



Department of Education

National Guidelines on:

How to Manage School Records

Volume 2 – School Management Records

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Education Management and Governance Development

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Pretoria 0002



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1. INTRODUCTION

This manual has been compiled by the Department of Education with the aim of assisting School Management Teams (SMT's) to manage their schools effectively. It aims to provide the reader with an understanding of the use, purpose, management and maintenance of all SMT management records, with the exception of financial records. The financial records have been omitted here. They are available from the National Department of Education in seven volumes:

- National Norms and Standards For School Funding, Financial Management For Schools, Training Manual 1 to 5
- National Norms and Standards For School Funding, School Fee Exemption
- National Norms and Standards For School Funding, Self-Managing Schools Section 21 Functions.

This booklet is further limited to the General Education and Training (GET) band. All teaching and learning from Grade R to 9 contributes to the type of learner envisaged by the National Curriculum Statement. Assessment of this learning takes place on a continuous basis throughout the ten years of schooling. The assessment and certification of this cumulative learning takes place at the end of Grade 9, when learners who meet the specified requirements are awarded a General Education and Training Certificate. This ends a learner's period of compulsory schooling.

This booklet forms one of four volumes in the series *Guidelines on How to Manage School Records*:

- National Guidelines on How to Manage School Records – Volume 1, School Governing Body Records
- National Guidelines on How to Manage School Records – Volume 2, School Management Records (this booklet)
- National Guidelines on How to Manage School Records – Volume 3, Administration Records
- National Guidelines on How to Manage School Records – Volume 4, Learner Records

Diversity of schools reflects and necessitates diversity in management and procedures. The records that schools keep will range in a similar vein. The records provided in this guide are generic sample documents and as such do not make provision for all provincial variations. **They are guidelines only.** Schools may feel the need to adapt these forms to meet their own particular requirements (for example, schools catering for learners with special educational needs).

1.1. Outcomes of these guidelines

The manual aims to provide the reader with the following:

1. An overview of how to manage Learner records;
2. An indication of the types of records to be kept at schools; and
3. An understanding of the use, purpose and maintenance of each record.

1.1.1 Who should read these guidelines?

This manual is addressed primarily to school management teams (SMTs). However, district, regional and provincial education officers would also find it a useful guide to managing the information at their respective levels.

1.1.2 What is records management?

Records management involves the storage, retrieval and use of information. In records management, the guiding principle is that information must be readily available at the prerequisite time and in the form it is required. In order to effectively utilise the information in the system, the data must be **accurate, reliable and informative**.

1.1.3 What is a school record?

A record is documented proof of a transaction or activity that is routinely done by a school. These activities range from the purchasing of learning resources to accounting for the number of learners and teachers present, absent or ill at school. Records are therefore an important means of accountability because they provide proof of actions taken and decisions made by either the school management team or the school governing body.

1.1.4 What is the role of records?

Records play a dual role in that they provide schools with a clear indication of what is available and what is required, as well as providing schools with the ability to pass on information for planning and policy decisions. Parents can have access to school records. Records must be archived and kept for three years after a child has left the school. The records may only be disposed of according to provincial regulations.

1.1.5 Types of School Records

There are essentially two categories of records kept at schools.

- The first can be termed **governance** records, as they are a separate category of records both developed and administered by the SGB. The information required by the governing body of the school is intended to ensure the effective and efficient running of the school. The functions of the SGB are described in detail in sections 5, 6, 7, 8 and 20 of the South African Schools Act and centre around six essential policies.

Governance records are dealt with in the booklet:

- National Guidelines on How to Manage School Records – Volume 1, School Governing Bodies
- The second category may be termed **management** records, as they are the instructional leadership and administrative records utilised by the SMT for the effective functioning of the school's core activities and comprises records on the learners, staff and resources of the school. The SMT requires information to ensure that learning and teaching occur.

These records may be classified into three categories:

- Management Records (this booklet)
- Administrative Records
- Learner Records

Each of the above is dealt with in a separate booklet:

- National Guidelines on How to Manage School Records – Volume 2, School Management Records (this booklet)
- National Guidelines on How to Manage School Records – Volume 3, Administration Records
- National Guidelines on How to Manage School Records – Volume 4, Learner Records

2 Management Records

The information required by the professional management team of a school is essentially to ensure that learning and teaching occurs with the minimum disruption. Accordingly, the type of records required by the school management team (SMT) for professional decision-making, are largely those related to the curriculum requirements of the school and other professional issues. This section will deal with the various records that fall within the jurisdiction of the SMT, and will provide a month-by-month activity calendar of the management tasks to be done by the SMT.

Reference to the purpose, use and maintenance of each type of record is made and a pro-forma of each is provided.

2.1 Official Departmental Communications

2.1.1 Introduction

The school regularly receives many circulars, documents, letters, regulations, etc from the provincial departments and regional/ district offices. The school also sends memoranda, letters, reports, etc to these offices. In order to keep track of the communication between schools and departmental offices, a register should be kept.

2.1.2 Purpose

To record the dates of receipt and despatch of all communications between the school and departmental offices. This record can be put in electronic form.

2.1.3 Use

The staff member responsible for opening and posting correspondence would use this register to record all communications.

2.1.4 Organisation, storage and retention

All correspondence received and despatched would be recorded by date. The register will be kept in the responsible staff member's office. At the end of each year it should be filed for future reference. This can be done in chronological format. It should be stored as long as possible or destroyed in accordance with provincial regulations.

[illegible]

3 Meeting Documents

3.1 Introduction

These are records of meeting procedures, decisions and resolutions. They are documented transcripts of what occurs at meetings, the decisions taken, and the actions decided on. They can also be reports of proceedings that have occurred outside of the meeting and tabled at the meeting.

3.2 Purpose

These documents serve an important reference purpose. They allow the school management to keep track of changes in their procedures and practices. They also serve as a transparent transcript of management decisions and practices. Reports are concise and effective communication tools. Finally, they serve the purpose of keeping parents, the governing body, and the district, regional and provincial offices informed of important school matters.

3.3 Organisation, Storage and Retention

Each type of meeting/report should have its own file or folder. Within each file, the agendas, minutes and reports should be arranged according to date. The principal should keep them for as long as is possible, or in accordance with provincial regulations.

The type of documents generally used for the purposes of recording meeting procedures, include:

- Agendas;
- Minutes; and
- Reports.

Each of these documents is discussed below.

3.4 Agenda

Regularly, throughout the year, meetings of staff will take place. These are most likely to be general staff meetings, grade meetings, subject and learning area meetings or School Management Team meetings. Before the meeting an agenda (list of things to do or cover) must be drawn up. The agenda will inform everybody what issues will be discussed at the meeting and provides an opportunity to add additional items. It also helps the chairperson of the meeting to run the meeting in an orderly way.

Here is an **example** of an **agenda**: (You should adapt this to your specific school needs and for each meeting)

XYZ SECONDARY SCHOOL AGENDA Staff Meeting To be held on 13 July 2000 at 2.30pm, in the staff room 1. Welcome and apologies 2. Discussion of minutes of previous meeting 3. Adoption of minutes of the previous meeting 4. Matters arising 5. Extra-curricular timetable 6. Learner matters 7. Curriculum matters 8. Resources 9. Exams 10. Additional matters 11. Date and time of next meeting
--

Agendas should be circulated well before the meeting. This gives those interested time to prepare for the meeting.

3.5 Minutes

At the meeting, someone must be appointed to take the minutes. If the school has a secretary or an administrator, this person can take the minutes. If a secretary or administrator is not available, someone at the meeting (**irrespective of gender**) must be appointed to take the minutes.

The minutes are a record of what was discussed at the meeting and what decisions were taken. Below is an **example** of what **the minutes** could look like.

PQR SECONDARY SCHOOL

Minutes of the staff meeting held on 13 July 2003, at 2.30pm in the staff room

Present: Mrs A, Miss B, Miss C, Mr D, Mrs E, Mr F, Mr G, Miss H and Mrs I.

