



**Western Cape  
Government**

Education

Directorate: Policy Coordination

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**RULES FOR THE MONITORING AND SUPPORT OF  
CURRICULUM DELIVERY AT PUBLIC SCHOOLS IN THE  
WESTERN CAPE**

<b>Contents</b>	<b>Page</b>
1. Definitions	3–4
2. Legislative framework	4
3. Purpose	4
4. Scope	4
5. Roles and responsibilities	4
6. Procedures for the exercise of powers	4–5
7. Rules governing monitoring and support in the classroom	5–6
8. Curriculum management and implementation	6–7
9. Underperformance	7–8
10. Review	8

## 1. Definitions

In these rules, any word or expression to which a meaning has been assigned shall bear that meaning assigned to it hereunder and, unless the context indicates otherwise—

“**CAPS**” means the National Curriculum and Assessment Policy Statement (CAPS) which is a single, comprehensive and concise policy document introduced by the Department of Basic Education for all the subjects listed in the National Curriculum Statement for Grades R–12, that gives detailed guidance for educators on what they should teach and the methodology to use when conducting assessments;

“**circuit manager**” means the head of a circuit office in an education district, who executes functions that have been allocated by the district director or the Head of Department;

“**curriculum**” means a statement of intended outcomes to be achieved, what knowledge content is to be acquired, which competencies and skills are to be developed and the levels of performance that are expected from learners in each of the grades;

“**district director**” means the head of a district office who executes functions under the authority delegated by the Head of Department;

“**monitoring**” means collecting, analysing and reporting data on inputs, activities, outputs, outcomes and impacts as well as external factors, in a way that supports effective management, which aims to provide managers, decision makers and other stakeholders with regular feedback on progress in implementation and results and early indicators of problems that need to be corrected and usually reports on actual performance against what was planned or expected;

“**operating partner**” means a non-profit organisation that is authorised to place its capacity, skills or resources at the disposal of a collaboration school to empower the governing body, school management team and educators at the school to develop the systems, structures, cultures and capacities necessary to deliver quality education;

“**subject advisor**” means a specialist office-based educator in a district office or circuit office whose function is to facilitate curriculum implementation and improve the environment and process of learning and teaching by visiting schools and consulting with and advising principals and educators on curriculum matters; and

“**support**” means interventions and strategies delivered at schools and in classrooms to assist the principal, educators and learners to achieve greater education outcomes.

## 2. **Legislative framework**

- (a) Employment of Educators Act, 1998 (Act 76 of 1998);
- (b) South African Schools Act, 1996 (Act 84 of 1996);
- (c) Western Cape Provincial School Education Act, 1997 (Act 12 of 1997).

## 3. **Purpose**

The purpose of these rules is to provide for specified officials to conduct and authorise the monitoring and support of curriculum delivery in the classroom to help schools improve, to identify opportunities for educators at all levels to develop further and to deliver accountability for learner progress and achievement.

## 4. **Scope**

These rules are applicable to all relevant role players and stakeholders at public schools in the Western Cape Province as contemplated in paragraph 5 below.

## 5. **Roles and responsibilities**

The Head of Department determines the procedures for the monitoring and support of curriculum delivery in the classroom by—

- (a) the district director;
- (b) the principal of a public school;
- (c) an authorised representative of an operating partner; or
- (d) an authorised official.

## 6. **Procedures for the exercise of powers**

- 6.1 Section 9A(1) of the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997), determines that the Head of Department, a district director, the principal of a public school or an authorised representative of an operating partner in respect of a public school to which their duties relate may conduct the monitoring and support of curriculum delivery by an educator in the classroom of a public school, or may authorise such monitoring and support by—
- (a) a subject advisor;
  - (b) a deputy principal;
  - (c) a departmental head; or

(d) a subject head.

6.2 The Head of Department, the district director, the circuit manager (if authorised to do so by the district director) or an authorised representative of an operating partner may conduct the monitoring and support of curriculum delivery by the principal of a public school.

## 7. **Rules governing monitoring and support in the classroom**

7.1 The Head of Department must inform the district director, the principal of a public school or an authorised representative of an operating partner, in writing, of his or her intention to conduct the monitoring and support of curriculum delivery of an educator in the classroom or by a principal of a public school.

7.2 The written notice contemplated in paragraph 7.1 must contain sufficient particulars regarding:

- (a) the dates and times of the visit;
- (b) the purpose of the visit;
- (c) the designation and names of the authorised person conducting the monitoring; and
- (d) the monitoring and support instrument to be used.

7.3 The written notice referred to in paragraph 7.1 must contain the instructions that an educator or principal, whose presence will be required, must be present on the dates and times of the visit; and if the relevant educator or principal is absent, valid reasons must be provided.

