

**Report to Gauteng Department of Education  
on Microsoft Partners in Learning Training  
conducted between January 2010 and April 2011**

**Contents**

Contents.....	1
1 Partners in Learning training sponsored by the Gauteng Department of Education .....	3
1.1 Sci-Bono ICT Skills for Teachers Training in Under-Performing Schools.....	3
2 Partners in Learning training sponsored by corporate sponsors.....	5
2.1 ABSA Foundation and Sci-Bono: Bright Future ICT Skills Training in Thirteen Schools .....	5
Johannesburg Secondary School .....	5
Stanza Bopape High School.....	6
Thembisa High School.....	6
Phatudi Public School.....	6
Khomanani Primary School.....	7
Tsolofelo Ya-Afrika Secondary / Progress High School / Reasoma Secondary School.....	7
Memezelo Secondary School .....	7
Realogile Secondary School .....	7
Buhle Busile Secondary School .....	8
Prosperitas Secondary School.....	8
Randfontein High School.....	8
D H Peta High School.....	8
Comments on the project .....	9
2.2 Vodacom Foundation – Sunnyside ICT Resource Centre.....	9
3 Partners in Learning Training Sponsored by Microsoft .....	10

3.1	ICT Skills for Teachers – Nan Hua Buddhist Temple.....	10
3.2	ICT Skills for Teachers - Johannesburg East CDS Officials .....	11
3.3	ICT Skills for Teachers – Training of Trainers – Sci-Bono .....	12
	July – August 2010 – Sci-Bono Train the Trainer Session .....	13
	February 2011 – Sci-Bono Train the Trainer Session .....	14
3.4	Peer Coaching .....	15
	Johannesburg Peer Coaching Cluster – 2010.....	15
	Tshwane Peer Coaching Cluster - 2011.....	16
3.5	ICT Leadership for Education Managers - Ekurhuleni South .....	17
3.6	Live@Edu – Provisioning and Training.....	18
3.7	Learning Suite for Schools – University of Pretoria Workshop.....	18
3.8	Mouse Mischief - Hlolisa Primary.....	19
3.9	2010 Microsoft Innovative Teachers Forum .....	19
3.10	2011 Microsoft Innovation Workshops .....	20
	Johannesburg – Gauteng – STIC 1.....	21
	Vereeniging - Gauteng .....	21
	Johannesburg – Gauteng – STIC 2.....	21
	Johannesburg – Gauteng – St Johns .....	22
	Conclusion and Recommendations .....	22

## Introduction

A range of Microsoft Partners in Learning training has been conducted by SchoolNet SA in Gauteng since the inception of the programme in 2005. In addition to funding some of this training, Microsoft continues to fund the development of the Partners in Learning courseware and capacity building for trainers which enables other organizations, corporate social investment initiatives and departments of education to offer Partners in Learning training to more schools than Microsoft could fund itself.

From July 2008 until April 2011, 2 133 teachers in Gauteng have benefitted from Microsoft Partners in Learning training using the courseware that Microsoft have developed as well as trainers that Microsoft has trained to be able to run the courses. Microsoft have covered in full the costs for training 686 of these teachers – with the balance of the teachers being trained through projects funded by other initiatives or the Gauteng Department of Education.

This report follows on from a previous report which outlined Partners in Learning Training which had been conducted in Gauteng from 2007 until the beginning of 2010. In this report training interventions that took place between January 2010 and April 2011 are documented, as sponsored by the Gauteng Department of Education; corporate sponsors and Microsoft itself.

## 1 Partners in Learning training sponsored by the Gauteng Department of Education

### 1.1 *Sci-Bono ICT Skills for Teachers Training in Under-Performing Schools*

In 2011 Sci-Bono was commissioned by the Gauteng Department of Education to conduct ICT Skills for Teachers training in various under-performing schools in Gauteng. To assist with this process, Microsoft commissioned SchoolNet to provide master training for additional facilitators to be able to offer this course. Microsoft also commissioned SchoolNet SA to provide certificates for participants upon completion of their training and to monitor the training reports. During the first quarter of 2011, 1 100 teachers from over 200 Gauteng schools received training through this initiative as tabulated below:

Date	District	Institution/School	Trained	Venue
14 – 19 Jan		PIL Trainers	13	Old Class Room
24 – 27 Jan	JS	Raphela Secondary	21	Sci-Bono Lab
		PIL Trainers	10	Old Class Room
31 - 3 Feb	GW	John Martin CS, Tsholetsega Primary, Amogelang Secondary	21	John Martin CS
7 – 10 Feb	GW	Atlholang, Boipelo, Setlolamathe Primary	21	Mandisa Schekica High
	GE	Redumeletswe, Job Maseko, Sakhelwe, Nkabinde, Sechaba and Theo Twala Primary	14	Kenneth Masekela
	JC	Isipho, Atamelang, Elsie Ngidi, Molatladi	15	JHB Central ICT Lab
	JN	Riverlea Primary, Noordgesig Primary, GR Harris Primary, Bree Primary, TC Esterhuysen Primary	13	Sci-Bono ICT Lab
	SW	Tshirella Primary	19	Sedibeng West District
	TW	Maropeng, Lebogang, Lesego, Bodubelo Lesolang, Rakale Thabong Modiselle, Bachana Mokoena	18	Suiderberg Skool
	GE	Duduza, Roseview, Dan Radebe, Emzimkhulu and Sibonisiwe Primary	21	Kenneth Masekela
	JE	Ivory Park, Kanana, Ebony Park Primary	18	Ebony Park Primary
	JS	Phopedi, Ahanang, Mfundo-Mtoti	7	JS District Teacher Centre
	JN	Westbury, Everest Primary, Dowlinglaan, Laerskool Claremont, Newclare Primary, Laerskool Esperanza	24	Sci-Bono ICT Lab
	SW	Ikokobetseng Primary	15	Sedibeng West District
	TW	Tokyo Sexwale, Tim Modise, Morula View, Sinqobile, Tipfuxeni, Phuthanang	24	Suiderberg Skool
15 – 18 Feb	TS	Balebogeng, Pfunzo Ndi, Tshendza, Bula Dikgoro, Ramahlale, Boikgantsho, Bajabulile, Meetse a Bophelo, Mahlasedi Masana, Ezazi, Legora, Jan Kotlolo, Emasangweni	24	Prosperitus Secondary
	TS	Makgatho, Nwa Mhinga, Motsweding, Mabafeng, Bathokwa, Phuthaditshaba, Mahlahle, Seaparankwe, Vukuzenzele, Nelmapius, Jan Kotlolo Esikhisini, Masizani, Mahlahle	24	Arcadia Primary School

