



***KZN Midlands Schools Project***  
***Report to SITA***  
***July 2009 – December 2011***

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## **2. Background to Project**

The SITA midlands project was initially conceptualised to equip seven KwaZulu-Natal Midlands schools with networked, functional computer centres. SITA further wanted to ensure that the functional computer centres were used by the school community in exciting ways. To ensure that the centres were used optimally, SITA included professional development training courses for teachers for the duration of two years.

SchoolNet was contracted to coordinate and facilitate training of teachers for the duration of the project. This training was seen as a means to build an ICT skills knowledge base so that teachers could strive toward innovative use of ICTs in the classroom. Prior to implementation of training, SITA completed an analysis of the schools' computer needs and this revealed that some schools had minimal hardware.

It was then decided that those schools with no computers would receive new devices and with other schools new peripheral devices would be provided to ensure a functional computer centre. Therefore SchoolNet SA could only initiate professional development training programmes once the hardware had been installed and the labs were fully functional.

In January 2010 SchoolNet appointed a full-time Training and Support Specialist, Ms Hlengiwe Mfeka, who would give hands-on support to teachers when needed. More importantly, this would allow the support specialist to sustain the initiative; to assess and monitor the project on the ground and advise SITA accordingly. At the time hardware had not been installed.

### **2.1 Roles of Stakeholders**

#### **2.1.1 *School Net South Africa provided the following services:***

- Conceptualisation, co-ordination and implementation of training
- Liaison with school principals and educators about suitable training dates and times
- Supporting teachers and schools
- Providing CDs for each course programme to all educators per school
- Appointing and liaising with suitable trainers to conduct a course where necessary
- Organisation of travel and accommodation where necessary for trainers
- Providing the refreshments during training, if required
- Monitoring and reporting on training to SITA

#### **2.1.2 *SITA was responsible for:***

- providing the necessary support and advice to the Service Provider with respect to the project;
- Supervising all duties performed by the Service Provider

- Ensuring that selected schools have functional computer rooms with at least 20 computers working – in conjunction with SNSA.

### **2.1.3 The schools receiving training were responsible for the following:**

- Ensuring that educators know the dates for the course and that attendance at each session is a prerequisite for receiving a certificate.
- Encouraging educators to attend trainings and utilize the resident support provided.
- Allow ICT & technical support person access to the school to support & monitor educators progress as and when necessary.

## **3. Schools Involved**

This project was commissioned to provide ICT training in the Midlands 7 schools.

| <b>Name of School</b>     | <b>Total Number Of Staff</b> |
|---------------------------|------------------------------|
| Mpophomeni High           | 32                           |
| Asibemunye Secondary      | 28                           |
| Umthombowolwazi Secondary | 11                           |
| Mconjwana High            | 22                           |
| InJoloba High             | 30                           |
| Asithuthuke Combined      | 11                           |
| Sibongumbovu Secondary    | 17                           |
| <b>TOTAL</b>              | <b>151</b>                   |

### **3.1 Computer Equipment**

The Support Specialist visited all project schools to brief them on the SITA project, provide explanations of the different training programmes that would be offered through the project as well as complete an audit of the computer equipment that was in place at each of the schools.

#### **Status of Computer equipment Installations as of November 2011**

| <b>Name of School</b> | <b>ICT Equipment</b>  | <b>Status of Labs for duration of the project</b>  |
|-----------------------|---|--|
| Mpophomeni High       | 25 computers networked<br>Digital projector<br>Screen projector<br>Printer<br>Internet connection | Computers were delivered to school by SITA service providers in 2009<br><br>The school negotiated to install |

|                      |   |   |
|----------------------|---|---|
|                      |   | <p>the computers with a local service provider and sent invoice to SITA</p> <p>SITA was not able to pay as a SITA approved service provider had already been paid for this service</p> <p>Mr Ray, the principal decided to cease all training and receive no further intervention from SITA.</p>  |
| Asibemunye Secondary | <p>25 computers networked</p> <p>Digital projector</p> <p>Smart board</p> <p>Printer</p>                        | <p>the network cannot be accessed; (DoE technicians were contacted several times to report the problem but has not been attended to date)</p> <p>No internet connection</p>   |
| Umthombo Secondary   | <p>Computers were available but not working</p> <p>Digital projector</p> <p>Screen projector</p> <p>Printer</p> | <p>Condition of lab is poor</p> <p>Computers placed on desks; some still in boxes – Jan 2010</p> <p>Plugs in computer centre are not enough to connect all computers.</p> <p>Feb/Mar 2010 Learners and Teachers from the school worked with the Support Specialist to install computers</p> <p>25 computers installed; only 7 had working CD ROMs</p> <p>Very little RAM</p> <p>Electricity trips when too many computers are plugged in</p> <p>In March 2011 computers were stolen</p> |

|                        |   |  |
|------------------------|---|--|
| Mconjwana High         | 25 computers not networked<br>Digital projector<br>Digital screen<br>Printer<br>Server                                      | All wall plugs are worn out;<br>school needs to buy suitable<br>screws that will hold tight the<br>plug cover.<br><br>Server software installed and<br>configured.<br><br>Computers are not networked<br><br>No internet connection  |
| Injoloba High          | 25 computers not networked<br>Digital projector<br>Digital screen<br>Printer<br>Server                                      | Server software installed and<br>configured.<br><br>Computers are not networked<br><br>No internet connection  |
| Asithuthuke Combined   | 25 computers not networked<br><br>Digital projector<br><br>Screen projector<br><br>Printer<br><br>Server                    | Security issue was sorted by the<br>school<br><br>There was no furniture for<br>computers – Michael house<br>donated 14 desks for this<br>purpose. These were repainted<br>and later covered.<br><br>Server software installed and<br>configured.<br><br>No internet connection  |
| Sibongumbovu Secondary | 10 computers from SITA<br><br>15 other computers<br><br>Not networked<br><br>Printer<br><br>Digital Projector<br><br>Server | Computers not installed for the<br>year 2010. Help Desk learners<br>together with the Support<br>Specialist installed all 25<br>computers including software<br>installation.<br><br>plug points for computers were<br>installed in Jan 2011<br><br>Tables were available but no |

|  |  |  |
|--|--|--|
|  |  | <p>chairs during 2010 – SchoolNet bought 25 chairs for the school to enable the school to be used as a WebQuest training venue in Feb 2011.</p> <p>Server software installed and configured.</p> <p>No internet connection</p> |
|--|--|--|

#### 4. Project Launch

The support specialist became aware that principals' seemed clear about the project details and particularly around installation of hardware and internet connectivity. Most principals further complained that they experienced technical problems at their schools and claimed that they were not aware that SITA would address those issues.

It was for that reason that the Support Specialist proposed a Project launch where all stakeholders were invited. The aim of the launch was twofold; it served as a platform to formally introduce the Support Specialist and provided information to stakeholders about the objectives of the project, scope and what was expected from them to ensure the success of the project.

The Launch was held at Hilton College on the 28<sup>th</sup> of January 2010. It was well attended by principals from Mpophomeni High, Asibemunye High, Mconjwana High, Injoloba High & Asithuthuke Combined (Sibongumbovu Secondary & Umthombo Secondary did not attend), other senior management team members, three Ward Managers, Department officials from the MST & ICT Directorate, a SITA representative, the SchoolNet Team, and Nokulunga Ngobese from Echo newspaper.



Launch attendees



SchoolNet Team: Nomty, Omashani, Peter, Hlengiwe & Janet

The launch proved to be a success since all stakeholders understood the roles that they should play to ensure the success of the project. A Principals' meeting followed the launch to plan for the forthcoming training course which needed to be scheduled immediately.

## 5. Training Courses

### 5.1 Training Schedule

The following training courses were offered to the participating schools:

| Course   | Duration | Time Completed | Participants                       |
|--|----------|----------------|------------------------------------|
| ICT Skills for Leadership for Education Managers | 3 days   | July 2009      | Principals & SMT                   |
| ICT Skills for Teachers                          | 5 days   | June 2010      | All Educators                      |
| Help Desk  | 5 days   | March 2010     | 3 learners & 1 educator per school |
| Sizanani Community ICT Literacy                  | 4 days   | April 2010     | 2 educators per school & community |
| One Step Further                                 | 2 days   | February 2011  | All educators                      |
| WebQuest (ICT Integration)                       | 3 days   | June 2011      | All educators                      |
| Intel Thinking with Technology                   | 4 days   | September 2011 | All educators                      |
| Intel Elements                                   | 3 days   | November 2011  | All educators                      |
| Peer Coaching                                    | 9 months | November 2011  | 3 educators per school             |

### 5.2 Review of Courses

#### 5.2.1 *ICT Leadership for Education Managers Course – July 2009*

Twenty one education managers were invited (3 from each of 7 schools). Nineteen were able to attend the workshop which was a good turnout. The trainer reported that most participants needed basic computer literacy. He thus had to revert to module 1 which engaged principals in basic computer literacy through the use of contextualized scenarios.

The next day started with the leadership descriptors and the visual ranking task. Participants were divided into groups where they produced very exciting and thought provoking discussions. Some questions were challenging from some of them, such as, “What can I do to develop competencies in my teachers in accessing and use electronic information and communications resources such as the Internet and e-mail, for the benefit of the manager, educator and the learner”.

The last day of training focused on Internet skills and how to conduct searches on the World Wide Web. Participants were engaged in different activities about how to use the internet. Later they were asked to join the SchoolNet online community which will give them access to participate in the principals’ discussion mailing list.

Towards the end of the day they were visited by Janet Thomson, SchoolNet SA Director who thanked the principals for taking this positive step. She spoke to each participant and they all affirmed that they enjoyed the training but discovered that there was a great deal more to having computers in their schools than they had at first thought. One of the participants commented “the workshop was an eye opener for me the ICT PROGRAMME WILL MAKE MY MANAGEMENT SKILLS EFFECTIVE AND RELEVANT”. They went out of the workshop with a road map that would ultimately lead to ICT integration across the curriculum.

## 5.2.2 Microsoft Partners in Learning, ICT Skills for Teachers –Feb to June 2010

### 5.2.2.1 Course work

The duration of the course is 5 days or equivalent to 40 hours of training.

Educators were clustered from 7 different schools during a 3 day initial training and for the 2 day follow-up training they were trained at their respective schools. That was done so that teaching and learning was not interrupted whilst training was progressing.



