



Sponsors of Tomorrow.™



**Report to Limpopo 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



1. Doasho Secondary School Trainees 2010

A range of Intel® Teach training has been conducted by SchoolNet SA in Limpopo 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 alone.

Across the world over 10 million teachers have been trained through this programme. In the past two years, 3 000 Limpopo teachers have benefitted through the Intel® Teach programme which has run face to face workshops and sent materials for the use of educators at their respective schools.

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

2. Intel® Teach Getting Started 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. This course was only localised for the South African climate in March 2010 and thus the training of 2 senior trainers from Limpopo allowed for training to commence fairly soon after the training of senior trainers in April 2010.

2.1. Quarter 2

There were 8 workshops that took place within the second quarter in Limpopo. The workshops were arranged by trainers as they already had a sound connection with schools in their respective areas. Teachers attending the training were all novice computer users and although fearful of pressing the wrong buttons initially, they worked steadily towards mastering new found skills, through continuous encouragement from the facilitators and colleagues alike.

DZJ Mtebule High School	14 - 17 June 2010
Mariveni Full Service School	21 - 24 June 2010
Tintela Primary School	14 - 16 June 2010
Millenium Combined School	30 June - 03 July 2010
Matlhari Centre (Cluster)	07 - 10 June 2010
Tloukolobe Primary School	14 - 17 June 2010
Matlhari Centre (Cluster)2	14 - 18 June 2010
Matlhari Centre (Cluster)3	21 - 25 June 2010

A decision to host training of trainers early on in the second quarter was perhaps the best decision taken for the Limpopo province. The candidates who were invited to this training had been recommended due to having been trainers for other SchoolNet courses and this made it measurably easier to commence wide spread training. The training group was only 9 individuals strong and this

meant that careful observation by the senior trainer could be made in order to maintain quality and make the correct choices in terms of supporting future training ventures. Of the 9 people who were trained as facilitators, 7 individuals were earmarked for future training success. Commendation must be given to the district officials who were identified as they made sure that the schools in the areas benefitted from the Intel® Teach Getting Started course which was made available free of charge.

2.2 Quarter 3

Matlhari Centre (Cluster) 4	28 June - 01 July 2010
Matlhari Centre (Cluster) 5	05 - 08 July 2010
Matlhari Centre (Cluster) 6	09 - 12 July 2010
Makhanya Junior Secondary School	31 July - 01, 07 - 08 August 2010
Millenium Combined (Group 2)	14 - 15, 21 - 22 August 2010
Mmaphotle Higher Primary School	11 - 12, 18 - 19 September 2010



2. Training at Millenium Secondary School

Fortunately with the number of operating trainers there were many opportunities to get training underway as all had sound working relationships with schools in the area. The decision to have clustered training also made more sense in order to service as many teachers as possible. This was achieved by identifying a fully functional lab in a central location and inviting teachers from all neighbouring schools to training.

It meant that teachers were required to travel in some instances but in general the consensus was that this training was worth the effort. Facilitators worked carefully through the material and encouraged teachers to make use of the Help Guide to make sure that they were confident enough to explore scenarios once the training had been concluded.

2.3 Quarter 4

Mariveni Full Service School (Group 2)	02 August - 11 September 2010
Kgatelopele Primary School	28 September - 01 October 2010
Doasho Secondary School	09 - 10, 16 - 17 October 2010
Moretele Secondary School	23 - 24, 30 - 31 October 2010
Tsaneng Combined School	15 - 17, 22 - 24 October 2010
Tzaneng Combined School	15 - 17, 22 - 24 October 2010
Appel Combined School	15-17 Oct, 22 - 24 October 2010
Moriting Primary School	24-24, 30,31 October 2010
Makanye Primary School	06 - 07, 13 - 14 November 2010
Ditlalemeso Secondary School	20 - 21, 27 - 28 November 2010
Tsaneng Combined School (Group 2)	29- 30 October, 5 - 7 November 2010
Khujwana Primary School	20,21,27,28 November 2010
Appel Combined School (Group 2)	12 - 14, 19 - 21 November 2010
Tzaneen Laerskool	12 - 14, 19 - 21 November 2010



3. Tsaneng Training Centre was used a venue to service teachers

A venture spearheaded by one of the senior trainers that aimed to train at several sites over concurrent weekends proved very successful with regards to the attendance of teachers. The training was scheduled over the weekends and because schools were busy with the exams after the elongated teachers' strike action, they were eager to improve on their own skills during the down time. Arguably teachers do not have a lot of downtime and this meant that committing time to professional development did not rank very highly. It was reflected in the small number of teachers that committed to attending the training, and actually following through

with attendance. Nevertheless, those teachers that attended training benefitted greatly and this can be seen in the comments that were made:

- *The workshop was fruitful and has enlighten(ed) my skills for 21st century as they are pivotal in our classrooms.*
- *The training has improved my computer skills.*
- *The training was interesting and educative. I gained valuable knowledge on how to use different programmes from a computer.*

It was also reflected by trainers' comments who stated that despite making every effort to ensure that labs being used were functional it became apparent that the reality for teachers was working in challenging conditions. Some school labs are old and are operating on Windows 97. Virus riddled hard drives made it difficult for teachers to save their work on a flash drive and use their documents later on. These are points of concern as teachers genuinely desire to bridge the digital divide but are hindered by obstacles within their teaching environment.



