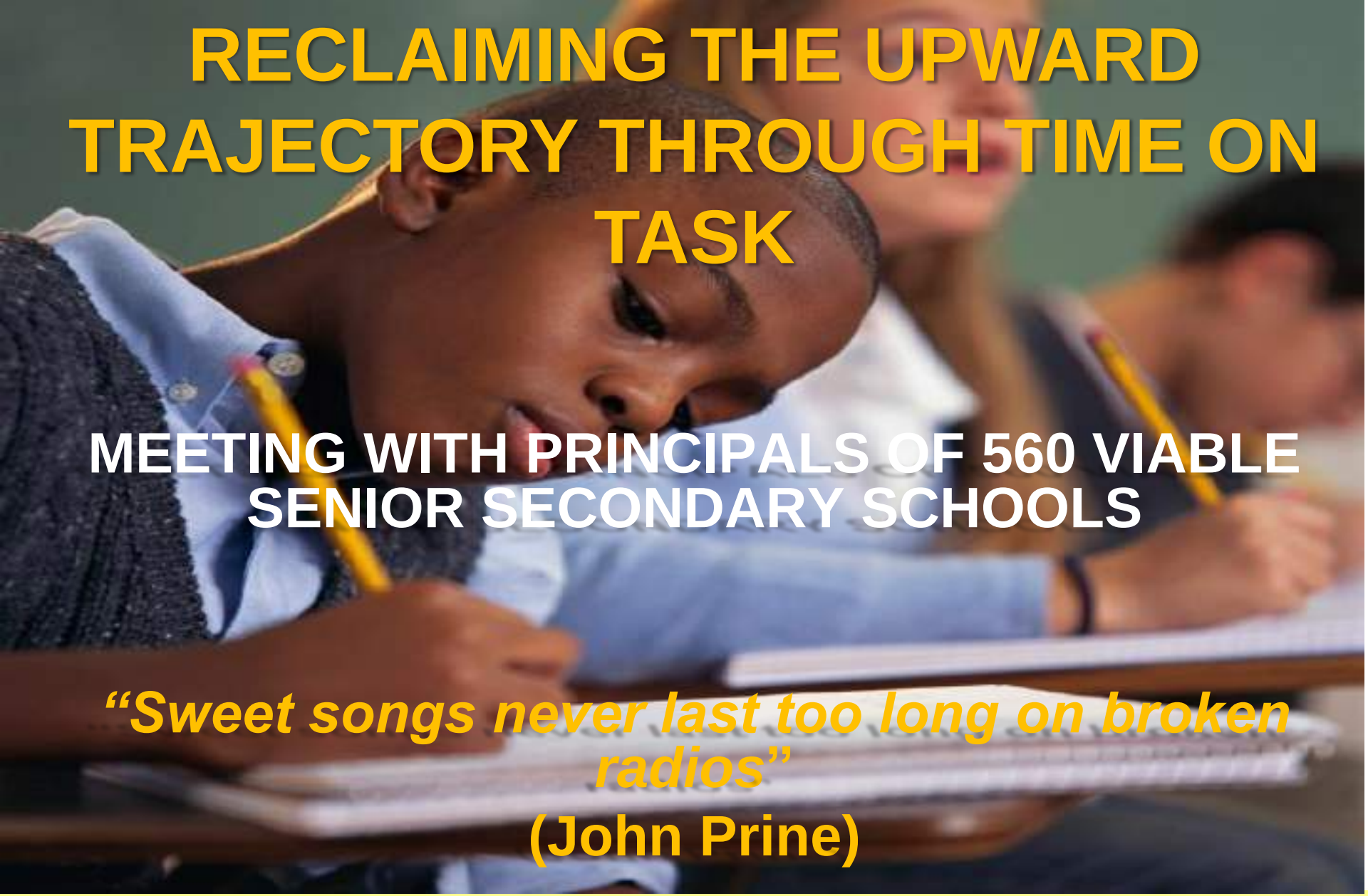


RECLAIMING THE UPWARD TRAJECTORY THROUGH TIME ON TASK

MEETING WITH PRINCIPALS OF 560 VIABLE SENIOR SECONDARY SCHOOLS

"Sweet songs never last too long on broken radios"

(John Prine)

