



Sponsors of Tomorrow.™



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

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1. Introduction

A range of Intel® Teach training has been conducted by SchoolNet SA in the Free State since the inception of the programme in 2003. 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.

In the past two years, over 1000 Free State teachers have benefitted through the Intel® Teach programme which has run face to face workshops and sent materials to schools for the use of educators at their respective schools.

This report outlines the training that has taken place in the Free State between 2010 and August 2011 as sponsored by the Free State Department of Education and the Intel® Corporation South Africa. The Free State province is one of three provinces that has seen sufficient value in the Intel Teach programmes to fund their implementation.

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 and to be introduced to the concepts of 21st Century skills. This course was only localised for the South African environment in March 2011 and thus the training of an additional 3 trainers from the Free State allowed for training to commence fairly soon after the training of senior trainers in April 2010.

- Dorrington Motsepe Primary School (3rd May – 17th May 2010)

Initially 17 teachers signed up for this basic course, and ultimately only 12 teachers attended. The teachers who were present were definitely beginners to the extent that they required a tremendous amount of hand-holding to get through the first stages of training. The trainer reflected that despite the low level of competency of the teachers, their commitment to learning and mastery of skills was commendable.

- Petunia Secondary School (21st – 29th May, 4th and 5th June 2010)

With 12 teachers in attendance and having to change venues to make provision for computers which were functional, the trainees were encouraged to evaluate how their teaching practice compared to the practice to which they were exposed as learners themselves. It helped that most of the participants were competent mouse users, and were able to navigate their way between the respective screens. Lively debates and eagerness to complete optional documents was a highlight of the workshop and made for interesting discussions around the shared interest in improving education.





- Free State Head Office Training of Trainers (25th-27th June 2010)

In order to have more of an impact it was decided that a training of trainers should be held within the Free State. The aim of the training of trainers was to invite individuals who had previous experience as trainers in other SchoolNet SA courses or showed potential to practise as trainers in their respective districts. There were 11 individuals invited to the workshop. It was highlighted to the participants that the layout and logical progression of the course was imperative to the success thereof. Lively debates also allowed for participants to internalise conversations and thoughts regarding the way training should unfold in order for it to make an impact on the participant.

- Botlehadi School (20th – 28th August 2010)

With 12 participants in attendance, basic skills such as executing a double click was challenging for many teachers. Irrespective of the challenge – the teachers persevered in mastering the skills required operating a PC successfully and it was necessary for the facilitator to limit discussions as teachers were keen to share their points of view. Being a critical friend proved to be enjoyable and the positive starting phrases for criticism echoed through the foyer. Trainees enjoyed exposure to the internet and its vast resources were overwhelming to some of them. The facilitator emphasised the use of the help guide to ensure that teachers could continue in their own time once the training session was over.



- Roseview and Castle Bridge Schools (3rd – 11th September 2010)

The mixed ability of teachers was challenging, despite some teachers having attended the One Step Further course. It would seem that trainees did not read the instructions and this frustrated some in attempting to complete tasks. The one positive outcome was that educators realised that communication skills promoted higher order thinking and they were acutely aware of the need to improve their own communication skills.



- Welkom Secondary School (17th-18th September – 15-16 October 2010)

A noticeable distinction between experienced and inexperienced teachers in following instructions was evident as this training progressed. The emphasis on following the instructions on the CD and accessing the Help Guide fell on deaf ears in a few instances. It was however commendable that the educators assisted each other as best they could in support of completing documents and wanting to share the completed version.

- Ikaelelo Secondary School (17th, 18th and 23rd, 24th September 2010)



Participants were zealous about learning about teaching methods that would better equip them to develop the 21st century skills of their learners.

This in conjunction with the fervour to learn was a recipe for success. The teachers followed a cycle in completing tasks which included “Plan It”, “Do It”, “Review It” and “Share It” – which served to consolidate the manner in which new tasks were approached and improved upon.

- Kaelang Secondary School (15th,16th, 22nd,23rd October 2010)

There were quite a few hair-raising moments during this workshop with 2 participants having to be hospitalised. This did not dampen the inquiring minds of the participants which often meant that the facilitator was the source of knowledge because participants did not want to lose out on opportunities to learn. Eventually participants were encouraged to “peer coach” in sharing tips and tricks that they picked up during the training and in exploring the CD.



- Commtech Comprehensive School (15th, 16th, 22nd, 23rd October 2010)

In becoming familiar with the process of completing tasks it was said by trainees that the material that was covered in the 4 days did not only help in terms of computer literacy but how to be more productive where the process of teaching and learning was concerned. The facilitator commented that the hands-on approach of the course made the workshop exciting for teachers, who it seemed only had previous theoretical knowledge of computers.

