

Improving the probability of policy acceptance and implementation: Lessons from the Gauteng Department of Education

Executive summary

The Gauteng Department of Education (GDE) identified human, systemic and structural challenges that constrained its ability to excel in delivering on its mandate (Department of Basic Education 2013; Chinsamy 2002; Roberts 2001). One of the strategies for addressing these challenges was the introduction of a new district realignment policy (Matthew Goniwe 2014), with its concomitant paradigm shift from a predominantly monitoring mode to a predominantly supportive one. In line with this policy, the GDE resolved to devote 80% of its work towards support of schools and 20% towards monitoring of compliance requirements.

The implementation of this policy suffered some setbacks (HSRC 2015). These include: emanation of unfavourable perceptions, as the district officials felt they had been reduced from specialists to generalists; high staff turnover; weak support; poor communication and planning; and lack

of will to support quality learning and teaching.

Introduction and background

A lesson drawn from the 1990s and early 2000s with respect to school improvement is that the provincial education departments were too far removed from local schools, hence the decision to realign districts for the purposes of decentralisation and effective policy implementation (Chinsamy 2002; Roberts 2001; see also the National Education Policy Act [No. 27 of 1996]). In implementing the new district realignment policy, the GDE seems to have experienced change-management challenges. The new changes did not sit well with some officials, as there was confusion about roles, responsibilities, accountability, and outcomes of the officials' intervention in schools. The Matthew Goniwe School of Leadership and Governance (MGS LG) serves as the GDE's capacity-building arm for School Governing Bodies, teachers, learner-leaders, parents with children in Gauteng public schools,

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Twenty Years of Education Transformation in Gauteng 1994 to 2014 Maringe, Felix, Prew, Martin, 2015-05-05 Twenty Years of Education Transformation in Gauteng 1994 to 2014 An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994 These essays talk to what a provincial education department does and how and why it does these things whether it be about policy resourcing or implementing projects Each essay is written by one or more specialist in the relevant focus area The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years both nationally and provincially There has been no attempt to fit the book's chapters into a particular ideological or educational paradigm and as a result the reader will find differing views on various aspects of the Gauteng Department of Education's present and past We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years

Knowledge, Curriculum and Equity Brian Barrett, Ursula Hoadley, John Morgan, 2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data Knowledge Curriculum and Equity Social Realist Perspectives contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all

Continuing Professional Teacher Development in Sub-Saharan Africa Yusuf Sayed, 2018-03-22 Continuing Professional Teacher Development in Sub Saharan Africa explores the prospects that the on going continuous professional development CPD of teachers working in schools offers for meaningful change particularly towards improving the quality of educational provision for the majority of the continent's children By reflecting on teacher

professional development efforts and their place in broader education reforms the book highlights the challenges of teacher CPD in these education contexts contexts strongly shaped by endemic poverty under development and social upheaval The collection draws together examples of innovation and resilience and the valuing of teachers as critical role players enabled and empowered through their on going development as education professionals Drawing together a wealth of experience the volume identifies the policy and research implications for the future of CPD across the continent providing important lessons that can be integrated into a post 2015 development agenda for Africa **Getting Skills Right: South Africa**

OECD,2017-07-10 This report identifies effective strategies to tackle skills imbalances in South Africa **Glimpses into Primary School Teacher Education in South Africa** Sarah Gravett,Elizabeth Henning,2020-11-05 This book explores the current landscape of Initial Teacher Education ITE in primary schools in South Africa Considering recent policy directives and initiatives it highlights the dilemmas of ITE for the primary school and gives a thorough account of innovations and initiatives to improve ITE The book presents what works best for quality preparation of teachers in the Global South where many children rely on their teachers and school life to break the cycle of poverty Chapters draw on evidence from workplace learning pre service study and primary school teacher education policy to highlight examples of promising change in teacher education in South Africa addressing the clichés of theory versus practice head on This book successfully brings out the challenging aspects of teacher education for childhood learning which has otherwise been regarded as the softer option for a career in education This book will be of great interest for academics researchers and post graduate students in the fields of teacher education African education educational policy international education and comparative education The 4IR and teacher education in South Africa Felix Maringe,Otilia Chiramba,2024-02-26 The 4IR has become an overarching framework within which education systems including teacher education are operating Contingent upon the ideology of neo liberalism the 4IR seeks to transform societies in ways which respond to the relentless developments in technology the Internet and digital capacities which by design and intent are purposed at increasing both productivity and the associated quality while at the same time reducing human intervention in the same processes In teacher education how we teach and train student teachers will be substantially influenced by the imperatives of the 4IR There are multiple unresolved questions as the 4IR takes centre stage For example what will it mean for teaching and learning in schools that have severe technological and digital deficits for teachers and students who have minimal technological literacies for delivering high quality teaching and learning for transforming both the content and pedagogies of teacher education and above all for delivering socially just educational experiences for all our learners regardless of class race and privilege The discourse of the 4IR is contemporary and requires multiple perspectives to explore what it means in different contexts and settings the understandings it engenders in people what it implies across a wide range of educational decision making levels and that its fundamental assumptions cohere with national and societal assumptions about equality equity and social justice Multiple methodological approaches were utilised