Province of the
EASTERN CAPE
EDUCATION

PREAMBLE

- *"We want our teachers, learners and parents to work with government to turn our schools into thriving centres of excellence. We reiterate our non-negotiables.* ***Teachers*** *should be* ***in school, in class***, ***on time, teaching***, *with no neglect of duty and no abuse of pupils! The* ***children*** *should be* ***in class***, ***on time, learning***, *be respectful of their teachers and each other, and do their homework".*
- *(President Jacob Zuma; State of the Nation address: 3 June 2009)*

INTRODUCTION

- The salient dimension of school improvement is helping schools to be:-
  - more confident
  - more self-critical and
  - more skilled in the use of research and evaluation tools

- Dramatic advances in educational improvement can be made, in and beyond schooling:-
  - when we develop a deeper understanding of how people learn and
  - how we can help them to learn more effectively

Powerful teaching and learning depend on a range of internal relationships in schools that need to be engaged with, and successful change cannot simply be mandated. Leadership is important. Teachers' capacity to carry out desired changes is a factor to consider, but so, too, is their professional judgement that the change will be better than what exists. Cultures of teaching tend to be highly individualised, in that teachers are used to working behind closed doors in egg-crate isolation. Building collaborative practices – where teachers risk sharing their practices and professional knowledge – may be a difficult but rewarding approach to change.

WHY TIME ON TASK

A study by the World Bank (Abadzi, 2007:3) reveals that successful learning outcomes should not be expected without sufficient teaching and practice opportunities. Gillies and Quijada (2008:3) explain that learning depends to some degree on time and effort, and warn that "without adequate time on task, no learning is possible". This is one of the problems in South Africa

WHY TIME ON TASK

The Minister of Basic Education, Angie Motshekga (2009), warned that in some instances schools lose valuable teaching time because of the absence of teachers, and incompetent principals. In a local pilot study done by Carnoy, Chisholm & Baloyi (2008) it was found that teacher absenteeism is a significant problem in more than 70% of South African schools for teaching and learning. and that teachers devote on average 3.2 hours to teaching during a school day. The problem is not only the lack of time, but to a greater extent, the effective use of time

WHY TIME ON TASK

- ✓ A teacher is responsible for classroom organisation and the effective use of time inside the classroom.
- ✓ The term 'time-on-task', refers to the amount of time that learners are actively engaged in learning (Gillies & Quijada, 2008).

WHY TIME ON TASK

- ✓ Abadzi (2007:33) warns that: ...
- ✓ even modest time wastage may result in significant learner losses and that this can result in teachers just lecture in a hurry rather than analyze the content and use the teaching aids provided to schools, or they may omit parts of the curricula

WHY TIME ON TASK

- ✓ "Educators must account for 1800 working hours per year. These are made up of 1400 hours performing core duties during a formal school day and 400 hours spent on work done outside the formal school day, for example planning, preparation, evaluation, extra- and co-curricular activities, professional duties and professional development. Eighty (80) of the 400 hours may be used for ongoing professional development, allowing for professional development activities to take place outside the formal school day and during school holidays.

WHY TIME ON TASK

- Analysis of the 2008 Khulisa Consortium audit of ordinary schools datasets and proxy calculations from other studies estimate that :

- between 10% and 12% of educators are not at school on any day.

- Therefore our conservative, optimistic estimate is that, on average between 20 and 24 days a year of regular instructional time being lost by each educator.

WHY TIME ON TASK

- The conservatively estimated leave rate of 10% to 12% in South Africa is higher than the rate in high income countries, but lower than the rate in many low income countries.

- In addition there is a link between individual school leave rates and poverty and disadvantage levels of the community and schools. Leave rates are highest where socio-environmental condition, like poverty, is the highest

WHY TIME ON TASK

- Analysis from our school visits estimated that around 20 to 25% of the time when educators are away from school they are on official duties. We then estimate that leave on official business is 2% and PERSAL recorded leave is 8%(Khulani Consortium:2008).
- The extent of educator leave on official duties is higher for principals who have to attend a number of meetings called by officials from the department of education. In small schools where there are fewer teachers who have to attend a number of workshops or meetings the situation is dire.

WHY TIME ON TASK

'The time away from school on official business, while essential, could have a negative impact on teaching and learning activities. This negative impact is higher in smaller and more under- resourced schools, thereby further disadvantaging the learners who most need quality schooling to escape the poverty trap'.

