



Telkom Schools Connectivity Project

Final 36 Schools Report

April 2016

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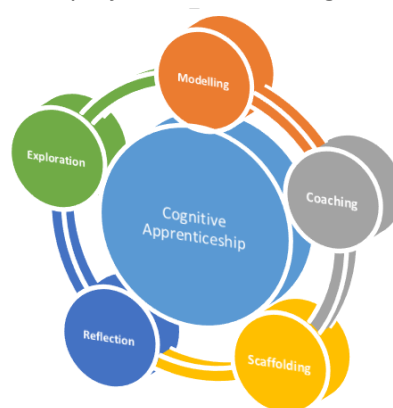
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Background to the Project

SchoolNet South Africa was appointed to conduct professional development workshops required for teachers in the thirty six Telkom Foundation Schools in three provinces namely Eastern Cape, Free State and the Western Cape. All schools are multi-grade farm schools and through this project Telkom sought to help learners gain a more global perspective to live and be aware of opportunities that are available to all irrespective of their circumstance.

SchoolNet's training model is based on the cognitive apprenticeship model of training where the shaping and fading technique is used to encourage teachers to develop self-reliance in order to become independent learners. The instructional design of the materials included in this initiative was framed by the context a teacher faces, and attempts to use just-in-time learning strategies and not just-in-case. 21st century teaching and learning as well as project-based learning feature prominently in the SchoolNet philosophy. The focus is to monitor teachers' implementation of what they have learnt during our courses and to understand what more might be needed to help teachers progress beyond attendance of courses to integrate ICTs into teaching and learning activities that engage learning.

SchoolNet's role in the Schools Connectivity project was to facilitate training in three interventions: one for *Principals and Senior Management Team*; one for teachers on *ICT Integration* and the last was to *support the teachers in their change of teaching and learning practice*.




The Principals/ Senior Management Team started on their journey in the **Change Leadership** for technology Integration course which comprises seven modules. This course was offered to all principals and SMT from each of the project schools. Training started in April 2015 and was completed by March 2016. Each module was facilitated approximately once a month and this allowed participants time to implement activities at school and achieve badges in between modules.

ICT Integration: An analysis of the schools and teachers experience of ICT showed that we needed to work on foundation ICT skills and then progress to more intermediate to advanced courses depending on the teachers' level of expertise. ICT integration training began with Intel's Getting Started course and then workshops adapted to the needs of teachers and offered options of **class and school visits** for further support.