Absent: Mr J and Mrs K

Chair: Mrs S

Minutes: Mr N

1. Welcome and apologies

Mrs. S welcomed everyone to the meeting. Apologies were received from Mr. J who is ill and Mrs. K who is accompanying the school choir to a competition in Port Elizabeth.

2. Approval of Agenda

Correction and approval of the minutes from the previous meeting

Minutes of the meeting on 29 June 2003 were read. There were no corrections and the minutes were approved (proposed Mrs A and seconded Mrs K).

3. Matters arising

The parental information evening has to be moved from 3 August 2000 to 10 August 2003 as the original date clashed with the interschool chess competition.

Mrs A is happy to report that after the complaint at the last meeting that classrooms were looking dull and unattractive, the situation has improved substantially and all classrooms have displays up on their walls.

4. Curriculum matters

Language enrichment classes will be held for those learners in grade 8 and 9 who require language development. Class teachers should provide Miss C with a list of names of those learners who require these classes by 30 July 2003.

All grade 11 and 12 learners will be attending a Career Guidance exhibition on 14 August 2003. The necessary transport must be arranged. Miss H will arrange the transport.

5. Extra-curricular timetable

Mr D felt that it would be beneficial to learners if ball skills were introduced as an extra-curricular activity. It was agreed that Mr D would investigate how many learners would be interested in taking this up, the cost implications for the school of introducing this activity and how ball skills could be accommodated in the extramural timetable. Mr D will report back at the next meeting.

6. Learner matters

Three incidents of bullying have been reported in the last two weeks. The perpetrators have been dealt with according to our disciplinary procedure. Concern was expressed at this sudden increase in the occurrence of these incidents. It was decided that Miss B would investigate the reasons for the increase in bullying. Miss B will report back at the next meeting.

7. Resources

Mr F complained that the overhead projector has been broken since May and it has not been fixed. Mrs A explained that there was no money in the budget to fix the OHP. She said that this would be budgeted for next year.

Mrs E said that science textbooks that had been ordered at the beginning of last term had still not arrived. Mrs A said that she would phone the distributor to see what the hold up was.

8. Exams

Miss C reported that the mid-year exams had gone off very well. She said that very good results were achieved in English and Geography but that the results in maths were quite poor. She said that an evaluation of the paper and the results had shown that learners were struggling with fractions. As a result the maths teachers had developed a remediation programme to try and solve this problem.

9. Date and time of next meeting

The next meeting will be held on 31 July 2004 at 2.30pm in the staff room.

The meeting was closed at 16h00.

Signature (Chair)

The minutes should include the following:

- Date, place and time of the meeting;
- Who attended (and who submitted apologies);

- Acceptance of the previous minutes as a true reflection of what was agreed at the last meeting. This should be proposed and seconded, and the proposer and seconder should be noted in the minutes. The Chair (or the Deputy) should then sign the previous minutes to show that all agree to them. The previous minutes should be glued into a hardcover exercise book (with fixed pages - not a file that has loose pages) that is stored in a safe place in the administration centre of the school;
- Matters arising from the previous minutes (and not on the present meeting's agenda);
- Outcomes of the discussions as detailed on the meeting's agenda;
- Closure (time).

The minutes should be circulated to each person before the next meeting. This gives SMT members time to consider what was agreed and what they may have to do before the next meeting. These minutes would then follow a similar path at the next meeting (proposed and seconded as a true reflection, signed by the Chair, and glued into the Minutes Book).

The Minutes Book, then, forms the most important record for the SMT. It records what decisions were taken, what discussions were held and who was there at the time.

3.6 Administrative Reports

The need to communicate important matters to others arises often during the school year. It could include having to report to the parent body of the school on the progress of learners, how money raised was spent, why the school fees had to be raised, or on what grounds a learner was disciplined.

These matters would need to be recorded, and the most effective way to do so would be through a report. Reports vary according to type and purpose, and could differ widely from one individual to another in content.

However, there are certain generic characteristics that good reports have, such as:

1. An introduction – a brief description of the issue or project to be reported upon;
2. A background – a brief description of the circumstances leading up to the issue to be reported upon;
3. Reasoning – the actual explanation and reasoning for the decisions taken, actions pursued, progress to date, etc.;
4. Recommendations – suggestions as to how to resolve a particular problem (if an ongoing one), future action plans, etc.;
5. Financial implications – description of costs involved, if any; and
6. Conclusion – some comments on the effects of the resolution adopted, actions taken or decisions made.

A sample report is included below:**MINIMUM READING SKILLS IN GRADES 1 AND 2****Dated 30 April 1999**

Submitted to the School Curriculum Committee

By Ms X, Head of Foundation Phase Department

1. Introduction

A project was undertaken in accordance with a resolution of the SGB, no.14 of 1998, which was to determine the extent to which the Foundation Phase Learners have acquired the minimum reading skills. The resolution read as follows: *“to determine if our grade 1 and 2 learners have acquired the minimum reading skills to enable them to effectively learn in the next phase of learning.”*

2. Background

Teachers in grade 3, 4 and 5 complained that the learners in these grades were unable to read competently and that it affected their understanding of complex topics. The complaint was lodged with the Principal, who proposed that the SGB fund a research project in that regard.

3. Progress

I am happy to report that the research team, appointed by the SMT and SGB have completed their preliminary research and that the first set of findings will be presented to the staff at the next staff meeting, before being tabled at the next SGB meeting.

The staff was quite happy having the researchers at the school. They share a commitment to provide the best quality teaching to our learners. The research team did not experience any difficulty in getting access to either learners or their parents, which proved helpful to the success of the project.

4. Recommendations

The research team will be conducting the second round of interviews for the next phase of the project within the following term. It is recommended that it be postponed for 3 weeks as it would coincide with the planned educational tours of the grade 1 and 2 learners.

5. Financial implications

Mrs Y has drawn up a detailed expense sheet of costs incurred to date. The project is still well within the allocated budget, and indications are that we would not be exceeding the budget allocation.

6. Comments

The staff members, especially the foundation phase teachers, are very excited about the preliminary findings of the research team. It has generated great excitement and substantial educational debates amongst teachers. The staff would like to thank the SGB for having made funds available for this valuable research.

Signed:_____

4 Personnel Information

4.1 Introduction

Personnel Records provide information on all the staff in a school. These records include details of staff in terms of qualifications, age, gender and previous experience. Records may be kept for both teaching and non-teaching staff members. Basic data on educators should be kept as a valuable source of information for the Principal and SMT for curriculum planning purposes. In addition, a school may need to keep detailed records of staff in SGB posts (including salary information) as this data is not captured into the PERSAL system at department level. Staff information is also required to complete the schools' annual survey forms and should be readily available. Personnel record cards contain personal information on individual teachers and other staff members at the school. It is supplemented with other administrative records, such as letters, certificates, appraisal forms, application forms etc.

4.2 Purpose

Personnel record cards provide all the necessary information about a teacher or an administrative staff member at a glance. It also provides information on the required professional development of the individual teacher, and training needs of administrative staff.

4.3 Use

The principal and the SMT use personnel record cards to make informed decisions for planning and general administrative purposes by using the personnel records.

4.4 Organisation, storage and retention

The principal should keep these records securely. They should be treated as confidential. They can be filed according to school's own administrative filing system. An alphabetical list of staff names would be useful for indexing and referencing purposes. When new cards are required, they should be attached to the old ones. On retirement, resignation or death of staff members, the cards should be archived.

