

SIYAWELA PROGRESS REPORT First quarter of 2015

1) SDSI: SCHOOL PRINCIPAL AND SMT LEADERSHIP DEVELOPMENT

Siyawela is implementing this programme in 12 selected historically disadvantaged high schools, utilising a problem solving approach to empowering principals and other SMT members. Training and mentoring are based on the experiences of the various Principal Training initiatives piloted over the years by the GMSA Foundation

- The perspective for this year was set in 2014 at the last Old Mutual conference in Constantia when it was announced that 2015 would be the third and final year of the project.
- The possibility of a three-year model brought new clarity to the developmental trajectory of the project. It became apparent that 2013 as the first year of the project had been the phase of *engagement*, while 2014 as the second year had been the phase of *consolidation*. It was therefore decided that 2015 would have to be aimed at leaving the 12 schools in a state of *sustainability*.
- A practical definition of sustainability has been adopted by all the project participants namely; ‘the endurance of systems, processes and procedures’.
- The team subsequently agreed to the following principles to underpin the project in 2015:
 - School based on-site development.
 - Increased focus on strategic leadership and the role of the principal.
 - Focussing on systems and processes – Structure and Agency.
 - Deliverables and outcomes to be identified and achieved by the end of November 2015.
 - Establishing Communities of Practice (COP’s).
 - Mentoring and Coaching/Guiding of the participants.
- A detailed programme planning and implementation strategy has been finalised. In conjunction with the project curriculum that had evolved in the form of ‘Programme Perspectives’, a consolidated three-year template ensured a strong methodological grounding and continuity for year three of the project to start confidently in January 2015.
- The time that schools spent in November on their 2015 year plan is now starting to pay huge dividends as all schools started teaching on day one of the new school year. Some of the other marked developments in the schools include:

- A stronger sense of ownership by Principals and SMT's of their responsibility towards their school.
- Growth in confidence.
- Improved systems of administration and more effective year planning.
- Better understanding of Curriculum planning, organisation and management.
- Increased ability to confront crises and to devise solutions.
- The broadening of leadership structures.
- A comprehensive project progress report for 2014 was finalised, with the comparative statistics from 2012 to 2014 for the Matric results of the 12 project schools showing a marked and consistent upward trend.
- The Old Mutual Education Flagship Programme appointed an independent outside consultant Mr Tim Mosdell to conduct a thorough evaluation of the project in early February.
- Other first term activities include the following;
 - Two planning sessions with the school mentors to align them with the focus on sustainability.
 - Three contact sessions for Principals and SMT's dealing with values based leadership and resilience conducted by Anthony Jennings and Rod Warner.
 - Staff development sessions conducted on site.
 - Utilising the Foundation's WSSE instrument to identify the critical issues and to determine the processes and systems to be put in place to ensure sustainability.
- The school Mentors are playing a very different but important role this year in the school. Their primary role is now to support sustainability and to encourage the Principal to steer the growth and development of the school.
- The twelve Principals established a Principals Forum – 'Club 12' – as a platform to discuss education matters of mutual concern. Clearly the first seeds of a Community of Practice have been planted. It is through the process of sharing information and experiences with the group that the members learn from each other and have an opportunity to develop themselves personally and professionally.
- Two articles on the project were published in the Herald during the first term, one written by Andre Forbes and the other by one of the Foundation's Mentors, Lionel Heath.
- The Foundation has been invited by the national DoBE to attend a National Management Leadership Committee (NMLC) meeting to discuss the conversion of the ACE: School Leadership and Management to an Advanced Diploma in Education (ADE).

2) **PEACE EDUCATION: PARENTING SKILLS COMPONENT**

Team: Nobesuthu Myoli, Roxanne Wrethman and Colleen Bartle

- 25 schools registered to participate in the Parenting Skills programme this year, which is being funded by the Old Mutual via Siyawela.

- The response to this programme continues to grow, as schools are recognising the importance of providing an opportunity for parents to be equipped and supported in the raising of their children.
- *Bringing Parents to the Education Table* is the focus of the first two terms, with schools being required to offer Grade 1/ Grade 4/ Grade 8 (or a combination) to the respective grade parents. Three workshops are offered to the parents and are facilitated by the teachers. The focus is on guiding parents on how they can become more involved in their children's academic progress. .
- Monthly training workshops have taken place since January.
- Two schools managed to complete all three sessions during Term 1. The rest of the schools have started the programme, or have set their dates, and will complete the three sessions by the end of Term 2.
- Consistent attendance by parents is the ongoing challenge facing teachers. There is an eagerness expressed by parents at the outset of the initiative, but follow-through is not always evident.

