIS TRUE FOR YOU? *Tick (✓) Yes, No or Don't Know***		
1	Principal is aware of and adheres to CAPS time allocation for each subject	Yes	No	Don't Know
2	The school has an inspiring vision for curriculum coverage	Yes	No	Don't Know
3	The principal sets and communicates guidelines to teachers for planning and managing curriculum coverage	Yes	No	Don't Know
4	There is an operational and effective SMT in place at the school	Yes	No	Don't Know
5	There are one-to-one meetings between principals and HODs to asses and track performance in curriculum coverage	Yes	No	Don't Know
6	All teachers are familiar with the assessment requirements for their respective subjects	Yes	No	Don't Know
7	All learners have the resources needed to cover the curriculum	Yes	No	Don't Know
8	The principal monitors curriculum coverage by subject and by phase	Yes	No	Don't Know
9	There is a written schedule of weekly meetings	Yes	No	Don't Know
10	The adequacy of curriculum coverage is judged by the extent to which learners understand the topics covered	Yes	No	Don't Know
11	All policy documents related to the curriculum of the subjects taught are readily accessible to teachers	Yes	No	Don't Know
12	Teachers and HODs are involved in curriculum decisions related to timetabling and curriculum planning	Yes	No	Don't Know
13	The school has an annual teaching plan for all subjects	Yes	No	Don't Know
14	The school has a phase/department team for curriculum management	Yes	No	Don't Know
15	There are one-to-one meetings between HODs and teachers to assess, track and support efforts for curriculum coverage	Yes	No	Don't Know
16	A school assessment plan is in place	Yes	No	Don't Know
17	All teachers have the resources needed to cover the curriculum effectively	Yes	No	Don't Know
18	HODs monitor and record curriculum coverage for each teacher	Yes	No	Don't Know
19	Corrective action is taken on the basis of evidence produced on performance	Yes	No	Don't Know
20	Support is available to learners who lag behind so that they can keep pace with curriculum coverage	Yes	No	Don't Know
21	Principal provides guidelines to teachers and HODs on the school standards and requirements for planning and managing curriculum delivery	Yes	No	Don't Know
22	Teachers and HODs set targets to be achieved for the year	Yes	No	Don't Know

SELF-ASSESSMENT FOR CURRICULUM MANAGEMENT				
#	**ASSESSMENT ITEMS**	**IS THIS TRUE FOR YOU? *Tick (✓) Yes, No or Don't Know***		
23	Each teacher has a term plan for curriculum coverage	Yes	No	Don't Know
24	Curriculum management is a standard item at all SMT meetings	Yes	No	Don't Know
25	HODs at the school convene regular subject/phase meetings with teachers to monitor curriculum coverage	Yes	No	Don't Know
26	A phase assessment plan is in place for each subject	Yes	No	Don't Know
27	There are plans for self-development of teachers to improve curriculum coverage	Yes	No	Don't Know
28	HODs monitor and report on curriculum coverage for each subject/phase	Yes	No	Don't Know
29	Overall performance in curriculum management is assessed at the end of each year and recommendations are made for improvement	Yes	No	Don't Know
30	Each learner's performance in class is monitored and plans are developed to support learners who lag behind	Yes	No	Don't Know
31	The school has a composite timetable which is CAPS compliant	Yes	No	Don't Know
32	There is collective commitment at the school to strive toward excellence in curriculum coverage and learner performance	Yes	No	Don't Know
33	The term plans for curriculum coverage provide dates for coverage of particular topics and sub-topics, and dates for completing minimum assessment requirements	Yes	No	Don't Know
34	The school has active and effective subject committees to ensure effective curriculum coverage in their subject	Yes	No	Don't Know
35	HODs prepare reports on curriculum progress and performance	Yes	No	Don't Know
36	Each teacher has an assessment plan for his/her subject	Yes	No	Don't Know
37	Teachers have planners and trackers that are properly used	Yes	No	Don't Know
38	In tracking curriculum coverage attention is given to topics covered, assessment tasks finalised and evidence in learner workbooks	Yes	No	Don't Know
39	HOD review the use of planners and trackers to ensure proper application	Yes	No	Don't Know
40	Plans to support learners are accommodated in the annual teaching plan and the term plans	Yes	No	Don't Know
41	School has policy and process for managing attendance of teachers and learners	Yes	No	Don't Know
42	Teachers and HODs are willing to go beyond the call of duty to ensure that the curriculum is covered	Yes	No	Don't Know
43	Each HOD has a curriculum supervision and management plan to manage teachers' curriculum coverage	Yes	No	Don't Know
44	School has a moderation committee to conduct pre and post assessment of tests conducted	Yes	No	Don't Know
45	Principals are able to report on curriculum progress and performance for each subject	Yes	No	Don't Know

SELF-ASSESSMENT FOR CURRICULUM MANAGEMENT				
#	**ASSESSMENT ITEMS**	**IS THIS TRUE FOR YOU? *Tick (✓) Yes, No or Don't Know***		
46	There is an annual assessment programme for all grades and subjects	Yes	No	Don't Know
47	Teachers apply technology to assist with independent study to cover the curriculum or to manage large classes	Yes	No	Don't Know
48	Progress on curriculum coverage by grade, phase and subject is displayed at the school	Yes	No	Don't Know
49	Plans to assist and support teachers on particular aspects of curriculum coverage are monitored by the principal	Yes	No	Don't Know
50	Time is allotted on the term schedule at the beginning of the year to assess the readiness of learners to pursue the subject at a new grade level	Yes	No	Don't Know
51	Teachers are kept up to date with policy changes	Yes	No	Don't Know
52	Teachers work in teams and are mutually supportive in striving toward their collective aspirations	Yes	No	Don't Know
53	Teachers of Maths, Science and languages have, and use consistently, planners and trackers to pace curriculum coverage of their subjects	Yes	No	Don't Know
54	Phases and subject committees meet regularly	Yes	No	Don't Know
55	Each teacher of Maths, Science and English has a curriculum plan and tracker which suggests resources to be used for each topic	Yes	No	Don't Know
56	The assessment programme includes internal common tests for every subject and phase	Yes	No	Don't Know
57	Teachers have access to reference resources at school for preparing lessons on topics to be delivered	Yes	No	Don't Know
58	Attendance of teachers ad learners is monitored and compared with performance in planning corrective interventions	Yes	No	Don't Know
59	The SBST is involved in remedial measures to support learners who are lagging	Yes	No	Don't Know
60	Time is allotted on the term plan to review the basic concepts that are required to pursue the subject at a designated grade	Yes	No	Don't Know
61	The teacher has access to and is inspired to observe the SACE code of ethics	Yes	No	Don't Know
62	Teachers are inspired to honour the time available and use it as effectively and efficiently as they can	Yes	No	Don't Know
63	The HOD has a tool to track his/her teacher's curriculum coverage	Yes	No	Don't Know
64	There is a qualified HOD for each subject	Yes	No	Don't Know
65	Teachers have a process for reflecting on their performance and getting support to improve	Yes	No	Don't Know
66	Principal prepares reports on the extent to which the school is on track with its assessment programme	Yes	No	Don't Know
67	Teachers have ready-made lesson plans on their subject which they can use to structure and manage the delivery of lessons	Yes	No	Don't Know
68	Minutes and records are kept of all meetings – SMT, subject/phase, individual meeting with HODs and teachers	Yes	No	Don't Know

SELF-ASSESSMENT FOR CURRICULUM MANAGEMENT				
#	**ASSESSMENT ITEMS**	**IS THIS TRUE FOR YOU? *Tick (✓) Yes, No or Don't Know***		
69	Parents are consulted and involved in decisions regarding remedial measures to support their children	Yes	No	Don't Know
70	The term calendar makes allowance for homework and academic support for learners	Yes	No	Don't Know
71	The school monitors language across the curriculum	Yes	No	Don't Know
72	The principal uses every opportunity to engage, motivate and inspire staff to cover the curriculum in line with the plans prepared	Yes	No	Don't Know
73	The principal has a plan to be used as a basis for monitoring curriculum coverage	Yes	No	Don't Know
74	The school has a qualified deputy principal	Yes	No	Don't Know
75	The principal intervenes to assess problems with curriculum coverage and ensure support is provided to improve curriculum delivery	Yes	No	Don't Know
76	Assessment results are communicated to parents	Yes	No	Don't Know
77	Teachers collaborate in the development and use of teaching resources	Yes	No	Don't Know
78	Minutes and records of meetings state decisions made and agreed upon actions	Yes	No	Don't Know
79	Advanced learners are engaged in assisting their peers who are lagging behind	Yes	No	Don't Know
80	The principal and teachers plan for and engage parents to build their understanding and capacity to support their children to succeed at school	Yes	No	Don't Know
81	The school has established and does measure norms for reading	Yes	No	Don't Know
82	Performance is compared to targets and discussed	Yes	No	Don't Know
83	The principal has a curriculum management tracker	Yes	No	Don't Know
84	The school has qualified teachers for all subjects	Yes	No	Don't Know
85	HODs keep records of their conversations with teachers in managing curriculum delivery	Yes	No	Don't Know
86	Pre and post assessment moderation is conducted	Yes	No	Don't Know
87	Teachers collaborate across schools to ensure curriculum coverage	Yes	No	Don't Know
88	HODs prepare reports on class visits conducted	Yes	No	Don't Know
89	Allowance is made on the timetable to enable learner peer support	Yes	No	Don't Know
90	Teachers of particular subjects across grades and phases collaborate and plan together to ensure that learners develop foundation skills	Yes	No	Don't Know
91	The principal ensures that all teachers comply with the CAPS requirements for curriculum delivery in their subject area	Yes	No	Don't Know

SELF-ASSESSMENT FOR CURRICULUM MANAGEMENT				
#	**ASSESSMENT ITEMS**	**IS THIS TRUE FOR YOU?** ***Tick (✓) Yes, No or Don't Know***		
92	Staff collectively support actions and behaviours which support curriculum coverage and collectively reject or disapprove of behaviours which detract from curriculum coverage	Yes	No	Don't Know
93	Adequate time (number of days) is made available on the school calendar for teachers to conveniently cover the curriculum	Yes	No	Don't Know
94	The school has an agreed upon business process for communicating the manner in which curriculum is managed	Yes	No	Don't Know
95	Each teacher maintains a file which contains guidelines and records for planning and managing the delivery of the subject	Yes	No	Don't Know
96	Assessment results are analysed and used to improve learner and teacher performance	Yes	No	Don't Know
97	Teachers are provided with resource information by HODs and subject advisors on a regular basis	Yes	No	Don't Know
98	HOD has schedule and records on regularly checking learners work in workbooks and exercise books	Yes	No	Don't Know
99	Community members or structures are mobilised to support learners who are unable to keep pace	Yes	No	Don't Know
100	Learners are involved in tracking their own curriculum coverage to ensure they are keeping pace	Yes	No	Don't Know