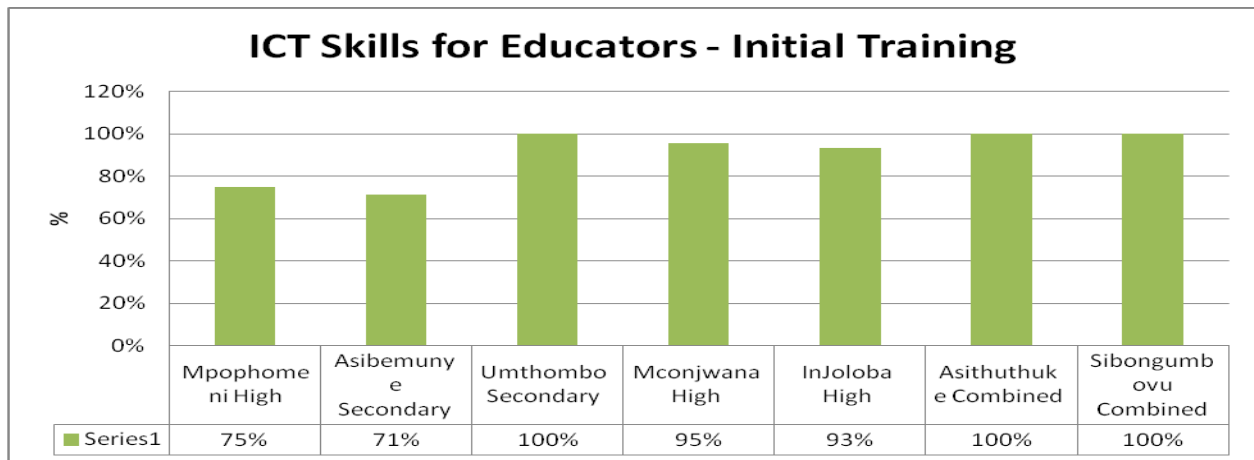
ICT Skills Clustered Training at St Nicholas



ICT Skills Follow-up Training at Umthombo High

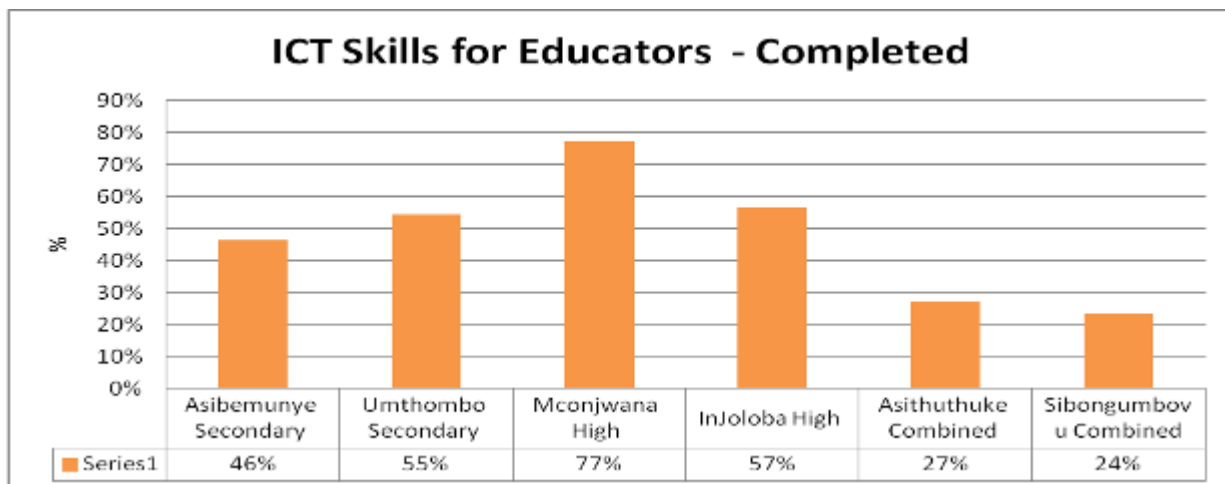
| Name of School        | Tot. No. Of Educators | ICT Skills for Teachers |            |
|-----------------------|-----------------------|-------------------------|------------|
|                       |                       | Attended                | Completed  |
| Mpophomeni High       | 32                    | 24                      | 0          |
| Asibemunye Secondary  | 28                    | 20                      | 13         |
| Umthombo Secondary    | 11                    | 11                      | 6          |
| Mconjwana High        | 22                    | 21                      | 17         |
| InJoloba High         | 30                    | 28                      | 17         |
| Asithuthuke Combined  | 11                    | 11                      | 3          |
| Sibongumbovu Combined | 17                    | 17                      | 4          |
| <b>TOTAL</b>          | <b>151</b>            | <b>132</b>              | <b>60</b>  |
| <b>Percentage</b>     |                       | <b>87%</b>              | <b>40%</b> |

### 5.2.2.2 Educators who attended the Initial Training per school:



Having attended the 3 days Initial training, most educators became very motivated such that when the Support Specialist visited the schools, she would find them using computers to do their administrative work. The principals' of the schools also expressed appreciation for the training as they observed a change in how some of the educators had prepared their lessons using computers. Improvement in educators' ICT skills was again displayed during the Follow-up training which was completed during the holidays.

### 5.2.2.3 Educators who completed the ICT Skills Training Course:



The attendance dropped from the previous training due to the fact that the training course was conducted during holidays; which is difficult to get educators to attend. SchoolNet was denied access at Mpophomeni High in order to complete this training after a disagreement or an unresolved financial issue between them and SITA, as reported above.

Using this model, teachers leave the training with useful artefacts as well as the necessary skills. Most importantly they also have the knowledge of exactly how they are going to apply those skills and thus

they leave the training with a greater sense of independence and knowing they can find resources that support them rather than having learnt skills that they were never going to need.

The following extracts from the trainer reports give an indication of how well most training sessions were received:



“The whole program was mind blowing. The facilitator completely changed my attitude toward ICT. Initially I was very negative I didn’t want to hear anything about computers. Since this course I’ve been able to see things differently. I have realised that I need computer on daily basis to make my life easier. I am more motivated and determined to do my level best to eventually become a computer guru.”



“I came to this workshop having basic computer skills. Now I consider myself intermediate and with lot of practice and more workshops to come definitely I’ll be advanced. About the facilitator: It is nice to work with her, good facilitator, determined knows what she is doing, her work was accordingly planned. She is gifted to be a facilitator. She is cool and not boring.”

” THESE WORKSHOPS HELPED ME A LOT AS I NEVER KNEW WHERE TO START WITH A COMPUTOR LET ALONE THE INTERNET,NOW I HAVE IMPROVED A LOT SHOULD WE BE GIVEN OTHER WEEKS I WILL BE A MASTER OF COMPUTOR WITH SUCH A TRAINER AT OUR DISPOSAL”

“I found this training very useful and informative. This is an opportunity every teacher should get to improve our level of teaching and to bring technology on board in learning and teaching as we are already in the 21<sup>st</sup> century that demands us to be more advance in integrating technology in our teaching and technology usage in general. If such an opportunity presents itself in the future I will never hesitate to grab it with both hands. Now I am more confident in using computer and I will integrate it in my teaching.”

By April 2010, the ICT Skills for Teachers training was completed except for one session which was conducted in June 2010 during the holidays at the teachers’ special request.

#### **5.2.2.4 Post Training Intervention**

From the middle of March schools were conducting controlled tests and therefore training became more constrained. The support specialist was able to setup clustered training to allow teachers who were available to attend training at this time. This proved partially successful.

### **5.2.3 Deploying Student Help Desk Solutions (Help Desk) – March 2010**



#### **5.2.3.1 Set up for Help Desk Training**

Prior to the training schools were contacted to select educators and learners who would participate in the Help Desk programme. The Support Specialist was able to book for a suitable venue at Mpophomeni High School. Old computers were organized from Zenzeleni Computer Centre which were required to conduct the training during the hands on session.

#### **5.2.3.2 Course work**

The help desk course was held in March 2010 for three consecutive weekends. Three learners and one teacher from each of the project schools attended the training. So a total of 16 participants experienced the Help Desk course which focused on teaching participants first-line maintenance techniques to help keep the computers functioning. They had basic computer literacy some with a bit of computer technical knowledge but all of them were eager to learn “new stuff”.

A fully equipped computer lab was used for this training. Old hardware for hands-on exercises was also available. Helpdesk technicians were told that from now onwards they should be aware of any movements related to IT equipment in their school, including knowing every piece of hardware and software the origin and warranty issues of computers and the lab completion status of those schools with labs still under construction. Important chapters were highlighted as guideline when starting back at school.

#### **Comments**

“I was excited to become a technician but I am now confident that I understand computer hardware”

“Thank you Mr Trainer for all the help and showing me how to solve different computer problems. I can now tell the difference between a laptop and computer”.

“A wonderful and advanced informative course conducted at the level for both young and old. We now know how to take care of a computer lab that is sustainable for the future generations”.

“I am happy to be called a technician. I had little knowledge but through course I had better understanding. I can now remove and replace internal components of a computer and I can even troubleshoot problems with various categories. Thank you”.

“I am now a different person and have learnt a lot. Now I am able to teach others at school technical skills. I am happy I also made new friends”.

“This was very fruitful. We were not only taught technical skills but also on how to share information with others and being organised. Thank for those odd moments of jokes there and there it made us feel relaxed”.

### **5.2.3.3 Post Training Interventions**

After the Helpdesk Training, the Support Specialist and learners of Umthombo who attended training were able to work with their teacher to get the lab ready for use. Teachers had a few ICT Skills sessions to support and revitalize their computer skills before the Follow-up training. It was a challenge to conduct Follow-up training due to the status of hardware installation at the school. Some computers had no CD ROMs, USB ports were not working and some did not even have these ports.

The Helpdesk training had a positive effect in most school as learners took responsibility to maintain their school labs in good condition including the computer lab inventory.

The support specialist then arranged meetings with the District and ward managers in the Midlands in an attempt to try and resolve some of the issues facing the project schools. This meeting served to ensure that Ward managers were in support of the programme and could thus encourage educator and principal attendance of the training from the Department of Education’s point of view.



experienced challenges at school because their ICT skills had improved.

In between training sessions, the Support Specialist was able to secure individual coaching times with educators to provide support with specific ICT related issues that were proving challenging. From the comment made by one educator which was, “I think I am the better teacher now with interesting, neat and organized work. I feel really good thank you ICT”, a conclusion could be made that educators appreciated the opportunity provided to be supported when they

## **5.2.4 Sizanani Community ICT Literacy – April 2010**

### **5.2.4.1 Course work**

Sizanani training was conducted between the ICT Skills training sessions in April at Asibemunye High School. Five out-of-school youth from the community and two educators from each of the project schools attended the training. The Asibemunye principal was given an opportunity to bring two more educators as they were the host venue for this training. Therefore a total of 21 participants attended the course. The duration of the course was four full days conducted from Monday to Thursday. Educators who were selected to attend the course were earmarked to teach learners’ ICT Literacy as a learning area.

The course consists of 11 modules that are designed as one comprehensive community service project. Participants mainly worked in groups to design and prepare a range of artefacts (documents created with ICT resources) that could be used by community organisations.

ICT skills were learnt in the process of their project as and when they were required specific skills. There are multimedia help files that provide them with support in developing the skill (referred to as "just-in-time learning").

The course was of benefit to the youth of Mpophomeni Township to such an extent that some of them developed an interest in studying IT as a career. This was witnessed by Nokulunga Ngobese who thereafter enrolled with the University of KwaZulu-Natal to study IT. Sbonelo Madlala who was also amongst the youth participants is now the person in charge of the Zenzeleni Computer Centre in Mpophomeni Township; he trains the community in Computer Literacy.