in the interrogation of the idea of the 4IR in teacher education in South Africa including theoretical empirical and small scale case studies amongst others The data these approaches provide are equally valued based on the purposes for which they have been derived

Investigating the Roles of School Management Teams in Curriculum Delivery Mawela, Ailwei Solomon, van Wyk, Micheal M., Lebeloane, Lazarus, Mudau, Awelani V., 2021-06-25 The COVID 19 pandemic has introduced a new paradigm in education that has forced school management teams to re imagine their curricula delivery functions and obligations during and post COVID 19 Now there are concerns about the state to which curriculum delivery in schools is likely to become planned implemented and managed *Investigating the Roles of School Management Teams in Curriculum Delivery* improves the quality of planning implementation and management of curriculum delivery to advance the quality of teaching and learning in schools Particularly it envisages innovative strategies best practices and addresses problems in the planning implementation and delivery of curricula by school management teams Covering topics such as curriculum delivery theory curriculum delivery in planning implementation and management during and post COVID 19 curriculum delivery in assessment and alternative assessment and reimagining inclusivity in curriculum delivery this edited book is essential for departmental heads deputy principals education district officials department of basic education curriculum designers instructional designers administrators academicians university teachers researchers and post graduate students

The Education Triple Cocktail Brahm Fleisch, 2018-08-15 The Education Triple Cocktail brings together rigorous quantitative and qualitative research on a new approach to improving foundational teaching and learning for schoolchildren living in working class poor and remote rural communities in resource constrained systems like South Africa At the core of this book is the theory and evidence for a powerful new interlocking and mutually reinforcing change model Inspired by the AIDS treatment story the three pronged approach of structured daily lesson plans appropriate and high quality educational materials and one on one instructional coaching to help teachers transform their instructional practices in early grade classrooms shows that it will improve learning outcomes For education systems defined by low levels of early grade learning and profoundly unequal outcomes The Education Triple Cocktail offers a theoretically informed evidence based way forward This book will be of immense use to teachers students of Education policymakers and parents

South African Schooling: The Enigma of Inequality Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa s leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South

Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90 10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people s future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

Inclusive Education in African Contexts Nareadi Phasha,Dikeledi Mahlo,George J. Sefa Dei,2017-04-13 How do we articulate the possibilities limitations and challenges of inclusive schooling and education in African contexts This book insists that inclusive education cannot be taken for granted Inclusion is neither a natural nor a given educational practice It must be struggled for Bringing a critical perspective to inclusive schooling and education is imperative This book adds to current educational debates with an African lens It engages inclusive education from multiple lenses of curriculum content classroom pedagogy and instruction representation culture environment and the socio organization life of schools the pursuit of equity and social justice and the search for educational relevance It is opined that Africa cannot be left behind in rethinking educational inclusion in ways that evoke critical questions of power equity and social difference The question of learner s identity in terms of class gender sexuality dis ability language ethnicity and race are equally consequential for African schooling and education When inclusion is understood as wholeness of education then how schooling and education engage the complete learner her his body mind soul and spirit as well as the use of local community and Indigenous knowledges in teaching and learning become relevant Inclusion stands the risk of liberal educational agendas that simply tinker or toy with schooling and education and hardly embrace the challenge of educational change What we need is a fundamental structural change that ensures schooling and education embraces difference while grappling with the teaching of Indigeneity decolonization and resistance

