

GM SA FOUNDATION EDUCATION PROGRESS REPORT First quarter of 2015

1) SCHOOL DEVELOPMENT SUPPORT INITIATIVE: LEARNERS WITH LEARNING BARRIERS

The aim of this intervention is to design a system (model) that will respond effectively to those learners who suffer from learning difficulties in the mainstream schools with a special focus on grade eight learners.

- The 12 project schools are using the following intervention mechanisms:
 - Dealing with sensory barriers (hearing and vision).
 - Psycho-social support for learners.
 - Literacy and numeracy support.
- The focus of the first term has been on:
 - Low level psycho-social support for all 12 secondary schools.
 - Intensive psycho-social support for the concept of Learner Support and Development Centres at 3 schools selected from the 12.
- A 'pantry' of programme perspectives for 2015 has been developed and a programme calendar for the 1st and 2nd terms has been finalised.

The low level intervention component

- Eye screening tests were completed at 3 of the 12 schools.
- 112 learners were referred to Spec Savers SA for final screening, resulting in more than 30 learners receiving spectacles while a few others were referred to hospital for surgical intervention.
- Members of the project team ensured that learners arrived at the test centres on time.
- The Foundation's psychologists and social workers spent most of their time in the first term focussing on the institutionalisation of the various referral processes in order to produce a new referral process and procedure for schools and the Department to use in identifying and assisting learners with poor eye sight.
- Spec Savers SA will conduct a training session to ensure a robust and thorough initial screening process at site level.
- Dr Sharon Townsend has conducted a workshop for all language teachers with a specific focus on remedial teaching.
- All twelve schools received a comprehensive set of language and mathematics resources to assist the Grade 8 teachers.
- Forums were held during the term covering the referral processes and the guideline booklet.
- Workshops on Motivation and Study Skills were presented by Karen Morkel to three schools upon request from their principals.

- The psycho-socio support team has continued to focus on those grade 8 and 9 pupils who suffer from basic barriers to learning such as auditory, visual and literacy problems.
- The Foundation's social workers and psychologists continue to provide support to all 12 schools and have been assessing learners who are referred through the right channels and counselling those learners with social problems. The social workers have completed wellness days at all 12 high schools and a series of TADA (Teenagers against Drug Abuse) workshops.
- The social workers observed a high degree of teenage pregnancy at the Motherwell schools.
- Some of the most serious cases dealt with by the social workers are the following:
 - Behavioural problems.
 - Parental issues.
 - Child pornography.
 - Bereavement counselling.
 - Bullying.
 - Drug Abuse.
 - Truancy.
 - Gay and lesbian relationships.

The high level intervention component

- Spec Savers SA completed empirically sound and comprehensive tests with those learners who were identified through the screening process at the 3 high level support schools which resulted in more than 30 receiving spectacles.
- Auditory screening has been completed in all three schools and the comprehensive report has been discussed with the 3 school principals.
- The school psychologist and the audiologist are finalising a system to deal with learners who are suffering with hearing barriers.
- Scholastic and cognitive assessment was conducted at the 3 schools.
- Because of sustainability and other logistical reasons, the numeracy and language support after hours will be discontinued and replaced by itinerant teachers in the classrooms during school hours.
- The project team met with the three principals and requested them to discuss this new approach with the relevant grade teachers and to finalise a proposal as to how best the itinerant teachers could be integrated into each school's programme.
- A team of 3 numeracy and 3 literacy personnel will be selected from the list of 23 people who applied for the literacy and numeracy support positions.

2) CURRICULUM ORGANISATION AND DELIVERY

The curriculum organisation and delivery process is one of the key aspects of school leadership. Principals, SMT members and teachers need to be supported to plan collectively for curriculum coverage and to deliver the curriculum effectively.