IMPACT OF TIME ON TASK TO CURRICULUM COVERAGE

Wastage and inefficient use of time will result in less teaching time and will make it impossible for teachers and learners to cover the curriculum. In his re- analysis of the results of the First International Study of Mathematics achievement, Fletcher (1971: 145) concludes that achievement "is virtually synonymous with 'coverage' across countries". Taylor (2008) identified curriculum coverage as the biggest problem in South Africa and is of the opinion that this, together with teachers' poor content knowledge, must be addressed to improve the results.

TIME ON TASK IMPACT ON COHERENCE

Wastage and inefficient use of time will result in less teaching time and will make it impossible for teachers and learners to cover the curriculum. In his re- analysis of the results of the First International Study of Mathematics achievement, Fletcher (1971: 145) concludes that achievement "is virtually synonymous with 'coverage' across countries". Taylor (2008) identified curriculum coverage as the biggest problem in South Africa and is of the opinion that this, together with teachers' poor content knowledge, must be addressed to improve the results.

TIME ON TASK IMPACT ON COHERENCE

- The question is not only how much time is spent on learning activities and whether the curriculum was covered, but what the quality of the coverage was.
- To develop a deep understanding of any subject, enough work must be done on an appropriate level.
- According to Webb (2010) there is general agreement that learners need to engage in and experience subject activities in a range of levels of cognitive demand.
- TIMSS classroom video study illustrated that the learners of higher performing countries engage more frequently in activities that require higher levels of cognitive demand (Stigler & Hiebert, 2004). Webb (2010) concludes that content complexity has been shown to relate to learner performance.

THE IMPORTANCE OF TIME ON TASK

- Time on task is very important in a curriculum delivery and management environment.
- There is allocated time which is the total time available for teaching and learning. This time must be planned for and used effectively to accomplish the teaching and learning task.
- Allocated time at school is mainly for teaching, learning and assessment. It is for this reason that the school must have a time table which is followed by all teachers.
- Allocated time also requires that teachers and learners are always punctual for the task of teaching and learning.

THE IMPORTANCE OF TIME ON TASK

- It also requires that the support of schools by the district and head office must be timely.
- Any loss of time on any day contributes to time deficits which will compound to learning deficits.
- Linking time to task requires a common strategy that will compel schools make use of each and every minute of teaching time effectively. This will not be achieved if the officials and principals and teachers do not have a strategy that deals with optimal utilisation of teaching periods and achieving regular and punctual attendance by learners and teachers.

CRITICAL

DON'T BE AFRAID OF BEING OUTNUMBERED. EAGLES FLY ALONE. PIGEONS FLOCK TOGETHER.

WHAT TO DO?

- Heneveld and Craig(1996) provide their conceptual framework diagrammatically and this is useful in specifying the dimensions of schools and their interrelatedness.
- SCHOOLS_THAT_WORK_EDITED.pdf

WHAT TO DO?

Quality education is a product of high quality input…

Quality teaching

Quality infrastructure

Quality learning

Quality resources

Quality Management

Quality leadership

INNOVATION

WHAT TO DO

Key Success Driver: -

An organised learning environment signified by:-

- curriculum planning for the full year,
- a functional timetable,
- good quality inventories for LTSM,
- low teacher absenteeism and
- up-to-date assessment records

All of the above were strongly linked to better learner achievement(Stephen Taylor: 2011).

WHAT TO DO

Furthermore, the National Policy on Whole-School Evaluation (WSE) (Government Gazette Vol. 433, No. 22512, 26 July 2001) identifies nine key areas that require special focus when evaluating a functional school. The policy further notes that claims that, if all nine key areas or at least 75% of them are fully complied with they can shift a school from a brink of dysfunctionality to an effective and fully functional school. The key nine areas are the following:

Basic functionality – which is the ability of the school to realise its educational and social goals. It focusses on establishing a disciplined and purposeful school environment and dealing with absence, lateness and truancy.

WHAT TO DO

Quality of teaching and learning, and educator development – it **involves curriculum planning and time management; creating a positive learning environment; teachers' knowledge and understanding of the curriculum; lesson planning, preparation and presentation; conducting and managing assessment; and promoting and managing teacher development.**

Curriculum provision and resources – involves implementing the curriculum as well as extra- and co-curricular enrichment programmes. It emphasises compliance with the CAPS curriculum and providing and managing teaching and learning resources.

WHAT TO DO

Learner achievement – encompasses academic achievement in internal and standardised assessment as well as participation in sports and cultural activities. It includes learner ability in mathematics and the school's language of teaching and learning, and the school's ability to support learners with barriers to learning.

