Mondil Gungubele try out

THE OF THE CONTRACT COMMISSION OF THE CONTRACT C

ers Mekgemethe.

after its second year of operation. programme has started bearing fruit AN intensive education improvement

numeracy and literacy tests adminislearners from 461 schools. cered last year to about 14 000 Grade 3 Known as the District Development This is according to the results of

laboration with the Department of Edu-cation and the provincial departments of education improvement initiative of the Support Programme, this project is education in Eastern Cape, KwaZulu-A gency for International Development. Government, and is funded by the US The programme is conducted in col-

One focus of intervention is the founmanagement and governance, and the quality of teaching and learning, school Natal, Northern Cape and Limpopo.

The programme focuses on the support services provided to schools programme

dation phase, which ends in Grade 3 The first test was in October 2000

to the target schools in 2001. Grade 3 before the programme was introduced ested in October 2001 and 2002 those schools then

curriculum documents for Grade 3. pupils' grasp of skills as they are stated in numeracy-literacy. Appropriate testing programme on learner performance in instruments were developed to measure The goal was to test the effect of the

These instruments were administered

change in Grade 3 performance from 2000 to 2001, but in 2002 the numeracy each year. There was very tittle, if any, to random samples of learners from the 461 schools. About 14 000 were tested increased by five percentage points. increased whereas the literacy score 12 percentage

may perhaps more aptly be referred to success rate of as reading tasks. literacy. In passing, the literacy tasks numeracy and 53 percentage points in In 2000, pupils obtained an average The significantly higher scores in 26 percentage points in

a multiple-choice type, resulting uted to the fact that all the tasks were of the reading tasks may partly be attribanswers correct by chance. pupils probably getting a number

significant improvement (of about 1 percentage point) in 2001 and again (of about 10 percentage points) in 2002. In the case of numeracy, there was a

2 percentage points in 2000 and 2001, and by 4 percentage points in 2002 in 2002. Girls outperformed boys each decrease (of numeracy, girls outperformed boys by year in both numeracy and literacy. In points) in 2001 and a significant increase (of about 7 percentage points) For literacy there was a significant about 2,3 percentage

by 6 percentage points in each of the three years. This is a fact officience! In literacy, they outperformed boys

urally progress faster in schoolwork tion phase, and it may be that they nattionally and socially during the foundagirls mature faster than boys do emoshrinking. It is generally found that and there is no indication that it may be On the other hand, it is possible that

girls over boys. learning conditions at schools favour

comparisons of the test results of 2000, 2001 and 2002, it is clear that small changes occurred between 2000 and 2001 and 2002, improvements may have resulted from 2001, and large improvements in perormance occurred in 2002. As for the general scores, based on one or more of a number of factors.

an assessment model that can

 The support from the districts could tional practice; have succeeded in improving educa-

tion phase pupils.

series of tasks to be tackled by foundawhich translate curriculum goals into a

lirectly on Grade 3; School support officers could have tocusing ineir efforts

better established in 2002 and would consequently Service providers were probably be more effective

By Misshack Khotha

the training of educators and new teaching materials to take effect in the It could have taken a year or more for schools;

Have Some additional programmes that had an exceptional effect on introduced only 2002 could

take the sports seriously

service providers and educators 2002 could have helped to motivate The feedback session in January eamer attainment;

make a difference;

tests earning, an adverse effect in the form of rote unlikely that this kind of teaching had the desired outcomes are achieved. It is However, this need not be a bad thing if resulting in some "teaching to the test" The nature of the questions in the vere observed on all questions; may have become as performance increases

of R50 000 last month to stage

near Kempton Park. Hyper company

The inaugural

It is, bankrolled by

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ering them to teach more effectively; fied the curriculum objectives in meaningful way for educators, empow the service providers could have clara The material provided by some of

esis curriculum framework and could have tive classroom practice on their own, translated curriculum goals into effeccomfortable with teaching in the new Teachers could have become more 2002 because the

all local schools.

The students will

"Entry forms will be available at

 Teachers could have motivated learners much better to do well in the that much was

regarding continues support of the Kind Schools that top the log of the Deputy chairman of Blankuleni provided by the DDSP; and league in each section (primary and West School Sport Association, Softy 17 The The Indian of the minimum and phigh), will each receive a floating. Choocy Association, Softy Schools at the School Scho

cationally less mature students in 2002. could have reduced the number of edupupil. Repeated testing of proficiency Performance in these tasks to both us

regarding the efficacy at a minimum, it may be said that a clarified before firm factors on achievement needs to be gramme can be reached. Nevertheless, The influence of these and other of the conclusions broin numeracy and literacy at the end of the foundation phase helps to identify the nature and extent of changes in

improve educational delivery is through number of outcomes improved in 2002. opment of Assessment Resource Banks, nationally. The AMI involves the develpose of the AMI is to develop and pilot tiative (AMI). The fundamental the National Assessment Modelling Ini-One of the ways the DDSP aims to <u>ዳ</u> used -Jud Evaluation of Educational eracy/reading test was adapted from counting and ordering, addition, sub-traction and multiplication. The litoped with the help of the Join the International Association for the questions (not multiple choice) about paper-and-pencil test with free response tion Trust (JET). The numeracy test is a learner performance. The tests themselves wer Achievet devel

ment Survey conducted in 27 countries all the items are multiple chalice. It is also a paper-and-pence test but

frequently used were Mahlahle Instruments and were tion and non-fiction texts. tests were

and Xola Mati is a research is a senior researcher, publication 2004. For more articles in the sa publication visit www.hsrc.ac Review Volume 2 Number 2 of Human Sciences Research Cou Claassen a chief research specia The author Matthews Makgama

front of

of your hands and brains and this most of the displays require the use

and appreciation of science. gives a new look, feel, understanding

Also at the centre you have the

to test your IQ.