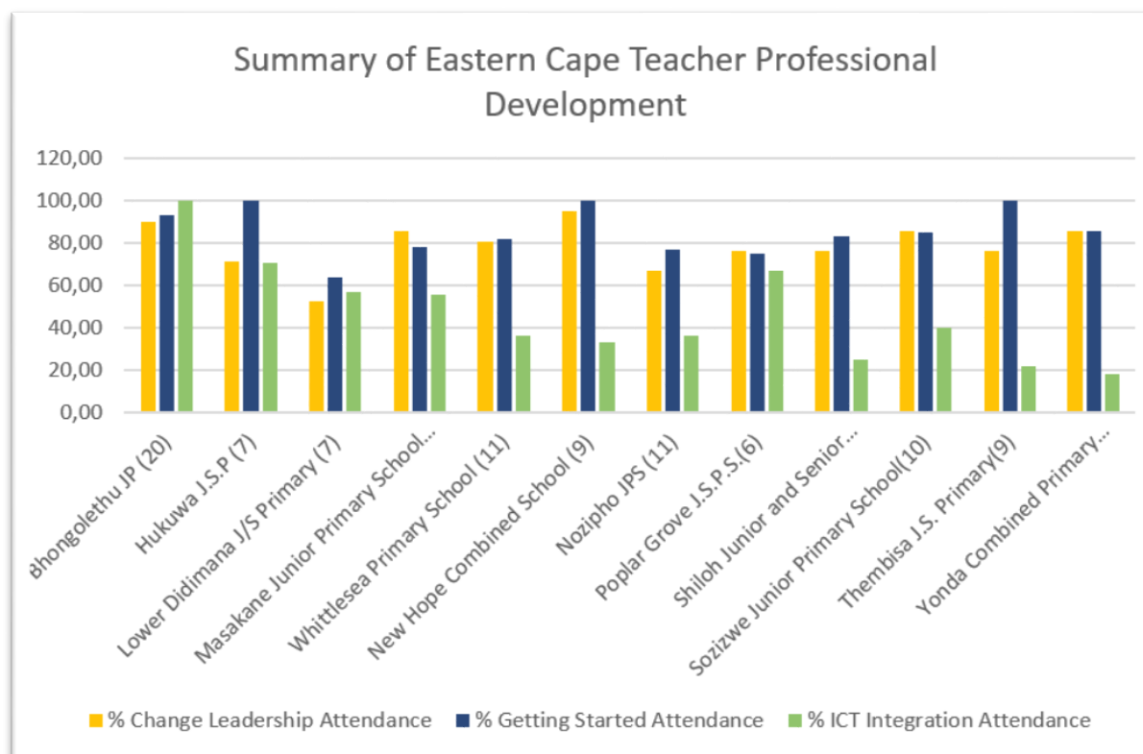
Overview of the Project Activities

Eastern Cape

Whittlesea, Eastern Cape-12 Schools		
Bhongolethu JP	Nozipho JPS	
Hukuwa J.S.P	Poplar Grove J.S.P.S	
Lower Didimana J/S Primary	Shiloh Junior and Senior Primary	
Masakane Junior Primary School	Sozizwe Junior Primary School	
Whittlesea Primary School	Thembisa J.S. Primary	
New Hope Combined School	Yonda Combined Primary School	

Twelve schools in the Whittlesea area in the Eastern Cape were selected to participate in this project. All schools were afforded training in Change Leadership for ICT Integration, Intel Getting Started and ICT Integration which included school visits, classrooms visits, lesson planning and or assistance to individual teachers for improvement.

Three of the 12 schools (Hukuwa, New Hope and Thembisa) achieved 100% attendance in basic literacy and foundation skills in the use of ICTs for teaching and learning. Bhongelethu ensured 100% participation in ICT Integration initiatives. ICT Integration consisted of workshops on lesson planning, integration of ICTs into teaching and class and school visits.

