



Sponsors of Tomorrow.™



**Report to Gauteng Department of Basic Education
on Intel® Teach Training
conducted by SchoolNet SA
sponsored by Intel®
between March 2010 and November 2011**

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1. Introduction

A range of Intel® Teach training has been conducted by SchoolNet SA in Gauteng since the inception of the programme. Intel® continues to fund the development of Intel® Teach courseware and capacity building for trainers which enables other organizations, corporate social investment initiatives and departments of education to offer training to more schools than Intel® could fund.

Across the world over 10 million teachers have been trained through this programme. In the past two years, 20 000 Gauteng teachers have benefitted through the Intel® Teach programme which have run face-to-face workshops and sent materials to schools for the use of educators at their respective schools.

Most of the venues relied on the Gauteng Online Labs which have been installed by the Gauteng Department of Education in each school in order to make the use of ICT in the classroom become a reality. These labs are equipped with a minimum of 24 computers that are bolted into a workstation and connected to the teacher's computer which in turn is connected to the provincial server which is managed in a central location. The labs have security included as well as internet connectivity. Unfortunately many challenges have been experienced whilst using the labs which in turn have impacted not only on the training but on the perception teachers have of computers and their relevance to the teaching and learning environment. Fortunately the teachers who attended the workshops were eager to learn and more specifically many opted to purchase their own laptops in order to continue the learning.

This report outlines the training that has taken place in Gauteng between 2010 and August 2011 as sponsored by the Gauteng Department of Education and the Intel® Corporation South Africa.

2. Intel® Teach Getting Started



1. Training conducted at Zakhele Primary School April 2010.

The Intel® Teach Getting Started course is aimed at novice computer users. The course focuses on introducing teachers to basic functions that would help teachers to lighten their workload as well as introducing them to the concept of 21st Century skills. This course was only localised for the South African climate in March 2011 and thus the training of 3 additional trainers from the Gauteng allowed for training to commence fairly soon after the training of senior trainers in

2.1 Training

- Thomas Mofolo High School 07th April to 09th April 2010
- Ukhanyiso Primary School 24th April, 8th and 15th May 2010
- Cosmo City Secondary School 18th April to 21st May 2010
- MEDUNSA Tshwane North 05th to 08th July 2010
- Voortrekkerhoogte High School 27th to 30th September 2010

- Hloliswa Combined School 30th September, 01st, 09th, 23rd October 2010
- Zakhele Primary School 23rd, 30th October and 06th November 2010
- Nellmapius Primary School 06th, 20th and 27th November 2010
- Mandlomsobo Primary School 13th, 20th, 20th and 27th November 2010

The training for Gauteng took off quite well, shortly after the Training of Trainers which took place at Wits University Education Campus early in March 2010. Of the group present 3 trainers were from Gauteng.

There was another round of training of trainers that was run in July in Tshwane North which expanded the pool of trainers. This helped especially in the ensuing year as research was to be conducted in the Tshwane South District that would look at how the Getting Started Course helps initiate teachers into the field of ICT integration and thus training was to be conducted in a large number of schools in D4.

The one element that was common in all the workshops was that the level of skill among educators was low but they were willing to be coached and learn how the computer could assist them in their tasks. The facilitators at each of the workshops opted to model the desired behaviour in terms of practicing toggling and completing at least one task per productivity tool with the participants.



1 Clustered training at Voortrekkerhoogte High School

The 2010 academic year was also heavily affected by a prolonged teachers' strike which resulted in many workshops having to be cancelled or postponed until further notice. The strike affected Gauteng the most as it seemed to be hub of the union activities. Once it was concluded, a tremendous effort by educators and departmental officials was focused on catch-up programmes for the grade 12 learners who were the most affected by the teachers' action. This resulted in workshops being rescheduled for the following year.