- Regular meetings were conducted with the curriculum support personnel to discuss progress and challenges. These meetings focused on a uniformity of approach between the two support staff as well as on the design of instruments and templates to assist subject heads with planning and monitoring.
- Records were obtained of the existing management structures at all schools and all schools indicated their particular strengths and limitations in terms of management.
- The curriculum team will refine the schools support programmes with the relevant teachers.
- All schools were assisted with the development of Subject Improvement Plans.
- The intention is to use the *Manual for Subject Heads* developed by the Foundation to assist subject heads in the second term.
- Karen Morkel obtained and compiled a complete data base of learner performance in Mathematics for Grades 8 and 9 in all 12 schools.
- Content training as well as methodology enrichment was provided by Armien Hendricks and Hugh Glover to grade 8 and 9 mathematics teachers covering number concepts, data handling, geometry and basic algebra.
- The two curriculum advisors visited schools regularly to provide guidance to principals and subject heads on the implementation of CAPS.
- Support was also provided on site to the SMTs on how to analyse learner achievement and the setting of targets.
- Karen Morkel conducted study skills training for the matriculants at 4 of the 12 schools. The remainder will be dealt with during the second term.
- A database of Curriculum Management Development needs for the project schools will be finalised in the second term.
- The SASAMS project is up and running in all schools. This system is able to provide data on teachers and learner performance in all subjects so as to inform the development needs of the schools.
- All the project schools are now able to produce timetables, schedules and ten day return surveys through the SASAMS system

3) **CIRCUIT TEAMS SUPPORTING SCHOOLS**

The central feature of the Decentralised District Office model is the concept of a Circuit Team, as the Foundation is convinced that no structure offers a better interface between schools and the DoBE. The introduction of Circuits and Circuit Teams is clearly the most effective service delivery mechanism to bring coordinated professional education support and monitoring into all SA schools.

- The release of the draft new service delivery model (SDM) prepared within the E Cape Department of Education represents the first major step in the structural reform of the Department. If actually implemented, it could have far

reaching implications for the Provincial leadership as well as for the 15 000 bureaucrats in the Zwelitsha head office.

- The draft includes the key underlying principles and concepts of the Foundation's Decentralised District Office model and introduces some significant departures from the current and historical practice, such as:
 - The change from viewing circuits as virtual structures to making them real. This will entail moving staff from district offices into circuits where they will be based close to the schools. According to MEC Makapula: "I have made an emphasis on areas where it matters most, and that is the strengthening of our circuit offices in the interest of providing support to schools".
 - The introduction of the concept of a Circuit Management Centre (CMC) that would house between three and five circuits and will make it possible for multi-functional teams to support schools.
- The Foundation recently met with the acting SG of the Province Mr Ray Tywakadi to receive an update on the status of the new SDM and to offer him the Foundation's assistance and guidance with the implementation of the model. He requested the Foundation to work with the appointed consultant, Jonathan Godden, which to date has unfortunately proved to be a very difficult task.
- According to Mr Tywakadi, the following key developments have taken place in order to give momentum to the re-alignment process:
 - .1 The appointment of a senior government official formerly based in the office of the Western Cape Premier to assist with the fine-tuning of the model.
 - .2 The completion of the internal consultative process on the basic design and on the in-principle aspects of the new organisational vision.
 - .3 The tabling of the SDM at the provincial cabinet meeting.
 - .4 Approval from the Premier's office to integrate the EC Cabinet's comments into the draft model document and to start the process of developing the organisational structure (organogram) by the end of February 2015.
- This date of February was clearly over optimistic as the MEC stated in March during his budget and policy speech that the model will be finalised only at the end of 2015.
- However the MEC has started with the external consultations and the next step would be to submit a complete organisational structure to the Department of Public Service and Administration for approval.
- A letter has been forwarded to the Free State Education Department to offer them the Foundation's assistance with the re-organisation of their districts and circuits to bring them in line with the national policy document.

4) BACKPACKERS: LIFE SKILLS FOR PRE-TEENS

Team: Antoinette Human, Alma Lawler, Hannah Bayley, Colleen Bartle and Debbie Clemence

Vision

We believe that all children, given a safe context to explore their developmental and societal challenges, can learn life skills and values that will enable them to journey responsibly towards reaching their potential.

Partnerships and Replication

- Local replication has continued to be a valuable feature of this programme, with seven community-based organisations (CBOs) signing up for training this year. These organisations work with learners from schools in their surrounding areas, thus providing a structured and constructive context for giving input into young lives. A further five CBOs in the Port Elizabeth District have expressed interest in the programme, and there have also been enquiries from the Uitenhage/Despatch area, which will be followed up next term.
- Following an enquiry from the chair of the Board of Trustees, Ms Margie Keeton, and a subsequent meeting, a partnership between the Foundation and a number of CBOs in the Grahamstown District is being investigated. A training day will be held in April or May.