12 & 19 Feb	ES	Hleziphi and Umkhathizwe	23	Mpilisweni Secondary School
21 – 24 Feb	EN	Daveyton Intermediate, Bhekimfindo, Kuzimisela, Sibonelo, Sozizwe	23	Waltville Adult Centre
	GE	Moshoeshoe, Gugulesizwe, Madingoane & Ntsikana Primary	28	H/S Hugenote
	JC	Lakeview	16	JHB Central ICT Lab
	JE	Bonwelong Primary, Ebomini Primary, PS Tsosane, Rebonwe	18	Bonwelong Primary School
	JW	Nkone Maruping, Klipvallery Primary	15	Forida Park High
	JN	Zakheni, Selope- Thema, Ditau Primary, Lukholweni Primary, Thembalihle, Zifuneleni	15	Sci-Bono ICT Lab
	SE	Vuyo Primary, Lakeside, Daleside, Lehalasedi, Panfontein, Rusoord	26	Gen Smuts High School
	SW	Hendrik vd Bijl Primary	20	Sedibeng West District
	TW	Botsalo, Nong, Radineo, Reatlegile, Retlilepele, Selelo, Sunvalley, Refilwe	19	Hillview Secondary
	TN	Masakhane, Tane, Mmamotse, Reneilwe Primary	16	Modilati MS
22 – 25 Feb	TS	Issac More, J.J.de Jong, Matseke, St.Annes, Walton Jameson, Kgabo, Thoho ya Ndou, Patogeng, Makgwaraneng, Vukauzenzele, Nellmapius, Marematlou	17	Rosina Sedibane
28 – 3 Mar	GE	Kgolagano, Thopodi, JS Malaza, Tshipi Noto & Dan Pharasi	11	Hugenote Hoerskool
	JC	Hitekani	14	JHB Central ICT Lab
	JE	Ekukhanyisweni, Carter, Dr Knak Primary	16	Ekukhanyisweni Primary
	JS	Spectrum, Mid, Ennerdale, Poisedon	14	JS District Teacher Centre
	SE	Sakhile Primary, Effort Primary, Founatin five, Mazizakhe	9	Emmasdal
	SW	Makgethe Primary	20	Sedibeng West District
1 – 4 Mar	TW	Namo, Fathlogang, Morotola, Loratong	24	Mendusa University
	TS	Walter Sisulu, Bathabile, Philena, Irene Middle Farm	19	Hoerskool Voortrekkerhoogte
	GE	Kgolagano, Thopodi, JS Malaza, Tshipi Noto & Dan Pharasi	26	Kenneth Masekela
	JC	Boekenhout	18	JHB Central ICT Lab
	JE	Ikage, Iphuteng, Bovet, Zenzeleni Primary	14	Ikage Primary School
	JW	Uvuyo, Senyamo, Esiyalwini Primary	26	Uvuyo Primary
	JN	Ikaneng, Thabisile, Khomanani, Vulamazibuko, Bapedi Sedibeng sa Thuto	16	Sci-Bono ICT Lab
	SW	Tshitso Primary	18	Sedibeng West District
	TW	Merafeng, Itseng, Ikeleng, Mahlwareng, Phillemon Montsho, Refalotse, Marula, Ditshaba	23	Limpopo University - (Medunsa)
	TN	Rhulani, Thakgalang, Siyokhela, Ubehle-Bezwe, Boephathutse	26	Wonderboom Primary
11 – 15 Mar	TS	Pheladi Nakene, Ndima, Mveledzo, Moretele, Umthombo, Ezazi, Shirinda, F.F.Ribeiro, Bud Mbhele, Emthunzini, Bohlabatsatsi, Mononong, Olifantsfontein	26	Andrew Anthony
		Isiziba PS, Mvelaphanda PS, Sazakhela PS	23	Tembisa Secondary
		Khatlamping PS, Marhulana PS, Khula Sizwe PS, Mashemong PS	20	Tembisa Secondary
	GW	Thuthuzekani, Mashudu, Khululekani Primary	29	Thuthuzekani Primary
	GN	Vezulwazi, Ukuthula, Refano, Thereso, Lucky, Mayisela	17	Sitjhejiwe Secondary
	JC	Emadlelweni, Hlakaniphani	9	JHB Central ICT Lab
	JE	HA Jack, IH Harris, Bramley Primary	20	H. A Jack Primary School
	JS	Laus Deo, Pumumo, Moyisela, Lesedi La Kreste	18	Masimbambane College
	JN	Ditawana Primary, AB Xuma, Leratong Primary, Zithathele, Leresche, Ditawana	11	Sci-Bono ICT Lab
	SW	Bophelong, Phuthulla Primary	19	Sedibeng West District

	SE	Roshnee, De Deur, Sonland Park, Michael Rau, Japie Greyling, Rust-ter-Vaal, Skansdam, Ratasetjhaba	17	Roshnee Primary
28 – 30 Mar	SW	Sedibeng West School	19	Sedibeng West District
28 – 30 Mar	ES	Phumula Gardens Primary School	20	STIC ICT Lab

## 2 Partners in Learning training sponsored by corporate sponsors

### 2.1 *ABSA Foundation and Sci-Bono: Bright Future ICT Skills Training in Thirteen Schools*

The ABSA Foundation and Sci-Bono commissioned SchoolNet to facilitate the ICT Skills for Teachers Course in thirteen previously disadvantaged schools in Gauteng as part of the Bright Future project. The schools were selected by Sci-Bono and the bulk of the training was scheduled to take place between June-July and September 2009. Listed below are the schools that received training through this project. Each session is then described in more detail below:

School	Training Dates	Number of Participants
Johannesburg Secondary School	29 June – 3 July 2009	23
Stanza Bopape High School	29 June – 3 July 2009	17
Thembisa High School	29 June – 3 July 2009	25
Phatudi Public School	6 – 10 July 2009	22
Khomanani Primary School	13 – 17 July 2009	18
Tsolofelo Ya-Afrika Secondary Progress High School Reasoma Secondary School	13 – 17 July 2009	9
Memezelo Secondary School	13 – 17 July 2009	7
Realogile Secondary School	19 – 21 July 2009 & 21-22 August 2009	15
Rutasetjhaba Secondary School	13 – 17 July 2009	26
Buhle Busile Secondary School	10-11 July & 29-31 August 2009	22
Prosperitas Secondary School	10-11 July & 17-18 July 2009	11
Randfontein High School	13-17 July 2009	14
D H Peta High School	15-16 August & 29-30 August 2009	12

#### **Johannesburg Secondary School**

The trainer reported that the participants (teachers and school administrators) at this school were eager to get to the workshop each day despite the fact that the majority had no computer literacy skills prior to this training. The teachers were shown how to use the tip sheets, but their lack of confidence meant that most of them still asked the trainer for assistance. To try to help teachers overcome their fear of the computers, the trainer gave them a “guided tour” through Microsoft Word and Excel to point out the key features. When the trainer suggested that the teachers make regular use of the computer room to practice their ICT skills the teachers mentioned that school management did not allow teachers to use the school computer room. After a discussion about this the school management promised to make the computer lab available to teachers. The school catering committee organized lunch for participants. Whilst at the start of the course the majority of

participants described themselves as having no computer confidence or “struggling for confidence”, by the end most teachers reported that they were “gaining confidence”.