3) **TEACHER LEARNER CARE: BASIC COUNSELLING FOR TEACHERS**

Team: Samantha Naicker, Roxanne Wrethman and Adéle Bradfield

Replication and Partnerships

- The continued partnership with the NMMU's Department of Developmental Studies underlines the value and credibility of this Short Learning Programme which has been registered since 2012.

TLC statistics at a glance

- Between 2008 and 2014, the Teacher Learner Care programme has reached 50 schools in the Port Elizabeth District.
- Two schools in the Uitenhage District were introduced to the programme at the end of 2014.
- Teachers from 12 schools plus one private candidate have enrolled, with a total of 27 participants for 2015.

Project activities

- On 3 February, an Orientation Session was held to provide an overview of the course and to secure the support of the principals. A key focus area this year is to keep principals fully informed.
- Workshops have been held on Tuesday afternoons and, to allow for more intensive skills development, two Saturday workshops took place during the first quarter.
- Three out of the nine modules of the course were completed during Term 1, namely: Focus on Self; Stress and Wellness; and Counselling Skills.
- Mentoring support is available for participants should they require assistance with the implementation of the programme or support with difficult cases.
- Each school represented on the TLC programme is required to set up a counselling venue at their respective schools where TLC participants can meet with the learners seeking counselling.

- Andre Rabie Hoërskool was the first of the 12 schools to 'launch' their TLC service at the beginning of March.
- A newsletter for the first quarter was distributed to all TLC Programme partners and participants via e-mail.

4) **TEACHERS FOR TECHNOLOGY AND SCIENCE**

Team: Paula du Plooy; Adèle Bradfield; Judy Arendse, Langa Zono; Oko Beshe; Natasha Arendse

- 17 teachers completed both phases (two years) of the TTS programme in November 2014
- Six teachers who started the TTS programme in 2014 are continuing with their 2nd year and will also act as cluster facilitators on the Science Clubs component of the programme.
- In February, invitations were extended to teachers from 17 new schools identified by Mr Jeremy Sampson from the PE District Office plus 2 learning schools that have not yet completed the programme as well as 25 other schools that were identified in consultation with TTS team members.
- 25 of these 44 schools responded positively and attended a TTS advocacy session on 10 February to:
 - Introduce the TTS team to the group.
 - Provide information on the TTS programme structure and criteria for 2015.
 - Provide information on TTS internet-based resources and tools that are under development.
 - Afford schools and teachers the opportunity to register for the programme.
 - Provide a taste of programme activities through the demonstration of a simple science experiment.
 - Supply schools with the schedule of programme activities for the year.
- At the advocacy session, it was also explained that in 2015 TTS would consist of two programmes:
 - Category A: Curriculum, Subject Management and Technology.
 - Category B: Science Clubs.
- The criteria for participation in these respective categories was explained, including the fact that we would only allow teachers to participate in one category due to their workload but that schools may have different teachers participating in the different categories.
- The number of teachers attending Category A workshops has stabilised at 28 drawn from 22 schools.
- The number of teachers participating in Category B workshops is 24 representing 16 schools.
- Category A:
 - In the first quarter four workshops were held, commencing with an overview of the need for Natural Science (NS) subject policies and files.