Example 1 - Personnel Record - Administrative Staff Information

Name of School: _____

Personal Information

Surname: _____ Maiden Name: _____

First Name: _____

Date of Birth: _____ ID No.: _____

Race (for statistical purposes only): _____

Ref. No.: _____ Tax No.: _____

Marital Status: _____ Date of Marriage: _____

Name of Spouse: _____ Contact Number: _____

No. of Dependants/children: _____

Residential Address: _____

Telephone Number: _____ Cell Phone Number: _____

Training Information

School attended: _____

Highest Standard passed: _____ Year: _____

University/Technikon/College attended _____

Degree/Diploma obtained: _____ Year: _____

Specialisation: _____

Previous Experience

Organisation: _____

No. of years: _____ Position: _____

Signature: _____ Date: _____

Example 2 - Personnel Record, Educator Information

Name of School: _____

Personal Information

Surname: _____ Maiden Name: _____

First Names: _____

Date of Birth: _____ ID No.: _____

Persal No.: _____ Tax No.: _____

Marital Status: _____ Date of Marriage: _____

Name of Spouse: _____ Contact Number: _____

No. of Dependants/children: _____ Cell Phone: _____

Residential Address: _____

Professional Information

School attended: _____

Highest Standard passed: _____ Year: _____

Matric Subjects taken: _____

University/Technikon/College attended _____

Degree/Diploma obtained: _____ Year: _____

Specialisation: _____

Teaching Experience

Previous School/College: _____

Total No. years teaching experience: _____

Subjects offered in order of preference: _____

Extramural activities: _____

Signature: _____ Date: _____

5 Duty Records

Duty records are important in that they indicate agreements between the SMT and the staff about who does what at the school. Each staff member should have a duty sheet that is signed by the relevant member of the SMT (usually the Principal) and the staff member concerned. There are a number of different types of duty records related to the function of the staff member.

5.1 Duty Sheets

5.1.1 Introduction

The duty sheets provide an overview of the workloads of individual staff members. They specify the type of work (teaching or administration), and provide an indication of the hours worked in accordance with the employment conditions of service. The duty sheets could be a summary of duties or detailed descriptions of tasks to be performed.

5.1.2 Purpose

The information contained on the duty sheets allows the SMT to make informed decisions regarding the workload of teachers, administrative and support staff. They provide an indication of the tasks and duties of each staff member and clearly indicate the responsible person for any task.

5.1.3 Use

The principal uses the duty sheet for administrative and planning purposes. The principal and SMT also use the duty sheets for making management decisions.

Duty sheets should be reviewed at least on an annual basis to ensure there is agreement between the SMT and staff members on what their roles and functions are for that year.

5.1.4 Organisation, storage and retention

The duty sheets may be stored alphabetically, according to the staff member's name. They must also be included in the individual files of each staff member. A summary sheet of all staff members' duties would be useful to the principal for referencing purposes, and can be kept in the principal's office.

Duty sheets may vary annually, and should be updated accordingly. When duties change, the new sheets should be attached to the old ones, and filed together. They should be retained for as long as possible. The duty sheets may only be destroyed in accordance with provincial regulations.

The following duty sheets are included as examples:

- Teachers' duty sheet summary;
- Administrative Staff Duty Sheet Summary;
- Administrative Staff Duty Sheet;
- Teaching Staff Duty Sheet.

Example – Teachers’ Duty Sheet Summary**Name of School:** _____**Name of Teacher:** _____**Persal No.:** _____ **ID No.:** _____**Qualifications:** _____**Specialisation:** _____**DATE:** __/__/__**Subjects/LA’s****Grade/s****Previous experience in subject**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Extramural duties:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Administrative duties:

_____	_____	_____
_____	_____	_____

Other duties:

_____	_____
_____	_____

School Stamp

Teacher’s signature: _____**Principal’s signature:** _____**Date:** _____**Date:** _____

Example – Administrative Staff Duty Sheet Summary**Name of School:** _____**Name:** _____**Persal No.:** _____ **ID No.:** _____**Qualification:** _____**DATE:** __/__/__**List of Duties:**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total number of hours per week: _____**Staff Member's Signature:** _____**Principal's signature:** _____**Date:** _____**Date:** _____

Example – Administrative Staff Duty Sheet**PQR Primary School**

OFFICE STAFF

Ms Y**Reception / Switchboard**

- Booking of day trips and presentations at school
- Staff typing (Grades 6 and 7)
- Newsletter and Notice typing
- Staff meeting minutes
- Sickroom monitoring and First Aid Stock
- League Sports confirmations – incoming
- Staff lunches / Social functions
- Staff interviews & appointments
- Registers/ Fridays

Ms H**Financial administration**

- Collection of all monies/banking
- Governing Body Meeting Notification
- Official Correspondence – Staff matters
- Regional Course Organisation / Administration
- Tour Administration
- Post
- Stationery ordering / control
- Aftercare Administration

Ms J**Computer-based Administration**

- Class lists / House lists etc
- Gr.1 and New Learner Profile Cards
- Admission Register
- Application and Acceptance Administration
- Subject Meeting minutes – all subject heads
- Staff typing (Grades 1 – 5)
- Filing – Departmental correspondence
- Mark Schedules
- Reports

Example – Teaching Staff Duty Sheet

PROFESSIONAL STAFF: Additional duties (not including teaching & extra-mural duties)

GRADE ONE

Ms F Foundation Phase – Head of Department
 Foundation Phase – Literacy subject control
 Foundation Phase Work reviews – Supervisor
 Foundation Phase – Parent Support Programme Organisation
 (Information evenings: Parents’ afternoons)

Mrs R Consumable and Art Stock Control and stockroom
 Grade One Open Day – Organisation
 Perceptual training: Stock control
 End of term Staff lunch organisation

Mrs A Union Staff Representative / Shop Steward
 Foundation Phase – Numeracy: Subject Control
 ECD – School representative

Mrs. L Grade 1 and 2 Gala – Organisation (with Mrs. K)
 Inter-House Athletics – Organisation (with Mr N)
 Teachers’ Reference Library – Administration and control
 Foundation Phase: Life skills – subject control

GRADE TWO

Mrs D

Inter-House Gala – Organisation

Swimming: League organisation

School Magazine: Foundation Phase material – Editor

Mrs R

Teachers Centre Liaison – Course Notification to the staff

Staff Notice board updating

Hindu learner activities – R.E.

Ms M

Jewish & Muslim learner activities – R.E.

GRADE THREE

Mrs J

Carols by Candlelight / Nativity-Organisation

Textbook /Reading material, stock control- Foundation Phase

Playground and Scholar patrol duty roster

Mrs M

Art Competition – Foundation Phase Organiser and coach

Junior Choir Eisteddfod

Junior Hymn practice / Assembly pianist

Carols by Candlelight / Nativity Organisation

6 Timetables

6.1 Curriculum Timetable

6.1.1 Introduction

The Curriculum Timetable is a comprehensive timetable indicating the utilisation of all teachers for the different learning programmes and learning areas required by the Revised National Curriculum Statement (RNCS) and the Curriculum 2005. At a glance it indicates which learning programmes, subjects and grades are being taught by which teacher and for how many periods. It is very useful because it can also provide an indication of the room utilisation of the school, if it indicates the classroom or laboratory to be used for a specific period. It is the responsibility of the School Management Team (SMT) to compile the timetable.

6.1.2 RNCS Phasing

Timetabling is in a state of flux while the RNCS is being phased in. The phasing takes place as follows and must be taken into account when the school timetable is being developed:

	Foundation Phase			Intermediate Phase			Senior Phase		
Curriculum	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9
C2005	1998	1999	2000	2001	2002	2003	2000	2001	2003
RNCS	2004	2004	2004	2005	2005	2005	2006	2007	2008

6.1.3 Learning Areas

There are eight learning areas in the RNCS. A learning area is a field of knowledge, skills and values that has a unique feature as well as connections with other fields of knowledge and Learning Areas. In the RNCS the Learning areas are:

- Languages
- Mathematics
- Natural Sciences
- Technology
- Social Sciences
- Arts and Culture
- Life Orientation
- Economic and Management Sciences

6.1.4 Learning Programmes

Whereas the learning areas stipulate the concepts, skills and values to be achieved on a grade-by-grade basis, Learning Programmes specify the scope of learning and assessment activities for each phase. Learning Programmes also contain work schedules that provide the pace and sequence of learning.

The Learning Programmes are different for each Phase:

- In the Foundation Phase, there are three Learning Programmes: Literacy, Numeracy and Life Skills.
- In the Intermediate Phase, Languages and Mathematics are distinct Learning Programmes. Schools must decide on the number and nature of the other Learning Programmes for this phase based on the organizational imperatives of the school. The national priorities and development needs of learners must be taken into account when deciding on Learning Programmes.
- In the Senior Phase, there are eight Learning Programmes based on the Learning Areas.