Leadership, management and communication includes - providing direction to the school; managing the curriculum, staff and physical resources to promote quality teaching and learning, and promoting stakeholder involvement through communication strategies.

WHAT TO DO

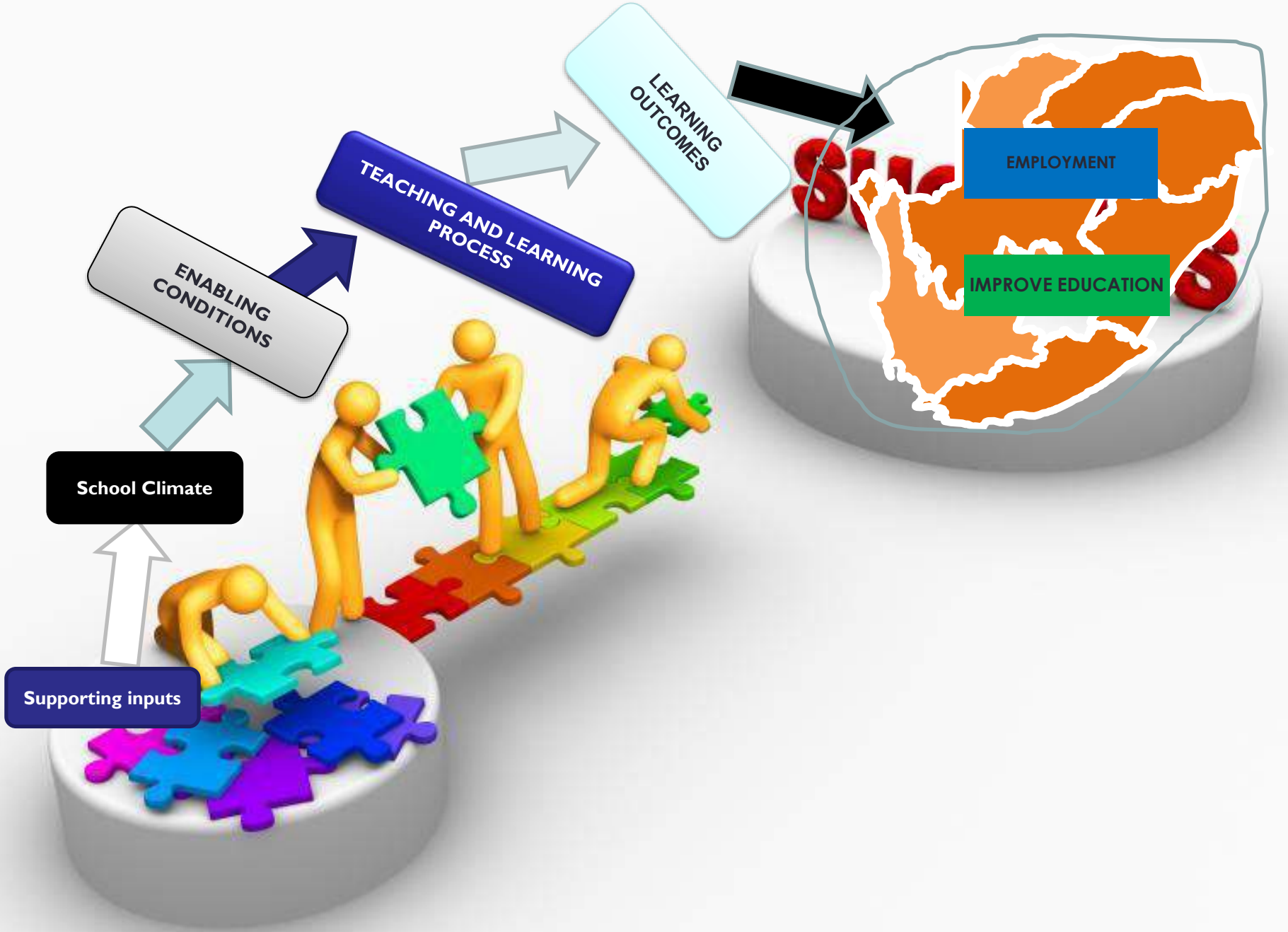
- **Governance and relationships** refers to the School Governing Body's responsibilities in terms of establishing a purposeful and disciplined school environment, including providing strategic direction and performing legally mandated financial and human resource functions.