### **Stanza Bopape High School**

This venue was well suited to host training. It had computers in good working condition although Internet connectivity was not always reliable. The Gauteng online lab also restricted the use of CD ROM drives and USB ports. The training materials were accessed online however this was not always possible due to unreliable access. The participants were reported to be “very eager and accommodating”. Catering was provided by the school and was always on time and well prepared.

### **Thembisa High School**

On the first day of training there was a delayed start caused by problems with installing the Partners in Learning CD and lots of litter in the computer room that had to be cleaned up. The trainer began the session by demonstrating how to use the materials using the basic Microsoft Word scenario “Design an Assessment Tool”. She also asked the teachers to introduce themselves and describe their expectations of the course. It was revealed that despite having had some training most teachers were not familiar with computers.



As the majority of teachers wanted a lot of guidance, the trainer demonstrated additional scenarios to them early on in the training session and also asked three teachers with more advanced computer skills to assist the beginners. Towards the end of the course the teachers were gaining confidence and they particularly enjoyed creating presentations using PowerPoint. The trainer reported that their presentations went well with teachers showcasing interesting topics and a variety of design templates. On the final day the group moved to the Gauteng Online Lab which had internet access to work through the internet and email scenarios. There were some problems with online access yet most teachers were able to create email addresses for themselves.

### **Phatudi Public School**

This training proceeded smoothly in a clean lab with good internet access. There was no printer available and some participants mentioned that they would have liked to have been able to print out the documents they produced. Participants complained the venue was cold although to overcome this most teachers brought blankets from home. Another challenge was the lab layout which prevented all participants from being able to see work that was being projected.

The trainer described the participants as caring and loving characters who listened respectfully to the opinions of others. On the first day of training the facilitator demonstrated how to use the materials and worked carefully through the tip sheets, instructions, examples and outcomes. By the second day most participants were able to switch between their own document and the tip sheets and they were also helping one another. Two of the highlights of this training session were creating their own email addresses and producing presentations using PowerPoint.

### **Khomanani Primary School**

This training took place in the Gauteng Online computer room. There were problems accessing the training materials on the network and CD ROMs although the trainer was able to overcome this by directing teachers to the online version of the Partners in Learning CD. A further complication arose when work that had been saved was lost but fortunately the trainer had saved a back-up of most of the documents that had been produced.

The trainer reported that “the trainees were a relatively cooperative group of educators that were so much willing to learn. Most of them will have been exposed to some orientation to the computers but due to lack of practice, did not remember most things they were trained on in the past thus we had to almost start them from scratch.” The trainees made a request for additional training and to have some follow-up sessions after they have had some time to work independently. Whilst this is a possibility – ideally we hope that teachers will practice their skills independently so that they will not forget what they have learnt on this course.

### **Tsolofelo Ya-Afrika Secondary / Progress High School / Reasoma Secondary School**

This training was conducted at the Sci-Bono computer lab which is equipped with 30 computers and has stable Internet connectivity. All participants were eager from the start of the training and as the days progressed they gained more confidence in their ability to use the computer applications as needed. Seeing that there were only nine participants the teachers started working independently much sooner than with larger groups and required “very little and even no help at all”. The participants did feel that time was not enough and would have enjoyed more practice time.

### **Memezelo Secondary School**

The training started off poorly with teachers waiting for the computer centre to be opened. In addition there were no arrangements made for toilets to be opened for participants. The training venue also had problems; the server was locked and there was no access to CD-ROMs at each station. As a result the trainer had to improvise and worked through scenarios using the projector with teachers working on their individual documents at their stations.

### **Realogile Secondary School**

At the start of this training session it was discovered that almost half the computers did not have all the necessary software (e.g. MS Publisher, MS Word and internet access). Luckily, the school computer lab technician was also in attendance, and he pledged to work through the night in order to get the situation sorted out. By the second day the school technician had done tremendous work to ensure that all computers had the necessary software. However due to inclement weather which caused poor reception on the i-burst system, the lab still did not have internet access.



The trainer reported that in general he had “a very enthusiastic group of educators with mixed abilities”.. Apparently most of the educators at the school did not have easy access to the computer resources prior to this course (allegedly for fear of breaking them), and therefore there was a sense of “liberation” amongst educators while doing this course.

### **Buhle Busile Secondary School**

The venue presented problems on arrival as the password provided for the computers was not correct. The computer centre was also very dirty. There was no internet connection for the duration of the training and the computers kept losing the path to the CD drives. The arrangement of the computers did not make it easy for projected work to be visible to all teachers which hampered the training.

On the first day, participants were asked to introduce themselves using the computer; many teachers displayed a lack of ability although teachers had been for prior training. By the second day teachers were showing more confidence in their ability to work with computers and were able to complete a variety of different scenarios. Four teachers were working independently with advanced scenarios and only required occasional assistance. No catering was provided by the school.



### **Prosperitas Secondary School**

This venue was well suited to host training. It had computers in good working condition with stable Internet access and sufficient space to move around the centre. It was however a Gauteng online lab which restricted the use of CD ROM drives and USB ports. As a result the training materials were accessed online. The participants were reported to be “very eager and accommodating”. This course was attended by 6 teachers and the remaining were support staff. Participants struggled at first but gained confidence over time. There was no catering provided.

### **Randfontein High School**

After initial confusion about the training venue, training began uninterrupted. Internet connectivity was reliable and there were sufficient working computers for all participants. Most participants had basic ICT literacy and thus concentrated on the Intermediate and more advanced scenarios. Only one teacher struggled with the basic scenarios and therefore required a lot more assistance. This teacher however was able to build confidence and complete a few intermediate scenarios. Catering was provided from the second day of training and was done superbly.

