**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 440**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 23/02/2018**

**INTERNAL QUESTION PAPER: 03/2018**

**440. Ms H S Boshoff (DA) to ask the Minister of Basic Education:**

(1) With reference to the presentation made by her department to the Portfolio Committee on Basic Education on 13 February 2018 on schools’ readiness for the 2018 academic year, (a) what was the scope of training received by (i) educators and (ii) teaching assistants teaching SA Sign Language (SASL) at the 42 schools for deaf learners and (b) which institutions were utilised to provide the training;

(2) what number of (a) educators and (b) teaching assistants teaching SASL in South African schools in each province (i) have been formally trained in SASL and are skilled in appropriate teaching methodologies and (ii) received formal training in educational audiology and orthodidactics;

(3) (a) what number of SASL subject advisors were appointed in each district in each province and (b) what is the scope of their training? NW457E

**Responses**:

(1)(a) The scope of training received by (i) educators and (ii) teaching assistants teaching SA Sign Language (SASL) at the 42 schools for deaf learners covered the entire South African Sign Language Curriculum and Assessment Policy Statement (SASL CAPS) for Grades R – 12, as follows:

* Skills: Observing and Signing, Visual Reading and Viewing, Recording, as well as Language Structure and Use (Phonology, Morphology, Syntax, Semantics and Discourse);
* Teaching plans;
* SASL grammar;
* Poetry and literature;
* Assessment and setting of papers;
* Team Teaching Model; and
* Content of teachers’ files.

(1)(b) The DBE appointed a National Training Team comprising hearing and Deaf SASL experts from the University of the Free State, University of Witwatersrand, Sign Language Education and Development (SLED), eDeaf, National Institute for the Deaf (NID) and officials of the Department of Education for the training.

(2) Number of (a) educators and (b) teaching assistants (DTAs) teaching SASL in South African schools in each province (i) have been formally trained in SASL and are skilled in appropriate teaching methodologies

(2)(a)(b)(i)

Trained by DBE:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Province** | **Number of teachers/ Deaf teaching assistants** | | | | | | | | |
| **FP** | | **IP** | | **SP** | | **FET** | | **Total** |
| **Teacher** | **DTA** | **Teacher** | **DTA** | **Teacher** | **DTA** | **Teacher** | **DTA** |  |
| EC | 25 | | 14 | 15 | 11 | 12 | 4 | 4 | **85** |
| FS | 31 | | 7 | 3 | 6 | 2 | 3 | 2 | **54** |
| GT | 59 | | 30 | 20 | 23 | 22 | 7 | 6 | **167** |
| KZN | 47 | | 26 | 13 | 23 | 11 | 5 | 3 | **128** |
| LP | 41 | | 6 | 4 | 6 | 3 | 2 | 1 | **63** |
| MP | 12 | | 6 | 5 | 3 | 3 | 0 | 0 | **29** |
| NC | 8 | | 3 | 3 | 3 | 1 | 1 | 1 | **20** |
| NW | 25 | | 6 | 5 | 7 | 8 | 0 | 0 | **51** |
| WC | 20 | | 7 | 7 | 12 | 36 | 2 | 1 | **85** |
| **Total:** | **268** | | **105** | **75** | **94** | **98** | **24** | **18** | **682** |

Training from Universities, NGO’s (May 2016):

|  |  |  |
| --- | --- | --- |
| **Province** | **Teachers** | **DTAs** |
| EC | 26 | 19 |
| FS | 20 | 2 |
| GT | 43 | 19 |
| KZN | 33 | - |
| LP | - | - |
| MP | 2 | - |
| NC | 4 | - |
| NW | 13 | - |
| WC | 10 | 4 |
| **Total:** | **151** | **44** |

(2) (ii) The information of the number of (a) educators and (b) teaching assistants (DTAs) teaching SASL in South African schools in each province that received formal training in educational audiology and orthodidactics is not readily available in the DBE.

(3)(a) Provincial Education Departments are in the process of creating posts for SASL Subject Advisors. As an interim measure, DBE oriented Language Subject Advisors in SASL CAPS.

(b) Language Subject Advisors were orientated in the following aspects:

* SASL CAPS Grades R – 12;
* Teaching plans;
* Assessments;
* SASL grammar (basics);
* Deaf culture and Bilingualism;
* SASL vs Spoken Language;
* Team teaching model;
* Roles and responsibilities;
* Teachers’ files; and
* HR requirements.