#### 5.2.4.2 Number of participants that *attended* and *completed* the course:

| Name of School                     | Total No. Attended | Completed |
|------------------------------------|--------------------|-----------|
| Mpophomeni High School             | 2                  | 2         |
| Asibemunye Junior Secondary School | 4                  | 4         |
| Umthombo wolwazi Secondary School  | 2                  | 2         |
| Mconjwana High School              | 2                  | 2         |
| InJoloba High School               | 2                  | 2         |
| Asithuthuke Combined School        | 2                  | 2         |
| Sibongumbovu Secondary School      | 2                  | 2         |
| Mpophomeni out of school youth     | 5                  | 5         |
| <b>TOTAL</b>                       | <b>21</b>          | <b>21</b> |

#### 5.2.5 *One Step Further Training – Jan to Feb 2011*

##### 5.2.5.1 Set up for OSF Training

The ICT Support Specialist visited project schools to do a presentation on the One Step Further Course i.e. Outcomes of the course and how it would benefit them in their teaching. That was done to motivate teachers who had lost interest in attending training. The outcome of the presentation was so fruitful that other teachers later confessed that they thought they no longer needed to attend any computer training since they were able to do what they want using a computer and also they had the CD as a reference.

In December 2010, the Support Specialist contacted schools to coordinate One Step Further Training which was to take place in January 2011 during the holidays. The coordination included confirmation of

the dates and venues where training would take place, submission of educators' lists that would attend the training, booking of venues, appointing the part-time trainer who would train some of the schools, assist the Support Specialist with parallel sessions and lastly preparation of training material.

The One Step Further course required One Note software; however some of the capacity specifications on the computers were not enough to install this application. In some instances some schools had computers but did not have software. SchoolNet arranged for the Microsoft schools agreement to be signed with these schools and this enabled significant discounts on updated Office Software. In some cases SchoolNet subsidised the costs of the media kits.

### **5.2.5.2 Course Work**

Schools were trained at their respective venues except for Mconjwana, Umthombo and Sbongumbomvu whose computer labs were at the time not sufficiently functional. In this case, teachers were clustered to attend training at St Nicholas which is situated in the town which meant easy access for the majority of educators. The computer lab at St Nicholas is equipped with 15 computers networked and connected to the internet.

Teachers experienced the integration of ICT in a project for the first during this course, nevertheless they were very eager to explore. They participated actively in discussions conducted which included different ways of asking challenging questions, websites that can be used for different purposes, particularly accessing resources for lessons etc. They enjoyed these discussions and felt that they had benefited a lot.

The activity about simple research where teachers were involved in doing a research as students, proved to be a challenge since they normally leave it up to learners to research about a topic or a task given.

The skill of using Encarta as an information resource was necessary in order to do their research. Educators were surprised to explore a wealth of information found in Microsoft Encarta Library and yet they had not realized that these programs were available in their school computers. One educator mentioned that since they have difficulties to access libraries and the Internet, Encarta could play a big role to ensure that students find the required information. Teachers were looking forward to going back to their schools and beginning to use new instructional lessons created during the training.

Some of the extracted comments from teachers:

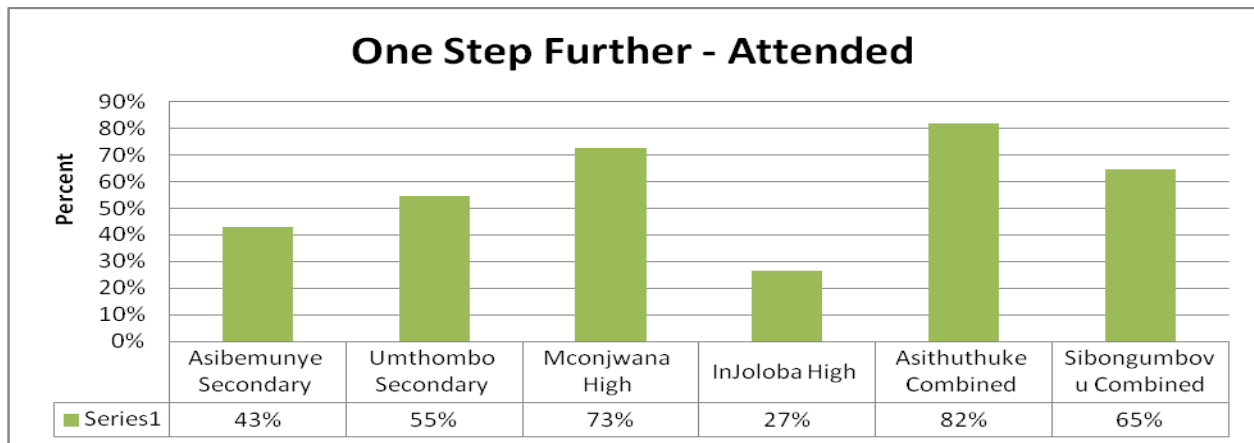
“This training has developed my ICT skills and I gained a lot in terms of preparing for my learners using the computer instead of using pen and paper. This training has improved my and the learners research skills, types of questions that can be used to direct learners during their research.”

“I am feeling more confident about computer skills than before”!

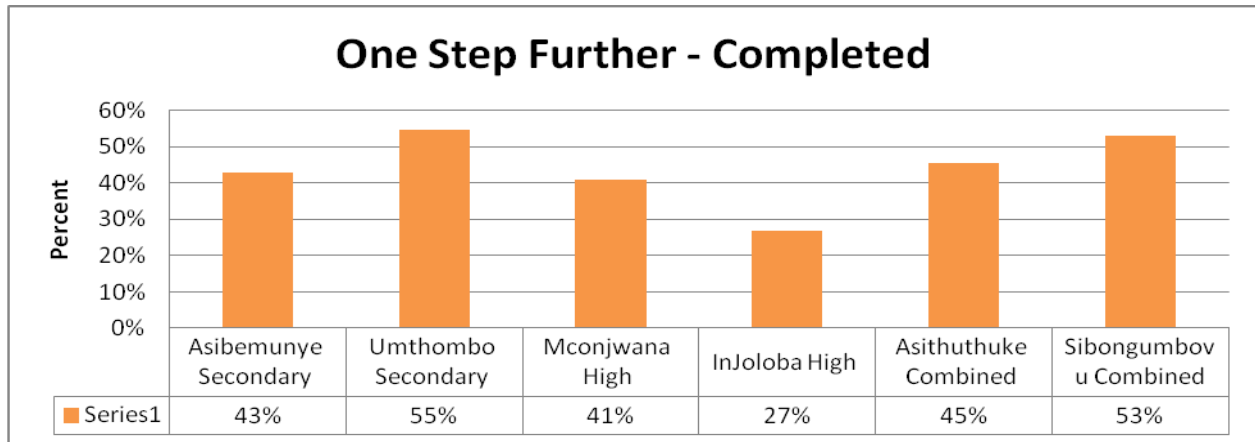
“This course is going to develop my teaching in a big way. I foresee a big improvement that is going to take place in the way I plan and present my lessons. I wish that school net continues to provide us with such workshops”.

**5.2.5.3 Data on educators attended and completed training:**

| Name of School        | Total no.  | Attended   | Completed  |
|-----------------------|------------|------------|------------|
| Asibemunye Secondary  | 28         | 12         | 12         |
| Umthombo Secondary    | 11         | 6          | 6          |
| Mconjwana High        | 22         | 16         | 9          |
| InJoloba High         | 30         | 8          | 8          |
| Asithuthuke Combined  | 11         | 9          | 5          |
| Sibongumbovu Combined | 17         | 11         | 9          |
| <b>TOTAL</b>          | <b>119</b> | <b>62</b>  | <b>49</b>  |
| <b>Percentage</b>     |            | <b>52%</b> | <b>41%</b> |



The training at InJoloba was conducted over weekends which had a negative effect on the number of attendees; yet this had been proposed by teachers themselves. The Support Specialist then followed up with principals of schools where there was a poor record of attendance; and the principal promised to investigate the matter from the teachers’ concerned and to take necessary steps.



The training sessions have in the main been enjoyed by teachers and they have been exposed to a wealth of new resources and gained new skills and information to improve their lesson planning.

#### 5.2.5.4 Post Training Intervention

After the One Step Further training course; teachers specifically at Asithuthuke introduced Microsoft Office One Note to their learners and also referred them to use Microsoft Encarta to conduct their research. Most of the teachers namely; Mr Mfuphi, Mr Mnikathi, Miss Mnguni, Mr Vroom would call the Support Specialist from time to time to help them with challenges they encountered when using these programmes. They would mention that ICT had simplified their teaching amazingly and their learners understand the content much better than before.

#### 5.2.6 Webquest ICT Integration – March to June 2011



### 5.2.6.1 Set up for WQ Training

The SchoolNet Support Specialist convened a principals' meeting after the completion of the One Step Further course to discuss a proposed year plan, to review and reflect on the previous trainings and the way forward. Principals accepted the proposed year plan which suggested a clustered WebQuest training of 8 sessions weekly. Principals and the ICT school coordinators were meant to identify teachers to be nominated to the weekly training so that there is no clash with departmental orientation workshops.

A suggestion came from the meeting that the SchoolNet Support Specialist should visit all SITA schools to do a presentation for teachers. The presentation entailed a course overview and the associated benefits. The main goal of these visits was to motivate teachers to attend the training and to also see the importance of them. All schools were visited before the training commenced.

### 5.2.6.2 Course Work

Injoloba Secondary computer lab was used for trainings since it is central and accessible to all schools.



SchoolNet SA provided refreshments for teachers attending the training after receiving complaints from the first group.

The lab consisted of 22 computers with no internet connection. All computers were infected by a virus; attempts were made to clean them but failed. This interrupted the smooth running of the training as computers would stop working continuously. Only two sessions were conducted at Injoloba. Thereafter Sbhongombomvu was

requested for the use of their computer lab because new computers had just been installed with the assistance of the SchoolNet Support Specialist.

Of all the trainings that had been conducted, the WebQuest course seemed to be the course most enjoyed by all educators, especially those who had advanced ICT skills. Some of the teachers admitted that they were no longer interested in these courses because they were busy but during the course their interest was stimulated by nature of the course. On the last day some brought flash drives to save their projects as they felt they wanted to use them with their learners.

As the sessions continued, additional teachers who attended subsequent WebQuest workshops came with a positive attitude and enthusiasm which was stirred by teachers from their schools who had previously attended the course. The training became a platform for higher order thinking, collaboration, sharing of information and networking. Toward the end of the last sessions, the computers showed signs of virus infection where at times wouldn't turn on or would freeze.

The major challenge was that there was no internet connection; some teachers used their cell phones to search for learners' resources while others used the facilitators' laptop. Participants required more time in order to produce high quality WeQuests. All teachers who attended the course were able to finish

their Webquests by the last day of training. In some instances participants left the training venue very late on the last day because they wanted to complete their submission.