Comments by teachers participating in the training

- *I wish that we can find another opportunity or workshop so that we can upgrade our certificate or our knowledge.* Trainee from Mandlomsombo Primary School
- *This course is good for the integration of classroom activities into ICT.* Trainee from Zakhele Primary School
- *My computer skills have improved a lot after the four days.* Trainee from Hloliswa Combined School

2.2. 2011 Training

Quarter 1

- Koos Matli Primary School (D4) 24 - 29 January 2011
- Vlakfontein Secondary School (D4) 29th January, 05th, 12th February 2011
- Mikateka Primary 12th - 13th, 26th - 27th February 2011
- Refentse Primary School 05th, 12th, 19th, 26th February 2011

- Mamelodi Secondary School 05th, 12th, 19th, 26th February 2011
- Jan Kotlolo Primary School D4) 05th, 12th, 19th, 26th February 2011
- Flavious Mareka Secondary School 05th, 12th, 19th, 26th February 2011
- Bajabulile Primary School (D4) 05th, 12th, 19th, 26th February 2011
- Ezazi Primary School (D4) 19th, 26th February, 05th, 12th March 2011
- Medunsa (Cluster, Gauteng North) 12th - 13th, 19th - 20th February 2011
- Thembalethu Primary School 28th - 31st March 2011
- Sizanani Special School 28th - 31st March 2011

The majority of the training that took place in the first quarter was focused on completing workshops related to the research that was evaluating the Intel® Teach Getting Started course. Teachers were required to complete a pre-workshop set of tasks that were in line with the respective modules that would be covered in the course as well as post-workshop tasks that were of a similar nature to modules in the workshop. The facilitators were specifically lead through the pre- and post- workshop tasks so as to administer them as accurately as possible.



2 Caria from Thembalethu Primary School sharing with her colleagues

The most challenging aspect of the workshops was the use of Gauteng Online Labs. Trainers were given flash drives that contained the course material and could be loaded onto each workstation on the day of the training session. This was due to there being no access to the network and no CD ROMS available. This added “administrative” time to the training because this had to be done each day of the workshop. It also meant that the trainer needed to collect the work of each participant after each session as the hard drives of Gauteng labs are cleaned of any temporary folders overnight. The use of the single flash disk and the often virus riddled lab meant that files were often corrupted and lost in the process of saving from workstation to flash drive.



Despite this hiccup – the training was well received by all participants. **3. Sizanani LSEN Training at the school**

Comments made by participants:

- *“The lessons were interesting”* Teacher from Koos Matli Primary School
- *“More time needed to do practices and to learn more things about the computer”* Mika Teka Primary School Teacher

Quarter 2 and Quarter 3

- Boschkop Primary School 29th March to 01st April 2011
- Sikhanyisele Primary School 7th, 14th, 21st May 2011
- Realeboha Primary School 16th, 14th, 18th, 21st May 2011

- Mveledzo Primary School 21st, 28th, 11th to 12th June 2011
- Abinala Primary School 27th to 30th June 2011
- Johannesburg Central District 27th to 30th June 2011
- Carltonville District 27th to 30th June 2011
- Krugersdorp District 04th to 07th July 2011
- Keitumetse Primary School 08th to 13th July 2011

Workshops in the second quarter were not as intensive because most schools were geared towards preparing for the upcoming June examinations. These workshops were set up by trainers in their respective areas in order to ensure that teachers were in a position to access the much needed basic skills training.



4. Maria and Nomsa from Realeboha Primary School

Facilitators made an effort to use independent labs so that there were less technical issues to deal with. Teachers were committed to attending training and benefitted greatly from the experience.

A comment from one of the teachers: *“My computer skills have improved a lot because now I’m able to use power point, word and excel.”*

3. Intel® Teach Elements: Project Based Approaches

The way that the Intel® Teach Elements course was offered with regards to face-to-face training in Gauteng was the way that this particular course should be offered. Despite only having 3 workshops in the province in the year 2010-2011, it must be noted that the first two workshops only had 1 contact session between facilitator and participants.



5. Eastgate Primary School Training

Although it certainly is the most cost effective method in delivering training, except for direct distribution of material for self study, it was noted by the facilitator that the amount of work that was covered was far too extensive in light of the fact that most participants had very limited experience of applications software. This coupled with the nature of project-based software training made participants anxious about their ability to complete the action plan that could be used to implement a project in a classroom situation.

The training conducted at Leondale Primary was preceded with the Intel® Teach Getting Started course. This training was brought together by the district co-ordinator who was familiar with the school’s principal as well as prior technology-based training. The fact that there was better understanding of the content and context of how projects fitted into learning, in conjunction with the having 3 facilitated sessions, made it far more beneficial than the one day face-to-face training.