RECORDING RESPONSES

A	B	C	D	E	F	G	H	I	J
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	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
Place the total of your "yes" responses or circles below									

ASSESSING YOUR ORGANIZATION

CATEGORY	COMPONENT	TOTAL SCORE	YOUR SCORE	AVERAGE SCORE
A	Curriculum Policy Management	10		
B	Nurturing culture to support curriculum management	10		
C	Effectiveness of planning for curriculum coverage	10		
D	The adequacy of school structures for curriculum management	10		
E	The adequacy of processes for curriculum delivery	10		
F	Effectiveness of assessment and assessment management	10		
G	Resource support for effective curriculum coverage	10		
H	Performance tracking and records management	10		
I	Management of remedial and corrective action to improve curriculum coverage	10		
J	Learner support to keep pace with curriculum coverage	10		

ASSESSING RESPONSES

Effectiveness of Instructional Management and Leadership

Category	Individual Scores by Group								Average Group Score
	1	2	3	4	5	6	7	8	
Curriculum Policy Management									
Nurturing culture to support curriculum management									
Effectiveness of planning for curriculum coverage									
The adequacy of school structures for curriculum management									
The adequacy of processes for curriculum delivery									
Effectiveness of assessment and assessment management									
Resource support for effective curriculum coverage									
Performance tracking and records management									
Management of remedial and corrective action to improve curriculum coverage									
Learner support to keep pace with curriculum coverage									

Level of Readiness

Areas of Readiness

Instructions:

Please record the individual responses of group members in each of the 10 sections for assessing the effectiveness of curriculum management and instructional leadership. Determine the average score for the group on each of the 10 components assessed.

ASSESSING YOUR LEVEL OF READINESS IN CURRICULUM MANAGEMENT AND INSTRUCTIONAL LEADERSHIP

SCORE ACHIEVED	OVERALL READINESS IN CURRICULUM MANAGEMENT AND INSTRUCTIONAL LEADERSHIP
1-3	Scores in this category are assessed as a **very low level of readiness** in the area for which the score was derived. This will be an area in which the principal should seek to quickly build capacity for instructional leadership.
4-5	This is assessed as a **low level of readiness**. It will be prudent to apply corrective measures to improve curriculum management and to build capacity to lead in this area. The score reflects that there is some functionality in the area, and the foundation is in place for attaining excellence. It will be necessary to mobilise staff and plan for improvement in this area.
6-8	Scores in this category are assessed as **average**. The school is functional in this area of curriculum delivery and has done enough to ensure some success in curriculum delivery and curriculum coverage. There is however room for improvement.
9-10	The score here is assessed as a **high level of readiness and functionality in the area of assessment**. Here, appropriate measures are employed to promote and facilitate curriculum coverage and a high level of support for curriculum delivery in this area is evident. Here the principal is seen to have exercised excellent curriculum leadership capacity. Keep up the good work.

Please note that on this score one can assess individual scores, average scores per assessment category, a grand or overall average score for your school.

Table 6: Self-Assessment Discussion Guide

DISCUSSION GUIDE	
Areas of Discussion	**Response**
Instructional Leadership *Overall, what is the quality of instructional leadership in your group? What are the main areas of weakness?*	
Issues and Constraints *What are the main issues or circumstances raised in your group to explain what undermines performance in curriculum leadership?*	
Critical Needs *What are perceived in your group as the most critical needs for improving curriculum leadership in your schools?*	

Activity 2

BUSINESS PROCESS FOR CURRICULUM MANAGEMENT

Introduction

In this activity we seek to use the business mapping process to enable the principal to see and communicate the "whole picture" of curriculum delivery in the school. Business process mapping is a tool used in organizational development to plot and document the steps that are required to accomplish a specified task. The more complex the task to be accomplished, the more critical it is to map out the sequence of steps that must be undertaken to accomplish the task. Whether the task to be accomplished is simple or complex, mapping the business process or plotting the sequence of steps that are required to achieve a critical outcome is an important tool. The process has several advantages:

1. *It breaks a complex task into its component parts so that each component can be studied and managed to promote maximum efficiency*
2. *It simplifies the process that all who are involved can see the whole picture and can understand the relationship between various sub-tasks and sub-processes.*
3. *It builds confidence and commitment among those who are involved in the process because each can see where they fit in, how they relate to others in the process and the importance of the role they play in achieving a particular outcome.*
4. *It is a basis upon which planning and management of processes can be simplified and become easier to organize and control.*
5. *It assists in the routinization of practice.*

There may be many more benefits to be accrued from business process mapping. The intent in this activity, however, is not to detail its benefits, but to simplify the process of curriculum management by mapping and rationalizing its essential components. In essence, the process of mapping is used to promote clarity in the school about what is required of each role player, and to outline a sequence of steps and requirements for maximizing curriculum coverage in curriculum management at the school

In exercising leadership, it is necessary for the principal to "show the way" and "clear the path" so that all can comfortably fulfil their role as required in the delivery of the curriculum.

Purpose

The purpose of this activity is to enable principals to reflect on the entire process of curriculum delivery in the school, and to begin to develop and communicate a full understanding of all that is required to properly lead and manage curriculum coverage. The activity is also intended to assist principals in developing an understanding of "how" and "where" important curriculum activities fit into the whole enterprise for curriculum delivery at the school. It will also assist the principal and the school staff in appreciating the importance of each component of the curriculum delivery process, and in understanding the importance of each role and activity in attaining the outcome of full and complete curriculum coverage.

Instructions for Activity

1. A presentation will be made on the business process for curriculum management at the school. The representation will illustrate a process which seeks to map and make sense out of a wide range of curriculum activities**.** ***Please see Figure 1.*** The presentation is not intended to promote this business process. It is presented solely as an illustration and as a vehicle for organizing the thoughts of participants so that they can see and begin to construct the "full picture". You will be provided with a chart that illustrates the business process for curriculum management. Please make notes and comments on your chart of the process while the presentation is being made.

2. *Table 7 and 8* provide space for participants to respond to the organization and content of the business process that was illustrated. Please assess the importance of the components of the process as provided for in *Table 7*. In completing *Table 9*, discuss your assessment of impotence of each component, and note your comments and ideas for revision of the illustrated process. Please be clear about the manner in which you will revise the activities and responsibilities allocated to the principal, the HOD and the teacher. Share and discuss your comments with the plenary.

3. Working in your respective groups, you are required to develop your own business process for your school. The business process does not have to be complex, and it does not have to be presented in a complicated manner. The simpler the illustration, the better it is, providing of course, that it includes all the key components to properly guide and direct your staff about where and how all fits into the curriculum delivery picture. Your process must indicate the order in which things are done so that staff can get a sense of when and how actions must be initiated. Each group will present their business process to the plenary.

4. Please complete the summary sheet on this activity before you proceed to another activity.

Table 7: Business Process for Curriculum Coverage – Assessment of Recommended Process

BUSINESS PROCESS FOR CURRICULUM COVERAGE		
Do you currently have a clearly understood business process for Curriculum Management in your school?		Yes / No
Assessment of Recommended Process		
Key Elements of the Business Plan	**Components**	**Importance** High 1 2 3 4 5 Low
Foundations *These must be in place to function effectively*	Vision for curriculum coverage	1 2 3 4 5
	Structures in place to manage curriculum coverage	1 2 3 4 5
	Policies in place to govern curriculum coverage	1 2 3 4 5
	Documents and tools in place to manage curriculum coverage	1 2 3 4 5
Coverage *The process of generating essential documents*	Structure & target setting	1 2 3 4 5
	Issues to be addressed for improvement	1 2 3 4 5
	Annual training plan preparation	1 2 3 4 5
	Term plan preparations	1 2 3 4 5
Implementation *The process of delivery of and management of curriculum*	Phase meetings	1 2 3 4 5
	Teacher support	1 2 3 4 5
	Assessment	1 2 3 4 5
	Classroom visits	1 2 3 4 5
Review *Determining level of performance and all aspects of delivery and identification of issues encountered*	Coverage review	1 2 3 4 5
	Coverage recommendations	1 2 3 4 5
Corrective measures *Suggestions and recommendations on the manner in which each aspect of curriculum management can be improved on the basis of review*	Application of corrective measures	1 2 3 4 5

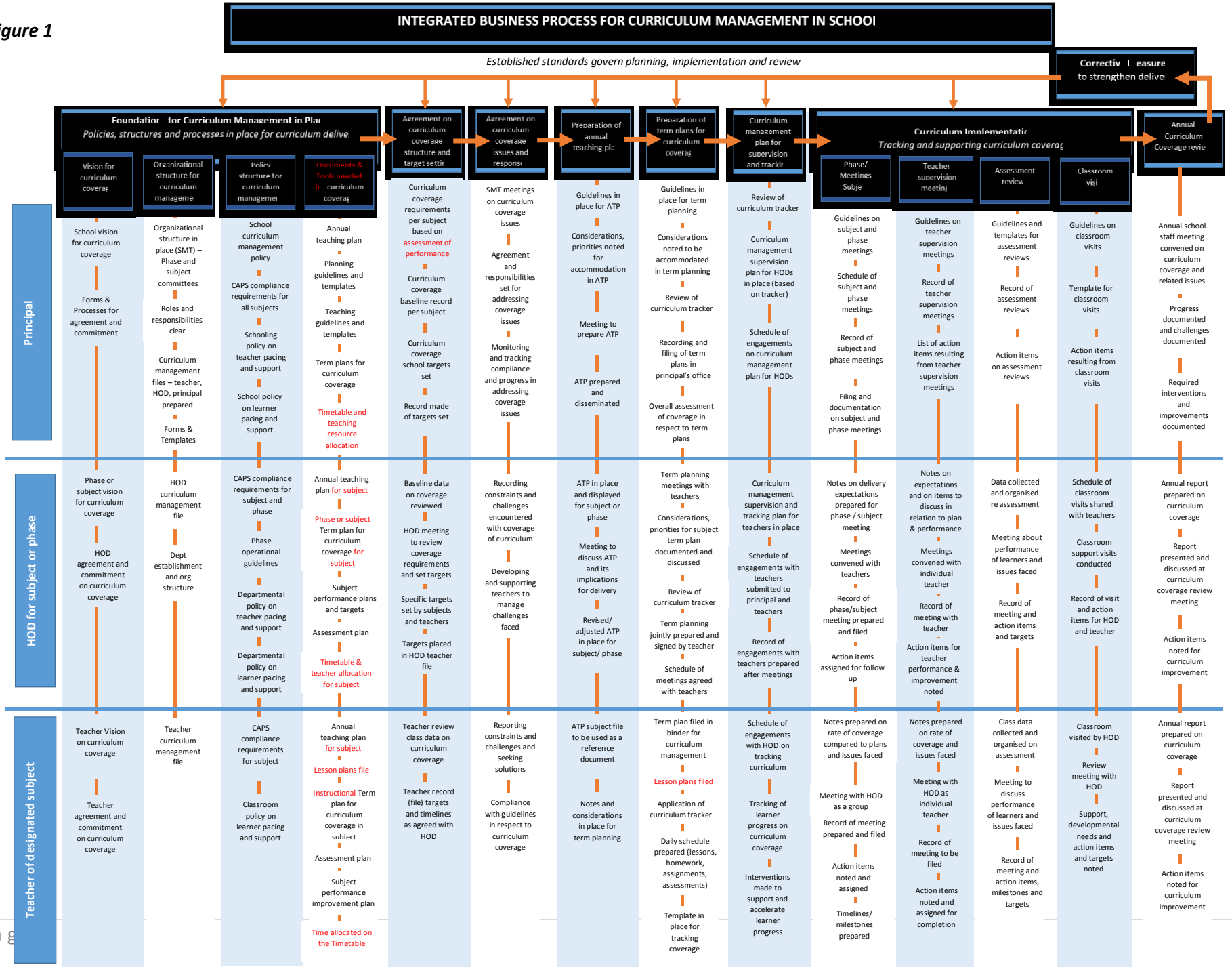
Table 8: Additions and Comments by Role Players in Curriculum Management