Statistics at a glance

- 20 schools were represented at the orientation session for rolling out the Grade R and Grade 1 programme.
- 12 schools are implementing the CAPS-aligned material in their Grade 4, 5 and 6 Life Skills lessons.
- Seven Non-Profit Organisations (NPO's) in the Port Elizabeth District have registered to implement the programme through their organisations.
- Foundation Phase material (Grade 2 and Grade 3) is currently being piloted in four schools.

Project Progress

- This much-needed life skills programme was conceptualised and developed after the Foundation received a request from a primary school in the Port Elizabeth District for a programme which would address the issue of pregnancy in pre-teens.
- The programme continues to gather momentum and is now aligned with the CAPS curriculum which allows teachers to present the material during Life Skills lessons.
- Lessons for Grade R and Grade 1 were piloted during 2014, and these lessons were refined and are currently being offered in 20 schools in the PE District.
- Lessons for Grade 2 and Grade 3 were drafted and developed by the end of 2014 and are being piloted at four Primary Schools this year.
- Former Foundation Phase educator, Ms Colleen Bartle, joined the team as a facilitator and mentor at the end of 2014, and has brought a wealth of expertise and experience to the project.
- Central to the success of this project is the on-site mentoring, support and contact with the teachers.

Manual development and piloting

- The material originally designed to cater for Intermediate Phase Learners has now been extended to cater for Foundation Phase from Grade R to Grade 3.
- All material is CAPS-aligned and this has proved to be of great value to teachers who are now able to make use of the material during Life Skills lessons during the school day. Initially, the Backpackers Programme was offered as an extra-mural activity.

5) **PEACE PROMOTING SCHOOLS**

Team: Leanne Naidoo, Adèle Bradfield, Alma Lawler, Carol Scheepers, Nobesuthu Myoli, Roxanne Wrethman, Michael Bendle and Debbie Clemence

Statistics at a glance

- 117 PPS programmes are being implemented in the 41 schools that have registered to participate in the Peace Promoting Schools Project this year.

Purpose of Project

- The Peace Promoting Schools (PPS) project addresses the issue of discipline in schools. The approach is holistic. Every member of the school community (i.e. learners, parents and staff) needs to be able to deal effectively with conflict and to build solid relationships.
- The purpose of the project is two-fold:
 - To encourage teachers to implement peace programmes in their schools. To this end, the Foundation has developed user-friendly facilitator guides and resources for teachers.
 - To encourage the building of communities of practice. Teachers come together on a monthly basis for training and support from the programme coordinators. These workshops provide a platform for networking and sharing of resources.

Building Peaceful Classrooms

- 19 schools have registered for the Building Peaceful Classrooms (BPC) programme. This high number relative to previous years underlines the great need in schools for staff development.
- The schools have been allocated to the Foundation team members who facilitate staff development workshops on the respective school premises. Facilitators have interacted with their schools to finalise dates for the two 3 hour workshops to be held once a term.
- A feedback and planning meeting is scheduled for the beginning of the Term 2 to ensure that all arrangements are in place.
- An eighth unit on 'Resilience' has been completed and added to the facilitator manual which was also edited during the first quarter.

School Safety

- The project team worked closely with Mr George Lukwe, Mrs Julia Sauer and Mr Chris Muller from the PE District Office to identify schools to participate in the 2015 programme.

- It was decided that the project should focus on a sample of schools located in specific geographical areas.
- The process includes safety audits being conducted within the circuits; the collation of data; drafting of action plans and monitoring their implementation. The safety audit will be repeated towards the end of the year to measure performance against the findings of the initial audit.
- It is hoped that the results derived from this exercise will enhance the attractiveness of the programme with the view to institutionalise the project on a district and provincial level.
- Schools from the circuits being led by Ms Julia Sauer and Mr Chris Muller were invited to register for the programme. Mr Chris Muller assisted with the distribution of invitations to the schools.
- There are currently 38 schools enrolled for this programme, seven of which are registered for the PPS project and 31 registered for School Safety only.
- The first School Safety Forum was held on 26 March and focussed on Module 1: Emergency Procedures for Schools. The execution of fire drills and reactions to other types of emergencies were discussed with the assistance of Mr Jack Jones. Schools were also afforded the opportunity to make appointments with Mr Jones to observe their fire drills during the 2nd and 3rd terms.
- The partnership with Project for Conflict Resolution and Development (PCRD) continues to be valuable and very constructive. Printing of all information and training notes for the programme will be sponsored and produced by PCRD. In addition, PCRD will provide each school with a ring binder file for their Portfolios of Evidence