### **D H Peta High School**

The CD Roms drives were not working and thus the CD had to be installed individually which was time consuming. An additional problem presented on the second day when the installed materials had to be reinstalled as the Gauteng online lab was set to erase the memory on the machines at the end of the day. In addition the alarm on many occasions was set off for no apparent reason.

Many of the participants were able to cope with the basic scenarios and moved onto the Intermediate and more advanced scenarios. Only one teacher struggled with basic scenarios and

lacked keyboard and even mouse skills. Generally teachers showed evidence of trying, however this was not apparent in the case of this teacher and as a result this teacher did not attend the follow up training.

### **Comments on the project**

The training sessions were largely enjoyed by teachers and they have been exposed to a wealth of new resources and gained new skills to improve their administrative tasks and lesson planning. This is illustrated by the following comments taken from participant evaluation forms:

*The workshop was eye opening. The workshop was invigorating. There should be more workshops.”*

*“Initially I knew nothing about computers. But now I am confident about it. I can work on my own. All in all I compliment the facilitator for his good work.”*

*“It was an interesting course and very useful. I enjoyed. I wish there could be a follow up course.”*

*“The ICT training workshop was very helpful. It motivated me from today onwards, I should try and work at least daily if possible on the computer. My confidence was really boosted and I think I will be able to present a much more professional work to my colleagues.”*

*“I have learnt a lot. I will be able to make my own marksheet and class lists. I will also be able to type and save my tests for future.”*



## **2.2 Vodacom Foundation – Sunnyside ICT Resource Centre**

The Vodacom Foundation, in partnership with SchoolNet SA and Microsoft has embarked on a project that will involve equipping an ICT resource centre in each province and providing training for staff to enable them to run projects using the centre as a venue. The Gauteng ICT Resource Centre is located in Sunnyside, Pretoria. It has been completely refurbished by the Vodacom Foundation and is in the process of having equipment installed. It is planned that five district e-Learning Coordinators will be based at the centre – and that between them they will facilitate training at the centre and will provide support to teachers and schools in the surrounding district.

SchoolNet SA will be running an ICT Resource Centre Managers course as well as facilitator training for the Sizanani ICT Skills for Community Members course with the centre staff in May 2011. Once these sessions have been completed train the trainer sessions for the following Microsoft Partners in Learning courses will take place: ICT Skills for Teachers and Deploying Student Technical Support Solutions (HelpDesk). In 2011 we also plan to use the centre as a venue for the following Microsoft Partners in Learning Courses: ICT Leadership for Education Managers; One Step Further; and WebQuests. In 2012, we hope to use the centre as avenue for an Innovation Workshop to capitalise on the relationships formed with teachers in the area who have worked through the professional development pathway of courses.

### 3 Partners in Learning Training Sponsored by Microsoft

#### 3.1 ICT Skills for Teachers – Nan Hua Buddhist Temple

During the week of 28 March 2011, Daniel Maedi facilitated a round of ICT Skills for Teachers training at the Nan Hua Buddhist Temple near Bronkhorstspuit. This training had been promised to the staff at the temple by Microsoft upon the occasion of the launch of their computer room. The intention of the session was to provide training both to teachers in the area who had requested support in improving their computer skills as well as students who had completed the Microsoft IT Academy Course who wanted to use their computer skills to assist teachers in the area.



Twenty five participants were involved in this course and of these it is commendable that 21 teachers attended every session. The trainer noted that the group consisted of a mix of first time users, average users and advanced users.

The computer lab at the Temple proved to be an excellent venue. The training materials had been loaded prior to the training and the onsite technician ensured that the venue was well prepared. The availability of Internet connectivity meant that participants could work through the scenarios that required online access – such as sending an email – and those teachers who did not have email addresses could sign up for these. The Buddhist vegetarian meals were not to everyone's taste, but this problem was overcome by some participants bringing their own snacks from home to supplement the catering that was on offer.

The facilitator began the course by demonstrating the class test scenario. After this introduction, half the group completed two scenarios on their own, with others completing three scenarios. On the second day a scenario that used PowerPoint was modeled to the group. The trainer noted that by the second day the more confident computer users occasionally assisted other teachers and some teachers had started to look for their own solutions using the tip sheets. By the end of the course most participants had produced at least three teaching and learning tools for each application.



In conclusion, the trainer reported: "The course work was welcomed by the teachers and they left the training having gained confidence on the use of the computers in their respective schools and some shared their immediate plans as ICT Coordinators for their workplaces."

Below are selected comments from the participant evaluations:

*"I really enjoyed the training. The trainer strived by all means to ensure that the training is exciting and accommodative to all students. The knowledge and skills gained will be of benefit to me and to our school."*

*“The course was valuable and interesting as the approach was hands-on, practical and related/applicable to my daily work activities.”*

*“I found it quite interesting to work in computers, especially because I have shown better ways on how to present lessons.”*

### **3.2 ICT Skills for Teachers - Johannesburg East CDS Officials**

During the week of 28 March 2011, trainer Saul Pila trained 20 Johannesburg East Curriculum Development and Support Officials in the ICT Skills for Teachers course at Sandown High School. This course was requested by Marcus Lamola (Senior Education Specialist CAT & IT JHB East) with the intention of improving the computer skills of the officials who are working with schools in Alexandra so that in turn they can better support teachers in the area.



A total of 17 officials attended the training, although it was disappointing that of these only eleven participants attended all five days of training and five of the officials who were expected to attend failed to arrive for any of the training. It was reported that the reason for this was that some officials were assisting with marking examination scripts, others were called away to complete forms related to their subsidized cars and still others were involved in other training or study commitments.

Sandown High School was an excellent venue, with more than 30 workstations available. Unfortunately the school was still using Office 2003 software, whereas the default tip sheets for the Partners in Learning training are for Office 2007. This problem was quickly rectified by the facilitator who demonstrated how to access the correct version of the tip sheets.

The coordinator for the District, Marcus Lamola, was present to start off the training session. As most of the participants were not beginner users they were easily able to follow how to work through a scenario on their own. The trainer noticed that two of the participants needed additional help and he worked with them until they were confident to navigate through the CD. He also noticed that two of the participants appeared to be bored and he encouraged them to practice the advanced scenarios.



By the second day of training, participants were encouraged to move to the intermediate scenarios and to select activities that would challenge them. Most of the trainees were starting to become independent users and many were helping their colleagues. By the third day, some officials attempted the advanced scenarios including mail-merge and class database and a few even attempted to create a Pivot table.

