



2018 Annual Report to AGM

November 2018 - Executive Director

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1. Overview

In 2018 a number of projects continued with our long-term partners such as Microsoft, Telkom and the Commonwealth of Learning. Projects with the Telkom Foundation were extended and enlarged and the D G Murray Trust awarded SchoolNet a third grant to extend the Learning Gains through Play research into a fifth year.

Some new projects arose that promise to be very interesting with funders such as the Knysna Initiative for learning and Teaching, the Rand Water Foundation and the Calulo Foundation. There were fewer new projects than expected considering the extent of effort devoted to proposal writing and applying for funding. One of the focus areas at the beginning of the year was youth development in digital literacies but despite profuse attempts at bids, we won none of the provincial tenders. Similarly our course, *School Libraries in the Digital Age* which targets provincial library support personnel and had been so successful in KwaZulu-Natal in 2017 has not yet been replicated in other provinces, despite enthusiastic interest. In contrast however, one extremely successful government programme was implemented throughout the year with the KwaZulu-Natal Department of Education aiming to capacitate both their GET and FET phase subject advisors for Maths, Science and Technology in digital learning.

In 2018, the national Department of Basic Education conducted an advocacy campaign around the newly published *Professional Development Framework for Digital Learning* which was extremely beneficial for SchoolNet because it elevated the national discourse around digital learning, preaching the same gospel as SchoolNet has preached for the past 21 years.

2. Project highlights in 2018

2.1 Learning Gains through Play – 2018 grant

In view of the overwhelmingly positive findings from the 2017 study, the DG Murray Trust awarded SchoolNet a 3rd grant in 2018 to test whether the progress of the project learners in the previous 4 years had had a measurable impact on their overall academic performance across all subjects by the time they reached Grade 4.

Once again we have been astonished at the findings.

The final report for 2018 is not yet written but early analysis of the data has clearly indicated that the academic performance of learners in project schools in Grade 4 has far surpassed that of learners in control schools.

To summarise the research over the past 5 years:



1. The 2016 study found that after the professional development of teachers in the use of games-based digital learning with the Xbox Kinect and Intel tablets, there were learning gains in all foundational literacies of Grade R and Grade 1 learners with English Oral Acquisition being the greatest.
2. 2017 study clearly indicated that exposure to digital games had significantly improved all foundational literacies and particularly that of oral English Acquisition;
3. The 2018 study of project learners in Grade 4 indicated that, as the acquired language stages improved, this impacted directly on overall improved performance in **all** subjects;
4. Thus proving conclusively that exposure to digital tools and resources that use the medium of English in Foundation Phase, impacts significantly on Oral English Acquisition and thus overall academic performance by Grade 4.
5. AND that wherever there is a low level of second language English, digital tools and particularly digital games can be used to fast track progress.

In June this year, before this final stage of learner performance testing, SchoolNet took responsibility for organising media exposure for the project. Prior to that our findings had not received very much media coverage. Here are some of the items from the Learning Gains project earlier this year:

<http://schoolnetsa.blogspot.co.za/2018/04/south-africas-reading-crisis-time-for.html>

This blog post sparked off a flurry of radio requests for interviews – SAfm, 702, Cape Talk, Radio Turfloop, Voice of the Cape and Alex FM

The 702 interview is here: - <https://omny.fm/shows/the-best-of-azania-mosaka/south-africa-s-reading-crisis-time-for-a-digital-a>

The SAfm is here:

<https://drive.google.com/open?id=1N9DS1eFkUk55qEatFzoDkQSywif85BUq>

There followed some articles – Arthur Goldstuck on Gadget:

<http://www.gadget.co.za/digital-solution-for-literacy/>

IT Online - <https://it-online.co.za/2018/04/19/digital-tools-could-solve-reading-crisis/>

Finally a TV interview on SABC's Morning Live https://youtu.be/GmCmsIK_KXA

The final report will be available by the end of December 2018 when we hope to share with a wider academic audience and which should result in a number of journal papers. Thereafter our aim will be to propose an upscaling of the programme to DG Murray Trust and even, possibly other interested funders.

2.2 Telkom Foundation

Over the last four years, SchoolNet has been the implementing partner in Telkom's national in-depth ICT programmes. The current Telkom Foundation High Schools programme consists