4. Teachers working together at Ditlalemeso

3. Intel® Teach Getting Started 2011

3.1. Quarter 1

With the first quarter underway and many schools taking time to come to grips with the demands of the new school year not as many workshops were hosted as envisaged. Nevertheless, the five sessions that took place were well received by participants and thoroughly enjoyed by the facilitators.

3.2. Quarter 2

Leagathoko Secondary	31 - 05 April 2011
Segoreng Primary	01 - 04 April 2011
Motholo Primary School	12 - 13, 19 - 20 February 2011
Tfhala Secondary School	05 - 06, 09, 15 February 2011
Tzaneen Helneg Academy	11, 18, 26 February 2011
Badimong Primary School	19 - 20, 26 - 27 March 2011
Lefatane Primary School	05 - 06, 12 - 13 March 2011

Tladi Higher Primary	05 - 08 April 2011
Mokwatedi Secondary School	09 - 10, 16 - 17 April 2011
Dikwata Primary School	07 - 08, 14 - 15 May 2011
Mankgaile Primary	21 - 22, 28 - 29 May 2011
Riba Primary	04 - 05, 11 - 12 June 2011
Batubatse Primary School	04 - 07 June 2011
Riba Primary	04 - 05, 11 - 12 June 2011
Batubatse Primary School	04 - 07 June 2011
Mamahlo Primary	16 - 19 June 2011
Malesa Primary School	27 - 30 June 2011

As can be seen from the table above schools opted to arrange training during the Easter and Winter break. This gave teachers the opportunity to direct their undivided attention to training that would contribute to their professional development and to some extent would streamline their work – which previously took many hours to complete.

Participants were shown how to use of the Help Guide so that they could continue with further exploration after the course and not feel obliged to be coaxed by the trainer to complete tasks using the method of “Plan It”, “Do It”, “Review It” and “Share It”. As can be seen from the course evaluations, teachers disclosed that they felt that the time dedicated to the course is too short and should instead have several follow-up sessions to ensure that the new skills were being practised.



5. Training at Segoreng. Notice the computer the teacher is working on.

Another observation was that several teachers who were close to retirement age, also felt the need to attend the workshop so that during their last few years they could still be relevant in the classroom. Motives of the participants may need to be evaluated but it is commendable that age does not affect the hunger or ability to learn.

Attendance at the workshop, except for the few that do not manage to attend the first day is very good. Once teachers have committed it is clearly evident in the attendance.

3.3. Quarter 3

Kgwadu Primary School	29, 30 June - 01, 02 July 2011
Kgwadu Primary School Grp 2	03 - 06 July 2011
University of Limpopo	07 - 10 July 2011
Noorderland High School	11 – 14 July 2011
Lephalala Primary School	23,24- 30,31 July 2011

The number of workshops that took place in the latter of half of the year dropped drastically as the funding for training had reached its end. The workshops that had already been scheduled were concluded and other future dated courses were cancelled. It was with great sadness that the decision had to be taken but it also highlighted the fact that the need for training far outweighs the funding that is allocated to the training of basic skills courses.

4. Intel® Teach Elements: Project Based Approaches

Moretele Education Development Centre

23,24, 26 April, 01 May 2010

With only one face-to-face workshop to show for Limpopo between 2010 and 2011, it is evidence how the needs for pedagogical basic skills training is required as opposed to the higher end courses. This is not to say that teachers are not at the level of the more demanding courses but it does show that teachers may need more coaxing to participate in the higher end courses.

The Elements CD which contains the Project Based Approaches short course was distributed to teachers in the province with the view that they could work through the material at their own pace. It would seem that this did not happen as there were no inquiries about training in the respective areas and initiatives to host workshops were unsuccessful. SchoolNet has informed Intel that self study with no mediation or training contact of any kind is unlikely to result in benefits to teachers.

5. Intel® Teach Essentials and Thinking with Technology

Efforts to host both of these higher end courses in Limpopo were unsuccessful.

6. Recommendations and Conclusion

The need for basic skills training is immense in the Province and cannot be overlooked. With that said it is pitiful that efforts to have more challenging courses have been dismal and this may be due to the fact that teachers do not feel confident enough to take on such courses.

It is necessary to approach the situation sensitively by acknowledging that other training agents are active in the province. It has been suggested that the nature of the Intel® Teach courses may be too difficult for the teachers. This notion is untrue – the problem lies with the teaching of basic computer literacy; basic skills must be acquired in the context of the teacher's everyday tasks in order to allow progress to be made in the more advanced courses. The issue of a professional development pathway should be decided upon by the Provincial Department of Basic Education in partnership with the schools in question. Schools need to take ownership of the training that is required and ensure that the environment that the teachers operate in, allows them the freedom to develop their ICT skills and in so doing pursue ICT integration more readily.

This means that meaningful partnerships are made and that decisions regarding professional development are made with the teachers in mind. That also includes the need to allocate funding to the venture of professional development and sticking to the plan that is decided upon.

It is not impossible for our teachers to reach levels of competency in ICT integration. It is necessary for them to do so. In order to accomplish it – all stakeholders need to be clear about their roles and plot a way forward that would benefit all in question.

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