BUSINESS PROCESS FOR CURRICULUM COVERAGE			
Assessment and Recommended Process			
Additions and Comments by Role Players in Curriculum Management			
Key Components	**Principal**	**HOD**	**Teacher**
Foundations			
Coverage			
Implementation			
Review			
Corrective measures			

Table 9: Business Process Summary Sheet

Summary Sheet
Do you believe that illustrating the business process for curriculum management at your school is important? **Yes** **No**
What have you learnt about illustrating the process through mapping?
What will you do to improve and enhance understanding of curriculum management and the delivery process at your school?

Figure 1


INTEGRATED BUSINESS PROCESS FOR CURRICULUM MANAGEMENT IN SCHOOl
Established standards govern planning, implementation and review
Correctiv l easure to strengthen delive
Foundatior for Curriculum Manazement in Plac
Policies, structures and processes in place for curriculum delive
Agreement on curriculum coverage structure and target settir
Agreement on curriculum coverage issues and respons
Preparation of annual teaching pla
Preparation of term plans for curriculum coverag
Curriculum management plan for supervision and trackir
Curriculum Implementatic
Tracking and supporting curriculum coverag
Annual Curriculum Coverage revie
Vision for curriculum coverag
Organizational structure for curriculum managemer
Policy structure for curriculum managemer
Documents & Tools needed fo curriculum coverag
Phase/ Meetings Subje
Teacher supervision meetin
Assessment review
Classroom visi
Principal
HOD for subject or phase
Teacher of designated subject
School vision for curriculum coverage
Forms & Processes for agreement and commitment
Organizational structure in place (SMT) – Phase and subject committees
Roles and responsibilities clear
Curriculum management files – teacher, HOD, principal prepared
Forms & Templates
School curriculum management policy
CAPS compliance requirements for all subjects
Schooling policy on teacher pacing and support
School policy on learner pacing and support
Annual teaching plan
Planning guidelines and templates
Teaching guidelines and templates
Term plans for curriculum coverage
Timetable and teaching resource allocation
Curriculum coverage requirements per subject based on assessment of performance
Curriculum coverage baseline record per subject
Curriculum coverage school targets set
Record made of targets set
SMT meetings on curriculum coverage issues
Agreement and responsibilities set for addressing coverage issues
Monitoring and tracking compliance and progress in addressing coverage issues
Guidelines in place for ATP
Considerations, priorities noted for accommodation in ATP
Meeting to prepare ATP
ATP prepared and disseminated
Guidelines in place for term planning
Considerations noted to be accommodated in term planning
Review of curriculum tracker
Recording and filing of term plans in principal's office
Overall assessment of coverage in respect to term plans
Review of curriculum tracker
Curriculum management supervision plan for HODs in place (based on tracker)
Schedule of engagements on curriculum management plan for HODs
Guidelines on subject and phase meetings
Schedule of subject and phase meetings
Record of subject and phase meetings
Filing and documentation on subject and phase meetings
Guidelines on teacher supervision meetings
Record of teacher supervision meetings
List of action items resulting from teacher supervision meetings
Guidelines and templates for assessment reviews
Record of assessment reviews
Action items on assessment reviews
Guidelines on classroom visits
Template for classroom visits
Action items resulting from classroom visits
Annual school staff meeting convened on curriculum coverage and related issues
Progress documented and challenges documented
Required interventions and improvements documented
Phase or subject vision for curriculum coverage
HOD agreement and commitment on curriculum coverage
HOD curriculum management file
Dept establishment and org structure
CAPS compliance requirements for subject and phase
Phase operational guidelines
Departmental policy on teacher pacing and support
Departmental policy on learner pacing and support
Annual teaching plan for subject
Phase or subject Term plan for curriculum coverage for subject
Subject performance plans and targets
Assessment plan
Timetable & teacher allocation for subject
Baseline data on coverage reviewed
HOD meeting to review coverage requirements and set targets
Specific targets set by subjects and teachers
Targets placed in HOD teacher file
Recording constraints and challenges encountered with coverage of curriculum
Developing and supporting teachers to manage challenges faced
ATP in place and displayed for subject or phase
Meeting to discuss ATP and its implications for delivery
Revised/ adjusted ATP in place for subject/ phase
Term planning meetings with teachers
Considerations, priorities for subject term plan documented and discussed
Review of curriculum tracker
Term planning jointly prepared and signed by teacher
Schedule of meetings agreed with teachers
Curriculum management supervision and tracking plan for teachers in place
Schedule of engagements with teachers submitted to principal and teachers
Record of engagements with teachers prepared after meetings
Notes on delivery expectations prepared for phase / subject meeting
Meetings convened with teachers
Record of phase/subject meeting prepared and filed
Action items assigned for follow up
Notes on expectations and on items to discuss in relation to plan & performance
Meetings convened with individual teacher
Record of meeting with teacher
Action items for teacher performance & improvement noted
Data collected and organised re assessment
Meeting about performance of learners and issues faced
Record of meeting and action items and targets
Schedule of classroom visits shared with teachers
Classroom support visits conducted
Record of visit and action items for HOD and teacher
Annual report prepared on curriculum coverage
Report presented and discussed at curriculum coverage review meeting
Action items noted for curriculum improvement
Teacher Vision on curriculum coverage
Teacher agreement and commitment on curriculum coverage
Teacher curriculum management file
CAPS compliance requirements for subject
Classroom policy on learner pacing and support
Annual teaching plan for subject
Lesson plans file
Instructional Term plan for curriculum coverage in subject
Assessment plan
Subject performance improvement plan
Time allocated on the Timetable
Teacher review class data on curriculum coverage
Teacher record (file) targets and timelines as agreed with HOD
Reporting constraints and challenges and seeking solutions
Compliance with guidelines in respect to curriculum coverage
ATP subject file to be used as a reference document
Notes and considerations in place for term planning
Term plan filed in binder for curriculum management
Lesson plans filed
Application of curriculum tracker
Daily schedule prepared (lessons, homework, assignments, assessments)
Template in place for tracking coverage
Schedule of engagements with HOD on tracking curriculum
Tracking of learner progress on curriculum coverage
Interventions made to support and accelerate learner progress
Notes prepared on rate of coverage compared to plans and issues faced
Meeting with HOD as a group
Record of meeting prepared and filed
Action items noted and assigned
Timelines/ milestones prepared
Notes prepared on rate of coverage and issues faced
Meeting with HOD as individual teacher
Record of meeting to be filed
Action items noted and assigned for completion
Class data collected and organised on assessment
Meeting to discuss performance of learners and issues faced
Record of meeting and action items, milestones and targets
Classroom visited by HOD
Review meeting with HOD
Support, developmental needs and action items and targets noted
Annual report prepared on curriculum coverage
Report presented and discussed at curriculum coverage review meeting
Action items noted for curriculum improvement

Activity 3

THE CURRICULUM CULTURE
Collective Ownership of Curriculum Coverage

Introduction

The culture of an organization is always more important than any of its strategies or plans. The culture of the organization is what gives meaning and effect to its strategic vision, its strategy and its operational plans. In this sense, culture always comes first. Important factors such as passion, confidence, commitment, teamwork, courage and sacrifice, among others, all grow from the culture which is nurtured in the organization. While technical requirements and well-honed processes are important, even critical, we will not realise the true benefits of our organizational arrangements unless those arrangements are executed in an environment which nurtures performance.

When we speak of curriculum management, we generally speak of the policy, the tools, the plans and reports, the assessment practices and the tracking of curriculum coverage, among others. These are the essential technical requirements, and they are important. However, the extent to which these technical components of the curriculum process work effectively will always depend on the curriculum culture which is nurtured by the principal and the SMT. There is abounding evidence in the practice of curriculum delivery that the curriculum culture could be improved

The most important role of the principal as instructional leader is to build and nurture a positive collaborative and innovative culture for curriculum delivery.

Purpose of the Activity

The primary purpose of this activity is to introduce principals to the importance of a positive culture in order to attain excellence in curriculum delivery. Another purpose is to explore ways in which the principal, as instructional leader, can build and nurture a positive organizational culture to strengthen and support curriculum practices at the school.

Instructions for the Activity

Many problems and issues arise in the course of delivery. Some of these problems could be avoided or could be addressed more easily if the curriculum delivery environment is more accommodating, and if more effort is made to establish a common code of practice in managing matters related the curriculum. Two exercises are included in this activity in order to explore ways of building a positive culture.

1. *The first activity presents asset of statements that were made by teachers or HODs. These statements are comments which have been provided by principals as evidence of a poor curriculum culture. For each of the statements made, participants must indicate first what could have been done to prevent the statement from being made,*

and then indicate how they as instructional leaders, will intervene in order to correct the situation. Please discuss each statement as a group and then make notes on what "you could do" or "could have done". You will share your notes with other group.