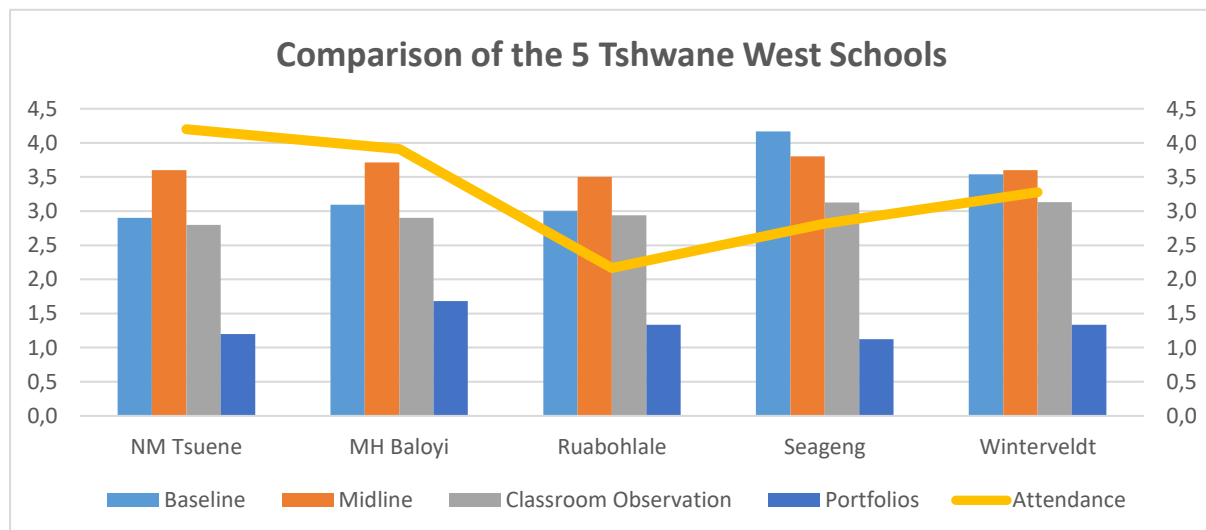
of three sub-projects that support digital learning in Tshwane West, Port Elizabeth and Telkom Digital Support Specialists

Telkom Tshwane West

There are five schools included in the Telkom High schools programme in Ga-Rankuwa and Winterveldt. This project is in its second year of implementation with teachers gaining confidence in digital skills and the use of technologies for teaching and learning.

Schools were initially equipped with an ICT Lab, teacher laptops and MIFI devices (with 5GB monthly data), a smartboard, desks and chairs for all Grade 8 and 9 classrooms, and two in one tablets for all Grade 8 and 9 learners. SchoolNet was able to successfully complete courses such as Tablets in the Classroom, One Step Further and have now started the ICT4RED professional development programme which focusses on teaching strategies with technologies.

The connected schools High Schools programme is benchmarked as one of the key ICT projects as it seeks to support learners from the start of high school until economic activity. SchoolNet's role in Teacher Professional Development is thus key in the success of the project. This project has required much introspection, reflection and thorough planning and data analytics. The impact of our professional development pathway is being observed and tracked from three perspectives, attendance of training, completion of SACE portfolios of evidence and observed change in the classroom. We look forward to year 3 of this programme in 2019.



Telkom Zwide, Port Elizabeth

There are 8 schools targeted by Telkom in the Port Elizabeth area, however SchoolNet is involved in the two ICT schools namely, Khwezi Lomso Comprehensive and Ndzondelelo High School. Both schools are in Zwide township and were equipped with a computer lab,

smartboards in Grade 8 classrooms, laptops and MIFI devices for teachers and 2-in-1 tablets for learners. Each school receives 100 GB per month of data for use for teaching and learning.

Year 1 of this programme started with a skills assessment that showcased the need for basic competencies and then progressed to peer coaching and Hour of Code. The senior leaders of both schools participated in the Change Leadership for Technology Integration course. We will be continuing on this journey with the PE schools in 2019.



Telkom Digital Support Specialists

In 2018, Telkom requested SchoolNet to take over the management of their Interns for year 2 of the project in Tshwane. Seven Digital Support Specialists (DSS) were hired for the 5 Tshwane west and two Port Elizabeth schools. SchoolNet's role is to manage, mentor and support the DSS in their roles in the schools to provide on the ground support to teachers and learners at their respective schools.

The tenure of one of the interns had to be terminated during the probationary period, and two interns have subsequently found permanent full-time positions. This indicates that the support from SchoolNet is growing the DSS skills sufficiently for gainful employment. Three DSS are studying further with one, Ms Brenda Mohale deciding on becoming a teacher. Her love and passion for the learners and staff at NM Tsuene is extremely refreshing.



2.3 Microsoft Philanthropies

Microsoft Philanthropies is committed to providing young people from underserved schools with opportunities to learn digital skills and basic computer science concepts. Over the past

year, SchoolNet SA was commissioned by Microsoft Philanthropies to facilitate a number of interventions to help achieve this aim.

YouthSpark Grant

SchoolNet SA was awarded a grant to run fifty face-to-face professional development workshops and eight online training sessions to raise awareness amongst teachers of basic computer science concepts and to introduce them to tools that they can use with their learners. Topics covered included the importance of computer science education, physical computing and computational thinking, as well as basic coding using free tools such as Scratch, the Hour of Code and Kodu. During workshops, teachers were encouraged to join the Microsoft Educator Community to continue with their own professional development and to use free tools and resources such as the Minecraft themed Hour of Code tutorials, the Microbit simulator at makecode.org and the computational thinking activities published by the Computer Olympiad of South Africa to introduce their learners to computer science concepts. To date, six Microsoft Virtual Academy webinars have been filmed in the Microsoft studio covering a range of topics related to basic computer science. These webinars have been widely viewed across Africa.



One of the most gratifying aspects of this project is that whilst SchoolNet SA committed to completing a number of training sessions across various provinces in South Africa, we had some leeway in determining which schools and groups of teachers to train. This flexibility allowed us to partner with organisations such as the Mpumalanga ICT Club, Telkom and the Rotary Club of Pinetown to provide additional training opportunities to strengthen their existing programmes and to revisit schools where we have conducted some prior training with teachers.