Teachers left the training with:

- Positive attitude towards ICT
- Improved ICT skills and confidence
- Skills to critically evaluate Webquest
- Knowledge and understanding of Webquest
- Skills to create challenging task that is authentic
- Understanding the importance of guiding learners step by step throughout the project by also providing web resources.
- Skills to design assessment rubrics that align with curriculum assessment standards and more.

#### *Comments by teachers*

*"Finally a course that was useful. This was a course of doing rather than listening. I have normally drawn up projects-but this time I gave this exercise much more time and thought. I see that it is possible for learners to do a webquest without the use of a computer- by photocopying the references. Hyperlinks and bookmarks were very useful-a good skill to learn. A well run course."*

*"Prior to the workshop I was computer illiterate and my attitude towards computer was negative so after my engagement to it my attitude changed. Now I can now design my web quest without any problem .The workshop was interesting and our facilitator has been good to us giving us guidance as to how must we design a good web quest. I have improved from not knowing to knowing."*

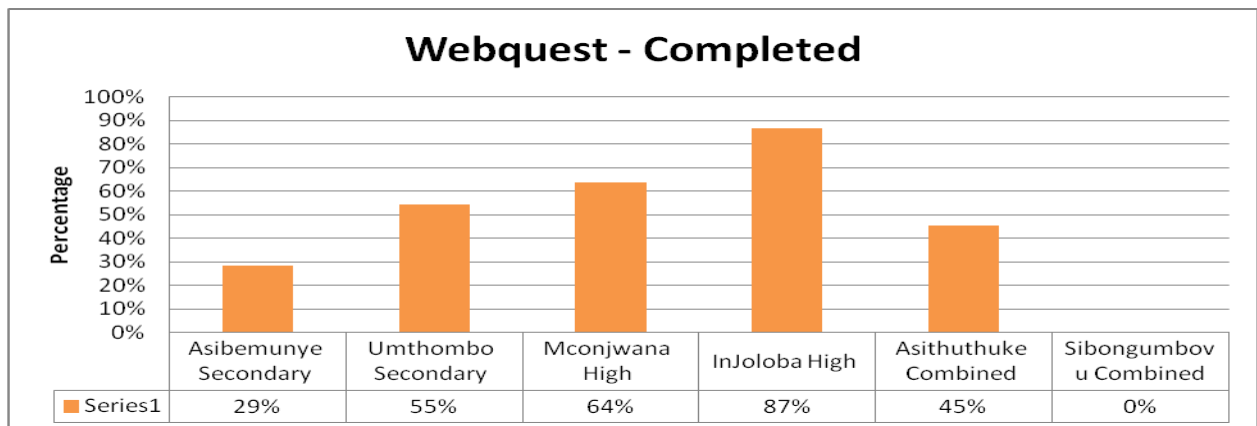
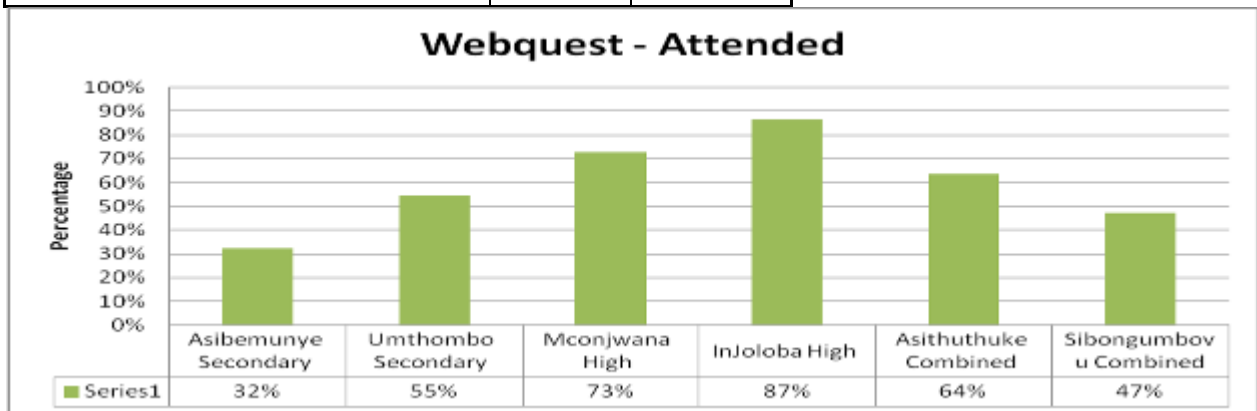
*"I enjoyed this Web quest workshop. There are things that I found challenging but I managed to catch them up. The only thing I have to do is to buy myself a laptop to be more experienced. My facilitator was very helpful during this course. I wish her all the best."*

*"The workshops were quite educative and interesting.Initially i thought it was a waste of time leaving learners alone while going to attend computer workshops.However i realised that i was mistaken.The knowledge i have acquired will go a long way in making me a very good educator.In addition to that,this knowledge will enable me to prepare and deliver interesting lessons to learners. I would want to give a thumbs up to the facilitator who tirelessly demonstrated that she is knowledgeable and able to assist me.I strongly encourage her to maintain the good work she is doing.Furthermore iam appealing to her to constantly visit us so that she can offer to us the necessary assistance that we might need."*

*Indeed, an invaluable project which is most likely to contribute immensely towards the promotion of quality education in South Africa. I cannot wait to start using WebQuest in teaching."*

### 5.2.6.3 Data on teachers attended and completed course:

| Name of School        | Tot no.    | Attended   | Completed  |
|-----------------------|------------|------------|------------|
| Asibemunye Secondary  | 28         | 9          | 8          |
| Umthombo Secondary    | 11         | 6          | 6          |
| Mconjwana High        | 22         | 16         | 14         |
| InJoloba High         | 30         | 26         | 26         |
| Asithuthuke Combined  | 11         | 7          | 5          |
| Sibongumbovu Combined | 17         | 8          | 0          |
| <b>TOTAL</b>          | <b>119</b> | <b>72</b>  | <b>59</b>  |
| <b>Percentage</b>     |            | <b>61%</b> | <b>50%</b> |



### 5.2.6.4 Post Training Intervention

Two teachers from Mconjwana High and one from Asibemunye showed interest in entering for the Microsoft Innovative Teacher Awards Competition using their WebQuest project. The Support Specialist visited their schools to assist them with the implementation of their projects and also to complete the PowerPoint Presentation template required for entry into the competition. These teachers appreciated the opportunity as it gave them exposure as well as deepening of their understanding of ICT integration.

## 5.2.7 Intel Teach Thinking with Technology – July to September 2011

### 5.2.7.1 Set up for TWT training

First a meeting was held at Injoloba Secondary School on the 21st of August 2011 with principals of the project schools to reflect on the previous trainings and also to discuss how and when the remaining training sessions would be conducted.

It appeared that during the third term, Curriculum Assessment Policy (CAPS) workshops were scheduled to be conducted every weekend starting from Friday afternoon to Sunday. It also came to my attention that there was a Matric intervention for learners running in schools and this meant that teachers teaching grade 12 would not be able to attend any training. Furthermore, teachers indicated that September holidays would be used for revision and thus they would not be available for ICT training.

There seemed to be no time available for training other than clustering schools during the week. It was agreed that schools would send a certain number of teachers every week depending on the school schedule. It was agreed that workshops would be concluded before schools commence the end of the term examinations since teachers would be very busy during that time.

The total number of eight sessions were conducted at Olwazini Discovery Centre.

### 5.2.7.2 Course work

The Intel Teach Thinking with Technology course followed on from the WebQuest course. It aimed to build on effective technology integration skills where teachers use free online tools to support the development of assessment of students' higher order thinking skills.

Educators engaged in different exercises where they learnt how to incorporate thinking skills and tools in their everyday teaching. They were amazed at the different strategies available to develop higher levels of thinking in learners. They felt that somehow most of the problems they experienced in their classrooms were addressed.

Teachers knew something about assessment from the WebQuest course but it was their first time learning about an Assessment Plan. Some complained that it requires a lot of time but admitted that it could improve learners' results as well as ensure continuous assessment. Teachers were frustrated that learners did not want to submit work at the end of the project; to them an assessment plan was somehow a solution to that problem. Examples were discussed about how teachers could eliminate such problems.

One of the teachers who is a Head of Department exclaimed that she wished a certain teacher at her school was there because all of her problems over the years were addressed in the workshop.



Educators were introduced to the SchoolNet Premium Membership Programme which has lots of benefits for teachers. As teachers registered they were excited to see the names of their schools on the SchoolNet database – they said, “We are now known in places”.

*Comments by teachers:*

*‘The course was very interesting and thought provoking. We leared a lot about how to use thinking tools to promote critical thinking among learners and how to assess learners work using an assessment plan .*

*Highlights:The new approach to the planning of Projectcts isquite challenging but worthwhile’.*

*Difficulties:Preparation of projects of this nature requires a lot of time and certainly not conducive to a multiple-class teacher or a teacher handling 3 or 4 learning areas in a high school. Critical and focus questions were quite confusing to me in particular.*

*‘My attitude about I.C.T. has become positive due to the strong love and passion for our co- ordinator Hlengiwe Mfeka’.*

- *The workshop was very informative to me, it reminded one about importance of Blooms taxonomy, levels of questions & thinking.*
- *The thinking with technology disk will give me more practice even when I’m at home.*
- *I learned more about creating a project and designing workspaces.*
- *I will be very happy if there could be a follow up workshop after this.*
- *The facilitator was so helpful in allowing us to share our own experiences in our classrooms.*

*‘When i was told to come to the course i did not see the need infact i was not happy because i though i had enough of computer but to my supprise i got what i would have regretted to have missed, i gained more than i expected ,i would hounestly say my coming this workshop was worth it.Thanks very much to the facilitator she is very patient and understanding.That is what we teachers need from time to time in order to make our teaching more interesting ,i feel this technology schoolnet has provided us with has made a great contribution to us as teachers and learners as well as department of education’*

**5.2.7.3 Data on educators attended and completed**

| Name of School        | Teachers Attended TWT |    |
|-----------------------|-----------------------|----|
| Asibemunye High       | 09                    | 06 |
| Umthombo Secondary    | 09                    |    |
| Injoloba Secondary    | 23                    |    |
| Mconjwana Secondary   | 15                    |    |
| Asithuthuke Combined  | 08                    |    |
| Sbongumbomvu Combined | 05                    |    |
| <b>Total</b>          | <b>69</b>             |    |

## 5.2.8 Intel Teach Elements – October to November 2011

### 5.2.8.1 Set up for Elements Training

In between the Intel Teach Thinking with Technology training schools were contacted to either e-mail or submit lists of educators who would attend the Intel Teach Elements workshop during the October holidays. That was successfully achieved and the turnout was satisfactory considering that most of the teachers use these holidays to revise with learners for the end of year final examinations. Trainings were conducted at Olwazini Discovery Centre since it has internet connectivity.