2. *You have shared ideas about the things you "could have done" to prevent the statements in the previous exercise from being made. There are many things you can do to build a positive culture for curriculum delivery. Table 7 presents 10 of the suggestions made by principals about the things they have done to build and nurture a positive culture for curriculum delivery. For each of these items discuss what you can do as a principal to adopt this principle and behaviours in building a positive curriculum culture. Discuss as a group and share your ideas with other groups.*

3. *How will you seek to build the curriculum culture at your school? Take a few moments and make notes on the table provided. Please reflect on the needs of your own school, in particular, and begin to sketch a strategy to build a culture of excellence in curriculum delivery.*

Table 10: Collective Ownership of Curriculum Culture

Collective Ownership of Curriculum Coverage		
Evidence of a Poor Curriculum Coverage Culture	***Statements made***	***How will I intervene as a Courageous Leader?***
1. Inconsistency in performance of teacher	HOD comments: "*I cannot depend on Mary, Her performance is inconsistent, sometimes up, sometimes down. Sometimes she is up to date with coverage, then suddenly she begins to lag behind".*	
2. Consistent inability to cover the curriculum without any effort to improve	*John does not care whether he covers the curriculum or not. He said that when he teachers his job is done.*	
3. Lack of overall and individual awareness of the extent of curriculum coverage	*"I am not sure how much of the syllabus I have covered. I skip topics here and here. I have to go back and check".*	
4. Blaming the learners without efforts to assist them in keeping pace	*"There is a limit to what I can do as a teacher if learners are not ready for this class. Don't blame me".*	
5. Different opinions about the meaning and importance of curriculum coverage	*"I don't think that this issue of coverage is that important. The curriculum requires too much anyway".*	
6. Lack of cooperation among teachers. Instead of teamwork, there is completion and envy.	*"I will do my own thing. I do not want to be bothered by others. They can see to themselves".*	
7. Infrequent meetings between teachers and HODs. Teachers do not think that the HODs can assist them.	*"I do not have to meet with my teachers as an HOD. I have to teach too many classes. They don't need me anyway".*	
8. Lack of measures to highlight the importance of curriculum coverage. Nobody thinks that curriculum coverage is important. They do what they can in the circumstances.	*Who said that curriculum coverage is important? Why are they chasing us with these trackers?*	

Collective Ownership of Curriculum Coverage		
Evidence of a Poor Curriculum Coverage Culture	***Statements made***	***How will I intervene as a Courageous Leader?***
9. No effort is made to make up for lost time	*"I have to go home after school. I have to plan during the day. I have to eat my breakfast before school begins. Where can I find time to "catch up?"*	
10. Lack of resources and tools to plan for and monitor coverage	*"I am struggling to keep track of where I am and to meet all the requirements they say I have to meet. HELP!"*	
11. No targets are set on coverage to be achieved	*"I don't know how much I have covered and how much of it I should cover. All I know is that I cannot cover all these topics in this limited time!"*	
12. No recognition and rewards for excellence in curriculum coverage and learner performance	*"Whether I cover or do not cover, no-one cares but me and my kids. No-one sees, no-one knows, no-one cares. I will just keep on pushing until I am tired, and then I will do as everyone else does".*	
13. Teacher does not understand content to be taught	*"I do not understand this. How can I teach it? I am not qualified in this area. What I don't know I cannot teach!"*	
14. Learners struggle to keep up. They fall behind and are left behind.	*"Every time I begin to understand the teacher moves on. After a while I stop trying to even understand. I pick up here and there as I can. It gets worse every day. I have given up".*	
15. No accountability for consistent under-performance	*"Hey, no-one is bothered about it, why should I?"*	
16. Poor teacher attendance which limits what could be covered.	*HOD: "If you don't attend school, you cannot cover the curriculum. Get your act together!"*	
17. Poor learner attendance which limits how much they can achieve.	*HOD: "This learner is failing. I have looked at the attendance record, and he hardly attends school. How can he pass the exam? This has been going on for a while. What have you done about it as his teacher?"*	

Table 11: Building a Culture for effective management and coverage of the curriculum

Building a Culture for effective Management and Coverage of the Curriculum	
Items which Build a Curriculum Coverage Culture	***What will you do to promote as Curriculum Leader?***
1. Instil an appropriate vision (collective, individual)	
2. Set targets (collective, individual)	
3. Secure personal commitments for curriculum coverage and management	
4. Encourage 360^{o} support (HOD, principal, teachers, parents) for curriculum coverage	
5. Have recognition and rewards for good performance (public displays)	
6. Encourage a culture to collectively approve and celebrate actions which promote coverage. Build a culture which will promote such actions.	
7. Build a culture of collective displeasure with actions which detract from good curriculum coverage	
8. Make an effort to promote curriculum discipline among learners	
9. Motivate and inspire the willingness to employ extra measures for learners to keep pace with coverage	
10. Make an effort to prepare, groom and engage with parents to support their children to cover the curriculum	

Table 12: A plan to build a culture for curriculum coverage at my school

A Plan to Build a Culture for Curriculum Coverage at my School			
#	***Items***	***Action***	***Timeline***
1	**Vision** • *Building a collective vision* • *Ensuring teachers, HODs, learners, parents embrace this vision*		
2	**Targets** • *School targets and standards for coverage* • *Techer targets for coverage* • *HOD targets for coverage*		
3	**Commitments** • *Teacher commitments* • *HOD commitments* • *Parent commitments*		
4	**Support** • *Principal support* • *HOD support* • *Teacher mutual support*		
5	**Recognition** • *Public display* • *Recognition ceremonies* • *Gifts and prizes*		
6	**Coverage Promoters** • *Collective agreement on what they are* • *Promoting mutual encouragement* • *Recognising those who promote*		
7	**Coverage Detractors** • *Collective agreement on what they are* • *Promoting mutual enforcement* • *Sanctions to discourage distractors*		

A Plan to Build a Culture for Curriculum Coverage at my School			
#	*Items*	*Action*	*Timeline*
8	**Learner Discipline** • *Knowing aspects of learner discipline* • *Inculcating learner discipline* • *Rewarding learner discipline*		
9	**Extra Measures** • *Inculcating a culture of extra effort* • *Noting options for extra effort* • *Celebrating and rewarding extra effort*		
10	**Parent Preparation to Support** • *All knowing how parents can support* • *Grooming parents with knowledge and tools for support* • *Celebrating and rewarding parental support*		

Activity 4

STRUCTURE FOR CURRICULUM MANAGEMENT AND DELIVERY
Facilitating Organizational Readiness for Curriculum Coverage

Introduction

Structure provides people with comfort and confidence. The **comfort** comes from knowing what to do, knowing what is expected in terms of standards and requirements, and knowing that support will be readily available. **Confidence**, on the other hand, comes from the fact that there is little reason for staff to be hesitant and unsure that there is more ease of mind knowing that support is available; and there is increased courage which comes from the motivation and inspiration to do one's best in an environment of clarity with established expectations and set routines. The principal's responsibility, in this regard, is ensuring the existence of a proper structure for curriculum management at the school. In order to build this environment where people can be more comfortable and confident in meeting their assigned responsibilities, the principal should make every effort to ensure that all staff is clear about what is expected in meeting their assigned responsibilities for curriculum coverage. Where there is lack of clarity, the principal must make every effort to ensure that measures are taken so that all staff receive the proper guidance, preferably through making firm organizational arrangements.

Purpose

The purpose of this activity is to explore the many ways in which principals can establish structures and organizational arrangements to ensure smooth and unhindered operations in curriculum delivery.

Instructions for Activity

1. The first activity here is intended to build awareness among principals about the value of different types of organizational structures and arrangements. In *Table 13* a list of items are presented about the factors in an organization which tend to make people feel confident and comfortable, their circumstances and their work. For each factor on the list, examples are provided on some of the structural components of the organization (school) which can assist in promoting comfort among staff and building confidence among staff in fulfilling their responsibilities. Illustrative complaints and complements are noted.

2. In *Table 13,* note, as a group, what measures you will take or what interventions you will make to improve the situation and continue to maintain a comfortable working environment.

3. The second activity here is based upon a story of under-performance and frustration and the efforts made to improve the situation. Please read the story. After reading the story, please review the statements made by the principal, HOD and teachers and note areas of strength and weaknesses in the organizational arrangements at the school. On the basis of your review of the comments made, please prepare a plan to improve the organizational and structural arrangements at the school using the guidelines provided in *Tables 14-16.* Share the interventions you have selected with colleagues from other groups. Please note in which order your interventions will take place.

Table 13: Factors providing comfort and confidence for Teachers and HODs

Factors which provide comfort and Confidence for Teachers and HODs	***Examples of Structural Components to assist in Curriculum Management***	***Typical Complaints and Complements***	***What measures do you take? What interventions do you suggest?***
1. People must have a clear sense of purpose about what they do.	• *Vision* • *Goals/objectives* • *Targets* • *Performance measures*	*I am not sure of exactly what is expected here.*	
2. People must have a clear idea of what the requirements and boundaries are and what is expected.	• *Policy guidelines* • *Expectations* • *Templates to be used*	*How far do we go? Should someone else be doing this? I am not sure if we have any responsibilities here.*	
3. People must be clear about the part they must play and the contribution they must make to the overall objectives.	• *Clear roles and responsibilities outlined* • *Timelines and milestones specified*	*Do you know when my HOD will see me, and what she will want of me at the meeting? I am not sure what I must prepare. When did you see her? What did she ask? I am afraid.*	
4. People must know how their performance will be measured and how they will be held accountable.	• *Targets to be reached* • *Anticipated performance on all aspects of job*	*I covered 60% of the curriculum. Am I doing well or not? I am not sure. Sibongile covered 72% of what is required but Ayanda only covered 30%. I am not sure where I fit in here. These trackers really work. At least I know how slow I am.*	
5. People must be guided and supported in meeting established requirements.	• *Knowledge that support is available* • *Teacher resources* • *Planners and trackers* • *Feedback on performance required*	*Please show me what to do. There is a lot of information here and I am getting discouraged. Do you want all of it now? I have to teach. When will I get time?"*	
6. Structures for accountability and support must be clearly understood.	• *Committee structures for curriculum* • *Calendar management in place and used and schedule of meetings to be held* • *Timelines specified* • *Delivery requirements clearly specified* • *Plans in place for tracking delivery*	*I am not sure of what will go where, who will do what, and who will make what decisions? I am completely lost. Look on the Notice Board my friend. Everything is specified. Do you have your file? Did you not get the guidelines? Where have you been? If you need assistance I can help you. But get the materials first.*	