In KwaZulu-Natal, we were able to include some of the YouthSpark courseware into workshops run for subject advisors on using tablets in the classroom. In the Western Cape, we were able to partner with the Cape Town Science Centre and the iCan Centre in Elsie's River to offer YouthSpark workshops to teachers from a range of schools using well-equipped central venues.



Part of the YouthSpark Grant funding went towards supporting the annual CuriosiTy dinner - which was hosted by Brescia House School on 30 May 2018. This event provides an opportunity to those grade 11 girls who are taking either CAT or IT to network with women in the IT industry. This year, a series of hands-on workshops took place prior to the dinner to provide the girls, and their teachers, with the chance to try out a range of digital tools. 174 girls and their 50 teachers who attended the workshops were each able to select three 40 minute workshops on a range of tools including Mahala, the Hour of Code, Microbits and VR Robotics.



DigiGirlz and the #MakeWhatsNext Campaign

Microsoft Philanthropies sponsored two further initiatives to raise awareness amongst girl learners about careers in IT and to support the development of digital skills amongst girl learners. SchoolNet SA was commissioned to develop materials for a "#MakeWhatsNext" Facebook Campaign and in March 2018, we promoted ten posts on the SchoolNet SA Facebook page, covering various projects and resourced aimed at building digital skills in under-resourced communities.

On 23 February 2018, sixty Grade 10 learners from Lofentse Girls High in Soweto participated in a DigiGirlz event at the Orlando Pirates ICT Resource Centre. A panel of four young black



female Microsoft staff members spoke to the girls about how they got started in their STEM careers, which subjects they took at university and what they are now responsible for at Microsoft.

Sankari Nai, the Uber South Africa Lead Analytics Manager encouraged the girls to study engineering and embrace opportunities to master a range of skills. The DigiGirlz then had an opportunity to try out an Hour of Code for themselves, using the Minecraft themed tutorial.

Professional Development and Support for New Nation School

Most of the learners who attend New Nation School in Vrededorp, Johannesburg, are orphans or vulnerable children living in shelters in the inner city. This school was recently adopted by the Trevor Noah Foundation which is providing a part-time social worker and a range of initiatives to learners at the school. Microsoft Philanthropies added their support to New Nation by donating laptops and software and setting up a computer lab and commissioning SchoolNet SA to provide professional development for teachers.

Between August and October 2018 school leaders and selected teachers from the school attended the SchoolNet SA Change Leadership course. The aim was to ensure that the school was ready to receive the equipment and had a sound vision, ICT policy, as well as a professional development plan and communication strategy in place. Now that the computers have been installed, teachers will attend an 'ICT Skills for Teachers' course, and coaching and mentoring visits will be scheduled in the new year to support the teachers making use of the computers.



2.4 Microsoft Education

Capacity Building and Professional Development for Eastern Cape Department of Education

SchoolNet SA was commissioned by Microsoft to develop the digital skills of displaced teachers in the Eastern Cape. Specifically, it was hoped that these displaced teachers could assist the Eastern Cape Department of Education's eLearning team with training teachers in the province to make better use of Microsoft tools and their Windows 10 devices. The capacity building sessions for 52 displaced teachers took place between 27 and 31 May 2018 at the East London Leadership Institute in East London.

The capacity building session kicked off with a welcome from Nadine Pote who is the Chief Director: Teacher Development and Learning Institutions Eastern Cape Department of Education and Dr Drik Greeff (Chief Education Specialist at Eastern Cape Department of Education).



Ms Pote explained that the capacity building session was part of the larger implementation of the National Department of Education's strategy for e-Education as well as the province's prioritization of teacher development as support to district eLearning and curriculum personnel.



After the initial kick-off session, the educators were split into two groups and relocated to two computer labs. The educators then worked with SchoolNet SA facilitators (Busisiwe Mdlankomo, Megan Rademeyer, Sandile Maliwa and Hlengiwe Mfeka) to complete a range of activities designed to familiarize the group with O365 and the Windows 10 laptops that many Eastern Cape teachers have been

equipped with. They were also introduced to the Digital Skills for Educators scenarios which SchoolNet SA had added to the Microsoft Educator Community as one of the deliverables for this project.

The facilitators remarked that the displaced teachers were "eager to learn and everyone participated in the presentations and showed engagement in the different sessions". Whilst all delegates reported that their digital skills had improved during the training only a small

number of displaced teachers were identified as having the potential to become trainers able to assist the Eastern Cape Department of Education eLearning team as they continue to roll out their training plan.



The final component of this project involved running eight rounds of training in various rural districts. Over two weekends in June 2018. Two hundred Eastern Cape teachers attended the professional development workshops to build digital skills. These sessions were facilitated by SchoolNet SA trainers and

sponsored by Microsoft, in collaboration with the Eastern Cape Department of Education, to assist teachers to make better use of their Office 365 accounts and the Windows 10 laptops to enhance teaching and learning.

This project underscored the importance of professional development as part of any device roll out to ensure that teachers actually make use of the equipment and tools they have been given. Ideally training should not be a once off event but rather part of an ongoing intervention with continuous support and monitoring. We hope that teachers will continue to complete online courses through the Microsoft Educator Community and that the Eastern Cape Department of Education eLearning officials will continue to provide additional training.