Mathematics Teaching and Professional Learning in sub-Saharan Africa Kakoma Luneta,2021-12-09 The book represents a crop of wide ranging research conducted by renown scholars in

sub Sahara Africa revolving around mathematics teaching and professional development programs for mathematics teachers The research based proposals and actual how to conduct professional development initiatives that enhance effective mathematics instruction are rooted in teacher input and informed by learners errors and misconceptions The book provides a comprehensive snapshot on mathematics teaching learning and effective professional development programmes for mathematics teachers in sub Sahara Africa It is the only research output that advances and disseminates issues of mathematics education and research in the region with input from South Africa Kenya Rwanda Uganda Malawi Namibia Lesotho Ethiopia and Zimbabwe *Cross-Disciplinary Approaches to Action Research and Action Learning* Mapotse, Tome Awshar, 2017-07-31 The complexity of 21st century lifestyle makes collaborative research and learning essential for all of the population both in well resourced and socio economically challenged regions Cross Disciplinary Approaches to Action Research and Action Learning is an advanced reference source including the latest scholarly research on the examination of the development of a community practice of research in order to improve problem solving in various fields Featuring extensive coverage on a broad range of topics such as social justice organizational development and global economy this publication is ideally designed for academics researchers scholars and managers seeking current research on the promotion of collaborative research and learning Redefining Education and Development Kaitano Dube, 2024-10-18 The book aligns with the United Nations Sustainable Development Goals SDGs particularly Goal 4 which focuses on quality education It explores the evolving role of education as a critical driver for achieving all 17 SDGs by providing a platform for discussing innovative educational models and theories that foster sustainable development The book takes an interdisciplinary approach merging educational theory developmental practice and human psychology to address complex global challenges hindering sustainable development The book includes case studies and empirical research such as exploring student entrepreneurship in the agricultural sector and the factors bridging the gap between entrepreneurial intention and venture creation These examples provide readers with practical applications of theoretical concepts and demonstrate the real world impact of educational innovations which is at the core of education delivery for all and how education touches on other areas of the SDGs The book offers valuable insights for policymakers educators and development practitioners by presenting research and theory based analyses It suggests ways to improve the academic environment to foster entrepreneurship and innovation which are key to economic development and job creation especially in regions with high youth unemployment rates The content suggests educational reforms that are responsive to the changing societal and economic landscapes The book s blend of theory and practice targets a broad audience including academic scholars students development agencies non governmental organisations and policymakers It seeks to engage these diverse readers in a conversation about the future of education and its role in achieving sustainable development In summary the book seeks to provide a comprehensive exploration of the nexus between education development and human needs in the context of the SDGs offering innovative

perspectives and practical solutions to equip readers to contribute to sustainable global development Inclusion in Southern African Education Dipane Hlalele, Tsediso Michael Makoelle, 2023-10-18 This book reflects on more than two decades of adoption practices of inclusive education policy in Southern Africa. It is aimed at taking stock of the successes, challenges and achievements during this journey of making education inclusive and equitable. It responds to the educational needs of learners at all levels regardless of their diverse needs such as disability, gender, socio-economic status, race, ethnicity and language background. This book furthers the understanding and conceptualization of the notion of inclusion in education and explores the challenges experienced during the operationalization and implementation of the process. It extends debates spawned by international and national policy mandates that sought to transcend exclusionary educational practices in order to realize inclusive societies and by implication inclusive classrooms. It offers a comprehensive conceptual framework for inclusive education in the Southern African context while drawing parallels from the regional and international experience. This book can be used as a reference or critical reading for scholars and researchers in the field of inclusive education. It will empower practitioners, administrators, teachers and school leaders, curriculum developers and planners as well as policy makers with knowledge about theory and practice regarding inclusive education in the Southern African schooling system.

OECD Economic Surveys: South Africa 2013 OECD, 2013-03-04 OECD's 2013 Economic Survey of South Africa examines recent economic developments, policies and prospects. Special chapters cover improving education quality and green growth.

STEM and Social Justice: Teaching and Learning in Diverse Settings Cheryl B. Leggon, Michael S. Gaines, 2017-06-06 This volume focuses on selected innovative programs designed to augment the science, engineering, engineering and mathematics (STEM) workforce through increasing and enhancing the participation of under-represented groups. The programs span the STEM career pathway, primary, secondary and tertiary education and professional development and socialization in the United States, South Africa and New Zealand. Similarities as well as differences between and among programs across nations will be systematically analyzed for lessons learned. The conceptualization for this volume developed over the past several years during various international conferences starting in Havana, Cuba in 2006 and continuing at meetings in Japan 2014, South Africa 2013 and 2015 and New Zealand 2015. **The GCRO Barometer 2014** Darlington Mushongera, 2015-04-24 The GCRO Barometer 2014 depicts developmental progress in the Gauteng City Region (GCR) in a single interactive graphic using 38 indicators across ten key sectors. It serves as a tracking and diagnostic tool to inform policy makers and the public on where development progress is being made and areas of concern. It also serves as a tool for benchmarking Gauteng against other South African provinces and similar-sized city regions across the world. The GCRO Barometer 2014 is the first release and shows progress in 2012 against three base years: 2002, 2007 and 2011. Overall, the Barometer shows that the developmental outlook for Gauteng is positive with significant progress realised between 2002 and 2012 in nearly all sectors. For instance, the poverty rate has fallen dramatically since 2002 and access to basic services has improved. However, there