- Kahobotjha – Sakubusha Secondary School (08th, 09th,15th, 16th October 2010)

The various degrees of competency was challenging as teachers compared their success to their colleagues. The facilitator navigated this process by emphasising the use of the tip sheets and using the Help Guide effectively. Teachers were thrilled with the work that they produced and were requesting follow-up sessions to support their progress.

- Iketsetseng Comprehensive School (8th, 9th, 15th and 16th October 2010)

The facilitator accommodated the varied skills level by engaging the teachers and encouraging them to complete the work that was best suited for their level of ability. Many teachers did not feel confident about the skills level and were initially unwilling to try anything new. Many of the evaluation comments from teachers noted that they now saw the need to employ technology in their respective classes.

- Boodibeng High School (8th, 9th, 22nd and 30th October 2010)

The focus on using the CD as the ultimate resource paid off as educators completed homework assignments on their own and shared their triumphs with colleagues upon returning to the training session. Most of the teachers were brand new computer users; this resulted in using up training time on basic skills. Nevertheless this time was well spent in acquainting the participants with the productivity uses of applications.

- L.K. Ntlabathi Secondary School (15th, 17th, 22nd and 24th October 2010)

Trainees were eager to learn and the highlight for the facilitator was the fact that participants shared their discoveries with colleagues and in-so doing made 21st century collaboration a reality. Though most teachers were slow in completing tasks, their efforts were commendable.

- Sethsabelo Primary School (5th, 6th, 12th and 13th November 2010)

Toggleing between tasks and help files was challenging as many teachers requested to have hardcopy help file manuals in order to complete tasks. It required patience from the facilitator and trainees alike in order to reap the benefits of utilising technology effectively and completing documents as required. The educators were hardworking and optimistic which added to the rich experience of this training.

- Kroonstad Education Resource Centre (5th, 6th, 12th and 13th November 2010)

Step-by-step demonstrations in completing tasks put teachers at ease in terms of how they would go about completing tasks on their own. Since homework tasks were assigned – it helped that the teachers grasped the importance of the Help Guide and how to navigate their way to problem areas.

- Isaac Mhlambi Primary School (5th, 6th, 12th and 13th November 2010)

The trainees benefitted greatly through completing the course. Their willingness to learn and eagerness to orientate themselves with the use of a computer was appreciated by the facilitator. The trainees had very limited experience with computers but nevertheless did manage to learn how to navigate their way around the interface which was encouraging. Teachers were able to see how the skills acquired would improve their teaching practice and elevate the teaching of 21st century skills.

- Tsatsi Primary School (5th, 6th, 12th and 13th November 2010)

The teachers' positive attitude towards using computers in order to streamline their planning and record keeping was indicative how the course had influenced the perception of the attendees. Despite difficulty experienced in mastering formulae in Excel, the commitment to practising the new skill and eventually mastering it showed how eager teachers were to develop their own skill set.

- Kgato Public School (26th, 27th November and 3rd, 4th December 2010)

The group was made up of very dynamic individuals and the teamwork was astounding to the facilitator. Struggling with mouse skills and the finding letters disappearing from the keyboard added to the flavour of the training but did not detract from the hard work which each person put in to the training. The change in levels of confidence from Day 1 to Day 4 was remarkable and appreciated by the trainer.

3. Intel® Teach Getting Started Training 2011

The Education Resource Centres helped to make training a reality for those schools which did not have facilities that were up to scratch. The trainers were also committed to ensuring that all the teachers within their district could benefit from the training that was made available by SchoolNet on behalf of Intel.

The most commendable quality of the workshops that were conducted in the Free State was that many of the teachers that signed up for the course had never engaged in any previous computer related training. This meant that they were novices in the true sense of the word and eager to improve their skills through the completion of the course. In some instances, there were teachers who did not attend all the sessions but the majority were committed to the cause and diligently practised skills between sessions and actively contributed to discussions when given the opportunity.

Below is a list of schools that participated in training during 2011 and the training dates with comments of teachers regarding the training.

Quarter 1

- Bolata Intermediate School (21st, 22nd, 28th, 29th January 2011)
- Tsoseletso High School (29th January, 05th and 12th February 2011)
- Thabo-Thokoza Secondary School (28th March – 31st March 2011)

With training underway as soon as school started, teachers still had the energy to tackle something new and unknown to them, where their professional development is concerned. Being novice users of computers, the teachers were anxious but were willing to put what they learned into practice, albeit baby steps.



Quarter 2

The second quarter had far more workshops that were running concurrently and this was due to the good planning by the respective districts. Workshop numbers varied from 15 to 30 in attendance and the commitment by schools in sending their interested teachers was highly commendable. Many inquired about having more advanced courses, and this could certainly become a reality provided provincial government made budget available.

