



# **Report on National Peer Coaching Training 2011**

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## **1 Introduction and Background**

The Peer Coaching programme, initially solely sponsored by Microsoft has been facilitated in South Africa since 2007. Recently however, other corporate sponsors, such as the Vodacom Foundation and the State Information Technology Agency (SITA) have increasingly seen value in this programme. Thus, they have also included sponsorship of this course into their professional development offering.

## **2 Review of Peer Coaching**

The peer coaching programme is a whole-school professional development model aimed at training teacher leaders to serve as coaches for colleagues in order to encourage engaged learning and ICT Integration into teaching and learning practices. The programme was designed to be implemented at each participating school for a period of three years in order to increase the number of coaches within each school. The peer coaching programme is a series of five workshops facilitated over a nine month period. The workshops focus on preparing teacher leaders how to improve lesson design and master coaching skills. The workshop activities focus on engaged learning strategies.

In the first workshop, teachers and their principals work through the goals of the programme. One outcome is for teachers to understand how the principal will make their school resources available in order to facilitate coaching between staff and to establish a coaching plan for the year.

The second workshop focuses on communication strategies to make staff aware of the peer coaching programme and the extent of what can be achieved. Also, communication skills that are used to promote discussion around improving learning activities are thoroughly scaffolded.

The third workshop emphasizes techniques to improve the quality of lessons. This workshop assists teachers in designing authentic and engaging problem-based tasks for effective teaching.

The fourth workshop brings together communication skills, lesson improvement skills and all knowledge gained during the previous workshops to refine existing goals for teachers. In addition roadblocks are analysed and solutions around challenges thus far encountered are brainstormed.

The fifth workshop culminates with a discussion between the principal and coach on effective school-based professional development and further explores how peer coaching can assist with this model. Coaches also explore more online resources to keep abreast of new developments in education and how to use these effectively in coaching.

### 3 Microsoft Sponsored Peer Coaching

In 2011, Microsoft was only able to sponsor four clusters of Peer Coaching training. These were in East London (Eastern Cape), Port Elizabeth (Eastern Cape), Tshwane (Gauteng) and Bloemfontein (Free State).

The preparation for this course is always challenging as the course requirements are often ignored by principals with the selection criteria for the coaches invariably not observed. Some of these requirements for nominated coaches to participate in the programme are: ICT literacy; access to computers; connection to the internet; and a completed motivation and application form for participation in the programme.

#### 3.1 Peer Coaching in East London



Stirling Primary school, a regular venue for training, once again played host to the training with their spacious laboratory of 35 workstations, an administrator computer connected to a data projector, printer and air conditioning.

The 2011 cluster was composed of teachers from 11 schools and a representative from the District office. Schools were mostly clustered around East London. However it is noteworthy that: the Nxuba Primary, Cradock district official and teachers travelled in excess of 400 kilometres return; from Kopano Secondary teachers travelled in excess of 150

kilometres from Queenstown; and Nonyaniso Primary, Middleburg teachers travelled more than 500 kilometres return. This is evidence of the dedication of coaches to this course.

The participating coaches were from primary and secondary schools and brought to the training their varied subject expertise from primary phase learning areas as well as FET subjects such as Computer Applications Technology, Life Science, Physical Sciences and Life Orientation.



The following schools and teachers participated in the 2011 Cluster.

Buluga Farm School	Ntombokuqala Bokolose
Cradock District Office	Vuyisile Zizi
De Vos Malan High School	Bernard Gosling
	Michael Swartz
Fikile Bhengu Primary School	Lulama Mbane
Komga Public School	Nokwayiyo Merile
	Thembisa Carol
Kopano Secondary School	Ntombekhaya Mbasane
	Khungeka Matomela
Matthew Goniwe Comp School	SK Sambokwe
Nonyaniso Primary School	Lulamile Panziso
	Viwe Gideon Tywabi
Nxuba Primary School	Lungile Tsewu
Pefferville Primary School	Benedicta Ruiters
Stirling Primary School	Margaret Diab
	Wesley Renton
	Warren Ahlschlanger
	Julie Phillip
Willow Park Primary School	Eleanor Pooven
	Ntathu Gwadiso

Principals are usually only invited to two workshops, the morning of the first and the afternoon of the seventh workshop. A principal noted the following during the first workshop:

*“A very informative workshop. I shall attend even next time”* This principal has since attended all sessions.