Peace Clubs

- 18 schools have registered to participate in the Peace Clubs programme, the purpose of which is to provide fun opportunities for learners to learn peace-building concepts as well as to foster a culture of service at home, at school, and in the community.
- The project is offered as an extra-mural activity which presents its own set of challenges. Many learners are unable to remain at school in the afternoons because transport later in the day is not available. Nevertheless, teachers have worked hard to surmount these obstacles. One solution involves the programme being offered during break times.
- The Peace Clubs concept is intended to comprise three levels so that learners are encouraged to remain within the programme for more than one year. Ideally they join the programme in Grade 5, and remain members until the end of Grade 7.
- After the lessons learnt in 2013 and 2014, the programme was refined. The requests received from schools to participate in Level 2 of the programme underlines their enjoyment and commitment. This plus the increased number this year (i.e. double last year's number) indicate that this programme is being well-received.
- The piloting of Level 3 of the programme will be undertaken next term.

Peer Mediation

- 20 schools are registered for the programme.
- Monthly training sessions for the project champions from the participating schools have been held since January.
- This programme is the longest standing Peace Education programme and last year the manual underwent a thorough review and update, with good results.
- On-site visits have been conducted by the programme co-ordinator, and the response to this programme continues to be very positive.

Peace Lessons

- 18 schools have registered for this programme, which involves teaching a set of 10 peace lessons to all learners in one of the following grades: Grade 4, 5 or 6.
- Once again this year, there has been exceptional support given by Ms Gwen Fourie, the Life Skills Subject Advisor from the PE District Office, who was present at several of the workshops.
- The lessons for Grade 7 are currently being finalised and will be piloted during the second half of the year.
- Illustrations and posters are also being developed for this CAPS compliant programme.

Seeds of Compassion

- 10 schools have registered for this programme, which involves a mother and her baby visiting the Grade 3 classroom over a period of six months to help teach key concepts to learners. The intention is to reduce levels of aggression and violence among Foundation Phase learners by teaching them about empathy and raising their social and emotional competence.
- Monthly training workshops have taken place since January.
- On-site visits were conducted in March and these will continue in the second term.

Painting for Peace

- Ms Carol Scheepers met with Mr Ray Brown (Lions International) and Ms Alma Lawler to discuss the 2015 Lions Peace Poster competition and the strategy for the implementation of the project under the banner of Peace Clubs this year.
- Seven to ten schools will be involved and Lions will donate the poster paper.

Training of Mentors

- Ten mentors have been selected to support the Foundation with the implementation of the PPS project in the 41 participating schools.
- They have participated in the PPS project for at least two years and have been involved as project champions in their own schools, therefore having an excellent understanding of what is required.
- A decision was made to allocate mentors to only those schools that are new or that may struggle with the execution of their projects.

Experienced PPS schools and schools that have teachers on staff who are mentors have therefore not been allocated PPS mentors.

- The topic discussed at the first meeting was 'Mentoring with Excellence'. It was agreed that teachers must be approached professionally and with empathy, but also with an expectation of delivering on their promises to commit to their projects.
- The second meeting included the PPS co-ordinators from all the participating schools. This was a useful platform for PPS co-ordinators to come to terms with their role in relation to the mentors, and for the mentors to meet their co-ordinators.

Replication and partnerships

- An excellent relationship has been established with the Grahamstown District Office with the Peace Lessons programme replicated in ten schools during 2014.
- In February this year, a follow-up visit took place where it was decided that Peace Lessons will be offered again in the ten schools that participated last year, with five other schools added to the group.
- In addition to the Peace Lessons programme, there has been a request for Parental Skills training, and this is scheduled to take place in early May.
- A partnership with the Uitenhage District Office was also successfully established last year, and plans are in place to strengthen this relationship in 2015.
- The Foundation's Ms Kathy Balshaw was invited to run a teambuilding session with the Uitenhage District Office's Exams Section staff on 26 March. Ms Qukie Lalendle, head of the Exams Section, was very pleased with the interaction and co-operation and expressed the wish for the entire curriculum unit to undergo this kind of intervention.