Timetables must incorporate the relevant learning programmes for the specific phase.

6.1.5 Time Allocations

In terms of Section 4 of the Employment of Educators Act (1998), the formal school day for teachers is seven hours.

In terms of the National Education Policy Act (1996), the formal teaching time per school week is 35 hours.

Formal teaching time varies between the different phases and Grades. This is set out in the following table:

Phase	Grade	Time	
Foundation Phase	R, 1 & 2	22 hrs.	30 mins.
Intermediate Phase	3	25 hrs.	
	4, 5 & 6	26hrs.	30mins.
Senior Phase	7	26 hrs.	30 mins.
	8 & 9	26 hrs.	30 mins.

Time allocations per learning area/programme differ with the various Phases as follows:

6.1.6 Foundation Phase

Bearing in mind the hours per week and the number of lessons per week, Foundation Phase time is allocated as follows:

Learning Programme	Time (%)
Literacy	40 %
Numeracy	35 %
Life skills	25 %

6.1.7 Intermediate and Senior Phase

Time allocations as percentages of time (presented in the table above) for Intermediate and Senior Phases are:

Learning Area/Programme	Time (%)
Languages	25%
Mathematics	18%
Natural Sciences	13%
Social Sciences	12%
Technology	8%
Economic and Management Sciences	8%
Life Orientation	8%
Arts and Culture	8%
Total	100%

The school timetable must take both the learning areas and the correct time allocation percentages into account.

6.2 Personal Timetables

6.2.1 Introduction

These timetables reflect the utilisation of each teacher's contact time. They also provide an analysis of the movement of each class on a daily basis. These timetables may reflect a weekly (5-day) picture, or a cycle period (6,7 or 8-day cycles). The latter type of timetable is normally adopted to compensate for public holidays during the school term. It allows the school timetable to continue without the loss of a day's work. Public holidays may all fall on a particular day of the week, resulting in that day's allocated classes not being taught, if the weekly timetable is used.

6.2.2 Purpose

The timetable has the following purposes:

- It indicates where each educator and learner is at any given time during the school day;
- It indicates the total time allocated to a learning programme / subjects;
- It indicates learning programmes or subjects on offer at the school;
- It provides an overall indication of each educator's workload and the educator's allocation per subject and grade.

6.2.3 Use

Timetables indicate the spread of teachers across classes and the curriculum. They allow the Principal and SMT to make informed decisions with regard to the staff needed. They also give an overview of the learners' and educators' movements during the day, as well as the workload of any teacher for any period during the day.

Timetables must be distributed to each teacher (personal timetables) and to each class of learners (class timetables) for effective planning and preparation. Individual teachers use their personal timetables to prepare and plan their daily, weekly or term's work for each class that they teach. Learners, on the other hand, need a copy of the class timetables to ensure that they prepare for and bring along the correct materials for the day's work.

Other timetables, such as those used for playground, patrol and extracurricular activities are intended to indicate the duties of teachers/learners (in some cases) for the various activities. These too must be distributed accordingly.

6.2.4 Organisation, storage and retention

Timetables for each class and teacher must be pinned up in the relevant classrooms. The master copy of the school timetable should be displayed in the principal's office and the central administration office for reference purposes. Each educator should have a paper copy of the timetable. A copy of the timetable should be filed with other records reflecting the workload of teachers.

At the end of each year, the individual and class timetables may be destroyed. The master timetable may be retained for use as a starting point in working out the following year's timetable.

It may be necessary to adjust the timetable when a teacher resigns or dies. If the replacement teacher is unable to offer the same subject combinations, the timetable may need to be changed to accommodate the new teacher. The changed timetable must then also be distributed, filed and displayed as the previous one.

An example of a Foundation Phase class timetable follows below.

ABC PRIMARY SCHOOL**CLASS TIMETABLE**

Educator

Class

Year

Period	1	2	3	4	5	6		7	8	9	10
Time											
Monday	Literacy	Numeracy			Literacy	Life Skills	BREAK	Life Skills	Literacy		
Tuesday	Numeracy				Literacy	Numeracy		Life Skills		Literacy	
Wednesday	Literacy	Numeracy						Life Skills		Literacy	
Thursday	Numeracy	Life Skills		Assembly	Life Skills			Literacy			Life Skills
Friday	Literacy		Numeracy			Literacy		Literacy			

Principal's Signature

6.3 Extra-Curricular Timetable

As it is important to offer extra-curricular activities, it is vital that time, staff (to coach, referee etc) and resources (like fields, classrooms, sport equipment etc) are allocated to each of the activities.

This is done on an extra-curricular timetable. These can be weekly, monthly, by term or annual.

An example of a term's extra-curricular timetable is included below:

ABC PRIMARY SCHOOL EXTRA-MURAL TIMETABLE TERM FOUR 2003					
Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Netball	Mini netball – Grade 2 Mini netball racquet required Mrs. H. 13:00 – 14:00	Mini netball – Grade 1 Mini netball racquet required Mrs. H 14:00 – 15:00 Junior Netball Matches Grade 3-5 Boys & Girls (alternate weeks) Mrs. L 13:30-16:00	Senior Netball Girls & Boys Grade 5-7 Mrs. T 14:00-15:00	Junior Netball team (Club) Grade 3 to 5 Boys & Girls Mrs. L 14:00-15:00	Social Netball Grade 3-5 Mrs. F 13:30-14:30
Soccer	Team soccer Grade 1-3 Ms. K, Ms.. D 14:00-15:00 (Lifts required)	Team Selection Grade 1-7 Ms. K, Mrs. S, Ms. D 14:00-15:00 (Lifts required)		Team Soccer Grade 4-7 Ms. K, Mrs. K 14:-15:00 (Lifts required)	Matches Ms. K, Mrs. O 13:30-16:30 (Lifts required)
Cricket (OWN BALL REQUIRED) Grade 1&2 slazball. Ter Horst 115g ball Commonwealth 135g ball	Commonwealth B Matches Mr. G 13:30-17:00 Ter Horst B Matches Mr. R 13:30-17:00 Commonwealth C Practice Mr. N, Mrs. N 14:00-15:30	Commonwealth C Matches Mr. N, Mrs. K 13:30-17:00 Ter Horst C Matches Mr. N 13:30-17:00 Commonwealth A Mr. M, Ms. K 14:00-15:30 Ter Horst A Mr. C 14:00-15:30	Commonwealth A Matches Mr. M, Ms. K 13:30-17:00 Ter Horst A matches Mr. G 13:30-17:00 Grade 3 Mini-Cricket Mrs. H 14:00-15:00	Ter Horst B Mr. R 14:00-15:30 Commonwealth B Mr. G 14:00-15:30 Ter Horst C Mr. N 14:00-15:30 Grade 2 Cricket Ms. K 13:30-14:30 Grade 3 Mini-Cricket Matches Mrs. H 13:30-17:00	Grade 1 Cricket Ms B 13:30-14:30
Hockey		Grade 3 & 4 Girls Mrs. S 14:00-15:00	Grade 1 Boys & Girls Ms. N 13:30-14:30	Grade 2 Boys & Girls Ms. N 13:30-14:30	

6.4 Scholar Patrol and Playground Duty Roster

It may be important to allocate staff for both scholar patrol and playground duty.

An example of a scholar patrol and playground duty roster is included below:

(in this case for only the first four weeks):

Scholar Patrol & Playground Duty Roster

WEEK 1	MONDAY 10	TUESDAY 11	WEDNESDAY 12	THURSDAY 13	FRIDAY 14
SCH PATROL 1ST BREAK 2ND BREAK	Mr. X Ms. Y Mrs. Z				
WEEK 2	MONDAY 17	TUESDAY 18	WEDNESDAY 19	THURSDAY 20	FRIDAY 21
SCH PATROL 1ST BREAK 2ND BREAK					
WEEK 3	MONDAY 24	TUESDAY 25	WEDNESDAY 26	THURSDAY 27	FRIDAY 28
SCH PATROL 1ST BREAK 2ND BREAK					
WEEK 4	MONDAY 1	TUESDAY 2	WEDNESDAY 3	THURSDAY 4	FRIDAY 5
SCH PATROL 1ST BREAK 2ND BREAK					

7 School Calendar

7.1 Introduction

Schools are made up of diverse groups of people with varying interests, income, and demands on their time and a range of abilities. It is important that all who are associated with the school understand all the activities, deadlines, terms and holidays and when important meetings are to take place.