*“There is a good relationship between the facilitator and the coaches. Everybody’s ideas are respected. It was so nice working in groups as respect was the key aspect. I definitely hope that after this my teachers will be more than ready to coach others”*

*“Peer Coaching has given me a more structured way of assisting teachers in their own professional development”*

### Comments from teachers:

*“The training gives me more insight in using ICT in teaching and learning”*

*“I learned that using ICT in the classroom needn’t be complicated! It can be used to enhance a lesson. I also learned what a good lesson plan should look like, and how to revise them. We are teaching digital learners!”*

*“I have learnt the importance of setting up a well-structured lesson plan as this can make a big difference when doing projects.”*

*“The golden opportunity of sharing resources with my colleagues is fascinating. I feel I make a difference to my colleagues.”*

*“My lessons now are more specific and clear and I am able to achieve my goals and select relevant information. The tasks that are given to learners are challenging their thinking”*



### 3.2 Peer Coaching in Port Elizabeth

Training in Port Elizabeth was held at Algoa College, which had sufficient working computers with connectivity to the internet. Mr. Sammy Bouwers, a district coordinator was always on hand to assist with technical challenges.

Eleven schools participated in this course and of special note, teachers from Blueilliesbush Primary school travelled in excess of 250km from Tsitsikamma to attend this training:

Blueilliesbush Primary School	Lulama Jordan
	A. Koopman
Daniels Primary School	Felicia Ndevu
	Nomangesi Tangana
Helenvale Primary School	M. Heemro
	Y. Seyce
Malabar Primary School	S. Kerspay
	E.L. Serfontein
	D Mbinambi
T. Wildman	
Malmaison Primary School	Lorraine Colleen Jenniker
Pellsrus Primary School	Ignatius Plaatjies
Sivuyiseni Primary School	S. Tyala
	M. Gqomo
Solomon Mahlangu	Pinki Nomvete
St Theresa Primary School	EM Baartman
	G Cooper
	HT van Eyck

	MM. Peterson
Woodlands Primary School	Bongiswa Yakhe
	Felicity Jansen
	Isak Fredericks
	Thenjiwe Gqunta
Zamukukhanya Primary School	Primrose Ngwabeni

The trainer remarked that the second workshop was a turning point for coaches. The Museum project movie clip stimulated lively discussions and the coaches were animated in their interactions as well as their camaraderie.

Coaches had ample opportunities to practice collaboration and communication skills during workshops with



sufficient hands-on activities to be engaging. Coaches were effectively encouraged to improve skills in coaching. The chalk-talk protocols, the discussions around the Principles in Action video and the design of the coaching action plan were each met with much excitement.

The coaches' reflections are as follows:

*"found this workshop very informative and I learnt a fair amount about what is expected of a coach."*

*"It is a challenging and exciting process"*

*"there is a lot one gains from (watching) presentations of different groups on how to improve lessons"*

*"this is a very rewarding session. I feel very privileged to part of this programme"*

*"I no longer theorize about what I'm teaching but I can go to the web and consult with colleagues on how to improve my lessons. The good thing about peer coaching is that you can learn from each other and transfer skills and knowledge"*

*"in the beginning it was difficult to use my mobile device as a search engine, but after attending more coaching workshops, I believe I have mastered this skills. I created my own email address and can now easily communicate with other colleagues, to help and collaborate with those that are far away."*

### **3.3 Peer Coaching in Gauteng**

There were 26 participants from 10 schools in the Tshwane South District. The venue for this training was initially Northridge Primary school but this proved to be too far to travel. This training was subsequently moved to the Nan Hua Buddhist Temple as this is situated in the heart of Bronkhorstspuit and sufficiently close for all participating schools to attend training.