6) CAREER DEVELOPMENT PILOT PROJECT

- In consultation with Dr Sue Westraad, the conceptualising of this project started last year with Skype meetings, email correspondence and a face-to-face meeting in July last year in Sydney.
- Models in South Africa and in other developing countries are currently being examined in the hope that a suitably innovative approach can be devised to support teachers and learners in the vital transition from school to the world of work. It is common knowledge that there are vast numbers of young people who have a Grade 12 certificate and yet are in the no man's land between school and a place of study or employment. This gap must be bridged, which is the aim of this project.
- On 4 March, the Foundation's Ms Kathy Balshaw, was invited to speak at the opening of the Working World Exhibition, along with Mr Myron Leonard, the Chief Education Specialist in the Port Elizabeth District Office.
- A strong interest in partnering with the Foundation was expressed by Mr Leonard, and the timing for this project investigation could not be better.
- On 30 March, a meeting was held with two officials who provide career guidance support for teachers at FET level plus Ms Khanyi Manzini,

(Marketing and Community Liaison Officer from the NMMU's Missionvale Campus) and Mr Kegan Topper, a counselling psychologist from the NMMU's Research Unit who is also a partner in a newly-established career guidance service, Futurewize.

- A fruitful discussion was held and the stakeholders present indicated a definite interest in partnering with the Foundation in the development of a model which could serve the Life Orientation teachers (and therefore the learners) in this vital decision-making process.
- It was established that PEDO had planned to call all FET Life Orientation teachers together at the start of the second term to pass on important information about course changes at the NMMU. This context could serve as a forum for the Foundation to meet with the relevant teachers to conduct a needs analysis.
- The Foundation hopes to engage the teachers in a way that allows for a deeper understanding of their needs and the 'gaps' that are present in the career development process.

7) **PROMOTING MODELS OF GOOD PRACTICE**

- In November 2014 an online survey was undertaken using SurveyMonkey to determine the training and development needs of education development organisations. 28 organisations responded and rated the learning programmes that they would like to undertake in the following order of priority:
 - Leadership development.
 - Project management.
 - Programme design and development including innovation in an education context and the effective use of information technology.
 - Content specific information.
 - Needs analysis.
- In January 2015, a PMGP blog was published through Wordpress and shared through Twitter. The blog focused on the progress of the project to date and was published as an alternative to a newsletter.
- Since January 2015, the PMGP website has been running informally and video clips are being uploaded to site as they are signed off by the relevant organisations. Based on feedback received, a thorough checking of the website will need to be undertaken in the 2nd term and adjustments made.
- To date the following organisations' video clips have been completed:
 - Khululeka
 - Fundza
 - IkamvaYouth.
- The scripts for the following programmes are currently in production:
 - Edunova
 - Chaeli Campaign - Barriers to Learning
 - Chaeli Campaign - Occupational Therapy for ECD
 - SAEP
 - Gold Peer
- The focus of the whole team is now on completing the video scripts. In addition to the project manager and Sue Westraad, Candice Sharp and

Niqui Cloete-Barrass have been recruited to help complete the scripts as soon as possible.

- The process of editing the footage has been streamlined which should assist with speeding up the production of the video clips.
- Storyboard Articulate, an online learning programme, is being explored as a possible platform for the PMGP online learning programmes. Storyboard Articulate provides an interactive online learning platform and has a number of creative design features. It also allows for linking to video clips and both online and uploaded resources. It is launched online through a website and can be linked to the PMGP website through the Learning Hub. Costs for purchasing Storyboard Articulate licences still need to be obtained.
- In the second quarter the PMGP project team aims to complete the writing of the scripts for each film clip, to produce at least 70% of the video clips and to produce a draft outline of an online learning programme.

8) **MASIKHULISANE READING PROGRAMME**

Team: Paula du Plooy; Lesley Foster; Lesley Young; Sally Potgieter; Colleen Bartle; Anele Ramabele and Mpumi Mrubata