All of the above can be achieved on a School Calendar.

7.1 Purpose

The purpose of the school calendar is to:

- Provide an overview of the whole year to all the SGB members, the SMT, the professional and support staff, parents and learners;
- Assist the SGB and SMT with planning and preparation;
- Ensure that the relevant records are completed at the appropriate time; and
- Facilitate the organisation of the school.

7.2 Use

The whole school community should use the School Calendar:

- Learners;
- Parents;
- Teachers;
- SMT members; and
- SGB members.

A new school calendar should be prepared annually, preferably starting at the end of the previous year so that it is ready early in the New Year.

7.3 Organisation, storage and retention

The school calendar should be displayed in the principal's office, the administration office, the staff room, on the school notice board and on all classroom notice boards. Parents should also receive a copy.



IRG CALENDAR FOR 2003

TERM ONE (Wednesday, 15 January to Thursday, 20 March)

Thursday, 16 January	Grades Six and Seven meeting (starting time 17:30)
Monday, 20 January	Grade One meeting (17:30)
Tuesday, 21 January	Grades Two and Three meeting (17:30)
Thursday, 23 January	Grades Four and Five meeting (17:30)
Monday, 27 January	Finance Committee meeting (19:00)
Thursday, 30 January	Start of Children's Council Election Week
Friday, 31 January	Voting Day: Children's Council
	Interhouse Swimming Gala (09:00)
Monday, 3 February	Governing Body meeting (19:00)
Friday, 7 February	Children's Council meeting (14:00)
Monday, 10 February	PTA meeting (19:00)
Wednesday, 12 February	2004 Grade Ones' Open Day (11:30 to 13:00)
Friday, 14 February	St Valentine's Day Fête
Monday, 24 February	Finance Committee meeting (19:00)
Monday, 3 March	Educational Tours Week: Grades Four to Seven
	Governing Body (19:00)
Monday, 10 March	PTA (Parent-Teachers' Association) meeting (19:00)
Friday, 14 March	Children's Council meeting (14:00)
Tuesday 18 March	Bakers' Mini-Cricket Festival (14:00)
Wednesday, 19 March	"Let's look at my work!" night (17:00 to 19:00)

TERM TWO (Monday, 7 April to Friday, 20 June)

Monday, 7 April	PTA meeting (19:00)
Friday, 11 April	Easter Service (08:30)
Monday, 14 April	Finance Committee meeting (19:00)
Friday, 18 April	Public holiday: Good Friday
Monday, 21 April	Public holiday: Family Day
Wednesday, 23 April	World Book Day (09:00 – 14:30)
Friday, 25 April	Children's Council meeting (14:00)
Monday, 28 April	Public holiday: Freedom Day
Thursday, 1 May	Public holiday: Workers' Day
Monday, 5 May	Governing Body meeting (19:00)
Tuesday, 6 May	PADI Presentation: Grade Six
Saturday, 10 May	Busy Bees Tournament (08:00 – 13:00)
Monday, 12 May	Destination Education
	Entrepreneurial Week: Grade Seven
	PTA meeting (19:00)
Saturday, 17 May	Picnic in the Park (12:00 to 15:00)
Friday, 23 May	Children's Council meeting (14:00)
Monday, 26 May	Finance Committee meeting (19:00)
Friday 30 May	PTA Function (19:00)
Monday, 2 June	Governing Body meeting (19:00)
Saturday, 7 June	Mid-Year examination week: Grades Six and Seven
Monday, 9 June	Interhouse SocNet Day
Friday, 13 June	PTA meeting (19:00)
	Children's Council meeting (14:00)
	Grade Seven Disco

Monday, 16 June
Wednesday, 18 June
Thursday, 19 June

Public holiday: Youth Day
Interhouse Cross-Country (09:00)
"Let's look at my work!" night (17:00 to 19:00)

TERM THREE (Tuesday, 15 July to Friday, 19 September)

Friday, 16 July	Leadership Weekend (Friday, 15:15 to Sunday 16:30)
Monday, 21 July	Start of Children's Council Election Week
	Finance Committee meeting (19:00)
Wednesday, 23 July	Entrepreneurial Awards Evening (19:00)
Thursday, 24 July	Children's Council Voting Day
Friday, 25 July	Interhouse Sports Day (09:00)
Monday, 28 July	Governing Body meeting (19:00)
Friday, 1 August	Children's Council meeting (14:00)
Monday, 4 August	PTA meeting (19:00)
Wednesday, 6 August	Best Speaker Award competition (11:30)
Saturday, 9 August	Public holiday: National Women's Day
Wednesday, 13 August	Ree Bina Song Festival
Saturday, 16 August	PTA Ladies' Luncheon
Monday, 18 August	Finance Committee meeting (19:00)
Monday, 25 August	Governing Body meeting (19:00)
Friday, 29 August	Grade Six Fête and Kite Day
Monday, 1 September	PTA meeting (19:00)
Tues & Wed, 2 – 3 Sept	Children's Exhibition of Work
Friday, 5 September	Children's Council meeting (14:00)
Monday, 8 September	Finance Committee meeting (19:00)
Sat & Sun, 13 – 14 Sept	PTA Camp Out
Monday, 15 September	Governing Body meeting (19:00)
Tuesday, 16 September	Interhouse Quiz (11:30)

TERM FOUR (Wednesday, 1 October to Friday, 5 December)

Friday, 3 October	Teachers' Day
Monday 8 October	PTA meeting (19:00)
Friday, 10 October	Children's Council meeting (14:00)
Monday, 13 October	Finance Committee meeting (19:00)
Wednesday, 15 October	Art, Design and Tech Expo (19:00)
Monday, 20 October	Governing Body meeting (19:00)
Wednesday, 29 October	2004 Budget meeting (19:00)
Saturday, 1 November	Fun 'n Frolics
Wednesday, 5 November	Cultural and Sports Awards (19:00)
Monday, 10 November	PTA meeting (19:00)
Wed, 12 November	2004 Grade Ones' Party (14:00 to 15:00)
Thursday, 13 November	"Thanks a million!" night (18:00)
Monday, 17 November	Finance Committee meeting (19:00)
	Start of promotion examinations: Grades Six and Seven
Monday, 24 November	Governing Body meeting (19:00)
Thursday, 27 November	Grade Seven Farewell
	Carols on the Lawn (19:00)
Thursday, 4 December	Prize-Giving: Grades Four to Six (08:30)
	Valediction (19:00)

8 Management Activity Calendar

8.1 Introduction

The management activity calendar serves as a guideline to the SMT of the school. It gives an overview of the year's management activities on a month-by-month basis. Ideally, the activity calendar should be prepared towards the end of the previous school year, as this will assist the SMT to be prepared when school re-opens in the New Year.

Care must be taken to integrate it into the School Calendar.

8.2 Purpose

The purpose of the management activity calendar is to:

- Provide a month-by-month breakdown of the year's activities;
- Assist the SMT with planning and preparation;
- Ensure that the relevant records are completed at the appropriate time; and
- Facilitate the organisation of the school.

8.3 Use

The principal and school management team use the management activity calendar.

8.4 Organisation, storage and retention

A copy of the management activity calendar should be kept in the principal's office and in the central administration office. A copy should also be displayed on the staff room notice board.

Because of the cyclical nature of the calendar, it is preferable to keep the calendar on file for a number of years.