### 5.2.8.2 Course work

The first activity required teachers to write what they know, wonder and learned (KWL) about Project Based Learning that integrate ICT. That served as a great opportunity for teachers to reflect on what they've learned from the previous courses, how they've used that information in the classroom and the challenges that they faced in the process including how they overcame them.

Each participant was allowed time to share their experiences which were amazing because it made one realize how successful the project was and also to identify the gaps or challenges that needed to be addressed.

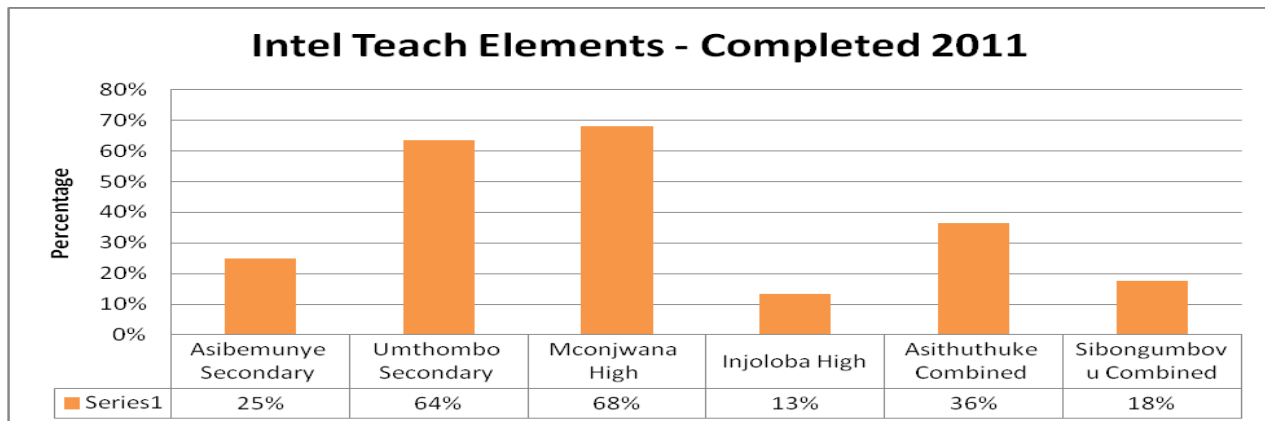
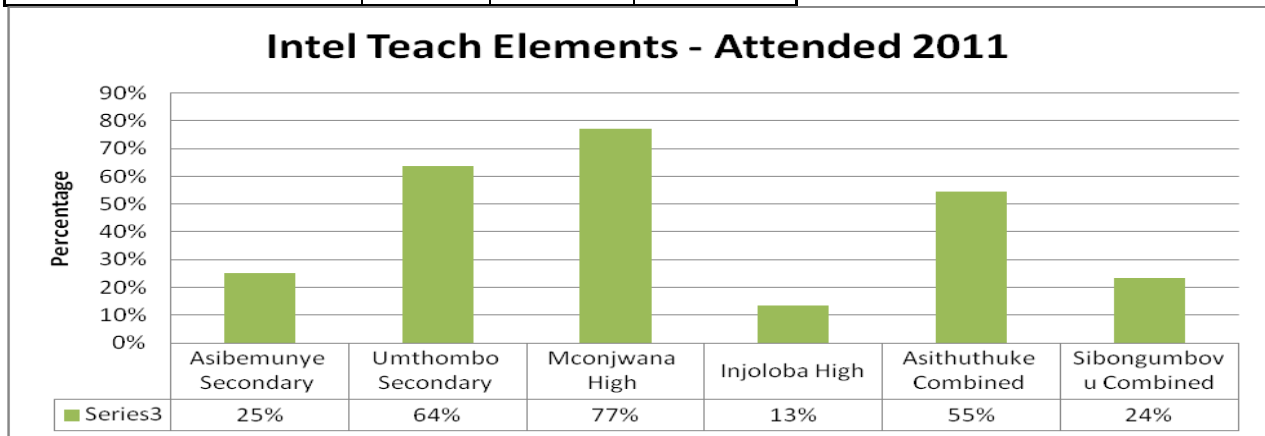
A teacher from Umthombo High School, Joyce Chikonye shared a story on how the programme has positively impacted on her teaching as well as her learners. She quoted two courses namely WebQuest and Thinking with Technology, which she said had more influence on her approach to teaching. She implemented Marzano's first dimension of learning (creating learners' positive attitude) to one of the stubborn and problematic learner at school.

She mentioned that through the strategies she got from the trainings, the learner's attitude and confidence has dramatically improved. That change had been observed by all teachers at the school.

Common challenges that were mentioned by teachers were addressed through targeting specific activities or sections that deal with those challenging topics such as assessment, constructing challenging questions etc. Teachers left the workshop enlightened and confident to design better ICT integrated projects.

### 5.2.8.3 Data on educators attended and completed

| Name of School        | Tot no.    | Attended   | Completed  |
|-----------------------|------------|------------|------------|
| Asibemunye Secondary  | 28         | 7          | 7          |
| Umthombo Secondary    | 11         | 7          | 7          |
| Mconjwana High        | 22         | 17         | 15         |
| Injoloba High         | 30         | 4          | 4          |
| Asithuthuke Combined  | 11         | 6          | 4          |
| Sibongumbovu Combined | 17         | 4          | 3          |
| <b>TOTAL</b>          | <b>119</b> | <b>45</b>  | <b>40</b>  |
| <b>Percentage</b>     |            | <b>38%</b> | <b>34%</b> |



The attendance was very poor compared to the previous courses which was attributed to a number of factors such as that training was conducted during the holidays whereby most of the teachers were busy preparing learners for their final examination.

## 5.2.9 Peer Coach Training

### 5.2.9.1 Course work

The Peer Coach training course has 8 sessions spread over for 9 months. The training course which was conducted at St Nicholas started with 8 participants in March 2011. The expected number was 12 all of whom started attending on the second session. After the second session, the Support Specialist was informed by the principal of St Nicholas that the board decided to discontinue the use of the lab by outsiders since it is costly to run. The Support Specialist had to find another venue which had an internet connection. Olwazini Discovery was the venue that was used throughout the remaining training courses.

| Total No.    |    | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 | Session 7 | Session 8 |
|--------------|----|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Participants | 12 | 8         | 12        | 12        | 8         | 9         | 9         | 9         | 9         |
| %            |    | 67%       | 100%      | 100%      | 67%       | 75%       | 75%       | 75%       | 75%       |

The training sessions in overall were well attended and the participants actively engaged in all activities planned. The training was a success because teachers in schools confirmed how peer coaches supported them to improve their lessons using ICT. A video was produced that showcased the implementation and or good practice of peer coaching in different schools.

The peer coach video is uploaded on youtube: <http://youtu.be/DqN60Zg0ALk>



The challenges that were mentioned by most Peer Coaches were internet connect, technical problems, lack of support from the principals, time factor, sometimes lack of interest from the collaborating teacher. These were discussed during the last session and it was agreed that they should work hand in hand with school management and SITA.

## 6. Challenges

### 6.1 Prior to implementation

| Challenge  | Intervention   |
|--|--|
| <p>Several delays with hardware provision delayed the start of SchoolNet's role in this project.</p> <p>The contract period was from March 2009 to April 2011 although by March 2009 schools had still not received their computers thus resulting in a reduction of time available for SchoolNet's professional development training programmes.</p> <p>In July, SITA felt that installations were imminent</p> | <p>SchoolNet scheduled the ICT Leadership for Education Managers course for principals and the senior management teams.</p> <p>Then due to ill-equipped and non-functioning school computer centres, the training had to be re-scheduled.</p> <p>Eventually the training was organised and facilitated at St Nicholas School (not a project school) in an attempt to maintain principals' enthusiasm for this project.</p> |

### 6.2 During Training

| Challenges   | Intervention   |
|--|--|
| <p>Sbongumbomvu experienced great difficulty in finalising the installation of hardware; the principal noted that there was a hole in the ceiling and that rain was causing puddles of water to accumulate in the computer centre.</p>   | <p>After consultation it was decided that the schools' norms and standards funds would be used to sort out the classroom so that it was ready for the SITA service providers.</p>  |
| <p>By the end of July 2010, Umthombo Secondary School had 25 computers and seven screens without towers. Out of the 25 computers, 12 did not have working mice and no DVD/CD ROMs were available. This posed problems as software is typically installed using either DVD or CD ROMs. The processing speed was 1.1 GHz and hard disk</p> | <p>The support specialist requested an upgrade or a replacement of these computers. It should be noted that an audit of the specifications of the existing equipment should also have been completed before the start of the project to accurately gauge whether equipment needed to</p> |

|  |   |
|--|---|
| space varied from 9 GB – 37 GB.  | be replaced.  |
| The teachers' industrial action made it difficult to arrange training dates. Workshops were cancelled at the last minute. The teacher industrial action caused a knock on effect for training as teachers were now compelled to have catch-up sessions for their learners in preparation for their examinations.                               | <ul style="list-style-type: none"> <li>- The Support Specialist worked hard to salvage some time though that was not enough to keep the project on track.</li> <li>- The Support Specialist worked at the project schools to provide support to teachers as well as assist learners with subject content which could be accessed via CDs and the Internet as part of the catch up process.</li> </ul> |
| October 2010, teachers were already working toward exam preparations and teachers were not ready to allocate time for professional development training.<br><br>Mpophomeni was still not participating in the programme.   | Meetings were scheduled with schools after the industrial action to ascertain the way forward. From the meeting conducted with all schools principals it transpired that the One Step Further training would need to occur next year in 2011. The support specialist worked with individual teachers that were available.   |
| <b>Challenges during WebQuest Training</b>   | <b>Interventions</b>  |
| Computer lab at Sbongumbomvu did not have chairs and that there were 15 computers which uses round plugs that were not compatible to points installed at the lab.  | SchoolNet SA assisted the school by buying 25 chairs, adapters and extension cords. Furthermore SchoolNet donated money that went towards electricity and water which was requested by the school since it faces financial challenges up to date.   |
| Teachers from Sbongumbomvu had not attended any of the sessions; when the principal was approached by this he mentioned that they are understaffed. It is impossible to release teachers to attend training. The change of venue also affected Asithuthuke because of the scarcity of public transport to Cedara where the school is situated. | The SchoolNet Support Specialist arranged with the concerned schools convenient dates for their training. Sbongumbomvu decided to be trained after all clustered trainings were completed while Asithuthuke preferred to use Fridays' afternoons and two public holidays.   |
| <b>Challenges during Thinking with Technology Training</b>   | <b>Interventions</b>  |
| Principals of Umthombo, Mconjwana &  | <ul style="list-style-type: none"> <li>• Schools that were not sending teachers to</li> </ul>   |

|   |  |
|---|--|
| <p>Asibemunye were not sending teachers as agreed to attend clustered workshops after our meeting. The first few sessions were only attended by teachers from Injoloba and Asithuthuke.</p> | <p>clustered workshops were visited August 2011 to find out their reasons or problems in order to devise solutions. Asibemunye responded positively after that meeting by sending teachers the following week.</p> <ul style="list-style-type: none"> <li>• Again in September, the above schools were both contacted and visited to convince them to be consistent in sending teachers for the remaining sessions. All the schools that were contacted and visited were cooperative and the outcome was positive after long discussions and SMT meetings that were urgently called per school.</li> </ul> |
| <p>Throughout the year all the project schools experienced viruses in computers whereby most of them had stopped working.</p>   | <p>In November SchoolNet SA sent their technician along with Support Specialist and a training facilitator from Zenzeleni to attend to these technical problems.</p> <p>The technician updated the antivirus programme where necessary whilst in other schools problems identified required schools to attend to them.</p>   |

### 6.3 Challenges still unresolved

- Networking and configuration of computers is still pending – *SchoolNet has been coordinating the visits to the sites in preparation for the networking of computers.*
- Internet Connection – The lack of connectivity meant that anti- virus software was not kept updated; hence computers could not be used. Although all courses were available as offline versions; teachers further felt that a research activity without connectivity was not practical.