6. Johannesburg North training in Newtown

- Eastgate Primary School 18th September 2010
- Johannesburg North District 19th March 2011
- Leondale Primary School 6th, 13th and 20th August 2011
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4. Intel® Teach Essentials

- University of Pretoria 27th to 30th September 2010
- University of Pretoria 27th March to 01st April 2011
- Johannesburg North District 04th April to 07th April 2011
- Northview High School 05th to 08th September 2011

The Intel® Teach Essentials course by nature is very demanding on time and effort - and despite teachers being confident computer users, having to incorporate technology into a project only adds to the challenge. The number of teachers that started the course and those who managed to submit their portfolios certainly did not correlate and this only further added to the reputation for rigor that this course holds. Gauteng is the province that leads the way in combining in-service teachers and 4th year pre-service teachers in participating in this



7. Johannesburg North training taking place in Newtown.

challenging course. The camaraderie that develops between young teachers who are fairly tech savvy and the experienced hands-on educators – made for interesting discussions and contributions in improving each other’s portfolios.

The table below indicates the achievements of the portfolios that were submitted.

Completion	8
Bronze	12
Silver	13
Evaluated Portfolios	33

5. Intel® Teach Thinking with Technology

- Phumula Gardens Primary 12th February, 12th and 18th March 2011
- University of Pretoria 04th April to 07th April 2011
- Johannesburg North District 7th, 14th and 21st May 2011

The groups that participated in the training completed the Intel® Teach Essentials course before embarking on the Thinking with Technology course which greatly assisted progress and resulted in appropriate skills being in place for this course. Thinking with Technology deals with using online thinking tools to promote higher order thinking. Reliable connectivity made this training a lot easier because the thinking tools are only available on the Intel website. They are free to all teachers in the world to use as they wish. Teachers that participated in the training were



8. Phumula Gardens Primary Teachers

able to see the link between how important higher order thinking skills are in relation to project based learning and came to value the need to stretch learners beyond the level of recall and memorisation skills.

It was however noted that a few teachers who were not confident about their own computer skills felt intimidated by including thinking tools into their projects. This became a frustrating factor in the completion of the training because these teachers required tremendous encouragement in order to get through the material. A number of teachers dropped out of the course, due to its demands and this further caused a poor flow in the completion of projects.

6. Recommendation and Conclusion

It is recommended that all courses that form part of the Intel® Teach programme be made available on the Gauteng Online Server so that teachers are in a position to engage with the material without having the trouble of accessing it from a flash drive that may contain viruses. It must be noted that teachers identified by District Co-ordinators as sufficiently knowledgeable to attend the more advanced courses, should do so by invitation only. This would increase the number of teachers who would actively implement the incorporation of technology into their classroom practice and who would also pursue best practice with the availability of the built-in labs at the respective schools.

The support by District Officials in the shape of provincial and district ICT Indaba's has allowed for the Intel® Teach courses to receive due exposure and predominantly through word of mouth requests for these courses have come through. The need however is still for the basic skills course which indicates that teachers are willing to take a small jump over the digital divide – which is made so much easier by the encouragement that Districts currently provide but should extend to the next level of ICT integration.

Due to the future financial restraints in offering the Intel® Teach courses for free to schools, it will be important that Districts and schools include their own funding allocation to the professional development budget in order to keep the flow of training current and not to lose sight of the goal of a fully ICT integrated teaching and learning environment for all.

In conclusion, it has been disheartening that despite the Gauteng Online Labs that are readily available for most schools to use that the respective management structures do not capitalise on the opportunities available to them; there is an added challenge of labs not being opened for training over weekends or available for teachers to use after school. It is essential that ICT be viewed as a joint venture not only between the school management structure and teachers but also with the Department of Basic Education and NGO's on the periphery. Ultimately, teachers need to stoke their own desires for professional development in the field of ICT. The DBE along with SchoolNet can suggest possibilities of how best to reach those goals but individual teachers must continue their own journeys.

Report written by

Dezlin Jacobs

SchoolNet SA