Project Focus

- The findings of the 2014 evaluation of the Masikhulisane programme undertaken by Elize Koch proved that it is possible to implement a bilingual, cross-age, paired reading programme in a township school and that such a programme has major benefits for both learners and teachers.
- It has therefore been agreed that a two-pronged approach would be used in 2015, namely:
 - On-site piloting in the two 2014 pilot schools in order to continue refining the model.
 - Off-site teacher training workshops to expand the programme into more schools.
- In order to facilitate the roll out of the two programmes, the following was undertaken in the first term:
 - Revising and refining the Masikhulisane Teacher's Handbook commissioned at the end of 2014 to guide teachers through the process of establishing a bilingual, cross-aged, paired reading programme in their school.
 - Developing and signing a Memorandum of Understanding by each participating school and the Foundation in order to ensure a common understanding of the requirements of the programme and a firm commitment to implement it.
 - Developing our partnership with Nal'ibali to secure reading material via Nal'ibali supplements for all 2015 Masikhulisane pilot schools and to explore ways in which Nal'ibali supplements can be made available to schools via the Eastern Cape Department of Education.

- Identifying and inviting schools to participate in the off-site Masikhulisane programme in partnership with officials from the PEDO.
- Revising and improving the Masikhulisane training programme to ensure that the process becomes embedded in participating schools via their Subject Policies and Subject Improvement Plans (Home & First Additional Language) and the teachers' Personal Growth Plans.

Material Development

- In the latter half of 2014, the Project Team developed a Teachers' Handbook as a guide to help teachers who wished to implement a bilingual, cross-aged, paired reading programme.
- During the first quarter of 2015, this Teachers' Handbook has been extensively revised and refined and is being piloted in workshops. It addresses the following themes:
 - The contribution of the programme to the professional development of Home Language and First Additional Language teachers through the application of tools such as the Integrated Quality Management System (IQMS) and Personal Growth Plans (PGP).
 - The use of an updated Language Subject Policy and Subject Improvement Plans in the curriculum management of Home Language and First Additional Language subjects in the Intermediate Phase.
 - Alignment of teaching and learning activities linked to a bilingual, cross-aged, paired reading programme with CAPS requirements for planning and assessment of Home Language and First Additional Language in the Intermediate Phase
 - The development of term plans for teaching reading linked to CAPS requirements.
 - Presentation of shared and paired reading strategies using a bilingual (isiXhosa and English) approach.
 - Development and application of criteria for selection of stories appropriate for Grade 6 and Grade 4 learners from available Nal'ibali stories.
 - Development and management of a model for the implementation of the bilingual, cross-age (Grade 6 reading to Grade 4) reading programme.
 - Methods of encouraging free writing in the form of notes recorded in a Journal reflecting the Grade 6 learners' teaching experiences and planning for the next reading session.
 - Exposure to storytelling in the form of writing and illustrating a story during the process of bookmaking with a specific audience in view, namely the learner's Grade 4 Reading Buddy.

Off-site Teacher Training

- A letter of invitation was drafted and sent to schools identified as likely to be interested in the reading programme. Ten schools responded and attended the Advocacy session held on 18 March. Eight schools

decided to participate in the programme and have signed the Masikhulisane Memorandum of Agreement. 46 language teachers responsible for 2115 learners have been participating in the afternoon workshops.

- Workshops are held every Wednesday. As attendance has ranged from 27 to 36, it will be explained to teachers that they will be dropped from the programme if they do not attend at least 75% of the workshops.
- Those teachers participating in the workshops do so actively and clearly enjoy the activities. In each session, time is given to cutting out a story and filing it. Time is also planned to allow for teachers to read and share each of the stories.
- Teachers were asked to record their expectations of the course in the form of a Personal Growth Plan and it was demonstrated how this would assist in the IQMS process in their schools.

On-site Teacher Training

- Meetings were held with the principals and language teachers of the two schools in order to reflect on the highlights and challenges faced by the schools during the implementation of the programme in 2014. Teachers were encouraged to identify problems so that all could learn from the pilot and improve the programme in 2015.
- Both schools are anxious to roll out the programme in the whole Intersen Phase and not just for Grade 6 and Grade 4, with teachers requesting that the workshops take place on Monday afternoons and school visits on Tuesdays.
- Four on-site workshops plus three mentoring sessions were held at the two pilot schools in the first quarter.