are challenges in areas such as Social Cohesion Governance the Labour Market and Sustainability Sadly people's perceptions of government as well as their unwillingness to participate in governance matters do not correspond to the achievements made by government during this period This should be a cause for concern for policy makers in all spheres of government as it reflects dissatisfaction with the nature and quality of services being provided as well as the methods of provision The Barometer also shows that the impact of government programmes is minimal over shorter time spans change between 2002 and 2012 is considerable but change between 2011 and 2012 is insignificant This is a cause for concern given the 5 year cycle of electoral terms for local government in South Africa The Barometer's outcomes underscore the need for government to step up policy and programme monitoring with a view to achieving immediate and positive short term impacts on communities

Leading Change in Teacher Education Thuwayba Al Barwani, Maria Assunção Flores, David Imig, 2018-12-12 The international attempt to expand schooling despite dealing with an insufficient number of trained teachers has placed significant pressure on teacher education Continued effort to change all aspects of teacher education including ways of learning methods of practice institution interaction and assessment of teaching ability in order to fulfil the desire to offer inclusive and equitable teaching for all is a serious consideration In response to this increased attention on cross national campaigns Leading Change in Teacher Education features discussions covering what has been done how and why the change has happened the journey itself and the challenges encountered along the way alongside contributions from international academics who share their reflections and suggestions for a way forward despite a global shortage of teachers Strategies surrounding the design and delivery of education now centre on improving how teachers are prepared supported and evaluated Leading Change in Teacher Education captures the stories of international change leaders by Providing details of both the successes and challenges faced Presenting innovative practices in teacher education from around the world Describing the strategies put in place to ensure that teacher education is developing The topics discussed are relevant for educators policymakers and international organizations involved in the design and implementation of programmes in teacher education Leading Change in Teacher Education is also an invaluable resource for those looking to increase the changes occurring within teacher education

Labour Beyond Cosatu Andries Bezuidenhout, Malehoko Tshoaedi, Christine Bischoff, 2017-07-01 Labour Beyond Cosatu is the fourth volume in the series Taking Democracy Seriously a ground breaking textured and nuanced study on workers and democracy which was established in the 1990s The series looks at members of trade unions affiliated to the Congress of South African Trade Unions Cosatu and provides a rich database of trade union members and research conducted over the past twenty years It is one of the very few such resources available to researchers anywhere in the world Labour Beyond Cosatu paints a complex picture The 12 chapters of the volume explore various rebellions and conflicts in the trade union sector starting with the National Union of Mineworkers NUM and rivalries between Cosatu affiliates Unpacking the conflicts between state sector and private sector workers contributors look at the

impact of generational and educational shifts seen by some commentators as proof that Cosatu is now middle class The book also raises the issue of gender in the unions by usefully locating the controversy around charges levelled at Zwelinzima Vavi in 2013 in the larger context of serious problems in the gender politics within parts of Cosatu Refuting the image of a union federation solidly committed to the ANC Labour Beyond Cosatu presents evidence of a sharp decline in support for the ANC within Cosatu and growing scepticism towards the Alliance It shows that attempts to understand the labour movement in South Africa in the future will need to include research of smaller independent unions and social movements The volume s contributors make a major contribution to key debates on labour and democracy providing new material that can potentially shift the discussion in important ways This book will be of great value to students and researchers in Industrial Sociology Political Studies Industrial Psychology and Economics and Management

Transforming Public Education in Africa, the Caribbean, and the Middle East Cynthia S Sunal, Kagendo Mutua, Oluseyi Matthew Odebiyi, 2019-05-01 Public education has expanded to serve large populations across the regions of Africa the Caribbean and the Middle East Many nations in these regions are moving into a phase of public education in which a variety of factors are being identified as influencing the quality of public education and its ability to serve all children and adolescents It has become evident that ethnic background gender religious affiliation and ability disability are important factors in who is served and how well the individual is served The chapters in this volume Book 8 of Research on Education in Africa the Caribbean and the Middle East document and describe the status success and limitations of public education s efforts at transformation They provide points from which further research and practice might occur

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