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And, the Question

Sci-Bono

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learning and discovery.

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opportunity

answered questions

guage that has taken form among household tools and about the lan-

cultural perceptions and ou

Sci-Bono

tific truth is based on indiv from the Ontario Science which is a travelling displi

Canada, argues

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youth, which is hip-hop, and

science

Assessment, Training and Educat Evaluation Research Programme



high schools in soccer categories only, said Magwentshu. accommodate all local primary and He explained that R20 000 has competition will From left Jerry Makgetia (tournament officer), Antonio Brax (sponser), Veytsia Magnesiashu and Solly Chokee showing socces balls which will be sent of the prizes for the lucky 50 werneys this

trophy and gold medals; while the runget trophics and Silver pany and said he hopes students wi last year, thanked Brax and bis

R5 000 worth of soccer equipment for students, which will be divided

been set aside for prizes for the lucky

each month

community in the form of knoping the something back to the supportive Brax, said they are obliged to donate sponsors, manager, Antorno thumbs-up by Besetsana епјоу инстястуск William Seakamela.

"It will help advance the develop

This initiative was given

the relevant shops before the closing

month," said Mag-

have to fill in the forms then submit to

date of every

youth busy. ment of football at the schools level said Seakamels, who is a leacher Equinswent High School in Ivo

pletion and comprehension of short competencies such as recognition frequently-used words, sentence or learners were assessed on core read named

offered instruction. The skills requifor performing well in the Makka Instruments are important part of this article by kind permission of the curriculum have been mastered scores indicate how well those parts skills required by the curriculum, Sowetan Education reprodu

I did not understand the proce-

not really.

it may seem like an easy task but it's spotted what's missing in pictures

open on week 5pm, weekends 9.30am to 4pm.

weekends and holid

week days Discovery

guages in which the DDSP scho ated from English into eight other

All three are in the count

embarrassingly low mark in ence centre in Newtown as I my hand at it. Sci-Bono does indeed have many surprises in store. Being screened when entering the building is just whole perspective about changed. The building, as t my peers. But as I entered Sci-Bono, my my teacher would read want to bring back memories By Nosite 75 one of them. scientific displays. boasts hundreds and hundreds of F I remember well, scien I dreaded visiting the new scialmost seven years since I tried school and it must have never my favourite

oject at ice was

Dee:

rounding tertiary institutions, made

later by students from surof realiy starry-eyed pupils,

Being in the company of an eager

OW

close we could stop

exhibits such as:
The Reaction Tester:

The centre also offens

he visit to Sci-Bono a journey of

reaction

our hand and eye coordinat

The Crane: We lifted and

electronic

c display disc, te time, natural refl

(lashing lights to the gree

Refusing to be put down
Refusing stareotyping
Embracing Africa and its An Arthura, Turn. - Zamba

Antsiba, a Trappa old Grade 12

pupit at Corre Jain Bodina Bayl

School of Bosonout, Johanness

burg, robusteers in the HTT-1425

publicati Section of Zone Community

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Hadda Comm. Section Sec. An Africa, I ma. - Zand Meibt, a 19-per-old Grade pupil at Chris Joir Bothe B School in Boamout, Johan That gave the beautiful of The cradle of humanikind I am beautiful and kind I belong to the Africa I am a proped, young Afra Who will not change I AM AN AFRICAN Embracing my language and traditions pigmentation admired by With my sun-kissed And I am proud All forming a part of my Affrican heritage To be an African am young, and African am a young African 3 eithent many Where all of us live, and are con-My vision is not isolated And, to nullify our wisdom of Threatening to wipe out our very At the HIV-Aids pandemic Where all of our fortunes are For I wish to see a continent I am an African, pleading with existence am an African, and a crying one To connect all the debus we so erspective ald on sound cultural and racial You were an African item
When you reaped on the airwa
Laterapys cooked their surs de 11 pape a Sondhukkkra Thandeka Mabona, THE PARTY here's to 10 years of E South Com

My moots are in this we rainhow people Or combleting yet, one so Of diversity and colour A TO THE PARTY goal for gold ton transported commenters to beir various destinations true community builder

engineering studens at the ray of South Africa.

near-old 3rd year electrica

Transported the emotions teners from sad to happy I Removed a tear with a sor elvet voice

As you moved from zero, You came, saw and conqu

to nero
Our hearts are scarlet with

Smiles have faded, from o Faces dark, with sadness Tears have filled our bear neavy rain, they all a

Set trends for many of us You crossed many rivers

But, the memories of you You blessed the nation wit But, wen't bring you back Walked a path to prosper

mo bote idir erapan Master m Through you, what four a We harm to accept people hard grounds Our bears, in our gres, an Khahwela... - Pule Magail Our one and only people Hands are for gradient, Dear Khadraela Table book, see studed, a That we christened The