Partnership with Nal'ibali

- The Masikhulisane reading for enjoyment programme has been built around the Nal'ibali cut-out stories and their supplement covers.
- Nal'ibali has appointed Malusi Ntoyapi as the Cape Town based Programme Support Officer for the Eastern Cape and a strong working relationship exists between Nal'ibali and the Foundation. Mr Ntoyapi has agreed to come to Port Elizabeth in June and September to train Teacher Assistants.
- Nal'ibali ran a two day workshop in March which was attended by all Masikhulisane facilitators who gained valuable insights, skills and a better understanding of Reading Clubs. Teachers from both schools attended the afternoon workshop for teachers.
- The Foundation has submitted the names of the schools on the programme and the number of Grade 6 learners who will be needing supplements to Nal'ibali to use during school hours. Each school has completed and submitted the registration form for Reading Clubs and Nal'ibali has agreed to supply over 1400 supplements for all the Grade 6 learners of our participating schools. 600 back issues have also been couriered to Port Elizabeth.
- The Foundation will hand out these supplements so that each school can create a Travelling Shoe Box Library which will form the heart of sustainability in the new schools.

- The Masikhulisane team will intact with Nal'ibali and the EC DoE to investigate options for the Nal'ibali supplements to be made available on a broader scale to schools wishing to adopt a bilingual, paired reading programme.

9) **GOVERNANCE AND COMMUNITY LEADERSHIP**

Team: Paula du Plooy; Frank Peffer; Mike Bendle; Lawrence Africa; Jack Jones; Rob Holliday; Reginald Jacobs; Candice Sharp

Community Facilitator SLP

- Using an SLP developed by the Foundation, a group of 17 people identified from the 2014 Governance SLP cohort are participating in Community Facilitator training. Attendance levels have been satisfactory.
- Once trained they can be used by the Governance team, by the PEDO and by other organisations to undertake basic SGB training of community members.
- In order to be regarded as fully competent, the Community Facilitators need to display proficiency in two key areas:
 - Knowledge of relevant documentation related to school governance such as the SA Schools Act.
 - Facilitation and personal skills.
- A manual developed for the programme is being revised.

10) **TABLETS IN INTERSEN PHASE**

Team: Paula du Plooy and Colleen Bartle

- Investigation of use of tablets in schools:
 - The Foundation visited Herbert Hurd Primary School which introduced the use of iPads to all Foundation Phase learners in 2014 and subsequently to all learners in the school in 2015. Each staff member is also issued with an iPad.
 - The Foundation was given sound advice about issues such as the storage of the tablets, the charging of the tablets, the applications suitable for use in the Intersen Phase and insurance. Further on-going support was offered to the Foundation.
- Investigation into available hardware:
 - iPads: Quotes were obtained from a number of suppliers and, after careful investigation, it was decided to purchase Apple mini iPads as Apple supports education in South Africa, has the biggest app store in the world (with many free apps for use in the classroom) and has an operating system with better protection against viruses.
 - Routers: After examining portable Wi-Fi routers, it has been decided to select data networks with the strongest signals in the areas in which the schools are situated.
- Selection of Primary School for piloting:
 - Investigations are under way for a possible site for piloting where the school has a safe, the computer room is be sufficiently safe for the storage of the tablets and the school has a Grade 4 teacher

who is familiar with technology and willing to pilot the programme in the classroom.

11) **COMMUNITIES OF PRACTICE**

Team: Paula du Plooy and Carmen McCarthy

- On 5th March a meeting was held with Carmen McCarthy (teacher at Triomf Primary), Clifton Jantjies (principal of Strelitzia Primary) and Ashley Ah Goo (PEDO Intersen Phase Maths Subject Advisor) where it was agreed that Ms McCarthy and Mr Jantjies will undertake the implementation of the Subject Head Roles and Responsibilities SLP focussing on Maths teachers in the Northern areas.
- The Foundation and the PEDO will provide input, support and guidance as required, with Dianne Mason overseeing, moderating and verifying the results
- The Foundation will cover some basic costs of implementation of this community-led SLP, namely:
 - Printing of the study guide and certificates.
 - Ms McCarthy's telephone & fax expenses.
 - Ms Mason's fee as moderator of the SLP.
 - NMMU Registration costs.
 - Costs of three mentors.
- The community group (i.e. the two schools) will be responsible for:
 - Workshop facilitation.
 - Venues.
 - Catering.