Chokoe Primary School	Dikgomo Nthepe S
	Jiyane Louise Sister
	Masethe Mallema Asser
	Modishane Portia Lekee
	Ntuli Emmah
	Thupa Nakedi Niserck
Cultura Primary School	Anna VD Westhuizen
	Makandidze Lancelot
Dan Kutumela High	Geoffrey K. Manyelo
	Jeannethe Shabalala
	Josiah Muntu Mashishi
	Lesly Pila
	Martha Nkoane
	Mmako Meta
Hlolisisa Primary School	Shoba Ntombi Johanna
Mandlomsobo Primary School	Mahlangu Rose Collin
Protem Elsen School	Lebelo Portia
	Motimela Julia
Sedibeng Primary school	Boto Masoga
	Delphina Molepo
	Lekgethile Makuoyane
	Thelma Modipane
Sihluziwe Primary School	Rasebote Ellen Thandiwe
Sitjhejiwe Primary School	Mahlangu MJ
Thereso Primary School	Hunadi S Mosoma
	Peter Vusumzi Nkosi

Coaches appreciated the workshop on Lesson improvement and design. The six steps of lesson design were discussed and coaches were allowed opportunities to complete their own lesson design templates and evaluate these using lesson improvement rubrics. This activity was deemed most useful as they were able to immediately use these skills with the teachers they were coaching in their respective schools.

Participants were successfully able to log onto the PIL Network and had the following to say:

*“This session has helped me to evaluate my lesson plans and come up with new ideas that might help enhance learning through ideas and opinions of other colleagues. I’m looking forward to impart this knowledge to my colleagues at school.”*

*“I’ve learnt many things; this has helped me realize that my lessons need a thorough improvement. I’m very excited with the progress of the workshop so far! ”*

*“I can't wait to see the excitement and the improvement that ICT is bringing into our teaching and learning. It is time that all teachers start integrating ICT in their teaching and learning. This is a workshop that is relevant to us as educators in this 21st century”*

### 3.4 Peer Coaching in the Free State

Thirty two teachers from sixteen schools participated in this course. The University of the Free State hosted the training in its well-equipped computer centre.



Bergmanshoogte School	Ingrid Engelbrecht
	Nauda Cilliers
Eunice High School	Pieter Schuurman
	Jackie Truter
Iketsetseng Comprehensive School	Philimon Mabuya
	KB Radebe
Legae Intermediate School	Keneilwe Motlaledi
	Irene Motsalane
	HE Mosiana
Lesotho	John
	Kalanda Kasongo
	Moliehi Sekese
	Lilian Ofori Sare (Phethahatso Medium School)
Mafube Intemediate School	Maria Photolo
	Prisca Khambule
Manyatseng Intermediate	Hilda Mpho Nhlakeng
	LM. Mokhampanyane
	Morampe Motlhodi
Marang School	Mpai Molatedi
Ntediseng Intermediate School	John Matje
	Martha Morole
	Veronica Tshabalala
	Isaac Olifant
Paul Roux Intermediate	DW. Make
Refentse Primary School	Letsogo Setlhare
	JM Moore

Rosenhof High School	Thandi Nkgwedi
	Mariette Ferreira
Thabo Vuyo School	Michael November
	Eric Tefo Lesekele
Trompsburg Secondary School	Anthony Ramutle
Unity Primary School	Jonathan Mbongo
	Matladi Mdluli
	Salala Swarts
Welkom High School	Sipho Mpotle
Wilhem Postma Primary School	Maritha Viljoen

Coaches actively participated in the communication and listening skills activities and initially sited challenges in completing artifacts to explain Peer Coaching to other staff members. This was directly attributable to the fact that many coaches had never before experienced PowerPoint or Publisher. This is one example where the criteria for the selection of coaches were not adhered to. The facilitator was able to employ just in time learning and with the help of other literate coaches worked through the basic skills needed to complete the task at hand.



The poor level of coaches' ICT skills prompted the facilitator to request an assistant for all peer coaching workshops. The assistant would be able to work in tandem with the facilitator to provide just in time support for skills required to complete activities.

