



Report on Professional Development of Teachers- Anglo Platinum Community Project

Phase One- June 2015

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Background to the Project

Anglo Platinum has a passionate commitment to the communities in the vicinities of its mines. The focus of their social responsibility is spread across the four pillars of Education, Health, Infrastructure and Agriculture. As part of the social responsibility framework the intention of this initiative is to uplift and support specifically targeted communities in the North West (Bojanala District) and in Limpopo (Waterberg, Greater Sekhukhune and Capricorn Districts).

Schools were selected by district managers in each of the above areas that are located within a 50 km radius of four mining operations for Anglo Platinum. After schools were informed of the project, schools were required to sign an acceptance form to participate in this initiative which clearly defined the roles and expectations of stakeholders and requirements for the care and maintenance of the sponsored equipment. Schools were provided with one teacher laptop, one wireless 3G router, one multimedia projector and one mobile white board in phase one of this programme but in return they were expected to comply with compulsory attendance of professional development. This set the tone for active engagement for all stakeholders.

Initially the idea was for SchoolNet and IT master to deploy sponsored equipment and professional development jointly, however the short time lines for this first phase did not allow for this to happen. It was agreed that IT Master would deploy sponsored equipment and install equipment at each of the schools whilst SchoolNet would find suitable venues to host training for teachers. SchoolNet was also required to suggest appropriate and effective professional development with clustered groups of twenty teachers from schools in each of the targeted districts. In the first phase of this project two courses were proposed, namely Intel Teach Getting Started and Intel Teach Elements.

The four districts (Bojanala, Waterberg, greater Sekhukhune and Capricorn) were further divided into nine circuits and schools were clustered according to geographic area. Below is a summary of the professional development completed in each of the the districts and the attendance in each cluster.

District	Circuit	Total # Schools	Maximum Expected Attendance	Teacher Attendance
Greater Sekhukhune	Twickenham	48	96	59 (61%)
Greater Sekhukhune	De Brochen	21	42	17 (40%)
Greater Sekhukhune	Potgieterus	9	18	9 (50%)
Polokwane	Polokwane	36	72	48 (67%)
Waterberg	Mokopane	12	24	19 (79%)
Waterberg	Mogalakwena	14	28	27 (96%)
Waterberg	Mahwelereng	11	22	7 (32%)
Waterberg	Amandebult	7	14	16 (114%)
Bojanala	Bojanala	68	136	88 (65%)
TOTAL		226	452	290 (64%)

Overview of SchoolNet activities

SchoolNet provided professional development to clusters of Maths and Science teachers from schools in the four projects districts. SACE-accredited Intel Teach Getting started and Intel Teach Elements courses were offered which targeted a range of digital literacy skills as part of the introductory ICT intergration programme.

Electronic materials were prepared and distributed to different centres for the teachers to use during training. Two teachers from each of the 226 project schools were selected and invited to attend training. The training was conducted over a period of four days in each cluster and centres with connectivity were used as training venues.

Course work

The Intel Teach Getting started helps subject teachers who have little to no computer experience acquire technology literacy skills and develop 21st century approaches to teaching and learning. The training consist of 14 modules that can be customised to the needs of the school.

The themes of the Getting Started Course include:

- Promoting and developing a 21st century learning environment
- Fostering critical thinking and collaboration in the classroom
- Facilitating student-centred classrooms that encourage student self-direction and higher-order thinking
- Acquiring and applying basic technology skills to create teacher productivity tools
- Using technology effectively to create products relevant to subject and grade levels
- Developing an action plan detailing how teachers will apply their new skills and approaches to enhance productivity and professional practices over time

The Intel Teach Elements is a series of high interest, visually compelling e-learning courses that provide deeper exploration of 21st century learning concepts. Intel® Teach also supports integration of the course into face-to-face professional development programs and provides facilitation materials. The facilitation materials promote a deeper experience for teachers as they work through the e-learning modules of the course. Intel Teach Elements comprises the following courses in the series:

- Project based approaches
- Assessment in the 21st century classroom
- Collaboration in digital classroom

Report on Activities to date

Greater Sekhukhune (Twickenham)

In this district we had 48 schools in five areas namely: Leole, Malokela , Dilokeng, Moroke and Driekop. We have five district managers in this area. All the district managers coordinated the training venues and the clustering of the schools.