Support for Microsoft Innovative Educator Experts, Showcase Schools and Learning Consultants

Microsoft Innovative Educator Experts (MIE-Experts) are part of an exclusive programme created to recognize global educator visionaries who are using technology to improve teaching and learning. In 2018, SchoolNet SA



was involved in recruiting teachers who are using technology to apply to become MIE-Experts. We shortlisted candidates, and we encouraged teachers to remain actively involved in the programme in order to be eligible to attend the E2-Africa and Global E2 Forums. Once MIE Experts were selected to attend the Global Education Exchange Forum which was held in

Singapore in March 2018, we gathered information on each teacher and wrote a profile documenting their achievements. We also supported Microsoft Fellow Phuti Ragophala to develop a presentation on her “Skype Classroom in the Sky” project which was showcased at the Forum.

SchoolNet SA also supported teachers and school leaders from schools that applied to be Microsoft Schools. As part of this process we ran three webinars for Microsoft schools that provided an introduction to peer coaching as well as an overview on how teachers can claim SACE points for completing Microsoft activities. A further component of this project involved tracking the achievements of teachers at various ADvTECH and Curro schools on the Microsoft Educator Community in order to encourage use of this professional development platform as part of school-initiated training.

In the 2017 Microsoft Financial year a decision was made to employ Microsoft Learning Consultants to visit schools and to manage the Microsoft Education social media. Whilst this reduced the SchoolNet SA projects done for Microsoft, SchoolNet has remained involved in terms of making travel arrangements for Microsoft Learning Consultants, printing certificates and supporting training sessions conducted by Learning Consultants.

Office 365 University Activations

SchoolNet SA facilitated four onsite activation events to encourage students to download and use their Office365 ProPlus accounts. Events took place at the University of Pretoria, Tshwane University of Technology and University of Cape Town, where students were shown some of the key features of O365, and presented with Microsoft branded collateral when they activated their accounts.

In addition to the Microsoft sponsored events, in July 2018 Hlengiwe Mfeka provided two days of O365 Training as part of the Go Mobile Wireless Campus Tour at DUT Ritson and DUT ML Sultan Campus on Friday.



Workshops for ADvTECH Digital Leaders

In 2018 the ADvTECH group of schools adopted Microsoft Office 365 and deployed this solution across their campuses. As a pilot project, SchoolNet SA was commissioned to run training sessions at Crawford La Lucia in order to orientate teachers to the Microsoft platform and to encourage its use.



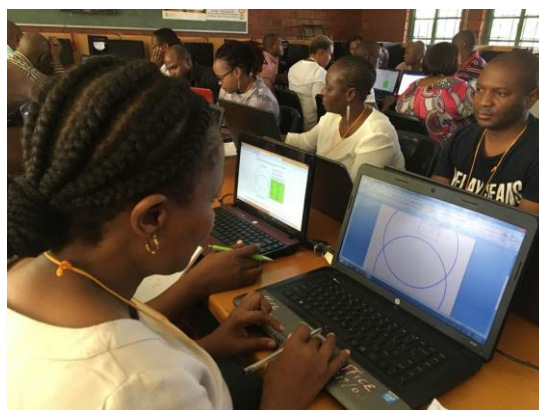
One of the main activities of the workshop was around using Sway to create subject overview documents. Teachers were asked to bring their current information documents to the workshop so that they could repurposing existing content using Sway. This worked well as teachers could focus their attention on using the features of Sway to bring their presentation to life.

The second component of this project involved running two clustered training sessions for digital leaders per school in Pretoria, Johannesburg, Cape Town, George, Durban and Gaborone. The intention of these workshops was to equip two teachers from each ADVTECH school with the skills to serve as a peer coach to colleagues within their schools. This role would involve encouraging a few colleagues per term to integrate digital tools within their lessons, to support colleagues in making use of Microsoft tools and their Office 365 accounts, and to encourage use of the Microsoft Educator Community for ongoing professional development. The workshops aimed to cover some general principles of Peer Coaching extracted from the much more extensive Microsoft Partners in Learning Peer Coaching course, and also to model some uses of Microsoft tools.

2.5 Pinetown Rotary Club

Professional Development and Support for KwaNdengezi Teachers

The Rotary Club of Pinetown had equipped a number of schools in KwaNdengezi with hard drives containing digital resources, and was committed to supporting teachers to make use of technology to improve the educational outcomes of learners in the area. In February 2018 SchoolNet's Hlengiwe Mfeka ran a workshop on Using in Digital Resources in the Classroom with teachers from twelve KwaNdengezi schools, sponsored by the Rotary Club of Pinetown. Following the workshop, Hlengiwe visited each of the schools involved to observe lessons and to provide some additional support to teachers. We



were delighted to have the opportunity to offer a further workshop to the KwaNdengezi teachers as part of the Microsoft YouthSpark project so that we could provide this dedicated group of teachers with access to additional resources and the skills for incorporating them into their lessons.

2.6 Sun International – DBE Hospitality Studies

The Department of Basic Education with Sun International, developed a South African first; a digital Hospitality Studies curriculum aimed at teachers and students in grades 10, 11 and 12. The *Hospitality Studies Digital Curriculum* Project in partnership with DBE had been launched in April 2017 by the Minister of Education.