Coaches listed the following responses when asked what they thought their challenges to implementation of Peer Coaching at their respective schools would be:

*"Educators willingness to make it a success"*  
*"Access to computers if the centre is locked"*  
*"Attitude of senior educators who are not*

*comfortable using ICTs"*

*"Coaching colleagues who have never touched a computer"*

*"Convincing staff that they could all benefit from coaching"*

*"To find a time slot for peer coaching and to let peer coaching become pervasive"*

*"Support from SMT and colleagues"*

Teachers reflected the following when asked what they had learnt about ICT integration:

*“I have learnt that even though I am nowhere close to being an expert when it comes to the use of ICT, I now have the confidence to use it on a daily basis and if something does not work, its ok- every day is a learning experience. I know where and how to access information.”*

*“that to use ICT is not a burden; but rather can enhance lessons and make the learning more exciting for learners”*

*“there is a lot of information out there that can help both teachers and learners to learn and teach effectively. “*

*“using ICT resources can make teaching fun, engaging and interactive”*

#### **4 Vodacom Sponsored Peer Coaching**

The Vodacom Foundation equipped 35 schools in KwaZulu-Natal and Limpopo provinces with a maximum of four desktop computers and sponsored connectivity for two years. As part of their initiative to provide access and enable use of the equipment, they approached SchoolNet to provide a range of professional development courses to be facilitated for teachers in each of their targeted schools over a two year period. In the second year of this project, Peer coaching became the focus to ensure that ICT champions within the school were provided with skills to coach their peers. Coaching clusters were started in two districts in each of the above mentioned provinces. In KwaZulu-Natal the selected districts were Pinetown and Port Shepstone and in Limpopo province these were in the Vhembe and Mopani districts.



The limited number of available computers posed some challenges as this meant that these schools could not be used as venues for training and those teachers did not have adequate access for practice and mastery of skills.

##### **4.1 Peer Coaching in Pinetown**

Training in Pinetown was hosted by Chelsea Preparatory and although public transport was not readily available, 23 dedicated coaches from eleven schools participated in this training.

Amagcino Primary	Thandazile Luthuli
	Mumsey Mkhize
	Busie Mseleku
Fundakahle Junior Primary	Rosemond Ntombela
Ispingo Beach Intermediate	S Khuzwayo
Kwagwegwe Primary	Thembi Chiliza
	Vuyiswa Ntshela
	Ritta Mzulwini
Phangisa Primary	Lindiwe Goba
	Z. A. Mchunu
Sibonise Primary	Lindokuhle Madonsela
Tholamandla Primary	Nonhlanhla Khumalo
	Edna Ndaba
	Smangele Ngcobo
Umlazi Comtech	Themvikile Hlongwa
	Sifiso Msomi
Uthando Primary	Bheki Khumalo
	Nonhlanla Ntsele
	Thoko Zulu
Vukuzakhe High	Sifiso Myeza
	Selina Makhanya
	Themba Makhanya
Zakhele Primary	Patricia Nhleko

This workshop started with teachers registering onto the Partners in Learning website and this set the tone for collaboration within the group. Discussions around the activities were met with much excitement and vigour.

Thembi Chiliza, an epitome of an excellent peer coach, outlined the essentials of peer coaching

*“In peer coaching workshops I learnt how to use skills and techniques in my coaching with other coaches. We set objectives together asking ourselves these questions: what strategies will we use in peer coaching? How will we use these strategies? We formed team with other coaches. We collaborate and communicate about our challenges and our successes. We formulate our policy we will follow when dealing with these challenges and successes. We also collaborate and communicate about our strength and weakness and also the barriers that could hinder our teaching practice. We work effectively to avoid barriers and promote our teaching and learning”*

#### 4.2 Peer Coaching in Port Shepstone

This workshop proved very useful for teachers in this area. Courses on ICT integration are scarce and this course arrived at a most appropriate time. The challenge in this cluster was that coaches lacked basic ICT literacy skills and this ofcourse hampered the progress of the course activities. Coaches took time to familiarise themselves with application skills and this encroached on sufficient time being available to complete required course activities.