A sample activity calendar is show below:

(Schools must draw up their own month by month calendars of important tasks)

JANUARY	FEBRUARY	MARCH	APRIL
• Administer late applications and transfers– update admissions register • Obtain information and documentation on new enrolments • Dispatch personal files of learners who have left the school. • Open profile cards for all new learners • Complete 10th Day School Survey – determine admission and enrolment statistics • Distribution of learning materials – update LSM inventory • Open registers for the new year – learner and teacher attendance, leave, transfer • Distribute school policies, rules and procedures • Adjust timetables (if necessary) • Hold meetings (staff, SMT, subject committees, etc.) • Modify school management plan • Develop duty rosters for new term • Update policy and regulations file (obtain new and store/file old circulars) • Open personal files for new staff • Communicate staff shortages and accommodation problems to circuit managers • Develop year programme	• Develop a circulation system for important notices to staff and SGB • Monitor teacher work schemes and preparation • Hold RCL elections • Call parents’ meeting – records minutes • Moderate class tests/question papers • Update parent/guardian contact details • Principal meets with RCL – records minutes • Do weekly/ monthly reports • Compile a list of at-risk learners and develop a support programme • Hold meetings (staff, SMT, subject committees, etc.) • Maintenance of physical resources • Monitor and control attendance registers	• Do weekly/ monthly reports • Sign all learner reports • Ensure learner’s receive reports • Take stock and update inventory sheets • Hold meetings (staff, SMT, subject committees, etc.) • Maintenance of physical resources • Requisition physical resources (if required) • Monitor and control attendance registers • Collect and collate data for completing Annual School Survey	• Do weekly/ monthly reports • Hold meetings (staff, SMT, subject committees, etc.) • Develop mid-year examination and invigilation timetable • Maintenance of physical resources • Monitor and control attendance registers • Complete Annual School Survey and submit to department

MAY	JUNE	JULY	AUGUST
- Do weekly/ monthly reports - Hold meetings (staff, SMT, subject committees, etc.) - Moderate class tests/question papers - Call parents' meeting – records minutes - Maintenance of physical resources - Requisition physical resources (if required) - Monitor and control attendance registers	- Do weekly/ monthly reports - Hold meetings (staff, SMT, subject committees, etc.) - Administer mid-year exams - Moderate mid-year exam results - Evaluate and approve mark schedules - Ensure learner's receive reports - Monitor and control attendance registers	- Do weekly/ monthly reports - Hold meetings (staff, SMT, subject committees, etc.) - Maintenance of physical resources - Monitor and control attendance registers - Order textbooks for the following year	- Do weekly/ monthly reports - Hold meetings (staff, SMT, subject committees, etc.) - Moderate September grade 12 trial examination question papers - Call parents' meeting – records minutes - Receive and administer applications for the following year
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
- Do weekly/ monthly reports - Sign all learner reports - Ensure learner's receive reports - Take stock and update inventory sheets - Hold meetings (staff, SMT, subject committees, etc.) - Develop end of year exam and invigilation timetable - Administer Grade 12 trial exams - Requisition physical resources if required) - Receive and administer applications for	- Do weekly/ monthly reports - Hold meetings (staff, SMT, subject committees, etc.) - Moderate class tests/question papers - Call parents' meeting – records minutes - Develop annual report - Arrange Budget/AGM meeting - Maintenance of physical resources - Receive and administer applications for the following year	- School Timetables – teacher, subjects and classes for next year - Receive staff establishment - Finalise management plan for school - Hold meetings (staff, SMT, subject committees, etc.) - Administer end-of-year exams - Maintenance of physical resources - Retrieve text books - Ensure that textbooks for the next year have been delivered	- Moderate end-of-year exam results - Close attendance register - Do weekly/ monthly reports - Hold meetings (staff, SMT, subject committees, etc.) - Sign all learner reports - Ensure learner's receive reports - Maintenance of physical resources - Check stock – update stock inventory

9 Month Plan

9.1 Introduction

The management activity month plan serves as a guideline to the SMT of the school. It gives an overview of the year's activities on a monthly basis.

Ideally, each new month plan should be prepared towards the end of the previous month, as this will assist the SMT to be prepared well in advance.

9.2 Purpose

It would be useful if the SMT prioritises the activities for each month, as well as drawing up action plans and assigning them to staff members who have to assume responsibility for ensuring their completion. An example of how this can be done is shown here, using the month of April from the above Management Activity Calendar.

The purpose of the month plan is as follows:

- Integrate the activities for each month into the year-plan;
- Ensure that deadlines are realised on a month-by-month basis;
- Assist the SMT with planning and preparation;
- Ensure that the relevant records are completed at the appropriate time; and
- Facilitate the organisation of the school.

9.3 Use

The principal and school management team use the month plans.

9.4 Organisation, storage and retention

The month plan should be kept in the principal's office and the central administration office. It is useful to display it on the staff room notice board as well.

Example of a detailed activity calendar for one month**APRIL**

Priority	Activity	Action(s)	Time Frame	Staff member
1	Monitor and control attendance registers	• Collect registers from teachers • Check letters of notification from parents re. absence • Check totals • Sign registers • Contact parents if a problem is encountered	Beginning of each week for the previous week's register	Head of Department –or Deputy principal
2	Develop mid-year examination and invigilation time-table	• Check receipt of departmental exam time-table • Resolve clashes • Allocate rooms • Allocate teachers to invigilate • Check learner totals per session • Distribute timetable to teachers and learners	Mid April	Senior teacher/ head of department
3	Hold staff meeting	• Draw up agenda • Notify staff of time and date • Ask for items to be included on agenda • Hold meeting • Take minutes • Inform staff of next meeting date	Second week	Secretary and Principal

4	Maintenance of physical resources	• Inspect buildings and grounds • Note problems • Compile report and recommendations for SGB	Third week	Principal or delegated staff member
5	Do monthly report	• Collect information for report • Compile report • Distribute report to SGB members and district office	Month end	Principal
6	Complete Annual School Survey	• Collate required information • Complete form • Check accuracy of information • Sign form • Submit to circuit/ district office	End March / beginning April	Principal

10 Learning Programmes, Work Schedules and Lesson Plans

The purpose of this section is to guide educators in the development of a Learning Programme by:

- Providing Guidelines to educators on how to develop a Learning Programme; and
- Providing the *essential features and underlying principles* of a Learning Programme.

These guidelines are intended to be implemented in conjunction with other policies that promote and support education transformation so that the Critical and Development Outcomes, which underpin teaching and learning across the South African school curriculum, are attained. For example, the *White Paper 6: Special Needs Education –Building an Inclusive Education and Training System* needs to be read to provide background information on issues related to barriers to learning, as these have crucial impact on what happens in the classroom. The *Assessment Guidelines for Inclusive Education* document stresses the need for alternative teaching assessment strategies, and provides recommendations on how to overcome barriers to learning. Addressing barriers to learning is an important responsibility of educators when developing Learning Programmes.

These Guidelines also need to be read together with the RNCS. (Revised National Curriculum Statement) The RNCS contains Learning Area Statements for each Learning Area that describe and detail the Learning Outcomes (LOs) and Assessment Standards (AS) per grade.

10.1 Definitions

The RNCS indicates that LEARNING PROGRAMMES should be organized as follows:

- Planning for the whole phase. This is called a **Learning Programme**.
- Planning for a year and grade within a phase. This is called a **Work Schedule**.
- Planning for a group of linked activities or single activities. These are called **Lesson Plans**.

10.1.1 Learning Programme

A **Learning Programme** is a *phase-long plan* that provides a framework for planning, organizing and managing classroom practice for each year in the entire phase. It specifies the scope for teaching, learning and assessment for the phase and is a “structured and systematic arrangement of activities that promote the attainment of

Learning Outcomes and Assessment Standards for the Phase” (RNCS Overview, 2002).