Factors which provide comfort and Confidence for Teachers and HODs	*Examples of Structural Components to assist in Curriculum Management*	*Typical Complaints and Complements*	*What measures do you take? What interventions do you suggest?*
7. Measures are in place to manage known delivery constraints.	• *Measures to assist learners who cannot keep pace*	*I have raised these issues for so long. We talk about it, but never do anything.*	
8. Measures are in place to manage unforeseen circumstances.	• *Measures to make up lost time due to unforeseen circumstances*	*What do we do now? The principal is not here, the HODs do not know and we are all sitting on the problem.*	
9. People are aware that good performance will be rewarded in some way.	• *Public display of performance against targets* • *Incentives and rewards* • *Recognition at meetings/publications*	*I am proud of what I have achieved, and I am happy that people appreciate what I do.*	
10. There are established routines to which all have become accustomed.	• *Planners and trackers* • *Engagement with HOD and principal*	*This is all easy because it is all spelt out for me. I know exactly what to do. Now I can focus my attention. It is so good when the things you need to know are so clear in front of you.*	

Story of Under-Performance

Building Teacher Morale through enhancing Structures for Curriculum Delivery

There is a significant effort being made in the province and at the district office to improve learner performance in mathematics. As a result, teachers and HOD in maths are under pressure to perform, and their work is under extreme scrutiny on a daily basis. The morale among teachers is low. Complaints have been made to the district office that teachers are frustrated and discouraged, and, as a result, learners do not perform well. A review of learner workbooks reveals that less than 50% of the work required is covered, required assessments are not completed on time, and over 80% of learners in maths fail on standardized exams for the grade.

The Subject Advisor for mathematics visited the school, accompanied by two of the best primary school principals in the district. The purpose of the visit was to draw up a plan to assist the principal to improve performance in mathematics in the school. They decided to interview the principal, call a meeting with teachers, and interview each teacher individually.

Presented below are the comments that were made by the principal, and some of the statements that were made by teachers during the interview. The statements reflect structural weakness in curriculum management at the school. On the basis of these statements the team from the district office must develop a plan improve the morale of teachers.

Table 14: Issues mapping from interview comments - Principal

Issues Mapping from Interview Comments – Principal		
#	**Statements made by the Principal**	**Areas of Strength or Weakness**
1	I am a new principal. There are no records her of what is to be done. I have to start afresh.	
2	It seems that everybody does their own thing here.	
3	I need four HODs. I have two, and they are acting.	
4	No-one here wants to go the extra mile.	
5	People seem to do their work but I have no way of checking.	
6	Some teachers seem to know what to do, but they do not assist others.	
7	I cannot tell when last these HODs or these teachers got together.	
8	I don't know what is going on here. Some people seem to be working, and some sit in the staff room all day.	
9	There is a high level of absenteeism of both teachers and learners.	
10	A new year is almost upon us. I do not want this situation next year.	
11	I tried to meet with the HODs and lead teachers. We were not sure what we should talk about except about how bad the situation is. They were all complaining.	
12	I do not even know where people are in covering their curriculum.	

Table 15: Issues mapping from interview comments - HOD

Issues Mapping from Interview Comments – HOD		
#	**Statements made by the HOD**	**Areas of Strength or Weakness**
1	Some teachers are more qualified than I am and would not listen to me.	
2	I talk to some of the teachers when I can. But they are always busy.	
3	I have to teach. I cannot make time to assist teachers.	
4	When I ask teachers how much of the required content they have covered they are not sure. They don't know how to pace themselves. Yet they feel they are doing well.	
5	I think learners are being left behind. I am not sure, it is just a feeling.	
6	I tried to assist my fellow teachers because the HOD is never available. They do not think it is important. No one bothers. I have come from another school. I know what to do.	
7	Hey, these teachers just come here at the beginning of the term and do what they can. There is no common agenda.	
8	I have pity on the children. I do not know what they learn here. They all seem to be quite happy.	
9	What is a teaching plan? I know who is supposed to teach what when. They all have their syllabus. They should know what to do.	
10	I meet with the principal once a week, but he does not even know what to ask me for. I have stopped preparing for meeting with him. We just chat in general.	
11	They asked me to be an HOD. I don't even know what to do. I don't even know why they asked me.	
12	I see some teachers in the district using something called trackers. If we get that here it can help us. It seems so complicated though.	

Table 16: Issues mapping from interview comments - Teachers

Issues Mapping from Interview Comments – Teachers		
#	**Statements made by the Teachers**	**Areas of Strength or Weakness**
1	I teach all day while others chat in the staffroom and smoke outside. I don't know what is happening here.	
2	I have looked at documents on my subject. I try to cover all that is required, but I do not have the time.	
3	When all out learners failed we got together as teachers to make a plan. We did not know where to start.	
4	I know where I am in covering the topics. I think I will complete it by the end of the year. No-one cares through. No-one checks anything.	
5	Learners are slow here. That CAPS document is for another world. How can I ever do these things with these kids? Not in a million years.	
6	The subject advisor came to assist me. I had nothing she expected – term plans, lesson plan, assessment plan, I teach, I test, I mark, I report my marks, I take things in order. I reach where I can.	
7	I don't know some of the topics I have to teach. I skip what I do not know. Hey, but what I know I teach every day. No one can touch my kids there.	
8	I am willing to give my learners extra lessons but they all have to leave with the bus after school.	
9	I looked at my learners' performance on the test and I know where I went wrong. I know how to correct it. But I am on my own here. No-one cares. It's me and my kids. I have to try for them.	
10	I have been absent a lot this year. It depresses me to come to this chaotic environment.	
11	Someone has to show the way or else we will all collapse as a school	
12	My principal told me that I know what I have to do. Just do it. He knows what he has to do and he will do it. He takes no responsibility for what I do. But how could this be so? He is our principal.	

Table 17: Elements of a plan to build teacher morale and build strong structures

Elements of a Plan to Build Teacher Morale and Build Structures to enable Comfort, Confidence and improved Performance			
#	***Components of Structure***	***Interventions to be made to Build Structure***	***Order of Interventions***
1	Vision		
2	Political guidelines		
3	Targets		
4	Roles and responsibilities		
5	Plans and timelines		
6	Committee and collegial structures for support		
7	Supportive interventions by principal and HOD		
8	Learner support		
9	Resources to support teachers and learners		
10	Management of unforeseen circumstances		

Activity 5

PLANNING FOR CURRICULUM COVERAGE

Introduction

In curriculum management, time is a most precious commodity. The primary role of the principal in curriculum management is to maximise the use of available time, and maximise the use of available resources to deliver the curriculum within this time. Therefore the primary consideration in planning curriculum coverage is planning for the effective use of available time.

Our focus on planning in this module is essentially a focus on preserving and managing time for curriculum coverage. If the curriculum must be covered within a designated timeframe, it is necessary to carefully plan all the activities to be undertaken within this time by all who are involved in the delivery of the curriculum at the school. This tasks is not as simple as it seems on the surface. However, the task could be immensely simplified by understanding 6 rules of time management for curriculum coverage. These are outlined and described briefly below.

1. ***Carefully and realistically determine the maximum time available for coverage and seek at all cost to protect that time.***
   All curriculum activities must be accomplished within a specified timeframe. A particular number of days are allocated in the year, and those number of days are divided into the 4 terms of the academic year. All curriculum content of the subject must be covered within the number of days allocated. When the number of days are maximised for the year, then more time is available to cover the curriculum

2. ***Organize time into small units and determine how each unit of time will be used by all involved in a coordinated manner focussed on a single purpose.***
   Planning to use the year must be broken down into small periods for which plans could be made to accomplish specific activities or objective. Generally, the year and term are broken down into specific weeks, and teachers plan what will be achieved (or covered) in each specific week. In this week assessment plans could be scheduled, and plans for engagement and support could be arranged***.***

3. ***Understand and apply the rules which govern the use of time for curriculum coverage.***
   Teachers, HODs and principals must understand the rules and requirements which govern the use of time in each subject. This is most critical. It should be noted that in order to be compliant with CAPS requirements, the provisions for each subject must be honoured. This is the core of the planning challenge for both principals and teachers.

4. ***It is necessary to lead as well as manage by organising and inspiring all staff to use time effectively. Time is the rhythm that helps to maintain harmony. Be the conductor of the orchestra. Know the score, direct the instruments to ensure harmony.***
   Good time management to cover the curriculum is not only a technical issues of ensuring that days are available and allocating periods in the curriculum. Teachers must be motivated to use this time effectively.

5. ***Build in accountability for the use of time and schedule accountability measures in planning how time will be used.***
   While planning is essential for managing the use of time, it is also necessary to monitor how these plans are put into effect. It is necessary to apply measures for tracking curriculum coverage according to the plans that are developed.

6. ***Nurture a culture of respect for time in harmonising all efforts so that the school can excel in curriculum coverage.***
   The curriculum culture in the school is important. The principal must nurture a culture where time is respected and where curriculum coverage is of the highest priority for all.

Purpose

The purpose of this activity is to promote understanding of the manner in which the principal, through careful planning and leadership, can maximise the use of time in enabling effective curriculum coverage and improved learner performance.

Objectives

1. To conceptualise time on an organizing framework for enabling effective curriculum coverage.
2. To promote an understanding of the principal's leadership in planning for the effective use of time for curriculum coverage.
3. To examine some of the tools and methods the principal can use to organise staff to effectively use time in the delivery and coverage of the curriculum.
4. To promote an understanding of the policy requirements for the use of time, and how these can be effectively applied in organizing to deliver the curriculum.
5. To explore the issues which arise and the options which are available in planning to cover the curriculum.

Approach

In this activity, three sub-activities are provided. All of them relate the management of time for curriculum coverage. The first sub-activity (5.1) looks at the year calendar; the second activity (5.2) looks at the timetable; and the third sub-activity (5.3) looks at annual and term planning by HODs and teachers.

Activity 5.1

Envisioning your School Year

Introduction

The process of envisioning the school year is a collective process, and an opportunity for the principal to build solidarity, commitment and passion among staff for curriculum coverage. It is an important process that can be both technical and inspirational. Technical in the sense that staff will be able to collectively agree on the number of instructional days they will plan for the preserve; and inspirational in the sense that staff could be inspired to use those days as effectively as they can to achieve the targets which they will collectively set. Here, we seek to build a positive culture and a collective sense of responsibility for the use of time.

Purpose

The purpose of this activity is to examine and reflect on the manner in which the principal can begin the process of planning by seeking to maximise the number of instructional days.