The trainer noted that the officials really seemed to enjoy the challenging scenarios and each time one of them completed an activity he or she would jump up and inform others. Even the officials with the more basic skills improved tremendously over the duration of the course and for these

officials learning how to create a PowerPoint was a discovery. In conclusion the trainer stated that “This was a real success beside the minor problems here and there”.

Below are selected comments from the participants’ evaluation forms:

*“An invaluable course for anyone who’s at any level of computer skills knowledge! I recommend it to all computer aspirants. It was a worthwhile experience. Thank you and God’s blessings for the future of SchoolNet.”*

*“I enjoyed the training and most importantly the step by step tip scenarios and the guidance from the trainer”*

*“Facilitator very hands-on and great individual. Facilitator set the scene and allowed us to explore and learn. Thanks Saul!!!”*

### **3.3 ICT Skills for Teachers – Training of Trainers – Sci-Bono**

In May 2009 Microsoft funded a round of ICT Skills for Teachers training which took place at Sci-Bono and since then two more rounds of facilitator training have taken place at Sci-Bono. These sessions were funded by Microsoft in order to assist Sci-Bono in its strategy of extending the scope of its interventions beyond the Science Centre by building a pool of trainers who could offer the Partners in Learning ICT Skills for Teachers course, both at the Science Centre and at schools in Gauteng.

As per our previous training, SchoolNet’s role was to conduct a rigorous monitoring process to ensure that only quality trainers would be appointed and that training sessions arranged by Sci-Bono would follow the same standard as sessions set up by SchoolNet SA. To ensure that quality would be maintained a protocol was drawn up and agreed to by Microsoft, Sci-Bono and SchoolNet. Amongst other points, the protocol outlined that a prospective trainer should first have completed the course as a participant before attending a train the trainer session; that only a Master Trainer can train others to facilitate a course; and the SchoolNet SA should be informed of all training sessions and be forwarded reports so that this organization can continue to monitor training on an ongoing basis.

Prior to attending a train the trainer session, participants are expected to be thoroughly familiar with the ICT Skills for Teachers courseware and able to complete all scenarios. This is because the train the trainer course does not aim to increase the computer skills of the participants, instead it focuses on the training methodology for facilitating the course. During the two day train the trainer course, participants are assessed on their own computer skills and their ability to complete scenarios quickly, confidently and without assistance. They are further evaluated on their ability to help others and to demonstrate the course delivery model of shaping and fading in line with the cognitive apprenticeship model. They are also assessed on their ability to explain concepts clearly to people with different skill levels and to encourage independent learning using the tip sheets. Finally the ability to facilitate in a dynamic and enthusiastic manner whilst making eye contact and projecting ones voice is also considered.

Taking these factors into account, potential trainers are rated on a scale from those who are not at all capable to those who are exemplary and extremely capable. From these scores, in consultation

with the Master Trainer, SchoolNet appoints trainers and also allows some people to act as assistant trainers until they have developed the skills or confidence to train independently.

Since 2009, two training of trainers sessions have taken place at Sci-Bono following this approach. These are described in turn below.

### ***July – August 2010 – Sci-Bono Train the Trainer Session***

The training coordinator at Sci-Bono forwarded a list of thirteen candidates to SchoolNet SA. Of these SchoolNet was only able to verify that seven candidates had completed the ICT Skills for Teachers course as participants.

The training was once again held at the Africa School Technology Innovation Centre (STIC). Laptops were allocated to each participant for the duration of the training but internet access proved somewhat problematic with intermittent connectivity. The start time for this workshop was meant to be 8:30 but by 8:30 only half the number of participants had arrived; and the training thus started later than expected.

Eventually there were 15 candidates in attendance. The master trainer noted that the group was diverse in terms of skills with some being very skilled computer users and others not at all familiar with the course content. Many participants reflected that “they did the initial course but they lacked confidence in either presenting it or working through it”. Only a small number of teachers knew that content sufficiently to justify their being invited to the facilitator training.

On the first day of training, the master trainer discussed the Partners in Learning training model and where the ICT Skills for Teachers course fits into the national policy framework. During this discussion the participants were shown how to access various trainer presentations and other useful documents on the Partners in Learning CD. The trainer further modeled how to use one scenario to highlight the general structure of all scenarios, including tip sheets and self assessment tools. The trainer discovered at this stage that many participants were not able to work their way through the scenario.

The second day of the training started with a question and answer session and a reflection session on what had worked well the previous day and what had not. The trainer focused discussions around the difference between *just in time learning* and *just in case learning* and how the ICT Skills for Teacher methodology was designed for adult learners.

The following comments were submitted by participants as an evaluation of their training experience:

*“Training was very good and fruitful. It improved my ICT Skills. I hope to attend other training like this in future”*

*“I suggest days should be increased in future because it was interesting and I learnt more new things”*

*“Please allow us to work on application programs in support groups to benefit those behind.”*

From these comments it is clear that many participants were not fully aware that the intention of the workshop was not to improve their own ICT Skills but rather to verify whether they could be appointed as trainers. In the end, out of the fifteen participants, the master trainer determined that only four met the criteria to be able to train themselves. The challenges of the session were highlighted to Sci-Bono and Microsoft and it was hoped that a future train the trainer session would not meet the same challenges.

### **February 2011 – Sci-Bono Train the Trainer Session**

The Master Trainer noted that this Train the Trainer session was far more effective than the previous session had been. He stated: “In terms of commitment and passion this was perhaps one of the best groups of trainers-to-be that I ever worked with from Sci-Bono. We did not have any issues with time management and the group always focused on the job at hand. Group discussions proceeded very well and the participants were willing to participate and express their opinions whenever required. The manner in which they were passionate about this training suggests that they were carefully and purposefully selected to participate in this course.”

The programme for the two days of training followed a similar pattern to the previous train the trainer session. Whilst more of the participants were familiar with the course content than in the previous group – the master trainer used the opportunity to demonstrate that the Partners in Learning courseware had been updated to include scenarios related to tools on the Learning Suite CD (including Songsmith, AutoCollage etc.). According to the master trainer, these new scenarios caused “noticeable excitement”.

In the end, eleven of the eighteen participants were deemed capable of being able to run the ICT Skills for Teachers course – a far higher percentage than those appointed as trainers from the previous group. It was noted that a further three participants had good computer skills but were not yet ready to train independently. It is hoped that after some sessions of acting as assistant facilitators that these trainers may develop the confidence to train on their own.