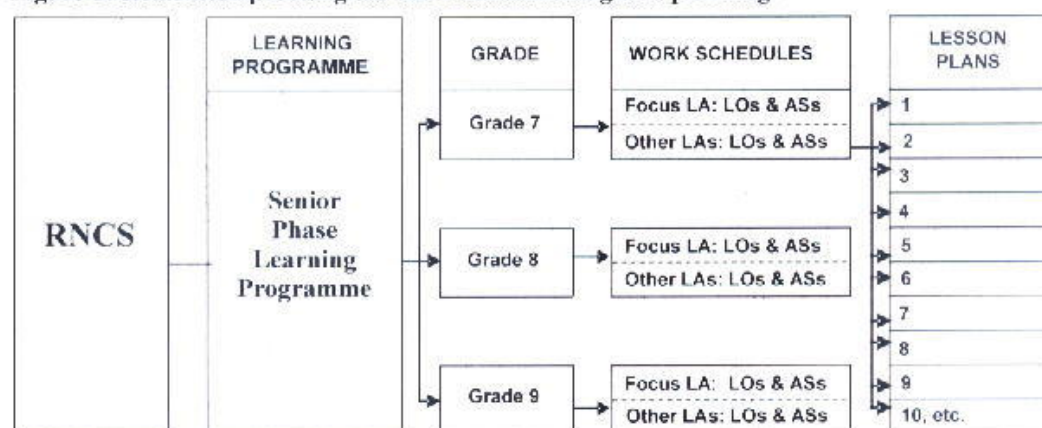
10.1.2 Work Schedule

A **Work Schedule** is a *yearlong programme* that shows how teaching, learning and assessment will be sequences and paced in a *particular grade*. It is a delivery tool, a means of working towards the achievement of the Learning Outcomes specified in the Learning Programme for a particular year, and incorporates an Assessment Standard to be achieved in the relevant grade.

10.1.3 Lesson Plan

A **Lesson Plan** is the next level of planning and is drawn directly from the Work Schedule. It describes concretely and in detail, the teaching, learning and assessment activities that are “to be implemented in any given period of time” (RNCS Overview, 2002). A Lesson Plan could range in duration from a single activity to a term’s teaching, learning and assessment and, in terms of actual time, may last from a day to a week or a month. It includes *HOW* (i.e. teaching style approach and methodology) teaching, learning and assessment activities are to be managed in the classroom.

Figure 1: Relationship among the three different stages of planning.



NOTE: In the above diagram Lesson Plans are only indicated for Grade 7, but would also appear alongside Grades 8 and 9 in the final column when the Learning Programme has been planned in its entirety.

10.1.4 Developing a Work Schedule

A Work Schedule must be developed for each year in the Learning Programme. A Work Schedule gives a greater level of detail for each aspect or element of the Learning Programme.

It should be emphasized that the process of develop a Work Schedule should be not seen as a process that occurs in a linear way, but as a holistic and integrated process.

The following should be considered when developing a Work Schedule.*Details from the Learning Programme*

In developing the Learning Programme decisions have already been taken about the sequencing of Lesson Plans, the Learning Outcomes and Assessment Standards that will be focused on by each Lesson Plan, the selection of contexts and/or knowledge and the time allocation of the Lesson Plans. If necessary the teacher(s) developing the Work Schedule may want to amplify these details.

Assessment tasks

The Department of Education has developed Assessment Guidelines for each Learning Area. Among other details, these documents spell out the forms of assessment to be completed by each learner in each grade. At the time of planning the Work Schedule, the teacher(s) should decide when to use each of the assessment forms to ensure both their most appropriate application and to spread the assessment demands on the learners evenly across the year.

Resources required

In developing the Work Schedule, teachers will need to consider in detail the resources that will be required for each Lesson Plan and may need to re-sequence units according to the availability of the resources.

Integration

In developing the Work Schedule, teachers will have to consider in great detail, matters of integration. In the case of integration across Learning Areas, this may include meeting with the teachers from the other Learning Area(s) to ensure that the anticipated integration is workable in terms of their respective Work Schedules.

10.2 Developing a Lesson Plan

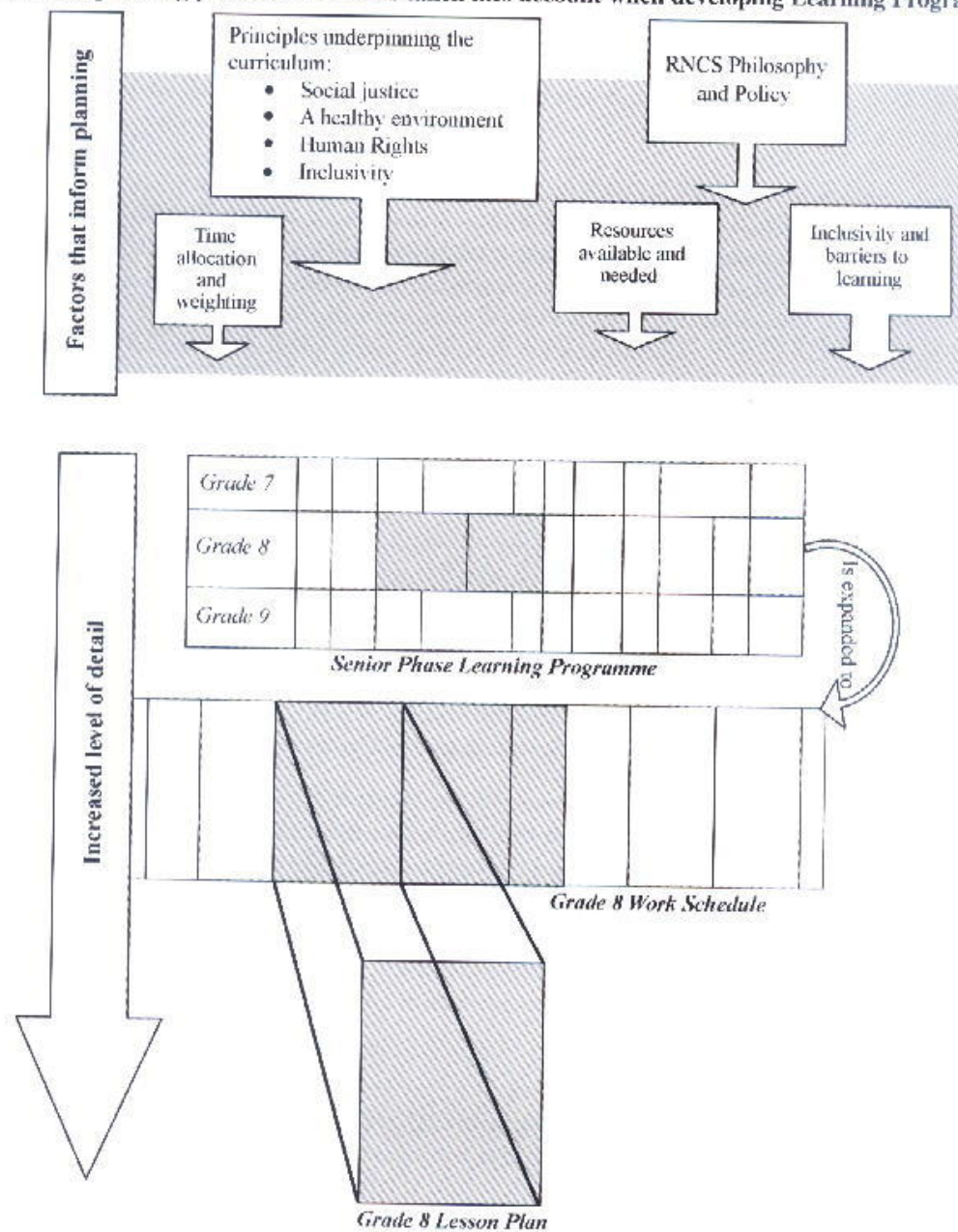
Individual teachers develop Lesson Plans from the year long Work Schedule. A Lesson is assumed to be a complete and coherent series of teaching, learning and assessment activities. It can consist of a single activity or several activities spread over a few days or a number of weeks.

In as much as Learning Programme and Work Schedule design is influenced by philosophy, policy and several other factors already discussed, Lesson Plan development is further informed by the classroom realities of the teacher's class.

- Learning styles;
- Teaching approach and methodology;
- Barriers to learning;
- Resources available to the school and class;
- What learners already know; and
- School policies.

The relationship between a learning programme, a work schedule and a lesson plan can be illustrated as follows:

Figure 2: The planning process and factors taken into account when developing Learning Programmes.