- Teachers are required to construct their own school NS subject policy and NS subject files as homework.
- Attention is also being given to the importance of planning – termly, weekly and daily.
- A key component of the subject planning being addressed is the necessity of having a Grade Assessment Plan which teachers were required to compile for their homework.
- Teachers were also required to begin planning for their Term 2 lessons. Each teacher received an NS lesson planning booklet which contains provision for termly, weekly and daily lesson plans and reflection.
- **Category B:**
 - Bearing in mind that teachers are only allowed to attend one Category due to the volume of work involved, it is encouraging to note that three teachers who registered for Category A have opted to attend Category B workshops too as observers.
 - One Category B workshop was held in the first quarter dealing with an overview of the Science Club processes and requirements as well as the requirements for the teachers' Portfolios of Evidence
 - The session ended with a demonstration of a simple experiment using a balloon, water and a candle which was linked to the steps of a scientific investigation.
- **Partnership meetings and replication opportunities are as follows:**
 - PEDO: In January a meeting was held with Isaac Metembo to discuss the 2015 TTS programme, to obtain input from the PEDO and to identify ways in which the Foundation could support the District Office's skills development processes. It was agreed to provide the Curriculum Unit with monthly and quarterly status reports on the TTS programme.
 - PEDO: The Foundation met with Jeremy Sampson and Charmelle Swingly to share project process to date as well as to gain insight into requirements for NS Subject Policy and NS Subject Planning.
 - NMMU: A discussion took place with Marilyn Gibbs, the Eastern Cape Convenor of the Eskom Expo for Young Scientists concerning details of the NMMU/GMSAF partnership in terms of the Expo for Young Scientists. It was agreed that Ms Gibbs will assist with Judges' Workshops and also by providing schools with 2015 expo information booklets.
 - NMMU: At the request of the Foundation, Maria Hansford, the NMMU's copyright expert, has agreed to run a Copyright Information Session for the Foundation's Independent Contractors on 13 April.
 - Western Cape Primary Science Programme (PSP): Contact was made with the PSP via e-mail and Skype to discuss future collaboration possibilities such as the possible piloting of the NS Test Wizard as a joint venture in order to obtain feedback from W Cape teachers on the potential of this software to analyse learner achievement. Further contact will be made with PSP officials once the resource is ready for piloting.
 - Grahamstown District: A meeting was held with two Rhodes Masters student graduates who are interested in helping schools establish

Science Clubs. Steps are currently being undertaken to identify a suitable school where a science club can be established with the assistance of these two volunteers. Once the school has been identified, a meeting will be held with the school's principal and training will be provided to the two volunteers.

- Development of resources:
 - TTS interactive website and Grade 5 teaching resources:
 - The Grade 5 teaching and learning resources have been developed for all the NS themes for the four terms.
 - Images produced by Derrick Nesbit are currently under review for inclusion in PowerPoint presentations and tests..
 - Ryan Woods has been appointed to undertake the development of the initial TTS Website. An outline of the website is expected at the start of the second term. A first version featuring Grade 5 material is to be completed by the end of the 2nd term.
 - A prototype NS Test Wizard for Grade 5 to 7 Intersen Teachers has been completed and will be piloted in the 2nd term. The purpose of the NS Test Wizard is to guide teachers to develop tests according to NS CAPS specifications, including:
 - Content to be tested.
 - Required marks for tests.
 - Required combination of lower, middle and higher order questions.
 - Ryan Woods is currently completing the NS Learner Achievement Analysis system for teachers to use in conjunction with SASAMS.
 - Teacher resources completed in the first quarter:
 - NS Subject File Template.
 - NS Subject Policy Template.
 - NS Term 2 Planning Booklets for Grades 5, 6 and 7 based on CAPS.
 - Basic Computer Skills for NS Teachers.
 - A guide to the establishment of Science Clubs and homework templates.
 - General planning document for schools – currently being refined.
- Memorandums of Understanding:
 - MOU for Cluster Facilitators.
 - MOU for 2015 TTS Participants (new schools).
 - MOU for use of Mecer tablets by Mentors.

5) **CURRICULUM LEADERSHIP AND MANAGEMENT**

Team: Paula du Plooy and Dianne Mason

Subject Head Roles and Responsibilities

- In 2014 a collaborative partnership MOU was signed with the Curriculum ECD and the GET Directorate of the EC DoE in which the Foundation would undertake the training of selected District Officials on the Roles and

Responsibilities of Subject Head Short Learning Programme. In turn, these officials would undertake the training of selected teachers in their Districts.

- Officials from seven Districts were trained in 2014, with six undertaking the training of teachers as per the MOU. These were Cradock (35 teachers from 6 schools), Cofimvaba (33 teachers from 13 schools), Dutywa (37 teachers from 9 schools), Maluti (33 teachers and 5 district officials), Mount Fletcher (39 teachers from 8 schools) and Qumbu (number of teachers not yet confirmed).
- The other District did not undertake any training due to budgetary constraints, particularly lack of a travel budget.
- A follow-up meeting has been scheduled with Dr Daisy Reddy, the E Cape's Chief Education Specialist in charge of Curriculum ECD and GET Programmes, to decide on further Foundation support to the EC DoE and Districts as they roll out the programme in 2015.