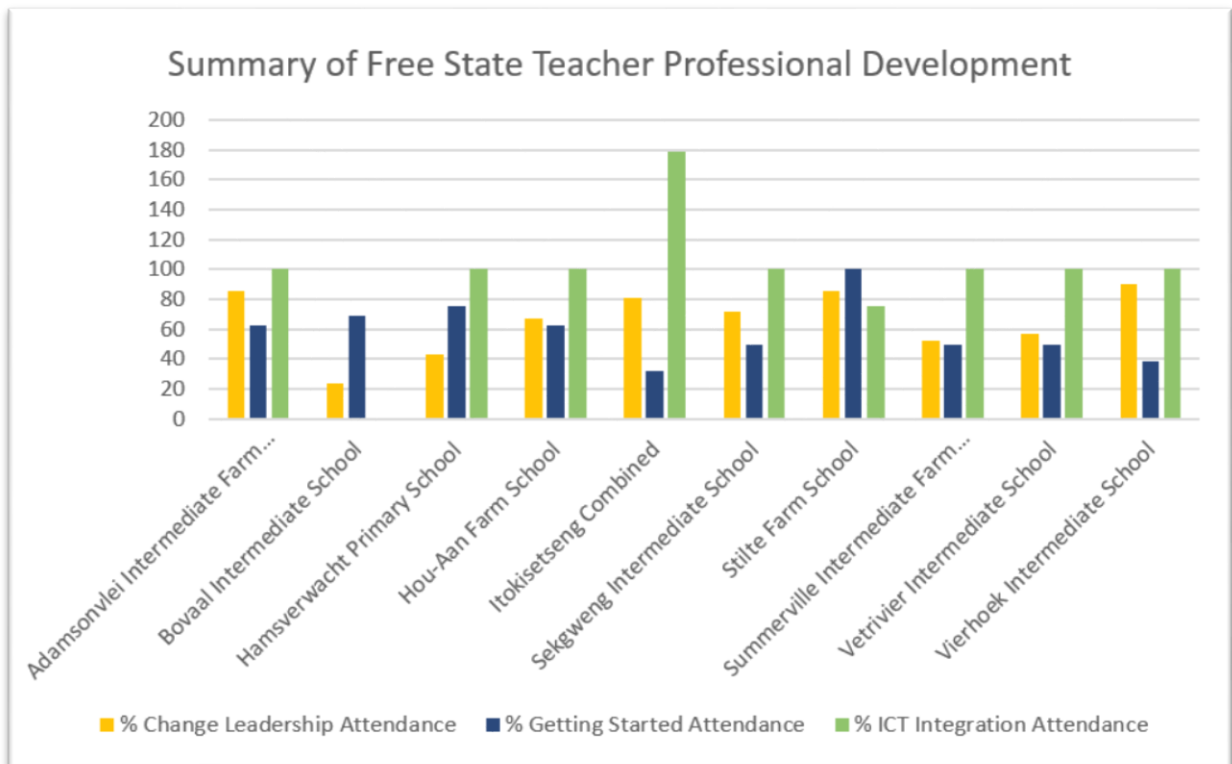


Free State

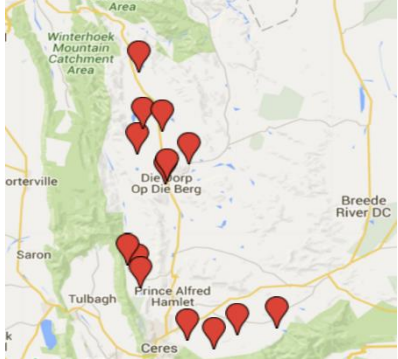
Welkom, Free State- 10 Schools		
Adamsvlei Farm School	Sekgweng Inter. School	
Bovaal School	Stilte Farm School	
Hamsverwacht Primary	Summerville Farm School	
Hou-Aan Farm School	Vetrivier Inter School	
Itokisetseng Combined	Vierhoek Inter School	

Ten schools from Welkom, in the Free State were selected to participate in this project. Summerville Farm School was eventually excluded from the project but nonetheless attended all training that was provided to the Free State.

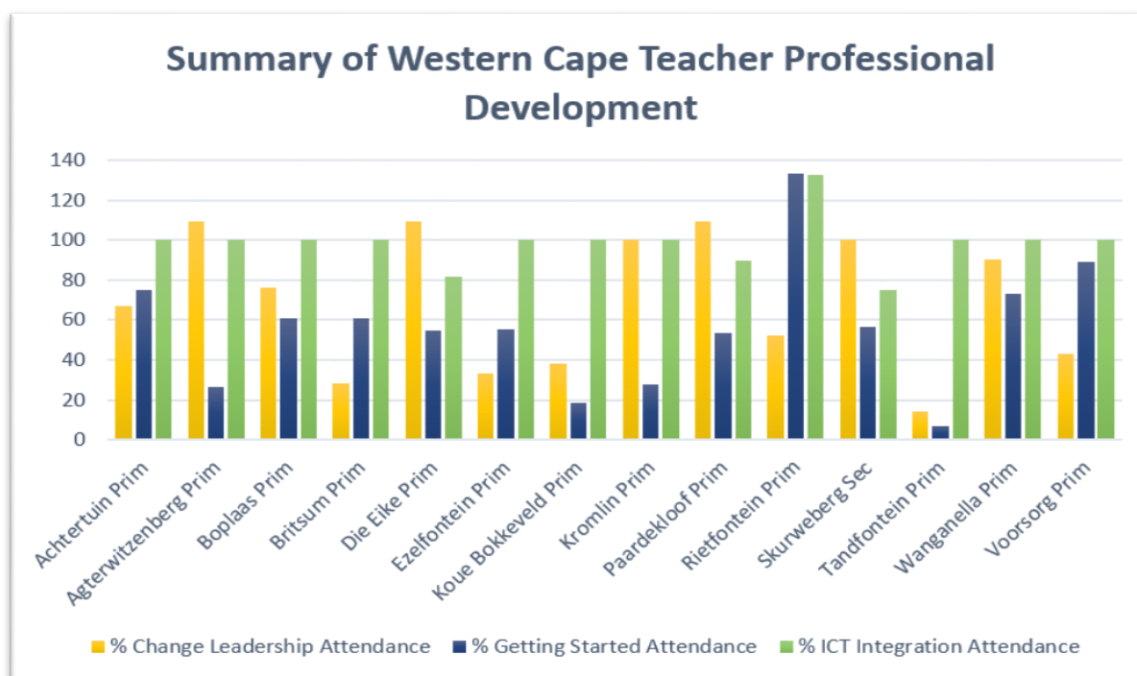
As the graph depicts, Itokiseng achieved 180% attendance with various initiatives being well attended. Seven schools (Adamsvlei, Hansverwacht, Hou-Ann, Itokiseng, Sekweng, Summerville, Vetrivier and Vierhoek) achieved 100% attendance in ICT integration. Stilte Farm School achieved 100% in Getting Started training.