The success of this session is also evident in the following remarks from participants:



*“It challenged me, made me go mad, frustrated me but It was worth everything. I enjoyed it, found myself blessed to get such an opportunity”*

*“Learnt so much in this weekend. My confidence has grown and I will continue to grow with more practice”*

*“The training was outlined to help me realize my potential as a trainer! I’m grateful for the opportunity. Scenarios on Foundation phase subjects would be ideal”*

### 3.4 Peer Coaching

The Peer Coaching programme aims to implement a model that works toward enhancing systemic ICT integration of ICT. The approach of the programme is to train teachers to be able to mentor their colleagues towards adopting educationally relevant ICT methodology thereby contributing to the transformation of teaching and learning in the schools. Our experience is that this programme is the key to providing the ongoing support necessary to sustain teachers' motivation and confidence in their use of ICTs through developing multiple "ICT champions" who know how to integrate ICT to enhance teaching and learning.

Peer coaching is a nine month long program implemented nationally between February and October. Since the inception of the programme, there has been a Peer Coaching cluster every year based in Gauteng. The 2010 and 2011 Gauteng Peer Coaching clusters are described in more details below:

#### **Johannesburg Peer Coaching Cluster – 2010**

Twenty five peer coaches from the following Gauteng schools participated in the 2010 cluster:

Windmill Park Primary	Athlone Girls' High School	Buhle Busile Secondary
Diepsloot Combined School	Johannesburg Secondary	School
Realogile Secondary School	School	Khululekani Primary School
Khomanani Primary School	Realoboha Primary School	Phatudi Primary

Of the schools listed above, we were delighted that Windmill Park Primary, Diepsloot Combined School and Realoboha Primary School which had participated in the 2009 cluster again saw value in sending staff members to participate. What was disappointing was that only one principal, Ms Thoko Mashala, from Windmill Park Primary attended the first session where we invite all principals to attend to hear firsthand what the peer coaching programme involves.



Athlone Girls High proved a very good venue with Ms Anna-Marie Tilwick ensuring that all computers were functioning and connectivity was stable throughout the programme.



Coaches found activities around roadblocks refreshing as they were able to view challenges in a positive light i.e. a means to discuss ways of overcoming them rather than sitting back and waiting for these to solve themselves. In addition the communication skills activities proved most useful as coaches were able to see how best to work with their peers without being discouraging or de-motivating.

Coaches had the following comments about the programme:

*"Peer coaching is the way to go! I have grown as a teacher, it is interesting and gives meaning to teaching, uprooting the old system of educating and empowering not only the teacher but the learner too."*

*“This was a gate way to ICT integration in lesson presentation and a quest for innovation in designing and preparation of a lesson. The information was and will be useful even though it was overwhelming. I am hoping to use this information to build myself further in my journey as a life-long learner.”*

*“It was benefiting to attend such training. I have learnt lot of things that develop educators and benefit the learners. It shows that teaching and ICT work perfectly together. Thanks for empowering us, we will impart this knowledge to our colleagues so that they are professionally developed.”*

*“I have learnt a lot of things thank you very much for inviting our school.”*

The Peer coach groups in 2010 had better access to connectivity and were more computer literate than participants had been in previous years. Furthermore attendance in general and the number of coaches completing the programme was higher than in previous years.

Despite the success of the 2010 Peer Coaching cluster, challenges still exist and in 2011 we hope to improve attendance and implementation through more follow-ups with coaches and senior management of participating schools. We also hope to boost online activity through the Partners in Learning Network by ensuring that venues have connectivity and by targeting connected schools to participate in the Peer Coaching programme.



### ***Tshwane Peer Coaching Cluster - 2011***

There are 26 participants in the Tshwane Peer Coaching cluster following ten schools in the Tshwane South District:

Chokoe Primary School  
Cultura Primary School  
Dan Kutumela High  
Hlolisa Primary School

Mandlomsobo Primary School  
Protem Elsen School  
Sedibeng Primary school

Sihluziwe Primary School  
Sitjhejiwe Primary School  
Thereso Primary School



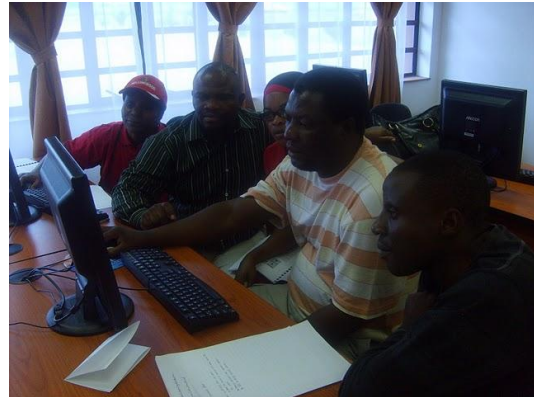
The venue for this training was initially Northridge Primary school but this proved very challenging for participants to travel to. This training was then moved to the Nan Hua Buddhist Temple as this is situated in the heart of Bronkhorstspuit and sufficiently close for all participating schools to attend training.

Participants who were successfully able to log onto the PIL Network and had the following to say about the Peer Coaching sessions they have attended:

*“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 in today’s session, this has helped me realize that my lessons need a thorough improvement. I’m very excited with the progress of the workshop so far! Mr Pila, well done, Keep up the wonderful work!!”*

*“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”*



Five of the 8 sessions are complete as at May 2011.

### **3.5 ICT Leadership for Education Managers - Ekurhuleni South**

Between 22 and 24 February 2011 a round of ICT Leadership for Education Managers training was held at the School Technology Innovation Centre at Sci-Bono. This training was requested by the Ekurhuleni South District ICT Coordinator Bulelwa Jokojokwane in order to improve the understanding of ICT in educational contexts amongst managers in the district. A total of twenty-six participants took part in the training – comprising of principals, HODs and e-Learning coordinators.

On the first day, the group attempted Module 1, which consists of some scenarios that principals can use to promote ICT use in their respective schools. The group worked under the facilitator’s step-to-step guidance to complete a Good News note. To evaluate the participants’ computer skills the trainer requested them to do the bulletin and letter scenarios on their own. The computer skills of most members of the group proved to be basic and they required a lot of support from the trainer. During the course of the day the educators also designed some PowerPoint presentations and were introduced to the use of Publisher software by designing business cards for themselves or the schools.