## 7. Successes

### 7.1 Teachers attend E-Schools Network Conference – September 2010

The Support Specialist was able to identify two exceptional teachers from Injoloba (Nombulelo Chirwa) and Umthombo High (Thembekile Zondi) and they requested sponsorship to attend the E-Schools Network conference in September 2010, in Cape Town. They had wanted to talk about the SITA project

and how it had motivated them as well as document the success it had in encouraging use of ICT's. This request was forwarded to SITA however no response was forthcoming. SchoolNet was able to secure funds for each of these teachers to attend the conference and this included Flights, accommodation, transport and Conference Registration expenses in Cape Town



## 7.2 Teachers participated in Adobe Youth Voices programme

In August 2010, two educators (Nombulelo Chirwa & Gbenga Komolafe) from Injoloba High participated in the Adobe Youth Voices programme. Both teachers participated in an online course with international teachers. This course then allowed educators to teach their learners PhotoShop and Premiere Elements skills so that they could then create media pieces with purpose. They also worked in the afternoons and over weekends to get their learners to create a video project highlighting a community issue. In the process these learners gained skills of how to use a camera effectively and also use Premier Elements/Photoshop software to edit pictures and videos. These educators worked very hard to complete all modules required and were awarded certificate of completion.

## 7.3 Two Students won Scholarship to California – AYV

On the 1<sup>st</sup> of August, two students from Mconjwana High and the project Support Specialist went to attend an Adobe Youth Voices Summit in California at Santa Clara University; they came back on the 9<sup>th</sup> of August 2011. It was an inspirational, incredible and productive experience for Hlengiwe, Nontobeko and Mpumelelo. The whole trip was filled with stories and sharing and plans of what comes next as they felt reinvigorated and infused with a whole new sense of energy to create and collaborate!



They share the same vision to start a collaborative project with other schools and also to share skills that were acquired during the summit. They are more than willing to also assist teachers and learners who participate in the Adobe Youth Voices programme.

During the summit the youth created eight amazing projects on different themes. These pieces are featured at the Youth Media Gallery as part of the [2011 Adobe Youth Voices Summit Collection](#).

The Adobe Youth video from Mconjwana High is uploaded on you tube:

<http://www.youtube.com/watch?v=gQJuBMfYo4Q>

More on the trip please go to: <http://schoolnetsa.blogspot.com/2011/08/schoolnets-adobe-youth-voices-programme.html>.

## 7.4 ITF Entries 2011

Two teachers from Mconjwana (Innocent Dlamini & Mbongeni Dlamini) and one from Asibemunye (Sandile Dube) used their WebQuest projects to enter for Innovative Teachers' Forum competition. Even though they were not shortlisted as Finalists; their experience puts them in a good position to enter the competition in 2012. They believe that it was a worthwhile learning experience.

## 7.5 Award Ceremony

On the 1<sup>st</sup> of December 2011, SchoolNet organized an award ceremony which was held at Hilton College. The ceremony recognized the amazing work and effort that teachers have put into this SITA project. Teachers were awarded with certificates of attendance for completing a course. There were special awards which were presented to individuals with outstanding performance. The event was a celebration and also a motivation for teachers who attended since there were speakers who highlighted the importance of using ICT in the classroom to enhance Teaching & Learning. Amongst the speakers was Janet Thomson, Executive



Nomty, Janet (SNSA) Phillip (DoE), Mr Ndaba (Injoloba Principal), Amitha (SITA) & Omashani (SNSA)

Director of SchoolNet, Omashani Naidoo, SchoolNet Operations Manager and Phillip Dikgomo, KZN MST & ICT Director. Amitha Ramlal gave a speech on behalf of SITA which touched on the way forward and something which was a concern for the schools. Teachers appreciated the fact that SITA would continue to give technical support to schools.

## 7.6 Conclusion

This project has seen many successes, however it is important to note that projects of this nature must be planned effectively and all stakeholders need to ensure that they complete their roles in the project. In particular the following needs to be highlighted:

- equipment was not installed in its entirety before the start of training. The negative side of this is that this meant that some teachers would not have access to practice skills learnt during training. Furthermore this delayed training workshops in some schools as Schoolnet does not advocate any training where teachers are not able to put into practice their learning.
- internet connectivity was supposed to be provided by the Department of Education; this request should have been formalized prior to promising this to schools. This created an expectation that was sadly not met and had severe repercussions for implementation and practice of some courses but more importantly it was not possible to update anti-virus programmes .
- timeous payment of service provider- SchoolNet was not paid in excess of 120 days and this meant that the NGO had to absorb all risk and expenses for the duration of the project. At one stage this project was nearly stopped after direction from the SchoolNet Board due to lack of payment.

The SITA project displayed an innovative model for support of teachers involved in training for the duration of this project. This project has shown that with vested support teachers are able to grow and this results in positive change being achieved within schools. This project in particular has shown evidence of the positive impact:

- Teachers have gained ICT skills and steadily gained confidence as they attended more courses.
- Courses provided teachers with avenues to discuss their challenges in schools and come up with solutions which they implemented back in their schools.
- Teachers shared stories of how ICT has made their life easier.
- Learners have also benefited in the programme where lessons have become more interesting for them.
- A learner from Mconjwana mentioned that ICT simplifies the complex content into something understandable.
- Principals have been able to see why ICTs are important and why maintenance of computer resources is important for developing both teachers as well as learners.

There is overwhelming evidence of how teachers have grown both in confidence and competence in their use of ICTs for teaching and learning. Furthermore, testimony from learners indicates that finally teachers are beginning to teach the way learners learn... i.e. with the inclusion of technologies.

SchoolNet SA has welcomed the opportunity to be involved in this project with SITA.

Below is the track record for each school, per teacher of how they have progressed per course:

**Annexure A: Asibemunye High School**

|    | Teacher Name      | Surname  | Leadership         |   | ICT Skills for Teachers |   | Help Desk          |   | Peer Coaching |   | One Step Further |   | WebQuest |   | Intel Teach: TWT |   | Intel Teach: Elements |   | Sizanani Community ICT Literacy |   |
|----|-------------------|----------|--------------------|---|-------------------------|---|--------------------|---|---------------|---|------------------|---|----------|---|------------------|---|-----------------------|---|---------------------------------|---|
|    |                   |          | A                  | C | A                       | C | A                  | C | A             | C | A                | C | A        | C | A                | C | A                     | C | A                               | C |
| 1  | Nosihle Patience  | Dlamini  |                    |   |                         | C |                    |   |               |   |                  |   |          | C |                  |   |                       |   |                                 |   |
| 2  | Precious          | Dlamini  |                    |   |                         | C |                    |   |               |   |                  | C |          |   | A                |   |                       |   |                                 | C |
| 3  | Rudolph           | Gadzikwa |                    |   |                         | C | <b>LEFT SCHOOL</b> |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 4  | Thandiwe          | Makamu   |                    | C | A                       |   |                    |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 5  | Sibongile Jane    | Mbeje    |                    |   | A                       |   |                    |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 6  | Tholakele         | Mbuthu   |                    |   |                         | C |                    |   |               |   |                  | C |          | C |                  |   |                       |   |                                 | C |
| 7  | Barbara           | Mlotshwa |                    |   |                         | C |                    |   |               |   |                  | C |          |   |                  |   |                       |   |                                 |   |
| 8  | David Thulani     | Mnguni   |                    |   | A                       |   |                    |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 9  | Sbongiseni        | Mnikathi |                    |   |                         | C |                    |   |               |   |                  | C |          |   |                  |   |                       |   |                                 |   |
| 10 | Zanele            | Mntambo  |                    |   |                         | C |                    |   |               |   |                  |   |          | C |                  | C |                       | C |                                 |   |
| 11 | Gerald Mlungisi   | Mntambo  |                    |   |                         | C |                    |   |               |   |                  | C |          |   |                  |   |                       |   |                                 |   |
| 12 | Fakazile Sylvia   | Msomi    |                    |   | A                       |   |                    |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 13 | Bonginkosi        | Mthlane  |                    |   | A                       |   |                    |   |               | C |                  | C | A        |   |                  | C |                       | C |                                 | C |
| 14 | Jabu Catherine    | Ncwane   |                    |   | A                       |   |                    |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 15 | Mduduzi           | Ndlela   |                    |   |                         | C |                    |   |               |   |                  | C |          | C |                  | C |                       | C |                                 | C |
| 16 | Ntombikhona E     | Ndlovu   |                    |   | A                       |   |                    |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 17 | Nhlanhla Boniface | Ndlovu   |                    |   |                         | C |                    |   |               |   |                  | C |          | C |                  | C |                       | C |                                 |   |
| 18 | Zanele            | Radebe   |                    |   |                         | C |                    |   |               |   |                  | C |          |   | A                |   |                       |   |                                 | C |
| 19 | Nhlanhla V F      | Vilakazi |                    |   |                         | C |                    |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 20 | Sthembile F.      | Zaca     |                    |   |                         | C |                    |   |               |   |                  | C |          | C | A                |   |                       | C |                                 |   |
| 21 | Pius              | Mnikathi |                    | C |                         |   |                    |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 22 | Sandile           | Dube     | <b>NEW TEACHER</b> |   |                         |   |                    |   |               | C |                  |   |          | C |                  | C |                       | C |                                 |   |
| 23 | Bonginkosi        | Ngubane  |                    |   |                         |   |                    |   |               |   |                  |   |          | C |                  | C |                       | C |                                 |   |