12) **WHOLE SCHOOL SELF EVALUATION**

Replication: National DoBE Project (Phase 1: 225 schools)

- According to the memorandum of understanding between the Foundation and the DoBE which was signed in late 2014, 25 schools from each province will be trained in the application of the Foundation's School Self Evaluation Instrument. If the National DoBE is satisfied with the effectiveness of the instrument, it will be transferred to them for application in all SA schools.
- 25 schools from the King Williamstown District plus the relevant provincial and district officials were trained in Nov 2014. Similar on-line training was completed during the first quarter of 2015 in the Northwest and Mpumalanga Provinces
- The Northern Cape and Free State will be trained in April, KZN in May, Gauteng and Limpopo in June and Western Cape in July.
- The DoBE requires that there be 5 rating scales in the instrument rather than the current 4 to bring the instrument in line with the official 2001 WSE policy. The Foundation will be covering the cost of this adjustment to the instrument and of any other changes which may be needed.

Replication: Lusikisiki District Project (114 schools)

- Following last year's training, the Lusikisiki District's Circuit Managers have decided to repeat the exercise as some of the participating schools

clearly inflated their scoring and/or may not have understood the questions in the instrument. Also, the instrument which was previously used has subsequently been revised.

- The EC provincial officials are providing strong support to Lusikisiki to make sure that the project is successful.

Replication: KwaZulu Natal Provincial Project (36 schools)

- Following the successful training of selected schools and officials in each of the KwaZulu Natal school districts in late 2014, the provincial officials and the district WSE co-ordinators are actively assisting the schools to conceptualise and implement School Improvement Plans (SIP's).

13) BUILDING SOLID FOUNDATIONS

Overview

- The Building Solid Foundations team have visited all 10 learning schools (see 10.1 below) and after three years of Foundation involvement they are seeing strong progress in matters of discipline and classroom management.
- Teachers clearly have more confidence in themselves because they are feeling more knowledgeable about how to plan their day and to deliver the curriculum more effectively.

Grade R

- There are 31 teachers on the programme, with good attendance levels (approximately 90%) at the workshops held during Feb and March.
- The February workshops focussed on practical planning, with Ms Annalise Baines from the PEDO and a core group of Grade R teachers assisting so that the model could be rolled out to schools across the district.
- Grade R teachers were called to a meeting by the Foundation Phase curriculum advisors, where this planning was handed out as well as a daily programme exemplar which has been developed.
- 'Cross community' visits are being planned for teachers from township schools to visit teachers at more affluent schools in order to observe how they manage their classrooms and deliver the curriculum.
- A highlight in March was the start of the first community based Reading Club.
- Ms Cheryl Fischer from the Early Learning Centre has requested assistance from the Foundation with training her facilitators on using the CAPS documents as part of their ECD training. This training, which is an excellent case of model replication, will take place on Friday 17th April.

Grade 2

- Two planning workshops have been held with teachers but attendance was very disappointing, with only 11 out of 20 participants arriving.
- These workshops are voluntary, with the planned outcome being to complete daily planning and planning portfolios up to the standard required by the DoBE.

- Those teachers who are working on their planning are very enthusiastic and feel these workshops are very helpful. The Foundation will therefore continue with workshops for a smaller group of dedicated teachers, with two workshops planned for next term.

14) READING IMPROVEMENT INITIATIVES

Learning Support Sessions

- Learner Support Sessions are being run instead of Reading Clubs at 8 learning schools, with about 245 children benefitting. The project team is developing planning lessons for First Additional Language.
- Learner Support Sessions are going well, although there is still some resistance from a few teachers who do not attend these sessions regularly. Some teachers on the other hand are extremely enthusiastic and enjoy seeing what activities and resources are used each week and then implementing these ideas in their classrooms.
- Teachers showing a lack of enthusiasm will be dealt with at the beginning of the second term.

Reading Clubs

- Sustainability of Reading Clubs is of major concern, despite teachers assisting and being part of the process and the PEDO being in favour of all schools having Reading Clubs.
- Some schools have indicated that they may not be able to continue with the Reading Programmes in their schools without on-going outside assistance.
- In order to sustain the reading programmes, there may be a need to consider investing in teacher assistants to help schools with reading programmes.
- On the positive side, a team is involving communities and targeting churches to establish Community Reading Clubs, with two established to date.

Wordworks

- The project team is determined to see more Wordworks training taking place as it is vital to improve parent/school relationships and teachers have been given the training and skills to continue the programme on their own. However, many schools are discontinuing Wordworks training or are requesting refresher courses on presenting the programme again.
- A meeting was held on 16 March with Ms Baines from the PEDO to discuss the most appropriate way forward to train teachers with Wordworks.

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