Western Cape

Ceres, Western Cape-14 Schools		
Achtertuint Prim	Kromlin Prim	
Agterwitzenberg Prim	Paardekloof Prim	
Boplaas Prim	Rietfontein Prim	
Britsum Prim	Skurweberg Sec	
Die Eike Prim	Tandfontein Prim	
Ezelfontein Prim	Wanganella Prim	
Koue Bokkeveld Prim	Voorsorg Prim	

Eleven of the 14 schools in the Western Cape achieved 100% attendance for ICT Integration workshops; five schools achieved 100% Change Leadership attendance and Rietfontein Primer achieved 100% attendance in Getting Started. The schools are well supported and have additional support from Curriculum and E-learning from the Worcester District office.



Change Leadership Training

The table below is a reflection of training completed in each of the provinces.

Change Leadership for technology integration is a clustered training where SMTs from all participating schools attend workshops at a central venue and work together to discuss situations at their schools and find ways to work through challenges. All modules were successfully completed and the Eastern Cape was cited as most dedicated with 77% attendance; Western Cape with 69% and 66% in the Free State. Attendance was not always 100% as some schools were not able to attend training on the confirmed dates due to school functions.

Change Leadership in Technology Integration			
	Eastern Cape	Free State	Western Cape
Maximum Teachers	36	30	42
Module 1	39	23	37
Module 2	28	23	41
Module 3	26	21	27
Module 4	31	22	25
Module 5	26	19	20
Module 6	21	19	27
Module 7	23	11	27
Total Attendance	194	138	204
Average Attendance	27.7	19.7	29.1
% Attendance	77	66	69

ICT Skills and Integration Training

Once again the Eastern Cape displayed encouraging attitude with 81% attendance of the workshops, the Free State 61% and Western Cape 83%. The attendance of training has fluctuated due to June exams, ANA tests and exams in the fourth term, however the model of visiting schools in order to provide individual and group teaching ideas worked well.

ICT Integration Teacher Professional Development			
	EC	FS	WC
Maximum Attendance	111	83	116
workshop 1	101	39	81
workshop 2	109	42	103
ICT Integration Activities	60	72	105
TOTAL	270	153	289
Average Attendance	90	51	96
% Attendance	81	61	83

Teacher Feedback

Telephonic interviews were conducted after training was complete and teachers, principals and SMT members were excited about the display of gradual change in the classroom as evidenced by teachers' change in classroom practice.

Mrs Olifant from Nozipho Junior Primary School in the Eastern Cape attended both Change Leadership and Getting Started training sessions and found them helpful and informative, she mentioned that Change Leadership has given the SMT of the school a different perspective "looking at the current situation and visualizing it into the ideal we desire..." with the resources at hand she says Getting Started helped them understand the importance of computer usage in the classroom.

Nomangesi Deyi from Sozizwe Primary School in the Eastern Cape feels that she had a lot to grasp in a limited timeframe however she was excited about practicing the skills she learnt and making sure that she reaches a level where she will be confident enough to use them on a day to day basis in the classroom and impart the skills with her learners.

Susan Ledimo from Hamsverwacht Primary School was intrigued by the practicality of the Getting Started training, she says that she has opened up an opportunity for her Grade 4-7 learners to do research using Encarta for kids and found that learners enjoy activities such as constructing simple sentences using the laptops, she says that "learners identify the spelling errors and fix them immediately and this helps with their spelling "



Ms M Hofmeester a Grade 3 teacher from Achtertuin Primary School in the Western Cape shared that "Teaching and learning has improved, learners are more eager because they are able to listen to sounds from the computer and see some pictures as well. It is easier to search and display."

Teachers have displayed that a number of factors influenced their change and this encompasses skills learnt through basic literacy courses; whilst others are one step further in terms of finding useful resources from the Internet and understanding good practice of other teachers in professional learning communities.

Conclusion

As described above, it can be clearly seen that teachers involved in this project have gained a variety of skills and these are being put into practice in their daily teaching and learning activities to benefit the learners. Showcase opportunities are in place, with videos of good teaching practice being gathered, encouraging peer reviews in team teaching, as well as encouraging teachers to actively participate in professional learning communities. The intention is for teachers to increasingly become more confident in the use of ICTs and to test new methods within their classroom environments.

Well done to Telkom on this excellent initiative. The gains to learners in these farm schools far outweigh monetary investment; instead it provides a backbone on which the future of this country can progress without fear that it is our circumstance that defines or holds us back.

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April 2016