The participants commenced with Module 2 and in groups they completed the tasks on teachers growing in ICT competence and the visual ranking exercise followed by a group discussion. The group then completed the activity on the teacher competencies. The activity on identifying the teacher development stages was also completed and the principals indicated the educators at their respective schools that require ICT training. The principals’ take on the role that ICTs can play in the teaching and learning environment was also discussed at length informed by the videos related to using ICTs for administration and planning as well as to enhance learning. For this exercise, the participants used the showing evidence tool.

On the second day the Managing the ICT resources module was introduced as an open discussion. The groups also completed the ‘Teacher Attitude’ survey and were encouraged to administer the same document to the whole staff as they plan for ICT use and teacher development in their respective schools. The document relating to what principals should be doing to support ICT

integration tasks was completed so that managers clearly understood how important their role is in ensuring the success of ICT integration at their schools. Workshops on topics including: vision, ICT policy, budget, information literacy, control and access and acceptable use were also done. The school ICT readiness workshop led to much discussion as it was important for the principals to take stock of what they have and what they plan to do at their respective schools.

The following participant comments indicate that the training was seen as valuable by the group:

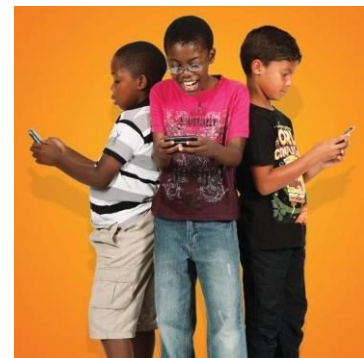
*“This was an informative training which every educator needs to be exposed to”*

*“The workshop increased my understanding on ICT Integration”*

*“I was highly motivated with the course, but have also realised that the implementation of ICT in learning and teaching in the school depends highly upon me as a leader in the school”*

### **3.6 Live@Edu – Provisioning and Training**

Live@edu offers educational institutions free hosted, co-branded communication and collaboration services for students, teachers and alumni. In addition to email, Live@edu includes access to other services that enhance the school’s ability to collaborate and communicate, including calendars, document sharing, instant messaging, video chat, mobile e-mail, and more.



In 2010, Microsoft Partners in Learning offered schools the opportunity to be provisioned with the Live@edu solution and to receive training for staff on how to use the solution at no cost to the schools. To date the following Gauteng schools have signed up for Live@edu:

Allen Glen High School	Fidelitas	Pretoria Chinese School
Bryanston High School	Edenvale High School	Parktown Girls
Greenside High School	Sunward Park High	Aurora College
Rand Girls School	Edenpark Secondary	Parkhurst Primary
Rynfield Primary	The Glen High School	

So far, Live@edu training has taken place at Allen Glen High School, Bryanston High School and Greenside High School in Gauteng. Training for The Glen has been scheduled for May 2011 and training for Edenvale High will take place in June 2011.

Our hope is that the tools offered through the Live@edu solution as well as the skills to use these tools developed through the training will lead to teachers and learners using technology to communicate with one another more effectively.

### **3.7 Learning Suite for Schools – University of Pretoria Workshop**

In 2010, Microsoft Partners in Learning developed the Microsoft Learning Suite for schools. The Learning Suite consists of a range of free tools and content such as Mouse Mischief, AutoCollage, Movie Maker, Microsoft Maths, Song Smith and the Digital Literacy Curriculum that teachers can use to make lessons more engaging. In 2010 two workshops were held with education faculty lecturers

and pre-service teachers at the University of Pretoria to expose them to the tools and to discuss ways in which the tools could be used to enhance teaching and learning.

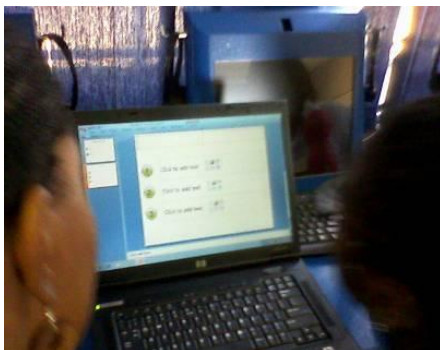
### **3.8 Mouse Mischief - Hlolisa Primary**

Mouse Mischief, a free tool that forms part of the Learning Suite, enables multiple mice to be used simultaneously as part of a PowerPoint presentation. A teacher can use this tool to set up games and quizzes that he or she can project in front of the class – enabling each learner or group to then use their mouses to select answers or to interact with the presentation.



A number of teachers have been trained to train others on how to use the Mouse Mischief tools and these trainers have been issued with kits consisting of a number of mouses and usb hubs. In Gauteng, former Innovative Teacher Zanele Ngwane has been trained to train others on how to use this tool.

On the afternoon of 1 March 2011 Zanele trained twenty one other teachers at her school, Hlolisa Primary, on how to use Mouse Mischief. She reported that the educators were eager to experience a new way of integrating ICT into teaching and that they enjoyed both playing existing Mouse Mischief presentations and creating their own. Zanele believes that the teachers will use the Mouse Mischief tool in their classrooms as the school has just bought white boards for each class and a number of data projectors that can be used with the school's laptops.



The following comments from the trainee teachers indicate that the tool and the training were well received:

*“Mouse mischief is fun. It will make all learners to participate fully. It is interesting. It makes us to work smart.”*

*“It was so fruitful and presented very well. It is encouraging especially in the integration of ICT in teaching and learning. I will always do it with my learners – especially the shy ones who are unable to raise their hands in the classroom.”*

### **3.9 2010 Microsoft Innovative Teachers Forum**

The Microsoft Innovative Teachers Forum is an annual event that recognizes teachers who are using technology in creative and engaging ways in the classroom. Gauteng teachers have always done well in this event, and 2010 was no exception.

Chris Gatsi of General Smuts High in Vereeniging won the Innovation in Community category for his “Zero Tolerance for Bribery Campaign” at the South African Innovative Teachers Forum. At the Pan African Forum held in Mombasa, Kenya, Chris was the second runner up for the Educator’s Choice Award – a category in which the participating teachers vote for the project that they believe to be the most Innovative.





Linda Bradfield of St John’s College in Johannesburg won the Innovation in Collaboration category at both the South African and Pan African Innovative Teachers Forums for her Trash to Treasure project.

Both Chris and Linda represented South Africa at the Worldwide Innovative Education Forum held in Cape Town in October 2011 and at this event Linda was ranked as a semi-finalist. Both teachers thoroughly enjoyed the opportunity to network with innovative teachers from around the world and have since been asked to facilitate Innovation Workshops to share their ideas and experiences with other teachers in Gauteng.