Instructions for Activity

1. Let us assume that the principal will convene a meeting to discuss the targets to be achieved and the activities to be undertaken in the upcoming year. Here, we are highlighting the importance of engagement of teachers and HODs in planning for the academic year. Before the meeting, HODs must meet with their teachers to discuss their expectations for the following year in terms of the targets to be achieved, the activities to be undertaken and, generally, how they plan to use their time for the following year. The principal has set out some general guidelines to guide discussion. Each HOD must come to the meeting with proposals for planning the upcoming year. At this meeting, the principal and HODs (SMT) will entertain these proposals, and will allocate non-instructional time on the calendar for the upcoming year.

2. Having allocated non-instructional time, the SMT will count the number of school days that remain for instruction in each term; and will compare the days available for instruction, with the days which remain, as allocated in the school calendar. It is upon this basis that the principal will set out and send guidelines for teachers and HODs to plan.

3. If the days remaining for instruction is less than the days that are required for instruction, the SMT must then make a plan to ensure curriculum coverage in each subject. This plan will be communicated to teachers when instructions and guidelines are provided for year and term planning. This plan may entertain the following:
    a. *Increasing the number of instructional days.*

b. *Providing guidelines to teachers to ensure that the curriculum is covered within the specified time. The term plan of the teachers is expected to reflect the application of these guidelines.*
c. *Making accommodation for "extended time" in the timetable to ensure curriculum coverage.*
d. *Leaving it up to teachers to make creative suggestions for covering the curriculum.*

4. You will be working in groups for this exercise and each group will represent the SMT for the school.

5. Forms are provided in order to facilitate and document the conversations of the group.
    a. ***Planning for preparation meeting**. HODs (members of the group) will fill out this form in preparation for the meeting.*
    b. ***Form for identifying non-instructional days in the year calendar**. (Please see information provided on non-instructional days already allocated for vacation). Make a list here of the non-instructional days suggested by the HODs at the meeting. These dates will be used to map the number of non-instructional days in the year.*
    c. ***Year calendar by term for mapping non-instructional days**. Total days available per week.*
    d. ***Table on days required per term** to cover each subject.*
    e. ***Summary of action taken by the SMT** to protect and preserve time for curriculum coverage.*
    f. ***Summary of action taken by principal** to consolidate the outcomes of the meeting.*

Please discuss as appropriate and complete each form.

Table 18: Plans for 2017 - Preparation meeting

Plans for 2017 – Preparation Meeting		
Area for Planning and Planned Activities	***Instruction/Target***	***Target/Proposed Dates***
Targets • *Curriculum coverage* • *Attendance* • *Results to be achieved*	*Teachers and HOD must set realistic targets to be reached by end of 2017*	***Propose targets that will arise and issues related to targets***
Professional development	*Teachers must express professional development needs, and plans must be made for professional development days*	***Propose all reasonable requests which may arise***
Extra murals	*Planned activities which affect school time must be identified with possible dates*	***Propose reasonable activities and issues***
Co-curricular	*This must be non-instructional but will be intended to reinforce instructional content (study tours, site visits, camps, etc.)*	***Propose reasonable activities and issues***
Assessment	*Note time for assessment exams and revision when instruction will not take place.*	***Note days and dates as normally reflected on the calendar***
"Catch up" requirements	*Cover topics on the curriculum which were not covered*	***Note days required and possible dates***

Table 19: Determining the maximum time available for instruction

Determining the Maximum Time Available for Instruction					
2017 School Calendar for Public Schools in South Africa					
Term	***Duration***	***# of Weeks***	***# of Days***	***# of Public Holidays***	***Actual # of School Days***
1	(09) 11 Jan – 31 March	12	58 (60)	1+1	56 (58)
2	18 April – 30 June	11	54	3+1	50
3	24 July – 29 Sept	10	50	2	48
4	09 Oct – 06 (08) Dec	9	43 (45)	0	43 (45)
TOTAL		**42**	**205 (209)**	**6+2**	**197 (201)**

Identify and Rationalising non-instructional Days

Public and School Holidays 2017		**Essential Non-Instructional Days (music, sports, assessment)**	
Dates	**Holiday**	**Events**	**Dates**
01 January	New Year's Day		
20 March	School holiday		
21 March	Human Right's Day		
14 April	Good Friday		
17 April	Family Day		
27 April	Freedom Day		
28 April	School holiday		
01 May	Workers Day		
16 June	Youth Day		
09 August	National Women's Day		
24 September	Heritage Day		
16 December	Day of Reconciliation		
25 December	Christmas Day		
26 December	Day of Goodwill		

In preparation for Year Planning, please identify these dates and the non-instructional events you take place.

Table 20: List of suggested non-instructional days

List of Suggested Non-Instructional Days				
Term	**Suggested non-Instructional Days**			
	Events	**Dates**	**Events**	**Dates**
Term 1 (09) 11 Jan – 31 March	**1**		**7**	
	2		**8**	
	3		**9**	
	4		**10**	
	5		**11**	
	6		**12**	
Term 2 18 April – 30 June	**1**		**7**	
	2		**8**	
	3		**9**	
	4		**10**	
	5		**11**	
	6		**12**	
Term 3 24 July – 29 Sept	**1**		**7**	
	2		**8**	
	3		**9**	
	4		**10**	
	5		**11**	
	6		**12**	
Term 4 09 Oct – 06 (08) Dec	**1**		**7**	
	2		**8**	
	3		**9**	
	4		**10**	
	5		**11**	
	6		**12**	

Table 21: Year Calendar

Year Calendar								
Week	**Period**	**Days**					**Days available for instruction**	**Days Needed**
		M	**T**	**W**	**T**	**F**		
Term 1 (09) 11 January to 31 March								
V	*01-08 Jan*							
1	*11-13 Mar*							
2	*16-20 Jan*							
3	*23-27 Jan*							
4	*30 Jan – 3 Feb*							
5	*6-10 Feb*							
6	*13-17 Feb*							
7	*20-24 Feb*							
8	*27 Feb-3 Mar*							
9	*6-10 Mar*							
10	*13-17 Mar*							
11	*20-24 Mar*							
12	*27-31 Mar*							
Term 2 18 April to 30 June								
V	*1 Mar-8 Apr*							
V	*9-17 Apr*							
1	*18-21 Apr*							
2	*24-28 Apr*							
3	*11-5 May*							
4	*8-12 May*							
5	*15-19 May*							
6	*22-26 May*							
7	*29 May -2 Jun*							
8	*5-9 Jun*							
9	*12-16 Jun*							
10	*19-23 Jun*							
11	*26-30 Jun*							

Year Calendar								
Week	**Period**	**Days**					**Days available for instruction**	**Days Needed**
Term 3 24 July to 29 Sept								
V	1-8 Jul							
V	9-15 Jul							
V	15-22 Jul							
1	24-28 Jul							
2	31 Jul-4 Aug							
3	7-11 Aug							
4	14-18 Aug							
5	21-25 Aug							
6	28 Aug-1 Sep							
7	4-8 Sep							
8	11-15 Sep							
9	18-22 Sep							
10	25-29 Sep							
Term 4 9 October to 6 (8) December								
1	9-13 Oct							
2	16-20 Oct							
3	23-27 Oct							
4	30 Oct-3 Nov							
5	6-10 Nov							
6	13-17 Nov							
7	20-24 Nov							
8	27 Nov-1 Dec							
9	4-6 Dec							

Table 22: Summary of action taken to preserve time for curriculum coverage

Summary of Action taken to Preserve Time for Curriculum Coverage	
Options	***Action Taken***
1. Limit or reduce the number of non-instructional days	
2. Cater for extended days on the timetable	
3. Recommendations for achieving curriculum coverage within the limited number of days available	
4. Other options to preserve time for curriculum coverage	

Table 19: Summary of action of principal to consolidate outcomes for meeting

Summary of Action of Principal to Consolidate Outcomes for Meeting	
Options	***Action Taken***
1. Using the meeting to inspire solidarity, commitment and passion.	***What will you say and do at the meeting or for the meeting?***
2. Providing instructions to HODs to follow through with the plan.	***What instructions will you provide?***
3. What guidelines will you provide for teachers in their planning?	***Guidelines that are essential for teachers***
4. How will you build solidarity, commitment and passion among teachers in building a culture of curriculum coverage?	***Leading – building a culture of excellence. How will you do it?***

Activity 5.2

Timetabling to Maximize Curriculum Coverage

Introduction

Once the school calendar has been developed for the coming year, two tasks would have been accomplished. The number of days for instruction for each term would have been determined, and teachers and HODs would have been given instructions and guidance for developing their term and year plans. However, in order to prepare term and year plans, teachers and HODs must have confidence that enough time will be allocated during the term to meet the requirements of curriculum coverage. Times are clearly specified for each subject on the curriculum and for each topic to be covered within those subjects. Teachers and HODs must have the assurance that sufficient time will be allocated on the timetable to cover the content of the curriculum as designated.

In this regard, the principal must prepare a timetable for the school which meets the legal requirements for covering the content of each subject. Teachers must be informed of the time they are allocated on the timetable. It is on this basis that they must complete plans for each term. These plans must clearly indicate how they will use each day and each week in meeting the teaching and assessment requirements of their designated subject.

The timetable is the final frontier for principals in specifying the manner in which time will be used for curriculum coverage. The timetable is the principal's attempt to organize for the effective use of time, teaching and physical resources of the school. In effect, the principal ensures that time, teachers and space are properly organized and integrated to allow convenient, effective and efficient curriculum coverage. Even here, the principal must understand and comply with all the rules which govern the planning, design and development of the timetable.

Purpose

The purpose of this activity is to explore the requirements and issues which govern curriculum coverage, and to enable principals to generate creative ideas for responding to the challenges and constrains which limit the effective use of time for curriculum coverage.

We assume that all principals are familiar with the procedures and requirements for the development of the timetable, and that all principals confront a diverse set of challenges in seeking to use time, resources and space effectively and efficiently.