Curriculum and Instructional Leadership Short Learning Programme (SLP)

- In January a meeting was held with the NMMU's Dr Kathija Adams to discuss joint assistance to the PEDO and the EC DoE to ensure that the Roles and Responsibilities of Subject Head programme was entrenched in schools. The concept of training Deputy Principals and Phase Heads to roll out the programme in their own schools was also considered.
- Annalise Baines from the PEDO has agreed for this programme to be implemented with the full support of the PEDO Circuit Managers who would attend workshops and undertake the mentoring and support of participants at schools. The proposal will be discussed with the PEDO Circuit Managers in mid-April and implemented at the end of April.

6) GOVERNANCE AND COMMUNITY LEADERSHIP

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

Partnership with the EC DoE

- At the request of Mr Vazi, the Acting Chief Director of Cluster B, a key meeting took place on 12 March 2015 involving the Foundation's General Manager, the Education Project Managers, 6 EC DoE officials, 1 PEDO official and 2 Uitenhage District officials.
- The following wide range of issues and partnership possibilities between the EC DoE and the Foundation were discussed:
 - The training of ECD practitioners.
 - The organisational structures of Circuits.
 - School leadership training.
 - Support of school functionality improvement processes.
 - Support and development of skills of newly elected SGB members.
 - The institutionalisation of the partnership between the Foundation and the EC DoE by means of a service level agreement.
- At the end of the meeting Mr Vazi agreed to:

- Request the Deputy DG to identify a suitable co-ordinator to interact with the Foundation in formalising the working arrangement.
- Table the draft MOU between the Foundation's Governance team and the EC DoE at the next meeting with the DDG.
- Seek approval for a two tier agreement, one at Governance project level and the other covering all of the Foundation's educational models.
- Undertake to ensure that the Foundation and the EC DoE meet on a regular basis, with the next meeting scheduled for April.

Partnership with the PEDO

- The Foundation's Governance team has supported Ms Nama to prepare for the 2015 SGB elections.
- Ms Nama has played a key role in the preparations for the implementation of the Foundation's Community Facilitator SLP and the Governance and Community Leadership SLP.

Additional Partnerships

- Penreach was established 23 years ago and trains 1 400 teachers a year, who voluntarily attend skills development workshops on Saturdays. Penreach requested support from the Foundation in terms of sharing of our manuals and resources and in training members of their team.
- Trevor Jennings, a retired local businessman, has been in regular contact with the Foundation seeking a way for local churches to assist schools in improving their effectiveness. A 'Just One Hour' volunteer programme is being implemented and support has been provided by the Foundation in the form of governance resources and materials. This will hopefully prove to be a successful community based replication initiative.

Governance Short Learning Programmes (SLP's)

- Because of the March SGB elections, the start of this SLP was postponed until 29 April 2015.
- A well-attended advocacy session was held on the 25 March at the PEDO where the SLP was explained to the schools which attended. All schools were informed that final applications for the programme must be submitted by the 14 April after which the participants will be selected.
- Based on the recommendations of the evaluation of the 2014 Governance & Community Leadership SLP as well as discussions with Ms Nama, it was decided that the Governance team would undertake two SLPs in 2015.
- The SLP guide and other related documents are nearing completion.

7) MATHEMATICS IN FOUNDATION PHASE

Team: Paula du Plooy; Dianne Mason; Colleen Bartle; Judy Arendse; Thembela Xhoxo

- The 2015 project partners are:

- PEDO Foundation Phase Curriculum officials (Ms A Baines and Ms H Knoetze.
- Dr Kathija Adams and Mrs Gishma Daniels-Smith from the NMMU.
- In terms of replication:
 - NMMU has indicated that they are investigating the use of our Maths in Foundation Phase SLP for use in their outreach in Limpopo.
 - Annalise Baines has forwarded a budget linked to the EC DoE 2015/16 Learner Attainment Improvement Strategy (LAIS) for implementation of an extended Maths in Foundation Phase SLP for PEDO teachers to start in late 2015.
- In consultation with the Foundation Phase Curriculum Unit of the PEDO, 37 teachers from 13 schools are participating in the 2015 programme.
- At an advocacy meeting prior to the start of the programme, the criteria for participation were discussed in detail and the principals of the participating schools agreed to:
 - Support and assist their teachers as they undertake implementation of strategies and processes taught as part of this SLP.
 - Make provision for participating teachers to have access to a good quality laminator and 100 laminating pouches.
 - Make provision for participating teachers to collect counting apparatus such as bottle tops and ice-cream sticks.
 - Make provision for participating teachers to acquire measuring apparatus.
 - Make provision for participating teachers to photocopy on both white and colour paper.
- School visits were undertaken to all 13 schools as a courtesy call to meet the principal, to see the school and classroom environment, to meet the learners and to assess the resources.
- Nine workshops were held in the first term including two full-day Saturday workshops. Each workshop included:
 - An energizer in which teachers play number games which they should teach and play with their learners at school.
 - A practical demonstration of a key Maths concept to be taught in the coming week with full teacher participation.
 - An hour in which teachers began the process of planning their Maths lessons for the coming week.
- Highlights of the 1st quarter include
 - Teachers' willingness to undertake their own purchases of resources for teaching of Maths when their school has been unable to do so.
 - Teachers already sharing resources such as wall charts with other schools.
 - The excellent partnership with the PEDO.

8) **LEARNING SCHOOLS INITIATIVE (10 primary schools)**

Participating schools

- Last year 4 schools (Joe Slovo, Seyisi, Fumisukoma and Garrett) completed the 3 year pilot project but remain involved in the Leadership Matters component of the LSI. This year, the project is being replicated at

Strelitzia, Zanoxolo, Nkuthalo, Gertrude Shope, Dumani and Adolph Schauder.

Whole School Evaluation and Planning

- Planning for 2015 was basically completed by the schools at the end of last year except for some year planners which, with the assistance of the LSI team, were completed early this year.
- The schools are progressing well in terms of their school improvement plans. Some are updating their school improvement plans with regards to the actual projects they are embarking on for 2015 by making minor changes while others are completing their school improvement planning.
- Six of the LSI schools are participating in the Infrastructure Development programme led by Jack Jones this year and have been supplied with monthly and yearly maintenance and toilet management programmes.
- In March, the GMSA Foundation team met with the PEDO officials to update them on all the programmes being initiated at the LSI schools.

Leadership Matters

- A leadership presentation was held on in February with Dr Dale McGregor presenting the topic of 'Leading Change and Change Management – Managing Stress'. 28 principals, deputy principals and SMT members from all 10 LSI schools were present.
- A Principals' Forum was held in March with all 10 principals attending. Lawrence Africa, one of the mentors on the Leadership Team, presented an activity called 'The Bus Stop'. This was followed by a feedback session where the principals discussed what lessons could be learnt from the Bus Stop.
- A Leadership day retreat/workshop was held in March with Dr Ferdi Middleton the presenter for the day on the theme of 'Delivering on the Curriculum'. All delegates were given a manual which they worked through in their school groups and crucial school leadership topics were discussed.

Optional GMSA Foundation Programmes for the Learning Schools

- **Backpackers Programme**
 - LSI Schools were invited to participate in the Grade 1 roll-out this year and 6 have committed to participating.
 - During the 2nd term, team members will visit the schools to ensure the material is being used effectively.
 - A pilot programme in both Grade 3 classes in one school involved some 80 learners and was completed in March.
- **Teacher Learner Care**
 - Two Learning School teachers enrolled for TLC 2015 and submitted their documents for registration with the NMMU for the Short Learning Programme.
 - Their attendance and participation have been good
- **Teachers for Technology and Science**
 - Workshops will be presented in two categories this year, namely Science Clubs and Curriculum - Subject Management and

Technology. The two new schools on the programme may participate in one or both categories.

- Four Learning Schools are completing the 2nd year of the 2014/2015 TTS programme this year. These teachers are expected to attend workshops in both categories as they will act as “Cluster Facilitators” for the science club component of the programme.
- Teachers are participating with enthusiasm and have formed working groups to conduct their Term 2 planning.
- **Peace Education**
 - Seven LSI schools are participating in Peace Education Programme this year, two of which are new to the programme.
 - Orientation workshops were held for the new schools on the 28th January and for the old schools on the 29th January.

~~~~~