This project targeted 300 hospitality schools in South Africa. Phase 1 of the project had been implemented in 87 schools in 7 provinces during 2017. Sun International generously offered their hotels around the country as venues for the SchoolNet training workshops and accommodated both teachers and trainers for the duration of the training. This public-private partnership project, included SchoolNet as the lead service provider with other partners, including Obami as the content developer and hosting partner, IT Masters as the ICT infrastructure partner and Kelello Consulting, through the University of Johannesburg, as the research partner. SchoolNet's role was multi-fold: to manage the partners, liaise between Sun International Hotels and partners, convene monthly partner meetings, be the paymaster, facilitate teacher professional development on the digital content and platform and manage the teacher communities of practice through Facebook and WhatsApp.



Year one was completed with many learnings about the project and its implementation. Although project activities were completed, much of the progress did not meet expectations; teacher usage and learner uptake was disappointing and the generous incentives offered by Sun were given insufficient prominence to be realized.

In year two, the partners resolved to address these challenges from year one. Sun International provided follow up training sessions for teachers which had a much improved success. Planning commenced with the DBE to house the digital content for the programme on the DBE Moodle platform. Thereafter, Sun International handed over the project to the DBE. The project was closed early with the intention that the DBE would share the digital content with the remaining schools who had not received training. These were

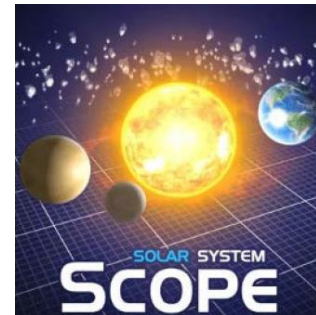
predominantly quintile 4 and 5 schools and therefore were already well-resourced with a strong possibility of having good access and potentially good uptake and usage.

2.7 Rand Water Foundation

The Rand Water Foundation, in partnership, with the Gauteng Department of Education, is supporting 10 primary schools in the Johannesburg West district. This project is focused on supporting teachers and learners in their teaching and learning of Mathematics, Science and Technology through digital technologies. Five of the 10 schools are full ICT schools with one



to one devices for teachers and learners in Grade 7. Through this



project teachers will attend professional development and learners will have dedicated extra lessons in Maths, Science and Technology using digital technologies. Learners will be assessed using the Reflective Learning online assessments as a baseline and then after the project will complete the assessment as an end line assessment.

The groundwork to the project has been completed, with partner meetings between the GDE, Rand Water as well as schools briefing meeting. Class lists for 2019 will be confirmed in January and the project will resume with activities until March 2019. Rand Water have confirmed a SchoolNet partnership for the next three years.



2.8 Knysna Institute for Learning and Teaching- Change Leadership

The Knysna Institute for Learning and Teaching is supporting 17 primary and secondary schools in outlying areas in Knysna. As part of their support and development programme the KILT asked SchoolNet to provide Change Leadership for technology Integration training to the senior leaders of all project schools.

Three of the farm schools are currently expecting to be closed due to low learner numbers. The remaining 15 schools attended the first of three workshops at the Simola Golf and Spa Resort. Omashani, facilitated the workshop with much success and is further consulting on the project to advise on teacher professional development pathways and customising the course goals to elicit tangible needs from the schools and the project.



2.9 University of Limpopo

SchoolNet's ongoing relationship with the University of Limpopo, has been built over a number of years. SchoolNet's expertise is highly valued. This year, Omashani was invited to present a Change Leadership workshop to principals and senior leaders from schools in and around Mankweng.



The workshop started with a facilitated skype discussion with Mr Gerald Roos, Deputy Director (DBE) on the digital learning framework. Comments and discussion was welcomed from the workshops participants. The workshop then proceeded to activities such as Living the Vision, Growing Capacity and Skills, Breaking down resistance and How to encourage a Culture of

Learning. Representatives from the University of Limpopo will soon be participating in the Commonwealth of Learning's C-DELTA course in January 2019.

2.10 KwaZulu-Natal provincial department initiatives

Professional development for KwaZulu-Natal FET Subject Advisors



The Maths Science and Technology sub-directorate of the Provincial Department of Education in KwaZulu-Natal continued to focus on capacity building among both FET and GET subject advisors. In May and June 2018 two groups of FET KwaZulu-Natal Subject Advisors, completed the five-day Intel Tablets in the Classroom at the UKhahlamba Education Centre in Bergville, facilitated by Hlengiwe Mfeka

and Senzo Ngcobo of SchoolNet SA. The intention of these workshops was to familiarize subject advisors with the features of tablets and strategies for teaching and learning in mobile environments.

In addition to learning more about apps that have educational uses, subject advisors explored different facilitation techniques such as jig-saw groups, give-one-get-one activities and online quizzes. The workshops explored the theory of managing tablets and included practical activities such as evaluating educational apps and developing their own online activities.



On the final day of training, subject advisors completed some portfolio activities to showcase what they had learnt. The highlight of the week's training, for each group, was an elegant gala dinner sponsored by Alpine Heath. This exclusive event included presentations by subject advisors on what they had done with their teachers since the initial training session, and the presentation of certificates. Subject advisors noted that they felt confident to go back to their districts and effectively support their teachers to implement the digital literacy framework and make it a living document in their respective schools.