Luthuli High School	Mandla Ntuli
Ithongasi Public Primary	Shadrack Mavundla
	Ntombifikile Yeni
Manquzuka High	Thebekile Khuzwayo
	Maxwell Acheampong
	Eunice Nkomo
Portshepstone Senior Primary	J Zwikker
	L Hudson
	Femida Haripersad
Marburg Secondary	Magdalena Malherbe
Entabeni Primary	Cornelius Luthuli

A teacher initially remarked that her school had a lab full of computers however nobody at her school was able to say which ones were working or not. The only time the lab was opened was when learners wanted to borrow a mouse or keyboard. By the end of this course this teacher had gained enough confidence to get a technician to do an audit on the lab and she ensured that all computers were fully functional. She is now working on securing a sponsorship for connectivity in the lab. This is testimony that one person can make a difference!

#### 4.3 Peer Coaching in Vhembe

The training once again was marred by the lack of ICT literacy amongst coaches. This cluster had 9 schools participating with an initial attendance of 30 coaches. The computer labs at project schools were not suitable to host training; ; coaches thus had to substantial distances to Mopani High School. This was very disappointing as coaches and teachers at those schools did not have access to computers in order to master or put into practice skills learnt through the course.

Basopa High	MS Mabasa
	TL Baloyi
	XP Chauke
Mbilwi Secondary	NS Makhuvha

	Nyambeni Lidzhade
	Rachel Ndaedzo Nemukula
	T Arnold Murendi
Mopane Intermediate	Karin Marais
	SF Phiri
	Stanley Magoba
	Talukanani Ramabulane
	Tshilidzi Mabirimisa
Mpandeli Secondary	Avhatakali Singo
	MM Netshiya
	Sigidane Ndwakhulu
Realidisha High	ME Mabina
	NJ Mabina
	S Chitumba
Shingwedzi High	Albert Mabasa
	Ivy Mihloti Mabasa
	Olga T Mwasi
Siloam Primary	Grace Tshithlido
	H Eunice Muthali
	Maanda Madilonga
	Ramabulana Ngwakwana
	Wilson Silidi
Thondalushaka Secondary	Fhatuwani Khumela
	Shumani Munyai
Thonzwe Primary	M Lydia Mashamba
	Robert Mbaimbai

Coaches were able to reflect on the following improvements at their schools during the course:

- *Coaches are now assisting other peers on how to integrate ICTs into lessons*
- *Principal is now using his laptop and projector to teach Natural Science to his Grade 9s*
- *Teachers have become more confident in finding video resources off the Internet as these allow learners a visual representation of the concept being taught*

The following insights were voiced by coaches:

- *Wouldn't it be great to have a full time coach at school*
- *We need to plan in advance and create time to improve knowledge and skills*
- *Teachers who have started using ICTs in their teaching activities are almost all of the opinion that this has had a remarkable effect on learners' understanding of concepts taught.*

Coaches further diarised their peer coaching journeys <http://bit.ly/qYFivz>



#### 4.4 Peer Coaching in Mopani

Ten schools participated in this cluster with 20 coaches in attendance. Many teachers were not competent computer users and this resulted in some coaches dropping out from the course. This is one of the main reasons why it is so important to use the criteria for selecting participants for this course. It can be overwhelming for a novice user to encounter the breadth of course activities.



Appel Combined	BJ Lemekwane
	Fieland Malapane
	Masilo Malapane
	Norman Mugumira
Charles Mathonsi	David Nyatsambo
EduCare Primary	Debby Lategan
Gija Ngove High	Joseph Elephant
	Molly Baloyi
Hanyani Thomo High	Gezani Baloyi

	Irvin Misevhe
	Risimati Mnetwa
	Tafadzwa Munyengeri
Maloti Secondary	Margaret Mpuru
	Vicky Phala
Merensky High	Martha Leeuwner
Taxila Combined	Frans Maphoto
	Maranata DeBeer
	Andrew
Tsaneng Combined	Patience Myakayaka
	Sydwell Baloyi
Tzaneen Laerskool	Nerine Fourie

In the many feedback activities, coaches were able to discuss strategies around lesson improvement and then further engaged their principals by inviting them to visit the classrooms to note the improvement in the lessons.