Phafane Secondary School

The district managers chose the school as a training venue because the school was involved in the programme and it was a central area for all the participating project schools. The courseware was installed prior the training. The teachers together with the district managers decided that the training would be conducted over the weekends. Phase 1 of training was conducted in May and phase two of the training was conducted in June 2015. The trainer reported that 30 teachers attended the training

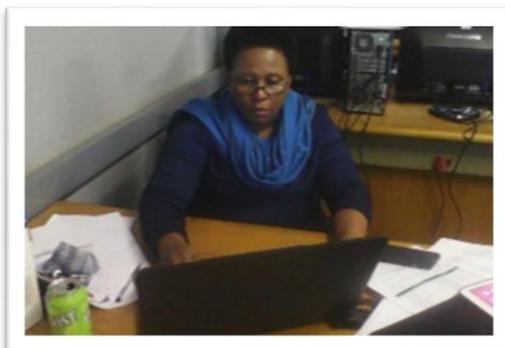


were from the 17 selected schools. The trainer reported that the teachers had a positive attitude and were very happy with the training as it was an eye opener to using ICTs in the classroom.

Kgokodibeng Secondary School

This school served as a second venue and was organised by the district manager. The trainer reported that the training was facilitated between 9h00 to 16h00 and was run over two weekends - first phase on 30th and 31st May and the second phase was on conducted on the 5th and 6th of June. The trainer reported that some of the teachers brought their laptops to the training venue . 70% of teachers attended training whilst 30% were absent because they had to mark the learner's exams. Teachers had a positive attitude and had a sound knowledge of the project. All 12 modules were completed within the four mentioned dates. The trainer reported that the teachers were able to use the Help Guide. This help guide went so far as to help teachers design a report form linked to a spreadsheet. The course work was found to be useful as teachers were able to work on presenting their subject content.

Sehlaku Secondary School



Sehlaku Secondary school was used for this training session as none of the schools in the cluster could provide adequate facilities. The trainees had access to internet and the required software was loaded. The district manager invited 17 selected schools and 15 teachers from those schools attended the training. The teachers from those schools decided to have training during the weekend and first phase was delivered on the 30th -31st May and the second phase

was delivered on the 5th -6th of June. The trainer reported that the teachers did not have basic ICT literacy skills as they had not previously attended any ICT courses. The lack of basic computer skills was compensated for by using the Help guide to complete activities and initially working in groups. By the end of the fourth day, the trainer reported that he was pleased with the outcome of training. Most of the teachers could apply the basic computer skills covered during the course and were even able to design their own mark sheet, sort the names in alphabetical order, and add marks to the spreadsheet.

Greater Sekhukhune (De Brochen)

In this area there were 21 selected schools in this programme. The area has two district managers who were coordinating the cluster of the schools. The district managers provided SchoolNet with dates of the training.

Tshehlwaneng Secondary School

The schools around this area also opted to have their training over the two consecutive weekends.



The district manager invited 9 schools and 3 teachers from each school. The trainer reported that 24 teachers attended training and the three teachers who did not attend cited marking of exams as reason. The Internet was a challenge at this venue and the trainer had to use a router which was provided by SchoolNet. The school provided nine laptops to be used during the training session. These laptops did not have Microsoft Office loaded on to them, however the trainer was able to use his personal software for the duration of the training. The teachers had no prior ICT skills and the trainer relied on the Help guide to show participants how to follow the development cycle -'Plan, Do it, Share it, and Review it'. The trainer described the teachers as committed and eager to learn. Maximum participation was shown during the session and those who managed

to complete tasks were requested to also assist others.

Kgatlanong Secondary School

The training at this school was divided into four days. Eight selected schools were invited to attend training with each school sending two participants. The trainer reported that the training started on time with no challenges. The teachers lacked basic ICT skills and relied heavily on the trainer's support. The trainer reported that training started with the modules that didn't require internet access. The trainees did different activities and showcased their work. A router was used on subsequent days for the modules that required internet connectivity. Training went



well and the teachers enjoyed the training. The teachers felt that this training was productive and they will be able to produce responsible and accountable adults.