**Annexure B: Asithuthuke Combined School**

| Teacher Name           | Surname   | Leadership |   | ICT Skills for Teachers |   | Help Desk   |   | Peer Coaching |   | One Step Further |   | WebQuest |   | Intel Teach: TWT |   | Intel Teach: Elements |   | Sizanani Community ICT Literacy |   |
|------------------------|-----------|------------|---|-------------------------|---|-------------|---|---------------|---|------------------|---|----------|---|------------------|---|-----------------------|---|---------------------------------|---|
|                        |           | A          | C | A                       | C | A           | C | A             | C | A                | C | A        | C | A                | C | A                     | C | A                               | C |
| Busisiwe               | Buthelezi |            |   |                         | C |             |   |               |   |                  |   | A        |   |                  |   |                       |   |                                 |   |
| Nomshado J.            | Mazibuko  |            |   | A                       |   |             | C | LEFT SCHOOL   |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| Thembelihle            | Mchunu    |            |   | A                       |   | LEFT SCHOOL |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| Silindile G.           | Mlotshwa  |            |   | A                       |   | LEFT SCHOOL |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| Nombuso                | Mnguni    |            |   | A                       |   |             |   |               |   |                  | C |          | C |                  | C | A                     |   |                                 |   |
| Bonginkosi Jerome      | Mnikathi  |            |   | A                       |   |             |   |               |   |                  | C |          | C |                  | C |                       | C |                                 | C |
| Silas Jefinias Nyarara | Munyoro   |            |   | A                       |   |             |   |               |   |                  | C |          | C |                  | C |                       | C |                                 |   |
| Jabulile               | Ndenze    |            |   | A                       |   |             |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| Busisiwe A.            | Nondaba   |            |   |                         | C |             |   |               |   |                  |   | A        |   |                  |   |                       |   |                                 |   |
| Sylvester J            | Vroom     |            |   |                         | C |             |   |               |   |                  | C |          | C |                  | C |                       | C |                                 | C |
| Lawrence               | Mfuphi    |            |   | A                       |   |             |   |               |   |                  | C |          | C |                  | C |                       | C |                                 | C |
| Sindisiwe              | Shozi     |            |   |                         |   |             |   |               |   |                  |   |          |   |                  |   | A                     |   |                                 |   |

**Annexure C: Umthombo Secondary School**

| No. | Teacher Name | Surname   | Leadership  |   | ICT Skills for Teachers |             | Help Desk   |   | Peer Coaching |   | One Step Further |   | WebQuest    |   | Intel Teach: TWT |   | Intel Teach: Elements |   | Sizanani Community ICT Literacy |   |  |
|-----|--------------|-----------|-------------|---|-------------------------|-------------|-------------|---|---------------|---|------------------|---|-------------|---|------------------|---|-----------------------|---|---------------------------------|---|--|
|     |              |           | A           | C | A                       | C           | A           | C | A             | C | A                | C | A           | C | A                | C | A                     | C | A                               | C |  |
| 1   | Thembile     | Makhaye   |             |   |                         | C           |             |   |               |   |                  | C |             | C |                  |   |                       |   |                                 |   |  |
| 2   | Bonisiwe     | Manyoni   |             |   | A                       |             |             |   |               |   |                  | C |             |   |                  | C |                       | C |                                 |   |  |
| 3   | Bongani      | Manyoni   |             | C |                         | C           |             |   |               |   |                  | C |             |   |                  |   |                       | C |                                 | C |  |
| 4   | Helen Troy   | Maphumulo |             |   | A                       |             | LEFT SCHOOL |   |               |   |                  |   |             |   |                  |   |                       |   |                                 |   |  |
| 5   | Patience     | Mbotheni  |             |   | A                       | SICK LEAVE  |             |   |               |   |                  |   |             |   |                  |   |                       |   |                                 |   |  |
| 6   | Thembisile   | Mlotshwa  |             |   |                         | C           |             |   |               |   |                  | C |             | C |                  | C |                       | C |                                 | C |  |
| 7   | Nonhlanhla   | Mncube    |             |   | A                       |             |             |   |               |   |                  | C |             |   |                  |   |                       |   |                                 |   |  |
| 8   | Mondli       | Mshengu   |             |   |                         | C           |             |   |               |   |                  | C | LEFT SCHOOL |   |                  |   |                       |   |                                 |   |  |
| 9   | Nomonde      | Ndimande  |             | C | A                       |             |             |   |               |   |                  |   |             |   |                  |   |                       |   |                                 |   |  |
| 10  | Mpume        | Simaba    |             |   | A                       | LEFT SCHOOL |             |   |               |   |                  |   |             |   |                  |   |                       |   |                                 |   |  |
| 11  | Thembekile   | Zondi     |             | C |                         | C           |             | C |               |   |                  |   |             | C |                  |   |                       |   |                                 | C |  |
| 12  | Morgan       | Myeza     | NEW TEACHER |   |                         |             |             |   |               |   |                  |   |             | C |                  | C |                       | C |                                 |   |  |
| 13  | Joyce        | Chikunda  | NEW TEACHER |   |                         |             |             |   |               |   |                  |   |             | C |                  | C |                       | C |                                 |   |  |
| 14  | Sboniso      | Ngonyama  | NEW TEACHER |   |                         |             |             |   |               |   |                  |   |             | C |                  |   |                       |   |                                 |   |  |

**Annexure D: Sibongumbomvu Combined School**

|    | Teacher Name  | Surname    | Leadership  |   | ICT Skills for Teachers |   | Help Desk   |   | Peer Coaching |   | One Step Further |   | WebQuest |   | Intel Teach: TWT |   | Intel Teach: Elements |   | Sizanani Community ICT Literacy |   |
|----|---------------|------------|-------------|---|-------------------------|---|-------------|---|---------------|---|------------------|---|----------|---|------------------|---|-----------------------|---|---------------------------------|---|
|    |               |            | A           | C | A                       | C | A           | C | A             | C | A                | C | A        | C | A                | C | A                     | C | A                               | C |
| 1  | Nomathemba    | Bungane    |             |   |                         | C |             |   |               |   |                  | C | A        |   |                  |   |                       |   |                                 |   |
| 2  | Ndumiso       | Makhathini |             |   | A                       |   |             |   |               |   |                  | C | A        |   |                  |   |                       |   |                                 |   |
| 3  | Sakhephi      | Makhathini |             | C | A                       |   |             |   |               | C |                  | C |          |   |                  |   |                       |   |                                 |   |
| 4  | Phindile      | Mbhense    |             |   | A                       |   |             |   |               |   |                  | C | A        |   |                  | C | A                     |   |                                 |   |
| 5  | Jabulisile    | Mkhize     |             |   | A                       |   |             |   |               |   |                  | C | A        |   |                  |   |                       |   |                                 |   |
| 6  | Ndabezinhle   | Mtshali    |             | C | A                       |   |             |   |               |   | A                |   |          |   |                  |   |                       |   |                                 |   |
| 7  | Mduduzi       | Nzimande   |             | C | A                       |   |             |   |               |   |                  | C | A        |   |                  | C |                       | C |                                 |   |
| 8  | Lucky         | Potgieter  |             |   | A                       |   |             |   |               |   |                  | C | A        |   |                  |   |                       |   |                                 |   |
| 9  | Makhosazana   | Shabalala  |             |   |                         | C | LEFT SCHOOL |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 10 | Thokozani T.  | Shangase   |             |   | A                       |   |             |   |               |   |                  |   | A        |   |                  |   |                       |   |                                 | C |
| 11 | Omojola Dada  | Yewande    |             |   | A                       |   | LEFT SCHOOL |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 12 | Lindenli      | Zimu       |             |   |                         | C |             |   |               |   |                  |   | A        |   |                  |   |                       |   |                                 |   |
| 13 | James Bongani | Zondi      |             |   |                         | C |             |   |               | C |                  | C | A        |   |                  |   |                       |   |                                 | C |
| 14 | Ntombifuthi   | Khuzwayo   |             |   | A                       |   |             |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 15 | Thenjiwe      | Duma       |             |   | A                       |   | LEFT SCHOOL |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |
| 16 | Khumbuzile    | Ndlovu     |             |   | A                       |   |             |   |               |   |                  | C | A        |   |                  | C |                       | C |                                 |   |
| 17 | Phumzile      | Shelembe   |             | C | A                       |   |             |   |               |   | A                |   | A        |   |                  | C | A                     |   |                                 |   |
| 18 | Nonhlanhla    | Zondi      | NEW TEACHER |   |                         |   |             |   |               |   |                  |   |          |   |                  | C |                       | C |                                 |   |