- **School safety, security and discipline** embraces providing a healthy, safe and secure environment for learners, staff and others at the school, including complying with relevant legislation; managing learner discipline and contributing to emotional, social and physical well-being of learners.

WHAT TO DO

- **School infrastructure** refers to the provision and maintenance of school buildings, equipment, furniture, facilities and services needed to support a positive teaching and learning environment.

- **Parents and stakeholder involvement** prescribes communicating with parents; promoting parental and community involvement in learners' education; and using their contributions to support learners' progress


LEARNING OUTCOMES
TEACHING AND LEARNING PROCESS
ENABLING CONDITIONS
School Climate
Supporting inputs
EMPLOYMENT
IMPROVE EDUCATION

THEMATIC APPROACH
"making schools work"

CURRICULUM MANAGEMENT:

- Curriculum Coverage = Time on task
- Management of School Based Assessment
- Learner Support Programmes
- Subject Streams/Linkages Feeder Schools- Secondary/Subject Committees
- Language Policy Implementation
- Reading &1+4 approach- Mathematics
- e-Learning - strategic lever to drive effective teaching and learning.
- Data Utilisation and results analysis

does not

Teaching translate(s) to learning

Teaching is guiding learners on what to learn …

how and why to learn it…

Learning must take responsibility for their learners…ours is prompting them to do it…

The primary objective of an intervention programme must be that learners get a chance to learn more;

not just to be taught more…

Intervention must deliberately empower learners to seek deeper learning beyond the intervention programme

It must seek to influence improved teaching and learning in the normal classroom lessons

Intervention must be used to address known challenges and establish more challenges that may be prevalent in the classroom…

These known challenges and the new ones established as part of intervention must be addressed in school-based support programmes

Intervention programmes must teach learners how to learn…

not just what to learn…

Coordination in terms of periods and stakeholders

Key components of intervention

Coordinated plan informed by baseline assessment of learning challenges

Synchronised lessons for a uniform learning experience across centres

Real time monitoring and measurement that feeds back to school support…

TOPIC	8,9&10	11	12	MARKS PER TOPIC	% PER TOPIC
QUADRATIC THEORY	15	11	0	26	17,3
NUMBER PATTERNS	6	2	14	22	14,7
FUNCTIONS	9	12	16	37	24,7
FINANCIAL MATHS		8	5	13	8,7
CALCULUS	12	7	16	35	23,3
PROBABILITY		3	14	17	11,3
	42	43	65	**150**	
	28,0	28,7	43,3		

Collaborative Proposition

for improved learner outcomes

Collaborative Proposition

Collaborative planning and implementation (includes zooming into existing plans and adapting these for a learning focussed paradigm.)

- Planning workshops for subject specialists. Produce a **learning biased** coordinated implementation plan (augment existing plans)
- Workshop lead teachers/tutors for synchronised implementation responding to learning than just focussed on teaching.
- Develop and deploy interpretative monitoring and evaluation systems that give real time feedback and inform refined intervention.

Collaborative Proposition

Aggregate Learning Materials

(adaptive and targeted learning materials that are responsive to identified challenges.)

- Specialised learning materials designed to support intervention. Materials cover the basic concepts (8,9&10) as well as Grade 11&12.
- Video lessons discussing basics and demonstrating the thought process that links concepts with problem solving techniques
- Formative assessment tasks that differentiate according to taxonomy levels and allow learners to build up competence and confidence.

Collaborative Proposition

Dedicated Exam Prep Programme

(Focussed on holistic exam preparation and not just revision. The objective is that all learners, every learner enter the exam with a degree of confidence.

- Weekly exam preparation activities from the start of the third term (10 weeks). The activities include exam simulation, analysis and tutorials.
- Online exam prep resources that are differentiated according to levels ensuring that all leaners build their exam practice from the basics.
- Peer Tutoring as a platform for learner collaboration and support for struggling learners. Peer Tutors give feedback on challenges experienced

Time is learning's warden. Our time-bound mentality has fooled us all into believing that schools can educate all of the people all of the time in a school year of 180 six-hour days....If experience, research, and common sense teach nothing else, they confirm

Beyond 2016 to 2030

ICT INTEGRATION INTO TEACHING AND LEARNING.