This course has more than achieved its focus and this is reflected by the following coach's comment *"Peer Coaching is definitely the best teacher development programme I have come across and would recommend this to all schools that are embarking on ways in which to integrate ICTs into their classes. Everybody, ranging from the SMT to learners at school seems to be more enthusiastic about teaching and learning"*

## 5 State Information Technology Agency (SITA) sponsored Peer Coaching in the Midlands

This project focused on upgrading existing computer infrastructure or supplementing hardware to ensure that seven secondary schools in the, KwaZulu Natal Midlands had access to working computer labs. A support specialist Ms Hlengiwe Mfeka, worked with schools and individual teachers to ensure that the schools were well supported and achieved the goals of the project. The peer coaching course was offered to teachers after a year of professional development interventions at these schools.

Unfortunately Mpophomeni High School chose not to participate in this project and thus this coaching cluster had six schools with 18 participating coaches.

Asibemunye High	Bonginkhosi Mthalane
	Mduduzi Ndlela
	Sandile Dube
Asithuthuke Primary	Lawrence Mfuphi
	Nombuso Mnguni
	Vroom Sylvester
Injoloba High	Bhekokwakhe Mtungwa
	Nombulelelo Chirwa
	Skhosiphi Ndlovu
Mconjwana High	Innocent Dlamini
	Lindiwe Khumalo
	Mbongeni Dlamini
Sbongumbovu High	Bongani Zondi
	Ndumiso Makhathini
	Sakhephi Makhathini
Umthombo Secondary	Bongani Manyoni
	Thembekile Zondi
	Thembisile Mlotshwa

In many cases, the coaches reflected that the lack of access to hardware made it difficult to complete tasks within the course. Furthermore the senior teaching staff at school showed a resistance to using ICTs in their teaching. This was cited as one of the major stumbling blocks. It was noted however that those teachers that “got the IT bug” were finding all sorts of ways to use ICTs into their teaching and learning experiences. This was wonderful as learners were also appreciative of this experience as it provided opportunities for them to engage with technology as well.

Despite the many challenges there was much to appreciate and this is reflected in a video clip available on YouTube <http://www.youtube.com/watch?v=hWCXmIQL2IU>

At the end of the course coaches further committed to overcome challenges in the following ways:

- Even though we are overloaded, my collaborating teacher and i have decided to sacrifice time by having 10 minutes during break time at least twice a week.
- My collaborating teacher bought an idea that he will start saving for laptop and other resources but for the time being we will be using my assets(laptop, printer, copier, modem, memory sticks etc)
- My collaborating teacher and I have decided to manage time
- We will decide on the day/s to use
- Breaks will be shortened and ten minutes will be used for collaborating
- We have already discussed with my collaborating teacher that as soon as the computers are ready at school we will commence this undertaking.

- We've decided that we use as little time that we find to work on a task at least 15 minutes will be appreciated.
- We will preferable meet at least once each week(Wednesdays) after school to discuss issues that are holding us back and work on them.

## **6 Conclusion and Recommendations**

The peer coaching course is a holistic programme which is geared toward helping coaches within a school to learn the skills to coach and grow their peers in lesson improvement strategies, communication skills and integration of ICT into teaching and learning activities.

There are many recommendations for the successful implementation of the peer coaching programme:

- Coaching candidates must be selected according to the criteria provided for this course. It is not fair on participants who for example are not ICT literate to be asked to complete activities where this is a pre-requisite.
- Principals must be able to attend the sessions where necessary as this shows staff that management is committed to growing teachers' skills but also because attending courses allow the principal to understand the programme the teacher is attending and further support coaching plans when required.
- Peer coaching is a sustained programme held over a period of nine months. This is both an advantage and disadvantage. It is an advantage as it provides coaches with an opportunity to practice what they learn and then feedback their reflections into the course workshops. It is a disadvantage because teachers find it difficult to remain dedicated to finish the course.
- The course is expensive due to the course being eight days over nine months. This presents many challenges as the course is not easily funded despite it being crucial to whole school development. A blended learning model will be investigated to assess the cost implication.

Peer coaching is a phenomenal programme and all participants of this course admit that although it is not easy, the activities are worthwhile and offer immediate strategies for how teaching and learning can be improved. Furthermore the course teaches coaches skills on how to communicate effectively and be coaches to peers at school. It is a whole school development programme that will support teachers in their aspiration to overhaul the many challenges within the education sector.

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