Annexure E: Mconjwana Secondary School

|    | Teacher Name     | Surname  | Leadership   |   | ICT Skills for Teachers |   | Help Desk   |   | Peer Coaching |             | One Step Further |   | WebQuest    |   | Intel Teach: TWT |   | Intel Teach: Elements |   | Sizanani Community ICT Literacy |   |   |  |   |  |  |  |
|----|------------------|----------|--------------|---|-------------------------|---|-------------|---|---------------|-------------|------------------|---|-------------|---|------------------|---|-----------------------|---|---------------------------------|---|---|--|---|--|--|--|
|    |                  |          | A            | C | A                       | C | A           | C | A             | C           | A                | C | A           | C | A                | C | A                     | C | A                               | C |   |  |   |  |  |  |
| 1  | Skhumbuzo        | Dludla   |              |   |                         | C |             |   |               |             |                  | C |             | C |                  |   |                       |   |                                 |   |   |  |   |  |  |  |
| 2  | Wilson           | Gudyanga |              |   |                         | C | LEFT SCHOOL |   |               |             |                  |   |             |   |                  |   |                       |   |                                 |   |   |  |   |  |  |  |
| 3  | Lindiwe Patience | Khumalo  |              |   |                         | C |             |   | A             |             |                  | C |             |   |                  |   |                       |   |                                 | C |   |  |   |  |  |  |
| 4  | Sthembiso        | Khumalo  |              |   |                         | C |             |   |               |             | A                |   |             | C |                  | C |                       |   |                                 |   |   |  |   |  |  |  |
| 5  | Nokwethemba      | Lamula   |              |   |                         | A |             |   | C             | LEFT SCHOOL |                  |   |             |   |                  |   |                       |   |                                 |   |   |  |   |  |  |  |
| 6  | Annacletta       | Mdlozini |              |   |                         | C |             |   |               |             |                  | C |             | C |                  | C |                       | C |                                 |   |   |  |   |  |  |  |
| 7  | Ziyanda          | Milisi   |              |   |                         | C |             |   |               |             |                  | C |             | C |                  | C |                       | C |                                 |   |   |  |   |  |  |  |
| 8  | Londiwe          | Mkhabela |              |   |                         | C |             |   |               |             |                  | C | LEFT SCHOOL |   |                  |   |                       |   |                                 |   |   |  |   |  |  |  |
| 9  | Nokuthula        | Mkhize   |              |   |                         | C |             |   |               |             |                  | C |             | C |                  |   |                       | C |                                 |   |   |  |   |  |  |  |
| 10 | Celiwe N R       | Mncwabe  |              |   |                         | A | LEFT SCHOOL |   |               |             |                  |   |             |   |                  |   |                       |   |                                 |   |   |  |   |  |  |  |
| 11 | Thokozile        | Mpisane  |              |   |                         | C |             |   |               |             | A                |   |             |   |                  |   |                       |   | C                               |   |   |  |   |  |  |  |
| 12 | Mbali            | Mweli    |              |   |                         | A |             |   |               |             |                  |   |             |   |                  |   |                       |   |                                 |   |   |  |   |  |  |  |
| 13 | Nkosinathi       | Ndlovu   |              |   |                         | C |             |   |               |             |                  | C |             |   |                  |   |                       |   |                                 |   |   |  |   |  |  |  |
| 14 | Nomathemba       | Ndlovu   |              |   |                         | C |             |   |               |             | A                |   |             | C |                  | C |                       |   |                                 |   |   |  |   |  |  |  |
| 15 | Mathandokuhle J  | Ngobese  |              | C |                         | A |             |   |               |             |                  |   |             |   |                  |   |                       |   |                                 |   |   |  |   |  |  |  |
| 16 | Sindisiwe        | Nxumalo  |              |   |                         | C |             |   |               |             | A                |   |             | C |                  | C |                       | C |                                 |   |   |  |   |  |  |  |
| 17 | Siphesihle       | Shange   |              |   |                         | C |             |   |               |             |                  | C |             | C |                  | C |                       | C |                                 |   |   |  |   |  |  |  |
| 18 | Bongani          | Xulu     |              |   |                         | C |             |   |               |             |                  | C | LEFT SCHOOL |   |                  |   |                       |   |                                 |   |   |  |   |  |  |  |
| 19 | Lindiwe N J      | Xulu     |              |   |                         | C |             |   |               |             | A                |   |             | C |                  | C |                       | C |                                 |   |   |  |   |  |  |  |
| 20 | Masentle         | Zakwe    |              |   |                         | C |             |   |               |             | A                |   | A           |   | A                |   |                       | C |                                 |   |   |  |   |  |  |  |
| 21 | Nonhlanhla P     | Zuma     |              |   |                         | C |             |   |               |             | A                |   |             | C |                  | C |                       |   |                                 |   |   |  |   |  |  |  |
| 22 | Mbongeni         | Dlamini  | NEW TEACHERS |   |                         |   |             |   |               |             |                  |   |             | C |                  | C |                       |   |                                 |   |   |  |   |  |  |  |
| 23 | Aubrey           | Dlamini  |              |   |                         |   |             |   |               |             |                  |   |             |   |                  |   |                       |   | C                               |   | C |  |   |  |  |  |
| 24 | Innocent         | Dlamini  |              |   |                         |   |             |   |               |             |                  |   |             |   |                  |   |                       |   | C                               |   | C |  |   |  |  |  |
| 25 | Ningi            | Ngxongo  |              |   |                         |   |             |   |               |             |                  |   |             |   |                  |   |                       |   | C                               |   | C |  | C |  |  |  |
| 25 | Wiseman          | Ndlovu   |              |   |                         |   |             |   |               |             |                  |   |             |   |                  |   |                       |   | C                               |   | C |  |   |  |  |  |
| 25 | Sthembile        | Majola   |              |   |                         |   |             |   |               |             |                  |   |             |   |                  |   |                       |   | C                               |   | C |  | C |  |  |  |
| 25 | Ntombifuthi      | Sithole  |              |   |                         |   |             |   |               |             |                  |   |             |   |                  |   |                       |   |                                 |   | C |  | C |  |  |  |
| 25 | Nomusa           | Ngubane  |              |   |                         |   |             |   |               |             |                  |   |             |   |                  |   |                       |   |                                 |   | C |  | C |  |  |  |

|    |               |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----|---------------|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 25 | Dudu          | Mkhwanazi |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 | Nkosiyeaphana | Ndlovu    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Annexure F: Injoloba High School**

|    | Teacher Name  | Surname   | ICT Leadership for Managers |   | ICT Skills for Teachers |   | Help Desk |   | Peer Coaching |   | One Step Further |   | WebQuest |   | Intel Teach: TWT |   | Intel Teach: Elements |   | Sizanani Community ICT Lit. |   |
|----|---------------|-----------|-----------------------------|---|-------------------------|---|-----------|---|---------------|---|------------------|---|----------|---|------------------|---|-----------------------|---|-----------------------------|---|
|    |               |           | A                           | C | A                       | C | A         | C | A             | C | A                | C | A        | C | A                | C | A                     | C | A                           | C |
| 1  | Sbusiso       | Buthelezi |                             | C | A                       |   |           |   |               |   |                  |   |          | C |                  | C |                       | C |                             |   |
| 2  | Jabu          | Cele      |                             | C |                         | C |           |   |               |   | C                |   |          | C |                  |   |                       |   |                             |   |
| 3  | Nombulelo     | Chirwa    |                             |   |                         | C |           |   |               |   |                  |   |          | C |                  | C |                       |   |                             | C |
| 4  | Florence      | Dlamini   |                             |   |                         | C |           |   |               |   |                  |   |          | C |                  | C |                       |   |                             |   |
| 5  | Dumisani      | Dumakude  |                             |   |                         | C |           |   |               |   |                  |   |          |   |                  |   |                       |   |                             |   |
| 6  | Sibongile     | Khanyi    |                             |   |                         | C |           |   |               |   | C                |   |          | C |                  | C |                       |   |                             |   |
| 7  | Gbenga        | Komolafe  |                             |   | A                       |   |           |   | A             |   | C                |   |          | C |                  | C |                       |   |                             | C |
| 8  | Khonza        | Luthuli   |                             |   |                         | C |           |   |               |   |                  |   |          | C |                  | C |                       |   |                             |   |
| 9  | S'mangele     | Mafu      |                             |   | A                       |   |           |   |               |   | C                |   |          | C |                  | C | A                     |   |                             |   |
| 10 | Mthandeni     | Maseko    |                             |   | A                       |   |           |   |               |   |                  |   |          | C |                  |   |                       |   |                             |   |
| 11 | Nomusa        | Mazibuko  |                             |   |                         | C |           |   |               |   |                  |   |          | C |                  | C |                       |   |                             |   |
| 12 | Ningi         | Mbele     |                             | C |                         | C |           |   |               |   |                  |   |          | C |                  |   |                       |   |                             |   |
| 13 | Thembela      | Mdlalose  |                             |   |                         | C |           |   |               |   |                  |   |          | C |                  | C |                       |   |                             |   |
| 14 | Mzuvele       | Mkhwanazi |                             |   | A                       |   |           |   |               |   |                  |   |          | C |                  | C |                       |   |                             |   |
| 15 | Bhekokuhle    | Mtungwa   |                             |   | A                       |   |           |   |               |   | C                |   |          | C |                  | C |                       |   |                             | C |
| 16 | Mpho          | Motaung   |                             |   | A                       |   |           |   |               |   |                  |   |          | C |                  | C |                       |   |                             |   |
| 17 | Daniel Clever | Mpangase  |                             |   |                         | C |           |   |               |   |                  |   |          | C |                  | C |                       |   |                             |   |

|    |                |          |  |   |   |   |  |   |  |  |  |  |   |  |   |  |   |  |  |   |   |
|----|----------------|----------|--|---|---|---|--|---|--|--|--|--|---|--|---|--|---|--|--|---|---|
| 18 | Phumowakhe     | Mvelase  |  |   |   | C |  |   |  |  |  |  |   |  | C |  | C |  |  |   |   |
| 19 | Phumlani       | Ndaba    |  |   |   | C |  |   |  |  |  |  |   |  | C |  | C |  |  |   |   |
| 20 | Sikhosiphi     | Ndlovu   |  |   |   | C |  | C |  |  |  |  | C |  | C |  | C |  |  |   |   |
| 21 | Nokwazi        | Ndlovu   |  |   |   | C |  |   |  |  |  |  | C |  | C |  | C |  |  |   |   |
| 22 | Zanele         | Nodada   |  |   |   | C |  |   |  |  |  |  |   |  | C |  | C |  |  |   |   |
| 23 | Suren          | Pillay   |  |   |   | C |  |   |  |  |  |  |   |  | C |  |   |  |  |   |   |
| 24 | Themba         | Xulu     |  | C |   | C |  |   |  |  |  |  |   |  |   |  |   |  |  |   |   |
| 25 | Raphael Xolani | Zungu    |  |   | A |   |  |   |  |  |  |  |   |  | C |  | C |  |  |   |   |
| 26 | Pretty         | Gangada  |  |   | A |   |  |   |  |  |  |  |   |  | C |  | C |  |  |   |   |
| 27 | Sthembiso      | Dladla   |  |   | A |   |  |   |  |  |  |  |   |  | C |  | C |  |  |   |   |
| 28 | Onesimo        | Luphahla |  |   | A |   |  |   |  |  |  |  | C |  | C |  | C |  |  | C |   |
| 29 | Robert         | Ndaba    |  |   |   |   |  |   |  |  |  |  |   |  |   |  |   |  |  |   | C |

Annexure G: Mpophomeni High School

|   | Teacher Name   | Surname | Leadership |   | ICT Skills for Teachers |   | Help Desk |   | Peer Coaching |   | One Step Further |   | WebQuest |   | Intel Teach: TWT |   | Intel Teach: Elements |   | Sizanani Community ICT Literacy |   |  |
|---|----------------|---------|------------|---|-------------------------|---|-----------|---|---------------|---|------------------|---|----------|---|------------------|---|-----------------------|---|---------------------------------|---|--|
|   |                |         | A          | C | A                       | C | A         | C | A             | C | A                | C | A        | C | A                | C | A                     | C | A                               | C |  |
| 1 | Ntombencinci   | Bandezi |            |   | A                       |   |           |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |  |
| 2 | Smangele       | Coka    |            |   | A                       |   |           |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |  |
| 3 | Precious       | Dlamini |            |   | A                       |   |           |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |  |
| 4 | Nonhlanhla     | Gasa    |            |   | A                       |   |           |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |  |
| 5 | Sanele Charles | Gumede  |            |   | A                       |   |           |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |  |
| 6 | Nkanyiso       | Gumede  |            | C | A                       |   |           |   |               |   |                  |   |          |   |                  |   |                       |   |                                 |   |  |

|    |              |          |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|----|--------------|----------|--|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| 7  | Erick        | Hunter   |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 8  | Nonhlanhla   | Khambule |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 9  | Mathews      | Khomo    |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 10 | Lungile      | Madlala  |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 11 | Zakithi      | Madlala  |  | C | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 12 | Cynthia      | Maphanga |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 13 | Sindisiwe    | Mkhize   |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 14 | Sabelo       | Mnguni   |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 15 | Ralph        | Mpisane  |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 16 | Gloria       | Ngcobo   |  | C |   |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 17 | Phuthuma     | Nzimande |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 18 | David        | Olorunda |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 19 | Thembinkosi  | Qwabe    |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 20 | Mandla       | Sithole  |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 21 | Imelda Doris | Smerdon  |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 22 | Ntokozo      | Sokhela  |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 23 | Lindiwe      | Thabethe |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 24 | Linda        | Zulu     |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 25 | Phumelele    | Zulu     |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 26 | Nonhlanhla   | Zuma     |  |   | A |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 27 | Sbongile     | Mshengu  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  | C |

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