FOCUS ON LEARNING

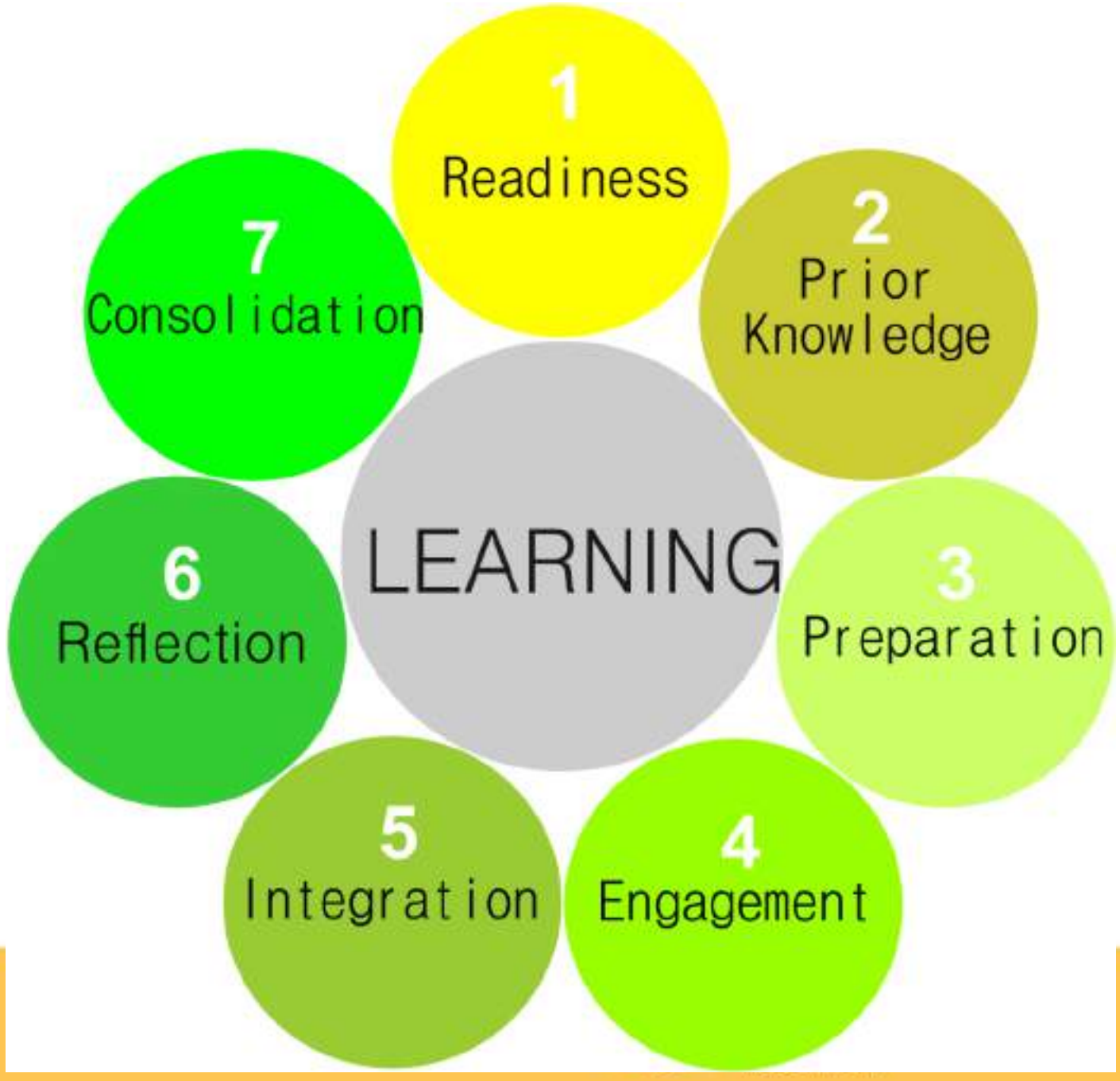
THREE STREAM MODEL

ROLE OF MST GRANT

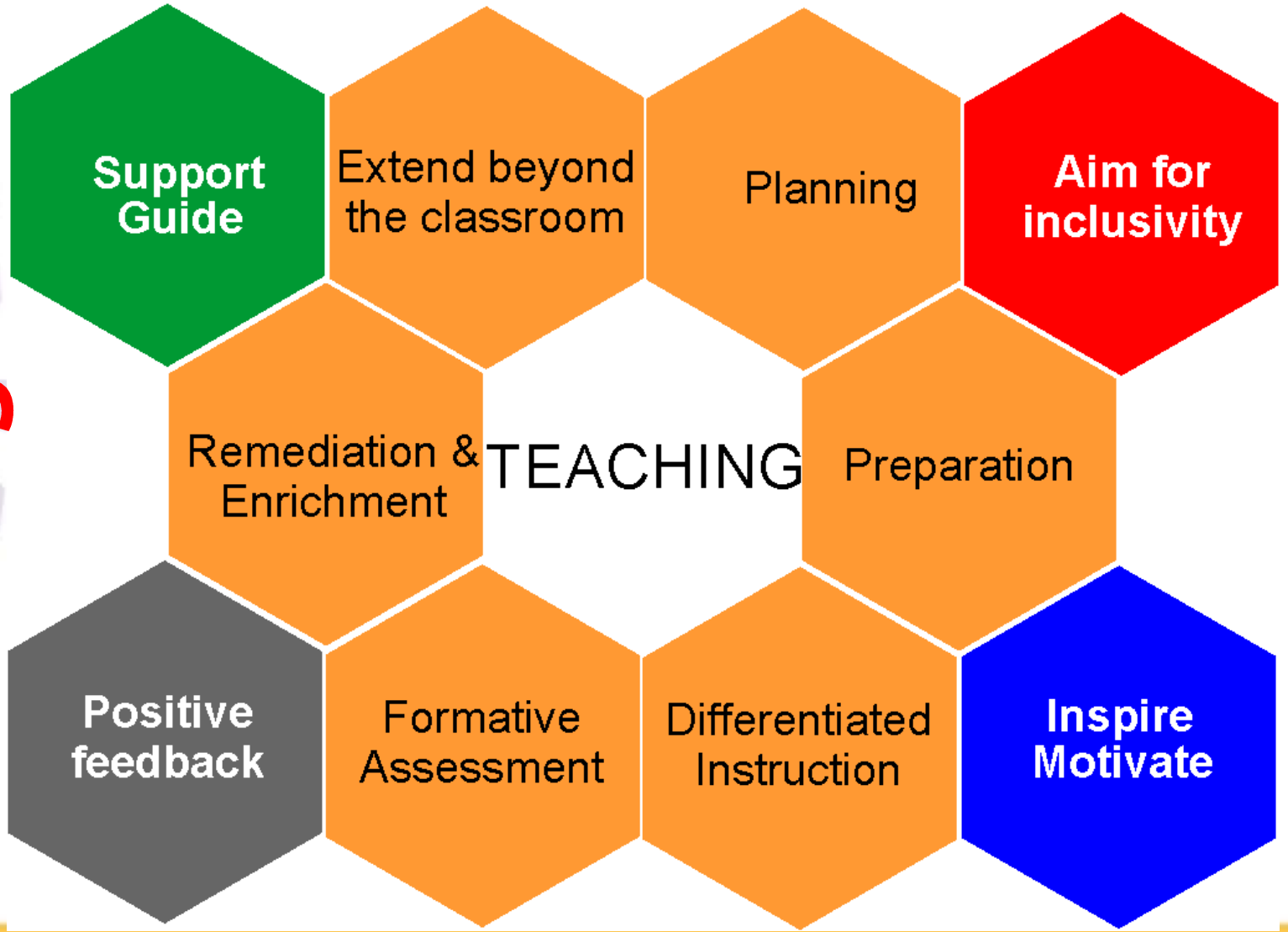
TECH MATHS/SCIENCE

SIAS

Quality Learning



Quality Teaching




Quality Management
Quality Planning
Quality Systems
Quality Delivery
Quality M&E
Quality
Quality Feedback
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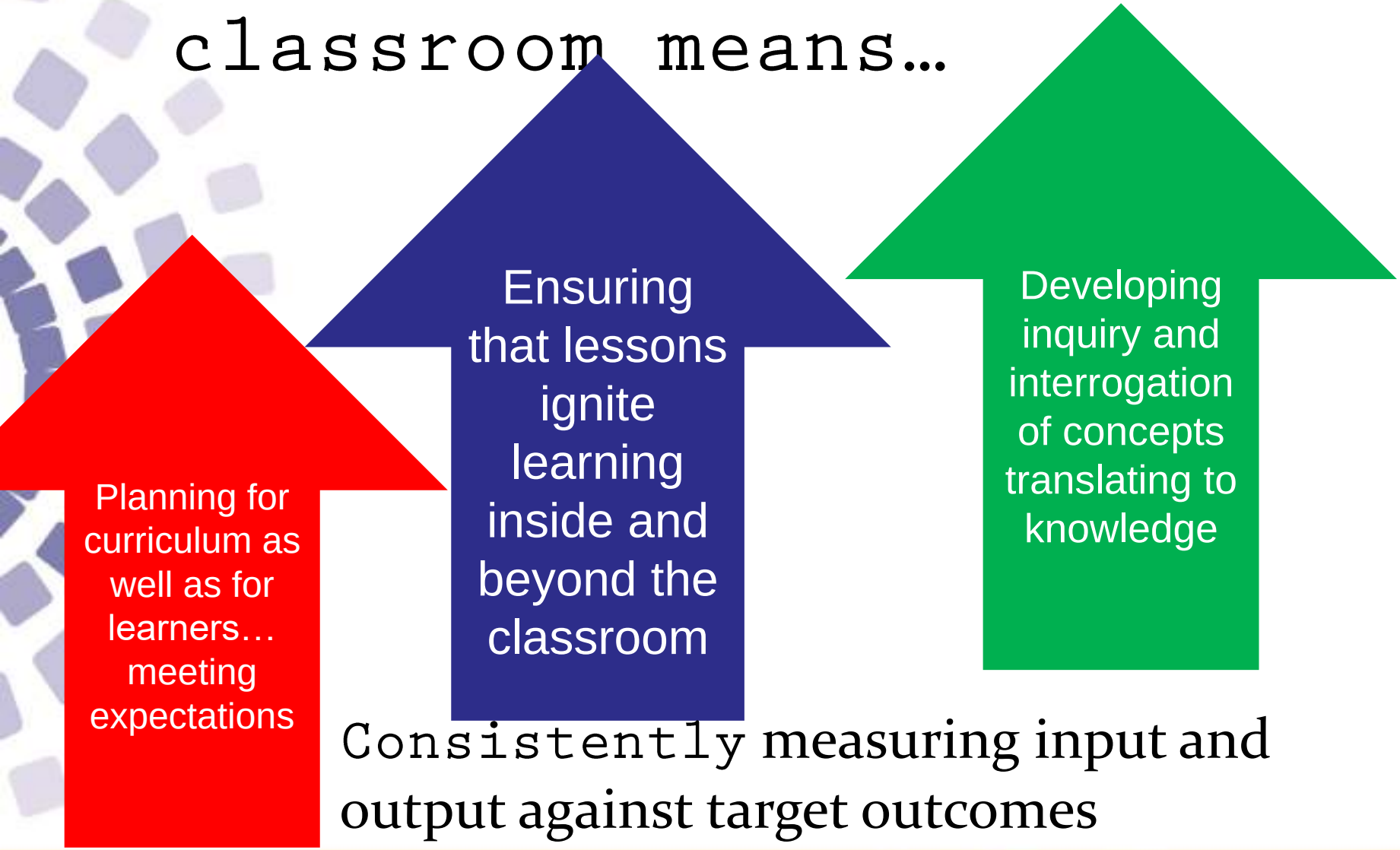
Quality Leadership

- Shared vision, clear direction
- Paint the bigger picture
- Positive influence to teams
- Motivating and Inspiring
- Strategic thinking and insight

INNOVATION

- Better ways for improved outcomes
- Effectiveness and Efficiency
- Simplified sophistication
- Technological inclination

Reconfiguring the classroom means…



Consistently measuring input and output against target outcomes

Rethinking education

Describing the traits of the young people that come out of the system…

Defining the quality of education each learner will experience in the system…

Setting minimum standards that must be achieved on each learner …

Outlining inputs required to meet the minimum standards…

Working hard to ensure that each learner, every learner has a chance to succeed…

CONCLUSION

- Spaul (2013) concludes by strongly asserting that time on task is essential. Every school day, as well as every school period, needs to be used in order to maximise instructional time. Currently teacher absenteeism amounts to approximately 1 month per annum and learning is compromised. Teachers need to be in class on task.

CONCLUSION

- Spaul (2013) concludes by strongly asserting that time on task is essential. Every school day, as well as every school period, needs to be used in order to maximise instructional time. Currently teacher absenteeism amounts to approximately 1 month per annum and learning is compromised. Teachers need to be in class on task.

THE CHAINS OF HABIT ARE TOO LIGHT TO BE FELT UNTIL THEY ARE TOO HEAVY TO BE BROKEN – WARREN BUFFET

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