Polokwane

The district has 36 selected schools. The districts are divided in 3 areas namely, Maraba, Dimamo and Mogodumo with three district managers. The district managers were helpful in coordinating the dates with the schools.

Nirvana Primary

In this cluster 26 schools were invited and each school sent one teacher to attend the training. The trainer reported that 26 teachers attended the training on the allocated dates. The challenge was that internet was not reliable. The trainees didn't have basic ICT literacy skills but through their commitment and hunger for knowledge, the teachers were able to follow the trainer's instructions. The trainees were encouraged to work in groups to develop the lesson plans for their subjects. The lessons plans were reviewed together with the subject advisors (Maths and Science).The Circuit Management Team were also present in the training. The Circuit Management Team brought their routers to the training to help trainees get access to the internet.

The trainees were able to develop their mark schedules for CASS, designed templates and completed calculations on their own.

Waterberg District

In this district we had 44 schools in three areas namely, Mokopane, Mahwelereng and Amandebult.

Mokopane EMPC

Schools from the Mapela circuit chose to have training after school over seven days from 15h00 to 19h00. This worked well for teachers except for 01st June when training started at 8h00. The trainer reported that 70% of the trainees were ICT literate with only 30% requiring individual support. The coursework was found to be useful and helped teachers understand how their productivity can be improved through the use of ICTs for marksheets, lesson plans and downloading educational resources from sites such as the Vodacom Digital Classroom.

Mahwelereng



The district manager felt that Alfred B Mokopane School would be ideal as a training venue for the Intel Teach Getting started course. All twelve schools were invited to training and each school had to send two teachers – one for Maths and one for Science. The trainer reported that the teachers didn't have prior ICT knowledge and skills, however they still remained positive and committed to the training. The

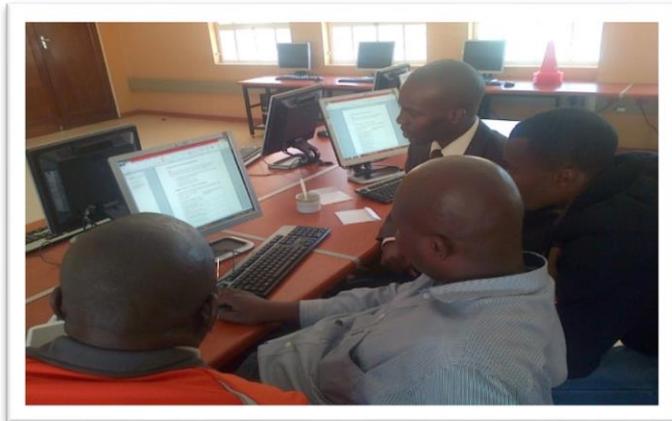
trainer reported that he explained some activities to the trainees however other activities were done independently with the help of the Help guide.

The trainer encouraged an interactive approach when dealing with Module 8 and Module 9 to prepare them for classroom set up.

The trainers explored the resources found on the Vodacom website and other useful free resources and the participants demonstrated how they could be used in the classroom. They were encouraged to register on these sites to keep abreast of new educational tools and resources.

Amandebult

Mrs Madela, the district Manager helped with the coordination and clustering of the schools. In this area we had four clusters and the training took place during the week over a period of 4 days. The teachers were informed to bring laptops and routers if they were available as connectivity was a challenge. The trainer used the help guide and requested that participants read about grouping skills and integrating it into the activity. The response of the participants was positive and they created activities related to Maths and Science content in the curriculum. All modules were completed.



The following was cited as highlights of the workshop:

- Ability of teachers to use the computer to type Maths and Science question papers;
- Ability to create e-mail accounts;
- Ability to use computers to manage/administer their subjects;
- Ability to create Mark sheets and
- Ability to use the computer to prepare lesson plans

Bojanala District

In this district we had three different circuits with Mr Nelson Seakamela, Ms Lynda Nyundu and Masinti Mokhudu as coordinators in each. This was the last district to be organised and hence the organisers felt it best to schedule training for the beginning of the third term. The schools in this districts were trained on the Intel Teach Elements course as the teachers in this district as fairly ICT literate.