### **3.10 2011 Microsoft Innovation Workshops**

Since 2008 Microsoft Partners in Learning has been running Innovation Workshops in Gauteng and a number of other provinces. The intention of these workshops is to encourage teachers to produce projects and lessons that make innovative use of technology to enhance learning as well as to increase awareness of the Innovative Teachers competition and to encourage more teachers to enter. During the workshops, teachers are shown projects from previous forums as examples, they brainstorm ideas for projects of their own and they discuss concepts related to using technology in creative ways to enhance teaching and learning. Whilst attendance at an Innovation Workshop it is not a prerequisite for entering the Innovative Teacher Forum, in previous years many of the finalists and winners have attended an Innovation Workshop. These teachers found that the support that they received from the facilitators helped them to improve their project ideas and the camaraderie from networking with other motivated teachers helped inspire them to produce a project.

In 2011 SchoolNet SA programme manager Megan Rademeyer spoke at various ICT district cluster meetings as well as a meeting for all Gauteng ICT coordinators to make audiences aware of the Innovative Teachers Forum. Coupled with this, a number of previous IEF winners, notably Linda Bradfield and Chris Gatsi also promoted the workshops at meetings, as did Victor Ngobeni at the Microsoft School Technology Innovation Centre. Promoting the workshops in this way led to a lot of interest in the Innovative Teacher program in Gauteng and in the end the following four workshops were held in this province to accommodate all the teachers who were interested:

<b>Date</b>	<b>City and Province</b>	<b>Venue</b>	<b>Facilitator</b>	<b>Number of participants</b>
12 March 2011	Johannesburg - Gauteng	Microsoft School Technology Innovation Centre	Victor Ngobeni	23
12 March 2011	Vereeniging - Gauteng	General Smuts High School	Chris Gatsi	14
26 March 2011	Johannesburg - Gauteng	St John’s College	Linda Bradfield	31
26 March 2011	Johannesburg - Gauteng	Microsoft School Technology Innovation Centre	Chris Gatsi	13

Each of these workshops is discussed in more detail below:

### ***Johannesburg – Gauteng – STIC 1***

The facilitator of this workshop, STIC manager and former Innovative Teacher winner, Victor Ngobeni, noted that the majority of the teachers who attended this workshop had reasonable prior knowledge of the Innovative Teachers Forum and that one eLearning coordinator also attended. Of the group, he is hopeful that at least seven of them will enter the competition.

The facilitator noted that teachers enjoyed reviewing past entries and that a number of them expressed the usefulness of using the ideas generator to brainstorm project ideas. Victor was impressed with the revamped courseware and thought that it had a good pedagogical focus.

Victor believes that the 'Innovative Teaching Checklist' is always an eye opener, and a very useful way to get teachers to reflect on their innovative practices. He noted though that the group struggled with the 'Working with Ideas' session as they battled to come up with many suggestions as to how those initial lesson/project ideas could be improved. Victor also noted that the quality of one of the videos was also not good and should be replaced. A further improvement for the course that he suggested was



to ask teachers to select projects or lessons from the Partners in Learning Network to work with as this would be one way of ensuring that teachers leverage the content available on the PILN.

### ***Vereeniging - Gauteng***

Initially we had not planned to run an Innovation Workshop in Vereeniging; however former Innovative Teacher winner, Chris Gatsi and his district eLearning Coordinator Kayz Naidoo had been so proactive about promoting the competition and the workshops that we felt there was sufficient interest to warrant running an Innovation Workshop in Vereeniging. The workshop was held at General Smuts High School which has a computer lab that was recently sponsored by Peermont. This proved to be an excellent venue although the internet speed was not as fast as it could have been.

Of the fourteen teachers who attended the workshop, Chris felt that about 70% were happy to collaborate with one another and to learn about 21st century education. The whole group was interested in the Learning Suite tools which Chris demonstrated at the end of the workshop and all enjoyed analyzing projects of past winners. Whilst a couple of teachers complained about the workshop taking place on a Saturday others said that they wished there could be more workshops like this.

### ***Johannesburg – Gauteng – STIC 2***

The facilitator, Chris Gatsi said: "the teachers were enthusiastic, patient and had team spirit. They really like to be more innovative and seem to be very keen to learn and collaborate". Of the group, the facilitator expects a good number to enter the competition but noted that after the workshop some teachers said that they would like to take innovation a step further but are limited in some sense by computing facilities at their schools, for example the dysfunctional Gauteng online labs.

The group noted that there was a lot of focus on analyzing past projects in the sessions and felt that if the workshop had been run over two days there would have been more time for various tools to be demonstrated to the group.

In particular the participants enjoyed exploring examples of projects that used the Learning Suite tools, and said that these had inspired them. He also said that the teachers enjoyed learning about 21st Century Education especially after playing the video “A Vision of Learners today”.



### ***Johannesburg – Gauteng – St Johns***

Teachers from a range of schools including independent schools, former model C government schools and township schools attended this workshop. There was an even spread of male and female teachers – and a mix of educators from various phases. The facilitator, former Innovative Teacher finalist Linda Bradfield, noted that all of the participants were very eager to learn from the workshop and many asked for follow-up workshops or to collaborate with her and the teachers who attended.

Whilst there was a lot of information to absorb for a one day workshop as well as many examples, the teachers enjoyed looking at the previous winning entries and having an opportunity to bounce their ideas off the facilitator and the other attending teachers. By the end of the workshop some of the teachers had formulated ideas for projects and the facilitator is hoping that between eight and ten entries will be received from this group.

In conclusion, Linda commented that “I enjoyed presenting the workshop because I am passionate about working in this manner and I think that I was able to motivate these teachers to think along new lines. They all contributed enthusiastically and opened up to me and to each other and we all had a wonderful sharing experience.”

## **Conclusion and Recommendations**

SchoolNet SA is proud of the training that we have offered to teachers in Gauteng and believe that we have helped to empower teachers to begin to use ICT effectively in education. We are grateful to Microsoft for their continued commitment to enhancing the training materials and developing capacity in the province. It is this investment that enables the DoE and other sponsors to be able to offer quality training more affordably to a larger number of schools. Our hope is that we will be able to continue to offer training to more teachers at more schools in this province and that we will be able to go back to schools where we have already offered some training to continue to develop skills further. We look forward to working with the Gauteng Department of Education, Microsoft and other stakeholders to continue to offer professional development opportunities in Gauteng.

**Megan Rademeyer**

**Programmes Manager**

**SchoolNet SA – May 2011**