10.3 Relationship Between The Foundation Phase Learning Programmes.

	Literacy			
	Home Language (or First Additional Language)	First Add. Language (or Home Language)	Numeracy	Life skills
Grade R	↑	↑	↑	↑
Grade 1	↓	↓	↓	↓
Grade 2	↑	↑	↑	↑
Grade 3	↓	↓	↓	↓

NOTE: The diagram above shows the Learning Programmes for the Foundation Phase and it indicates continuity and progression from one grade to the next within each of the Learning Programmes in the phase.

Each of the Literacy, Numeracy and Life Skills Learning Programmes have to be broken down into 4 work schedules i.e. one per grade. The prescribed Assessment Standards should be explored and arranged in a way that learners gradually acquire the skills needed to attain the expected minimum standards as specified in the Learning Area statement by the end of the grade/phase.

The following diagram presents the different Work Schedules for the different grades in the Foundation Phase. Work Schedules should overlap slightly to ensure continuous learning.

The following diagram shows how a Work Schedule can be broken down into activities.

	Literacy			
	Home Language (or First Additional Language)	First Add. Language (or Home Language)	Numeracy	Life skills
Grade R	↑			
Grade 1	↓			
Grade 2	↑			
Grade 3	↓			

NOTE: The diagram the diagram above shows the Work Schedules for each of the Learning Programmes for Grade R, 1, 2 and 3.

The Lesson Plans are then planned from the Work Schedules. Teachers decide on the content, number and duration of the different Lesson Plans, for each of the Learning Programmes. They select Learning Outcomes that form the backbone for the Learning Programme and Learning Outcomes and some of their related Assessment Standards form the other Learning Area that can be integrated meaningfully into activities. They plan detailed learning activities that will enable learners to master the envisaged knowledge, skills and values for each of the Learning Programmes.

The following diagrams indicate what the planning for each of the grades looks like. Teachers' attention is drawn to the fact that the Lesson Plans for all three Learning Programmes need not last the same number of days nor need they have the same context. All planning should be meaningful for a particular group of learners at a specific point in time, i.e. address the needs of the learners. The diagrams that follow are merely a suggestion for a Lesson Plan that is suitable for any grade for ± 10 days.

Literacy Home Language									
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Numeracy									
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Life Skills									
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10

NOTE: The diagram above shows an outline for a suggested Lesson Plan of 10 days for Grades 1 and 2.

Literacy Home Language									
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Literacy First Additional Language									
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Numeracy									
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Life Skills									
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10

NOTE: The diagram above shows an outline for a suggested Lesson Plan of 10 days for Grades 3. This would also apply for Grades R-2 in cases where a First Additional Language is taken.

An illustration of an extract of a Work Schedule for Grade 2 in the Foundation Phase

Numeracy Work Schedule

Grade 2

Teaching time available: **±35 % of 22 hours 30 min**Per week: **7 hours 30 per week for 2 weeks**Per day: **1 hour 30min**Lesson Plan: **5**No. of days: **10 days**

Specific:

Learners needs:-Generic: Language support – many Additional Language (AL) speakers in group

WEEK	1	...	...	11	12	13	14	...	...	32
Grade 2				Learning Outcomes (LO) and Assessment Standard (AS)	Learning Outcomes (LO) and Assessment Standards (AS): Maths#LO1: AS: Counts forwards and backwards in: tens from any multiple of 10 between 0 and 200; fives from any multiple of 5 between 0 to 200 AS: Knows, reads and writes number symbols from 1to at least 200 and write number names from 1 to at least 100 AS: Orders, describes and compares whole numbers to at least 2-digits numbers AS: Can perform calculations, using appropriate symbols, to solve problems involving addition and subtraction of whole numbers with at least 2 digits. Maths#LO3 AS: Positions self within the classroom or 3-D objects in relation to each other. Maths#LO4 AS: Calculates elapsed times in days, weeks and months using calendars AS: Reads analogue and digital clock time in hours and minutes.		Learning Outcomes (LO) and Assessment Standards (AS):			

WEEK	1	...	...	11	12	13	14	...	...	32
				Context: Integrated : Resources: Teaching, Learning and Assessment contexts: Forms of Assessment	Context: Family and friends Integration: Tech # LO 1: Technological Processes and Skills; SSG#LO 1: SSG#LO 2: Geographical inquiry ; SSG#LO2: Geographical Knowledge and Understanding; SSG#LO1: Historical Inquiry; HL & AL: Thinking and Reasoning Resources: Counters or burnt matches, 200 matches, number lines, Cards, worksheets with problems to solve grids for calendar sheets, Birthday chart, Paper for cutting, scissors, glues, etc Teaching, ,Learning and Assessment contexts: Count real objects, grouping them to make up 2-digit numbers Select 2-digit numbers between 50-150 to order, describe and compare Read, draw and discuss problems in order to solve it. Explain the solution to the class or another pair. Construct a floor plan of the classroom using 2-D shapes such as rectangles for tables, etc Move in the class on instruction such as 2 left, 4 right, etc Make calendar sheets using blank calendar templates Reading time on analogue and clock time <i>Forms of assessment</i> Peer assessment; Self assessment; Worksheets Performance assessment		Context: Integration:			

An illustration of an extract of a Lesson Plan for Grade 2 in the Foundation Phase

Numeracy Lesson Plan For The Foundation Phase (Grade 2)

Lesson Plan: My family and friends Grade:.....2.....

Date/Duration: 3-14 March Duration:-Week: 2 Days: 10 Hours per week: 7 hours 30 mins Hours per day: 1 hours 30 mins

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
	Learning Outcomes (LO) and Assessment Standards (AS): Math#LO1: AS: Counts forwards and backwards in: five from any multiple of 5 between 0 to 200 Math#LO4: AS: Calculates elapsed time in days, weeks and months using calendar AS: Reads analogue and digital clock time in hours and minutes Context: Family and friends Integration: Tech # LO1: Technological Processes and Skills; SSH#LO2: Historical Knowledge and Understanding; HL & AL: Thinking and Reasoning								
	Looking backwards at: Counting forwards and backwards between given numbers in ones and tens.	Looking forward to: Multiplication of numbers 1-10 by 5 (5x)							
	Content/Context Discuss clocks and watches, the role they play in daily life, how time was indicated over time, etc								
	Learning activities and Assessment - Each learner traces around a template of an opened hand (or around their own) and cuts it out. - Pin up hands (each with its five fingers) on the writing board counting in fives as they pin them up. - Adding the number cards 5, 10, 15....below the hands on the board. Then counting from a given multiple to a given multiple								

	- Observing analogue and digital clocks and watches taking note of - Minutes as indicated in “groups” of 5 (analogue) and by numbers 1 to 60 (digital) - Hours as indicated by numbers 1-12 (analogue) and by numbers 1-24 (digital)									
	Planned Assessment (recording): Identifying reading and writing and ordering multiples of 5	Resources: - Templates of hands with 5 fingers - Number card of multiples of 5 to at 150 200-number chart - Blank calendar pages								
	Expanded opportunities: Learners drawing analogue clock faces indicating minutes showing 1 to 12 and the 5 min intervals	Teachers reflection:								

11 Summary

The overall purpose of keeping and managing school records is to provide good quality information required for policy-making, educational planning decisions and effective school management. The Annual Schools Survey, for example, is but one case where information is requested from the schools on an annual basis regarding the enrolment numbers of learners, as well as the human, financial and material resources. This information forms the basis for all decisions further up in the education system. The education system collects and manages the information it receives from schools. This is also referred to as the Educational Management Information System (EMIS).

It is therefore important that the information used for policy-making and planning is both reliable and accurate. The accuracy and reliability of the information can only be validated if the data used by EMIS is properly recorded, stored and maintained. This is where the function of school records management becomes very important. The recording of information is a crucial step in the process of collecting information for decision-making, policy formulation, developing strategic plans and monitoring the progress of implementing the curriculum.

Whatever information is required by any level of the system (ranging from the district to the provincial office) must be available in, and derived from school records. Accordingly, the organisation, storage and retention of information contained in records, needs to be regulated by provincial policy and/or legislation.