The purpose of the activity, therefore, is not to prepare a school timetable, but to:

(1) Review the requirements for timetable preparation
(2) Assess the extent to which principals are able to comply
(3) Explore the issues confronted in seeking to use time and resources efficiently, and
(4) Generate ideas and options for confronting issues and thereby maximising time for curriculum coverage

Instructions for Activity

Tables are provided in the following pages for participating principals to respond. In the end, the activity seeks to explore issues confronted and solutions available for maximising curriculum coverage through effective timetabling.

a) *Table 20* presents a sketch of the core requirements for timetable development. The requirements are concerned mainly with the use of time in compliance with CAPS provisions, and the use of teaching resources to deliver the curriculum. All principals will be familiar with these requirements. Sometimes, however, it may not be possible to comply with all these requirements. In respect to each of the requirements, please note whether you are able to routinely comply with these provisions; and, for each please note the problems or issues confronted in timetabling.

b) *Table 20* lists 12 critical issues normally confronted by principals in developing the timetable. You may wish to write in additional issues at the end of this table. Please ensure that the table documents all the issues you confront as a principal in preparing the timetable. Discuss each of these issues in your group, and generate and propose options and solutions which can be used to overcome the problem faced. Please note that *Table 20* presents a list of possible solutions which can be applied to address some of the issues confronted. You may want to review this list for ideas. However, do not limit your responses to the options listed here. Generate your own, and add them to the list so that others may benefit.

c) Principals must get the "buy in" and commitment of teachers to honour the timetable and preserve time for curriculum coverage. This is where the principal must exercise leadership in ensuring curriculum coverage. The principal has several opportunities to exercise this leadership. These opportunities are noted in the left hand column of table. For each period of opportunity, please note what you as a principal will say or do in order to get "buy in", inspire a culture of honour and respect for time and the timetable, and generate a high level of commitment to use time wisely in promoting curriculum coverage.

Table 20: Timetabling guidelines and requirements

Timetabling Guidelines and Requirements

Time Allocation for CAPS by Phases

Legal Requirements

Timetable allocation in CAPS (hours per week)				*Are your able to honour these requirements?*	*What are the issues faced, if any?*
Phase	**Grade**	**Time (NCS)**	**CAPS**		
Foundation Phase	R, 1 and 2 3	22,5 25	23, 25 25	*Yes* *No*	
Intermediate Phase	4,5 and 6	26,5	27,5	*Yes* *No*	
Senior Phase	7 8 and 9	26,5 27,5	27,5	*Yes* *No*	
FET	10, 11 and 12	27,5	27,5	*Yes* *No*	

Time Allocation in Foundation Phase (25 hours per week)				*Are your able to honour these requirements?*	*What are the issues faced, if any?*
Subjects	**Time Allocation**				
	R	**1-2**	**3**		
Home Language	10	8/7	8/7	*Yes* *No*	
First Additional Language		2/3	¾	*Yes* *No*	
Mathematics	7	7	7	*Yes* *No*	
Life Skills • *Beginning knowledge* • *Creative Arts* • *Physical Education* • *Personal and Social Wellbeing*	6 (1) (2) (2) (1)	6 (1) (2) (2) (1)	7 (2) (2) (2) (1)	*Yes* *No*	

Time Allocation in the Intermediate Phase (27,5 hours per week)		*Are your able to honour these requirements?*	*What are the issues faced, if any?*
Subject	**Time Allocation**		
Home Language	6	*Yes* *No*	
First Additional Language	5	*Yes* *No*	
Mathematics	6	*Yes* *No*	
Natural Sciences and Technology	3,5	*Yes* *No*	
Social Sciences	3	*Yes* *No*	
Life Skills • *Creative Arts* • *Physical Education* • *Personal and Social Wellbeing*	4 (1,5) (1) (1,5)	*Yes* *No*	

Timetabling Guidelines and Requirements

Time Allocation for CAPS by Phases

Time Allocation Senior Phase (27,5 hours per week)		*Are your able to honour these requirements?*	*What are the issues faced, if any?*
Subjects	**Time Allocation**		
Home Language	5	*Yes* *No*	
First Additional Language	4	*Yes* *No*	
Mathematics	4,5	*Yes* *No*	
Natural Sciences	3	*Yes* *No*	
Social Sciences	3	*Yes* *No*	
Technology	2	*Yes* *No*	
Economic and Management Sciences	2	*Yes* *No*	
Life Orientation	2	*Yes* *No*	
Arts & Culture	2	*Yes* *No*	

Time Allocation in Further Education and Training Phase (27,5 hours per week)		*Are your able to honour these requirements?*	*What are the issues faced, if any?*
Subjects	**Time Allocation**		
Home language	4,5	*Yes* *No*	
First Additional Language	4,5	*Yes* *No*	
Mathematics or Mathematics Literacy	4,5	*Yes* *No*	
Life Orientation	2	*Yes* *No*	
A mini mum of ANY THREE subjects	4 hours x 3	*Yes* *No*	

Timetabling Guidelines and Requirements		
Time Allocation for CAPS by Phases		
Timetable Construction		
	Are your able to honour these requirements?	***What are the issues faced, if any?***
Duration of cycles (e.g. 5 days or 6 days)	*Yes No*	
Length of periods (e.g. 30,45,60)	*Yes No*	
Use of Staff Resources		
	Are your able to honour these requirements?	***What are the issues faced, if any?***
Educator must account for 1800 actual working hours per annum	*Yes No*	
Educator should be at school during the formal school day, no less than 7 hours (expect for special reasons …)	*Yes No*	
May be required to attend programmes of professional development for a maximum of 80 hours per annum outside the formal school day or during holidays	*Yes No*	
Teaching Time per post level in light of admin and other non-teaching duties		
	Are your able to honour these requirements?	***What are the issues faced, if any?***
Primary school		
Post level 1: between 85 and 92%	*Yes No*	
Post level 2: between 85 and 90%	*Yes No*	
Deputy Principal: 60%	*Yes No*	
Principal: between 10 and 92%	*Yes No*	
Secondary School		
Post level 1: between 85 and 90%	*Yes No*	
Post level 2: between 85 and 90%	*Yes No*	
Deputy Principal: 60%	*Yes No*	
Principal: between 5 and 60%	*Yes No*	

Table 21: Field of ideas and solutions for maximizing time for curriculum coverage

Field of Ideas and Solutions for Maximizing Time for Curriculum Coverage	
List of Issues and Solutions	**Issues to which ideas may apply** *(write number of issue from previous page)*
1. Multi-grade instruction by combining grades or classes 2. Using 3 teachers to teach large classes 3. Teaching on the grounds of the school building 4. Extend the school day – "to be excellent you have to do more than average" 5. Platooning system – use of double shift 6. Principal could teach to minimise class sizes 7. Because streamlining limits choices of subjects for learners it is not such a great option but learners can be placed in selected streams with designated subjects 8. One can select stream based on school performance trends 9. In order to balance workload, one can take away admin responsibilities from qualified teachers 10. Use extended time for teaching maths 11. Use larger classes with resources (people, technology, etc.) or combine classes to deal with teacher shortage 12. Use rotation of learners where learners focus on particular aspects of the topic through grouped centres 13. When teaching or marking load is too heavy, one can take away admin responsibilities from qualified teachers 14. Use learners who excel to facilitate groups 15. Train learners during class intervals so that they can assist teacher as class tutor 16. Where there is too much admin work for HODs to teach, one can train teachers with less work to do admin work and support the HOD 17. In order to balance workload one can give teachers with less admin an additional teaching load 18. Principal can share some admin responsibilities with HOD or with teachers who are overloaded 19. When there is conflict over the length of periods on the timetable one can look at outcome and results of those requesting longer periods 20. Use of 60 minute teaching will force teachers to prepare better 21. Use of 60 and 30 minute periods where 60 minutes equals two 30 minute periods 22. Use of double period or extended period – more so at end of day 23. Cater for shift between periods by using a 5 minute period at the end of each period 24. One can generate more time for the timetable by using an extended school day 25. If kids move and teachers are stationery in their allocated rooms 26. Teachers tend to be more prepared to receive learners 27. Because it may be disruptive when learners move to classes instead of teachers, the school must have a behaviour policy for kids to get to class on time without idling 28. Principal must balance teaching loads and explain – especially English teachers who have high marking loads 29. Teachers must double up in their subject specialties; for instance, all teachers must be LO teachers, and LO teachers must have another major and could be allocated to teach the subject. Teachers with double specialties could be used more efficiently on the curriculum.	

Table 23: Getting and maintaining buy-in and support for honouring decisions about timetable

Getting and Maintaining Buy-in and Support for Honouring decisions made in respect to the Timetable	
Opportunities to influence teachers and HODs	***Ideas and options which could be used by principal***
1. **Opportunities** created before timetable is constructed	
2. **Opportunities** available during construction of the timetable, but before finalisation	
3. **Opportunities** available during the implementation of the timetable	
4. **Opportunities** available at the end of the year before the development of a new timetable	

Table 24: Issues and solutions in planning, developing and managing timetable

Issues and Solutions in Planning, Developing and Managing the Timetable	
Issues	**Potential Solutions to Maximize Time for Curriculum Coverage**
1. Not enough classrooms for the number of class sections	
2. Too many learners in a class section to be accommodated in designated classroom – *class too big*	
3. Too many subjects to be taught for the teachers available	
4. Not enough qualified teachers to teach the designated subjects	
5. Skewed workload because of lack of qualified teachers	
6. Balancing the workload of SMT members (HODs) – *teaching us admin*	
7. Minimising the teaching workload of principals and thereby increase class size	
8. Contestation over period structure – one group wants 30 minute periods, other groups want 60 minute periods – *challenges in effecting balance*	
9. Managing transitional time – *time wasted in changing periods*	
10. Do teachers move to classes or learners move to classes?	
11. Skewed workload for teachers who have heavy marking load – e.g. language of teachers	
12. Skewed workload related to legal time requirements for teaching the subject	

Activity 5.3

Annual and Term Planning by HODs and Teachers

Introduction

Now decisions have been made about the instructional time available in terms of the number of school days per term and about how this time will be used in terms of time and teacher resource allocation on the timetable. It is now the responsibility of teachers and HODs to set out a clear plan for the coverage of the curriculum. This plan is governed by CAPS guidelines and requirements for the curriculum content to be covered within the specified period of generally 180 days in the school year. For each subject on the curriculum, guidelines are provided on the following:

1. *The topics and sub-topics to be covered*
2. *The suggested time required to cover each topic*
3. *The minimum assessment requirements for the topics covered*
4. *The sequence or order in which topics should be covered*

This information is essential to the detailed planning exercise which will be done by teachers and HODs to cover the curriculum. As principals lead the process of planning, they will provide or review the set of guidelines which should be observed in setting out a plan for curriculum coverage for each term. Together, these termly plans will constitute the plan for the year. The guidelines issued by the principal will provide guidelines and instructions on the following items.