Professional development for KwaZulu-Natal GET Subject Advisors

In September and October 2018, SchoolNet SA facilitators Hlengiwe Mfeka and Senzo Ngcobo ran a number of professional development workshops for GET phase KwaZulu-Natal Subject Advisors. These workshops took place at the Bergville Education Centre and involved subject advisors from districts across the province converging for five days of professional development per group.



GET phase subject advisors had already attended two previous courses namely; ICT Skills for Teachers and Using Digital Resources in the Classroom. The Tablets course, which formed the final step in their professional development pathway, aimed to provide subject advisors with tools and strategies for integrating tablets into the classroom.

In addition to the standard modules covered in this course, subject advisors completed a range of activities that introduced them to additional tools and collaborative strategies for teaching and learning in mobile environments.

Each of the workshops included a welcome by Mr R Masondo the Deputy Director, MST & ICT who highlighted the technological knowledge gap which the department was trying to bridge through this professional development. The actual workshops involved a range of hands on-activities which allowed subject advisors to try out digital tools and apps whilst also gaining practical experience of a number of teaching strategies. Some of the highlights of these workshops included an opportunity to try out the Hour of Code Minecraft Adventurer Tutorial.

The facilitators noted that “at first, they thought it was just an easy game, that they’d cruise to the finish, but as they progressed, they realized that they had to apply their minds to move on to the next level of each puzzle. They agreed that coding does enhance creativity, collaboration and problem solving skills.” A further highlight of the day was using the tablets to create videos outside and then uploading these to YouTube.



The third day of training involved a discussions about selecting quality educational apps and some hands on activities using a range of apps that are available on tablets. Mfeka reported that “delegates found these computational thinking activities very thought provoking and said this is what their learners needed to improve their performance, especially in the STEM subjects”. The fourth day of training involved groups learning about effective tablet management and internet safety by watching videos and sharing personal stories.

The course ended with subject advisors finalizing their action plans to ensure that their learnings would be shared across their districts, wrapping up their video uploads, thanking interns, and completing the course evaluation. Delegates expressed gratitude to the SchoolNet SA facilitators, with one subject advisor commenting that “This course has equipped me to contribute meaningfully to teaching and learning”.



Professional development for Education Library, Information and Technology Services (ELITS)

In December of 2017, SchoolNet SA facilitators conducted the first workshop for KwaZulu-Natal Department of Education's Education Library, Information and Technology Services (ELITS) using the newly developed SchoolNet SA *'School Libraries in the Digital Age'* course. The attendees were pleasantly surprised at how well the design and content resonated with their expectations; and they were particularly receptive to the opportunity to discuss the course content.



In addition to covering a range of topics related to library management, online resources, e-books, administration systems and digital storytelling, the course also included a range of collaborative activities to encourage delegates to share their knowledge and experiences of running school libraries.

The KwaZulu-Natal ELITS officials expressed their strong approval of the content of the SchoolNet course, which they said included all the information that they needed in order to support school libraries to "go digital."

2.11 Gauteng Provincial Department Initiatives

Professional Development for Tshwane West Interns

During the October school break, 32 of the 42 Tshwane West interns attended a two day workshop. The intention of this session was to provide the interns with some strategies and resources that they can use when supporting teachers and learners with ICT integration and technical support. The sessions took place at the Thuto-Pele Education Centre in Ga-Rankuwa. Whilst this centre had a computer lab, interns were encouraged to use their own laptops as these are the digital tools that they use at the schools they support.



In order to assist the Gauteng-West eLearning staff, SchoolNet SA agreed to facilitate some sessions for this workshop. SchoolNet SA Team Leader Mathapelo Sehume set up a technical challenge for the interns that involved each group being given a laptop with some technical issues that they had to solve. She also ran other activities that introduced interns to the 'ICT Skills for Teachers' course and the 'Microsoft Digital Literacy Curriculum'. Interns were encouraged to upload their completed artefacts to their portfolios of evidence and to share them with the facilitator for assessment. Interns were informed that helping teachers develop digital skills would make teachers more self-sufficient with performing administrative tasks, leaving interns more time to be of technical assistance.

On the second day of training delegates participated in a YouthSpark Hour of Code workshop with Megan Rademeyer. All participants were excited to try their hand at basic coding and were motivated to use the free resources to run sessions on coding at the schools they support.



2.12 The Commonwealth of Learning

Although SchoolNet had been conducting training both online and face to face in Ugandan and Kenyan universities during 2017 with support from the Commonwealth of Learning, there had been an anticipation of an increased focus on in-service teacher education. This finally came about in 2018 when the Commonwealth of Learning commissioned SchoolNet to facilitate the first implementation of their Teacher Futures programme in South Africa.

Teacher Futures

The impetus for the conceptualization of the Teacher Futures professional development programme came from the United Nations 17 Sustainable Development Goals and specifically Goal 4: *Ensure inclusive and equitable quality education and promote life-long learning opportunities for all*. The overarching theme, of learning for sustainable development, features throughout the Teacher Futures programme. The strategy of the Teacher Futures programme is to support school-based teacher development (SBTD) that can be sustained and scaled with an enabling environment through the use of technology. Aligned to these broad aims, the Teacher Futures programme has a number of other central pillars, namely: Learner-centredness, Microlearning, problem-based learning and the contribution that communities of practice can make to successful professional development.