Bathalerwa Secondary School

Bathalerwa was selected as the training venue and 16 schools were invited to attend training. Each school sent two teachers – one for Science and one for Maths. Internet facilities were functional. Most of the teachers had basic computer skills and sound pedagogical knowledge of ICT. Activities were completed, however the curriculum framing questions took longer to complete because the trainees discussed in detail issues around Maths and Science teaching and learning. The trainer noted that the training went well and outcomes were achieved. The highlight of the training was two

of the trainees had computer science degrees and they shared some ICT integration strategies with the rest of the class.

Mogwase EDSC

The trainer had 18 teachers in attendance. The trainer reported that the internet was reliable and the software was also pre-loaded. The trainees had prior knowledge of ICT skills. The training was conducted over school holidays. This was a well-attended training and the district managers were also in attendance. The trainer reported that the teachers participated in the class discussions and shared ideas with each other. The trainer had the presence of Thabo Nkwe (E-Learning Official) and Masinti (The EDSC Manager) at the training session.

HF Tlou Secondary School

Linda Nyundu chose HF Tlou School as a training venue. The school had connectivity and it was easy for the trainer to load software. The district had 31 schools and two teachers from each school were invited to attend training. The teachers that attended training in this venue were Maths teachers. The trainer reported that the school had sufficient computers and were functional for a 1:1 computer to user ratio. The teachers had ICT skills and knowledge and the trainer facilitated the Intel Teach Elements course. The teachers had a positive attitude towards the training and the activities were handed in on the last day of training. All modules were completed. Teachers in this group decided to form a cluster to support and give encouragement to other teachers in the use of ICT. The district manager was present throughout the ICT training.

Learnings from Challenges and Recommendations

- Teachers felt that there was **too short notice** of training - Ideally they would like to have at least two or three weeks' notice if they are expected to attend a course as this would ensure that maximum attendance is achieved.
- **Inadequate access to laptops** at their schools - One laptop was provided to each school in this project and teachers felt that this was too little as many of them did not have access to personal devices. It would ideal if each participant teacher would have access to his or her own device to adequately master the skills learnt during the training and more importantly being able to do his or her preparation for lessons at home.
- Eskom **Power shortages** – this posed a problem at some training workshops and perhaps it is worthwhile considering generators for schools or alternative power sources in phase two.
- **Unreliable Internet connection**- Although a modem was provided to each participant school, the cost of data was for the schools account. This is not always practical as the schools in these areas are unable to fund additional expenses as they are non-fee paying schools. It is advisable that future phases of the project look at partnering with Telecommunication providers to sponsor or subsidise the cost of data for these schools. SchoolNet trainers were able to use routers during the training, and this allowed the completion of modules on email as well as finding educational resources on the internet, however this only provided a short term solution.

- **Outdated browser** - all laptops have the standard Internet Explorer as the default browser. This has posed challenges in that it is not updated with sufficient drivers for our course materials to run. It is recommended that the master file have Chrome or similar as the default browser.
- **Security**- Principals expressed concern that they are unable to afford insurance for the sponsored assets. Furthermore some schools, even though they may have a strong room, do not have adequate roofs and ceilings and hence the chance of theft remains very high. Perhaps the next phase should also consider including tracking software on the devices to assist with theft deterrence.
- **Content and digital resources**- Although the Vodacom Digital classroom resources is available, with no initial data, schools are unable to connect to the zero rated site. It is highly recommended that future phases include a hard drive of FREE resources is provided to all project schools as this would mean that schools have access to curriculum aligned content even without the internet.
- **District managers and curriculum advisors attendance** of courses- It is noted that teachers' record better attendance when district managers, curriculum advisors and principals attend training. All future phases should invite all district personnel responsible for support in schools.

Conclusion

The project was seen as beneficial to the teachers and schools in and around the Anglo Mining Operations. The commitment of teachers and the coordinators of the project was hugely appreciated. SchoolNet SA is proud to be part of the Anglo Platinum project and appreciate the support given by the district managers in the participating districts.

“Teaching in the internet age means we must teach tomorrow’s skills today.”- Jennifer Flaming

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