Some comments by teachers and facilitators that attended the workshops:

- ✚ *The atmosphere and attitude of the teachers were highly conducive for the effective facilitation of the training. Despite their lack of computer literacy skills, teachers were eager to complete all the activities required of them.* **Facilitator**
- ✚ *I enjoyed working with our lecturer, and to feel that my computer skills have improved a lot.* **Participant**
- ✚ *More time needed for educators to improve their skills* **Participant**
- ✚ *It is always nice to see the results of training at the end with dedicated teachers.* **Facilitator**



Teachers from Aramela Combined



Teachers from Khotso-Uxolo
Secondary at Work



Reseamohetse Teachers
sharing their work

Training took place at the following venues:

- Khotso-Uxolo Secondary School (4th to 7th April 2011)
- Nkgopoleng Secondary School (18th, 19th March and 15th, 16th April 2011)
- Tabola Primary School (01st, 02nd and 08th, 09th April 2011)
- Pheta Intermediate School (15th, 16th and 22nd, 23rd April 2011)
- Khotso Intermediate School (29th, 30th April and 06th, 07th May 2011)
- Refeng-Thabo Secondary School (6th, 7th and 20th and 21st May 2011)
- SHS Mofube Primary School (6th, 7th, 13th May 2011)
- Thuto ke Tsela School (27th, 28th May and 03rd and 04th June 2011)
- Reseamohetse Primary School (03rd to 08th June 2011)
- Aramela Combined School (10th, 11th and 17th June 2011)

Quarter 3

Due to budgetary constraints experienced by SchoolNet SA, all Getting Started was called to a halt. This resulted in many workshops having to be cancelled as there was no funding available to

continue with training. Unfortunately schools as well as the respective districts were not in a position to pay for training to continue. For that reason – only 2 workshops were completed.

- Rheederpark Secondary School (29th, 30th July and 05th, 06th August 2011)
- Motela High School (15th, 16th, 29th and 30th October 2011)



The general comments shared by participants were that the training should be much longer than the designated 4 days. They felt that in lengthening the training process, the scaffolding to work on their own would be more reliable and they would be more inclined not only to attempt more challenging documents but more committed to improving their level of ICT integration.

4. Intel® Teach Essentials 2011

There were two workshops held in Bloemfontein during the April holiday of 2011. The two venues were the University of the Free State and Free State Head Office. Both workshops had full attendance of which there were 40 students in attendance at UFS and 19 teachers at FS HO. Marketing for the course was imperative and the assistance provided by the Free State Department of Education and the University of the Free State was key to the success in terms of participants attending the training. Another point of interest was that an online support system was in place for the trainers and a senior trainer in order to give the trainer a space to raise any challenges as well as to offer encouragement where necessary.



The material that constitutes this particular course is exceptionally challenging and demanding of the participant with regards to compiling a portfolio that includes learner support material, assessment tools, learner samples and teacher support. The portfolio is evaluated externally by an independent assessor who is familiar with the rigorous requirements of the course and strictly assesses according to a rubric which is shared with the participants.



Of the group of 59 individuals there were 21 silver certificates awarded, 28 bronze certificates awarded and 6 participants received completion certificates. Unfortunately there were 4 portfolios that were incomplete.



5. Conclusion and Recommendation

With the rousing success of committed teachers and facilitators many teachers were reached in the Free State with the basic skills course of Getting Started. All of the schools that participated in the training were sent the Elements: Project Based Approaches CD. The material contained introduces teachers to the tenets of project based learning and the planning thereof. The Elements series uses the following methods for the educator to work through the material at their own pace.

- animated e-learning tutorials
- interactive learning exercises
- offline activities to apply concepts
- options to take the course self-paced or facilitated

The fact that there were only two high end courses in the province is indicative of the fact that more teachers needed the basic skills course, but more specifically that if the right teachers are targeted for the course, it yields success.

In reaching the 10-million-Teachers-Trained-Worldwide target and the fact that the funding was well utilised does mean that the Provincial Government and District Officials in partnership with schools will need to make budget available for future training. Capacity has been built within the province through the training of trainers and the number of workshops that took place is representative of the need that still exists for basic skills training. It would be recommended that in partnership with SchoolNet further basic skills training be scheduled and funded by the Free State Department of Basic Education. Those teachers that have had basic skills training will need to be coached to engage with more challenging training, such as the Intel® Teach Elements Series which is then followed by Intel® Teach Essentials and Intel® Teach Thinking with Technology.

It must be noted that working with the officials from the Free State Department of Basic Education has been a fruitful working relationship which has made ICT a reality for many teachers.

Report completed by

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