SchoolNet's task was to review the current educational landscape in South Africa in relation to the pillars of the Teacher Futures programme and thereafter to plan a 3 year programme for the education communities around one South African university and ten of their neighbouring schools. With guidance from the national Department of Basic Education, The University of Fort Hare was selected and the Eastern Cape Department of Education selected the ten schools from the Amathole District to participate in this three year Teacher Futures Programme.



The Teacher Futures programme started at the University of Fort Hare in 2018 with a stakeholder planning forum although this was delayed until September due to a prolonged NEHAWU strike. Stakeholders who attended the Forum, included representatives from the national, provincial and district departments of education, the Nelson Mandela Institute of Education and Rural Development, all ten participating schools, the Faculty of Education and the Teaching and Learning Centre at the University of Fort Hare.



The purpose of the forum was to familiarize all stakeholders with the pillars of the Teacher Futures programme, to then plot a learning pathway for local high school teachers and senior management teams to benefit from increased resources and support from UFH and then to design relevant qualifications, initially in the form of short courses.

During the forum, the Faculty staff expressed a dire need for upskilling in digital education and online tutoring. Schools indicated that they too require considerable professional development in the area of digital learning. The road map was therefore set to develop short courses in digital learning with elements of the Teacher Futures' content and principles of learning. Content development will be running concurrently in 2019 with online tutor training for the University of Fort Hare faculty members as well as professional development for digital learning for the teachers which will prepare them to undertake the short courses in 2020.




Stakeholder planning forum at the University of Fort Hare September 2018


C-Delta

The second Commonwealth of Learning programme that SchoolNet has been involved with in 2018, is the C_DELTA programme. SchoolNet has been contracted to identify 30 schools from across the country to participate in a pilot study of teachers and university lecturers using the C-DELTA course materials and platform. <https://cdelta.col.org/>

The Commonwealth of Learning has designed the C-DELTA (Digital Education Leadership Training in Action) programme in collaboration with the University of Cape Town to benefit all Commonwealth countries. The programme aims at fostering leaders in schools who can influence their colleagues to use digital learning appropriately and effectively for learning and for supporting sustainable development.




g Innovation
ering innovations in using digital tools for lifelong
your digital practices as a community leader and
s and challenges faced by countries, including the
s that underpins digital education and development



Module 1: Developing Digital Identities
This module addresses ways of working with the digital tools and networks to which you have access in your contexts in order to enable you to create and manage your own online presences and footprints, and to exercise control over your expression of this digital identity (or identities). By implication, this involves negotiating pathways within contexts.

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obilising resources
asses on the processes of finding out which resou
which skills you need in order to acquire the nece
resources, the development of understanding of h
in your particular contexts, and the development

SchoolNet SA has identified suitable lead teachers to participate in the initial C-DELTA workshop, in January 2019 at the University of Johannesburg and the subsequent online training programme. Delegates will then return to their institutions to train colleagues and students on the programme between January and March 2019. A training of master trainers will take place in India in December 2018. Omashani will be representing SchoolNet South Africa.

3. Advocacy and Organisational Development

2.6. UNESCO ICT in Education Prize Nomination

In October 2018 we learnt that our 'Learning Gains Through Play' project, funded by the DG Murray Trust, had been nominated by the South African National Commission to be considered for the UNESCO ICT in Education Prize. These awards recognize teachers and organisations who are executing excellent models, best practices and creative uses of ICTs to enhance overall education performance amongst vulnerable communities.

From the various national nominations, an international jury selects the two best projects to be acknowledged during a ceremony at UNESCO Headquarters in Paris.



2.7. National Teachers Awards

On Saturday 17 February 2018 the Department of Basic Education honoured teachers who are doing exemplary work at the 18th National Teaching Awards. SchoolNet SA was particularly proud to be associated with the Excellence in Technology Enhanced Education category, as this category recognizes teachers who are using digital tools to engage and inspire learners. SchoolNet SA's Programmes Manager, Megan Rademeyer, served as a specialist adjudicator for this category and had the opportunity of hearing first hand from each of the provincial winners of this category how they are enhancing teaching and learning through the integration of technology. At the awards ceremony, SchoolNet SA's Operations Manager, Omashani Naidoo, received a certificate of appreciation from Minister of Basic Education, Hon Angie Motshekga in recognition of SchoolNet SA's support of the Awards.



For the second year, SchoolNet SA sponsored a SchoolNet SA training course, mentorship and conference participation to the top three teachers in the ICT Enhanced Education category, namely:

- Mariette Vorster Touwsrante Primary in the Western Cape
- Nabeel Ismail of Zinnville Secondary School in Northwest
- Gerhardus Malan of Aurora Primary School in Free State

All three winners chose to attend the inaugural event of the Innovation Leadership ICTs in Education conference which was held at St Dominic's Priory in Port Elizabeth on 25 and 26 June 2018. The two day conference, hosted by the Young Engineers of South Africa, was attended by 26 teachers and eLearning specialists who share an interest in using digital tools to support education.

Although the winner of this category, Mariette Voster is now an eLearning official for the Western Cape Department of Education, she requested a YouthSpark Hour of Code workshop for Touwsrante Primary so that her former colleagues and learners could still benefit from the professional development opportunity. The second and third place winners for this category have not yet committed to dates for their sponsored training sessions.