1. *The resources needed to plan*
2. *The time available for instruction each term and decisions made by the SMT in respect to use of this time*
3. *The targets to be attained for each term and for the year for each subject*
4. *Management and supervision plans to ensure accountability for curriculum coverage*
5. *Standards to be attained in curriculum delivery*
6. *Reflection on progress*

A place of date must be allocated in the plan for meeting coverage as well as administrative expectations.

Why is it essential for the principal to set out or review these guidelines each term? There are five important reasons as follows:

1. *Guidelines build comfort and confidence in staff because they will know what is required and what to expect*
2. *Such guidelines will reflect and confirm the seriousness of the curriculum coverage agenda*
3. *Builds the foundation for everyone who will be governed by the same rules*

4. *Sets the platform and expectations for monitoring and accountability management*
5. *Establishes the basis for holding teachers and HODs accountable for results.*

Once these guidelines are communicated, then teachers and HODs will seek to develop their plans for curriculum coverage. According to the recommended format, the basic requirements for these plans are as follows:

1. ***Weekly planning**: all documents are organised to plan and monitor curriculum coverage on a weekly basis*

2. ***Synergy in plans**: all plans are designed to account for activities and interventions on a weekly basis. The HOD curriculum coverage tracker, reporting meeting, class visits, review of classwork and support engagements for teachers are planned on a weekly basis. The principal also has a weekly plan for reports, reviews, corrective interventions, etc. All plans are synergized into a comprehensive plan to manage curriculum coverage.*

3. ***Realistic curriculum coverage (topics to be covered):** the plan will note the dates of coverage of particular topics on the curriculum. This is most essential, and serves as the core information for monitoring and support*

4. ***Set schedule to meet minimum assessment requirements (formal/informal):** teachers will note on their plans all the dates for assessment tasks related to each topic*

5. ***Set schedule for monitoring, evaluation and reporting**: the HOD plan and the plan of the teacher will have dates for meetings to report on coverage of the curriculum as planned. The HOD will maintain a checklist of what is to be covered by when*

6. ***Time set aside for remediation and revision:** some statement must be made of arrangements made or time allocated for remediation for learners to "catch up".*

On the basis of the plans that are prepared by teachers, both HODs and principals will complete their own plans and trackers to monitor curriculum coverage. Teachers will be supported to resolve the problems and issues they may encounter with planning to cover the curriculum within specified times.

Table 25: Guidelines to be issued by principal and SMT for planning curriculum coverage

Guidelines to be issued by Principal and SMT for planning Curriculum Coverage		
Category of Guidelines	***Do you personally qualify?***	***Suggested Resources, Ideas and Considerations***
Resources • *Basis for planning and compliance* • *Reference materials and resources* • *Ideas for resolving problems to be encountered*	Yes No	***Other resources; ensuring availability; use of teacher and HOD files***
Time Available • *Days each term* • *Timetable* • *Days allocated for assessment and review* • *Days for professional development* • *Periodicity of reporting engagements or review conversations*	Yes No	***Considering factors which affect use of time; response when time is not sufficient***
Targets • *Curriculum coverage targets to be reached each term* • *Attendance targets* • *Reporting meeting targets* • *Supervision targets*	Yes No	***Other targets; how will targets be specified***
Management and *Supervision Plans* • *HOD supervision plan* • *Agenda for SMT meeting* • *Principal supervision management plan* • *Templates for reporting and recording conversations*	Yes No	***Synergy in plans; schedule of accountability and reporting sessions***
Standards to be Attained • *Coverage* • *Learner pacing* • *Maintenance of records* • *Supervision standards*	Yes No	***What are key standards to uphold to ensure coverage (e.g. planned submission and review of learners work twice per term – dates to be indicated for each subject. Planned class visit twice per term)***
Reflection on Progress • *What is working* • *What is not* • *Support needed* • *Resources needed* • *Learner performance and pace*	Yes No	***What should teachers document in reflection as a basis for assistance to improve coverage***

The HOD must assist with the problems teachers encounter in setting out their plans.

Instruction for Activity

1. The first part of this activity seeks to generate discussion on the guidelines which should be provided by the principal and the SMT for the preparation of term and year plans by teachers, and by HODs. Categories of guidelines are suggested in *Table 25.* Principals, in groups, must reflect on whether the guidance they provide in respect to these items are clear by answering "yes" or "no" in the second column of the table. Then, in the third column of the table, principals must share ideas on what guidance or guidelines are important to provide teachers and HODs so that proper plans are in place for planning, managing and tracking curriculum coverage. Some notes are provided to lead this conversation. The idea here, is for the principals to lead the process of planning by providing and reviewing these guidelines as the standard process for curriculum planning in the school.

2. Participants will regroup by each of the 6 areas and present their collective ideas about what guidelines are appropriate in each of these areas. Presentations will be made by each group.

3. A set of templates are provided for use in the process of planning and managing curriculum courage. The following templates are provided as suggestions for reflecting on the planning process:

    a. *CAPS topics, sub-topics, standards and assessment requirements which should guide planning in each subject area*
    b. *A weekly schedule for planning topics to be covered and assessment requirements (this must be used in conjunction with the NECT planner tracker)*
    c. *Examples of templates for HOD planning and tracking*
    d. *Example of template and calendar for principal monitoring of curriculum coverage.*
    e. *Curriculum planner and tracker for subject to be used by teachers*
    f. *Teacher assessment plans and schedules*
    g. *Phase assessment plans and schedules*
    h. *Annual assessment plans and schedules for grade and subject*
    i. *List of what will be monitored by HOD in engagement with teachers*
    j. *List of what will be monitored by principal in engagement with HODs*
    k. *Standard items on the agenda of the SMT meeting*
    l. *Responsibilities of principal in respect to curriculum management*
    m. *Responsibilities of HOD in respect to curriculum management*

Table 26 is provided for the purpose of guiding and documenting the ideas generated in the discussion. At the end of the session, groups will present how, as instructional leaders, principals should address the problems listed

Table 26: Templates for use in planning and management of curriculum coverage

Templates for use in the planning and management of Curriculum Coverage		
Templates and Planning Resources	***Do you have this or similar templates and planning resources at your school?***	***Adequacy of use and application***
a. *CAPS topics, sub-topics, standards and assessment requirements which should guide planning in each subject area*	Yes No	
b. *A weekly schedule for planning topics to be covered and assessment requirements (this must be used in conjunction with the NECT planner tracker)*	Yes No	
c. *Examples of templates for HOD planning and tracking*	Yes No	
d. *Example of template and calendar for principal monitoring of curriculum coverage.*	Yes No	
e. *Curriculum planner and tracker for subject to be used by teachers*	Yes No	
f. *Teacher assessment plans and schedules*	Yes No	
g. *Phase assessment plans and schedules*	Yes No	
h. *Annual assessment plans and schedules for grade and subject*	Yes No	
i. *List of what will be monitored by HOD in engagement with teachers*	Yes No	
j. *List of what will be monitored by principal in engagement with HODs*	Yes No	
k. *Standard items on the agenda of the SMT meeting*	Yes No	
l. *Responsibilities of principal in respect to curriculum management*	Yes No	
m. *Responsibilities of HOD in respect to curriculum management*	Yes No	

Table 27: Supporting teachers and HODs in planning

Supporting Teachers and HODs in Planning	
Problems and Constraints encountered	***Considerations, Ideas and Solutions***
1. Cannot cater for coverage of all topics in the time (number of days) available in the term	
2. The learners are generally too far behind. The time allocated on the timetable is not enough to cover all the topics	
3. I try to use the trackers, but the pacing in the tracker moves too fast. Learners cannot keep up.	
4. The ability levels in my class vary. How can I plan to use the time available effectively and efficiently?	
5. I have to schedule a particular number of assessments per term. What happens if I do not cover the topic in time? What provisions do I make in my plans?	
6. According to my plan, I can cover all the topics, but there are 3 days off for a teacher's funeral and I lost some time. How can I plan for this?	
7. We all teach the same grade, and have the same plan to follow from our tracker. Some of us move faster than others. We are not at the same place at the end of the term. Is this a problem?	
8. I have to skip some topics and assessments that are planned for coverage during the term. If I do not do this I will be unable to keep pace. On some items I am not as thorough.	

Supporting Teachers and HODs in Planning	
Problems and Constraints encountered	***Considerations, Ideas and Solutions***
9. I have fallen behind in coverage. I do not want to skip topics. How should I get back on track?	
10. When I look at all these details and requirements I get confused. Is it possible to have some kind of overview so that we understand the full picture?	
11. I have my testing and assuagement times well planned. When I look at when other teachers are doing their assessments I realise the heavy burden we are placing on learners when we all assess them at the same time	

TEACHER TERM PLAN : TERM 1 (09) 11 JANUARY TO 31 MARCH 2017 SUBJECT: ……. GRADE: ……. TEACHER: ……..				
Week #	**Period**	**Day**	**Activity**	**Time**
V	**1-8 Jan**			
1	**(09) 11-13 Jan**	**W**		
		T		
		F		
2	**16-20 Jan**	**M**		
		T		
		W		
		T		
		F		
3	**23-27 Jan**	**M**		
		T		
		W		
		T		
		F		
4	**30 Jan-3 Feb**	**M**		
		T		
		W		
		T		
		F		
5	**6 -10 Feb**	**M**		
		T		
		W		
		T		
		F		
6	**13-17 Feb**	**M**		
		T		
		W		
		T		
		F		
7	**20-24 Feb**	**M**		
		T		
		W		
		T		
		F		

TEACHER TERM PLAN : TERM 1 (09) 11 JANUARY TO 31 MARCH 2017 SUBJECT: …… GRADE: ……. TEACHER: ……..		
Assessment Tasks	**Meetings with HOD**	**Meeting with Principal**

HOD TERM PLAN : TERM 1 (09) 11 JANUARY TO 31 MARCH 2017				
Week #	**Period**	**Day**	**Teacher Development**	**Class Visits**
V	**1-8 Jan**			
1	**(09) 11-13 Jan**	**W**		
		T		
		F		
2	**16-20 Jan**	**M**		
		T		
		W		
		T		
		F		
3	**23-27 Jan**	**M**		
		T		
		W		
		T		
		F		
4	**30 Jan-3 Feb**	**M**		
		T		
		W		
		T		
		F		
5	**6 -10 Feb**	**M**		
		T		
		W		
		T		
		F		
6	**13-17 Feb**	**M**		
		T		
		W		
		T		
		F		
7	**20-24 Feb**	**M**		
		T		
		W		
		T		
		F		

HOD TERM PLAN : TERM 1 (09) 11 JANUARY TO 31 MARCH 2017		
Meeting with Teachers	**SMT Meetings**	**Meeting with Principal**