7.4 The authorised person contemplated in paragraph 6.1 shall—

- (a) obtain access to the school and any classroom at the school, observe lessons and gather first-hand evidence and any other information in order to provide his or her recommendations on:
  - (i) leadership and classroom management, by determining whether the educator or principal manages classes and the classroom well;
  - (ii) setting standards, by determining whether the educator or principal helps all learners to set and achieve challenging and appropriate targets;
  - (iii) the educator or principal's skills in monitoring learner performance, by determining whether the educator or principal encourages all learners to reflect on their work and progress, and identifies learners who need additional support and provides this;

- (iv) teaching and learning, by determining whether the educator or principal uses a range of inspiring teaching resources and effective teaching strategies to help all learners to learn, including effective questioning;
  - (v) lesson planning, by determining whether the educator or principal plans and teaches well-structured lessons that promote a love of learning;
  - (vi) learner development and well-being, by determining whether the educator or principal uses resources, routines and procedures to provide a respectful, positive, safe, learner-centred environment that is supportive of all learners and conducive to learning;
  - (vii) learner achievement and progress, by determining whether the educator or principal plans and supports learning using the school's curriculum, effective strategies, resources and data and whether the educator or principal engages with learners effectively, measuring their progress and meeting individual learning needs;
  - (viii) educator or principal professional development and improvement, by determining whether the educator or principal is a committed professional who communicates effectively and takes responsibility for and participates in professional growth that results in enhanced learning for learners; and
  - (ix) the contribution to the whole school and community (in order to promote learning), by determining whether the educator or principal collaborates, communicates and works in partnership with learners, families and the school's community to promote the learners' learning and achievement in and beyond the classroom.
- (b) not interrupt teaching and learning;
  - (c) do no classroom testing on learners; and
  - (d) give feedback to educators on curriculum delivery after the lesson has been completed and the learners are dismissed, or soonest thereafter.

7.5 Notwithstanding paragraphs 7.1, 7.2, 7.3 and 7.4 above, the principal, a departmental head or a subject head of a public school may, without prior notice, conduct impromptu "drop-in" monitoring and support of curriculum delivery by an educator in a classroom of a public school.

## 8. **Curriculum management and implementation**

Notwithstanding paragraph 7.4 above, the elements of curriculum management and implementation below may also be taken into consideration, namely:

- (a) supervising the taught curriculum at classroom level;
- (b) monitoring curriculum implementation;
- (c) providing support services and resources to educators and principals;

- (d) providing skills development training through in-service education and training for educators and principals;
- (e) developing exemplars and demonstration programmes of quality learning activities; and
- (f) quality assuring the assessments of and for learning.

## 9. Underperformance

- 9.1 If it is established by the Head of Department, from the reports submitted by an authorised person through the monitoring and support of curriculum delivery in the classroom, that:
- (a) the standard of learner performance is below the standard prescribed by CAPS and is likely to remain so unless the Head of Department or designated persons intervenes; and/or
  - (b) curriculum delivery by an educator or principal is likely to prejudice the standard of learner performance;

the Head of Department, or the designated person as contemplated in paragraph 6.1 above, may determine interventions or strategies to remedy the situation and take all reasonable steps to assist the educator or principal at a public school by, amongst others—

- (i) encouraging the attendance of workshops, courses and seminars planned for their professional development;
- (ii) establishing and supporting subject committees for continued professional development;
- (iii) arranging for districts to conduct in-service training aligned to the relevant needs;
- (iv) arranging for Head Office and districts to coordinate the twinning of schools for benchmarking;
- (v) maintaining partnerships with teacher unions, non-governmental organisations and higher education institutions for professional development;
- (vi) establishing where in the school good practice exists and identifying expertise so that it can be used as part of the school's professional development programme;
- (vii) offering opportunities for mentoring and coaching;
- (viii) offering opportunities for educators to work collaboratively by becoming "critical friends" of each other's practices; and
- (ix) encouraging educators to visit each other's classrooms and act as "critical friends".

- 9.2 The Head of Department or the said designated persons may, through education districts, provide assistance and support to the educator or principal at a public school to address the areas identified as needing development or improvement.

- 9.3 The Head of Department or the said designated persons may, through education districts, revisit the relevant educator or principal at the school with the purpose of providing constructive feedback.
- 9.4 Should an educator or principal fail to comply with the recommendations made and interventions provided, within the suggested time period, the educator or principal will be dealt with in terms of the relevant provisions of the Employment of Educators Act, 1998 (Act 76 of 1998), where applicable.

10. **Review**

These rules must be reviewed when the need arises or in the case of changed circumstances such as pronouncements by legislation and/or regulations and budgetary constraints.

**SIGNED: BK SCHREUDER**  
**HEAD: EDUCATION**  
**DATE: 2021-03-27**