2.8. Intel 'She Will Connect'

The Intel® 'She Will Connect' programme was launched in September 2013 with the aim of reducing the internet gender gap and reaching 5 million women in Kenya, Nigeria and South Africa over five years. The milestone of reaching 5 million women across Africa was celebrated at a gala event at the iconic Lilliesleaf Farm, in Rivonia on 24 October 2018. SchoolNet SA was recognized as one of the lead partners of the initiative, with Suraj Shah, the Intel Africa Programme Director, and thanking SchoolNet SA for our "contribution, passion and efforts to empower women in Africa". SchoolNet's role in training master trainers for UN Women, Department of Telecommunications and Postal Services and University of Limpopo has set the tone for the much of success in South Africa. Of particular note is the University of Limpopo's journey, which started with a training workshop, facilitated by Omashani, and then expanded its initial 20 trainers, to community co-ops from Mankweng to as far North as

Vhembe with more than 4000 women and girls on the E-skills programme through the University-accredited programme.



2.9. SchoolNet SA Online Presence

In 2018, Megan Rademeyer took over the management of [SchoolNet's Facebook page](#), [Twitter](#) account and [blog](#) from Fiona Beal, who had been responsible for social media at SchoolNet for the past 7 years. The SchoolNet SA Facebook page has over 2 000 likes and promoting selected posts has helped to ensure that people who follow SchoolNet SA stay informed of news and strategic events.

The SchoolNet SA Twitter handle has almost 8 000 followers. In addition to making our Facebook posts more accessible, staff members also tweet using this handle at events and conferences ensuring that the SchoolNet SA brand becomes part of the discussions.



The SchoolNet SA blog now reflects the SchoolNet SA branding. In addition to reporting on digital tools and events related to technology in the classroom, the blog also covers SchoolNet SA trainings and projects and promotes competitions and events being run by partners. This has helped to raise the profile of the organisation and has raised interest and awareness of the work that we do.



The O365 Events Company offered free conference attendance to SchoolNet SA members who applied for tickets to attend the O365 Cape Town or Durban event via our blog. SchoolNet was also requested to present a workshop at each event. This arrangement helped

O365 to promote their events to the SchoolNet SA audience, and also provided teachers associated with SchoolNet SA with an opportunity to attend a worthwhile conference at no cost. We were very pleased to be able to assist one of the organisers from the UK, Danny Arati who was our erstwhile colleague at Intel for many years, picture here while Hlengiwe from SchoolNet was presenting her workshop on Minecraft Edu.

2.10. Professional Development Framework for Digital Learning

In 2017 the Department of Basic Education developed the Professional Development Framework for Digital Learning. In 2018, its author, Gerald Roos and the Director for Learning and Teaching Support Materials, Policy Development and Innovation, Ms Kulula Manona, devoted themselves to an advocacy campaign around the framework and its implications for teachers in South Africa and education in general. They made presentations on the framework in all provinces to an array of stakeholder audiences, including provincial and district department officials and university faculties of education.

SchoolNet also presented on the framework at professional development workshops and other public forums. Hlengiwe Mfeka included the presentation in all her provincial workshops for subject advisor training. For some SchoolNet events it was possible to invite Gerald, as well as Kulula to make presentations which attendees felt added insight into the framework and how it would impact teaching practice.

The impact of the policy was definitely felt by SchoolNet this year; provincial department personnel are quoting from it, teachers are referring to it, university lecturers are praising its message and it has been recognised even internationally. The national discourse around digital learning has been elevated to the level that SchoolNet has been advocating for the past 21 years.



The benefits for SchoolNet are manifold. Firstly the framework is preaching the same gospel as SchoolNet. The message that pedagogy is key comes strongly through the framework. This is the first time that the national discourse has been aligned to SchoolNet's vision.

Secondly much of SchoolNet's courseware is recommended as part of the learning pathway that is created after teachers complete the self-assessment tool that accompanies the framework and which appears on the DBE's Teacher Professional Development platform <http://dbe-tpd.org>. This platform will eventually include a wealth of teacher development resources, mostly in Microlearning format that can be accessed by teachers from their phones.

4. SchoolNet SA Staff and Board

For many years there have been few or no changes to the staff compliment at SchoolNet but this year the Telkom digital support specialist interns were added as staff members making a total of 19 employees, pictured [here on our website.](#) Having the same core staff over an extended number of years is a great advantage and indicates a healthy working environment. We are thankful to Uta Michie who manages the SchoolNet Human Resources so well.

Two members, Paddy Padayachee and Lusanda Jiya stepped down from the SchoolNet board in 2018. We must acknowledge the valuable contributions that they made to the SchoolNet board over the years. They will be sadly missed for their reliable expertise across many educational areas. Once again SchoolNet is very thankful to all Board members for the contribution they have made to the smooth-running of SchoolNet over the course of 2018.

5. The Future

There are a number of new projects on the horizon for 2019. These include an interesting project for the Calulo Foundation that is destined to upscale and make a positive impact on digital education in South African schools. It is anticipated that Microsoft, Telkom and the Commonwealth of Learning programmes will involve a considerable amount of SchoolNet's time in 2019. SchoolNet tends to rely on its excellent reputation for delivering good quality professional development to stimulate new work but we will definitely be actively pursuing new avenues as well for next year.



SchoolNet staff at the Johannesburg office