Annual Report

2019

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SchoolNet Programmes for 2019

Conference 2019- Digital Learning
The Royal Bafokeng Institute and the Lebone II College, in partnership with North West Department of Basic Education, hosted the SchoolNet SA 2019 Digital Learning Conference between 26 and 28 June 2019. Four hundred and sixty-eight delegates attended the conference, including teachers with a passion for digital learning, ICT coordinators and national and provincial eLearning officials. Conference attendees enjoyed three days of professional development aligned to the following conference themes:

- Digital Resources in the Classroom
- Cultivating Creativity
- Leadership in Digital Education
- Gaming, Coding and Makerspaces
- E-Assessment Strategies and Tools

Ten parallel sessions, presented by fifty facilitators, were offered in each time slot in the programme, thus enabling delegates to select sessions that best suited their needs and interests. These included hands-on activities to use the latest digital tools in the bring-your-own-device venues; lab sessions in the two Lebone II computer labs to try out Minecraft Education Edition, the SA-SAMs school data management system and the Hour of Code; and opportunities to play with Lego, robotics and craft materials in the tinkering classroom. Other sessions in the auditorium, Staffroom (Tablet lab) and various other classrooms provided delegates with information on new trends in online learning from leading technology in education consultants as well as to hear about the first-hand experiences of local North West teachers and school leaders involved in the Telkom Connected Schools project who shared their best practices.

Keynote sessions were facilitated by Oliver Bray (Lego Foundation), Dr Jacqueline Batchelor (University of Johannesburg), Jaye Richards-Hill (Microsoft EMEA Lead). All keynote speakers donated their time and travel to the Conference. The Department of Basic Education supported the conference by sponsoring lanyards, materials and exhibited at the conference. Ms Carinne van der Westhuizen and the newly appointed DG, Ms Boitumelo Butjie, provided the Opening Address of the conference, and SchoolNet's Omashani Naidoo directed the Programme. SchoolNet staff, namely, Omashani, Hlengiwe, Megan as well as the Telkom interns presented multiple sessions at the conference and showcased SchoolNet's various programmes and initiatives. The hosting of the conference yielded a surplus of R 200 000.

Commonwealth of Learning

In 2019, the Commonwealth of Learning initiated a new leadership project with SchoolNet as well as extended the Teacher Futures project.

CDELTA

The Commonwealth of Learning in partnership with SchoolNet South Africa conducted a three- day workshop at the University of Johannesburg for thirty-five (public and private school) teachers and members of education faculties at Universities from across South Africa.. The focus of this professional development initiative was to build capacity and grow digital education leaders using the recently developed Commonwealth Digital Education Leadership Training in Action (C-DELTA) course. This interactive workshop created much excitement as it included a range of relevant topics for the digital technologies landscape and included the following topics: Developing **Digital Identities**, Mobilising Resources, Engaging Networks, Enhancing Access, making informed decisions, **Capacity Building** and **Cultivating Innovation**. Teachers were extremely grateful and the following comment from one of the participants confirms this: "The course is well designed. It addresses the problems facing us now. It helps us be aware of we can protect ourselves in the digital world. It creates awareness to the world at large".

After the master training, the participants were required to facilitate workshops at their local institutions and communities which resulted in 380 teachers and learners completing the programme from February to April 2019.

Due to our participation in this project, Omashani was invited to the Pan Commonwealth Forum 9, hosted in Edinburgh, UK as part of the round table partner's discussion. This participation has resulted in the request for a proposal and

subsequently confirmed work starting in November 2019 to continue until May 2020. SchoolNet will test three models of implementation in this next phase of this project.

COL - Teacher Futures

This project focused on teachers and School Management Teams from the 10 participating schools in the Amatole District of the Eastern Cape. The programme also included active participation from ECDoE district officials and University of Fort Hare education staff.

The following professional development workshops were offered by SchoolNet SA:
- Learning design workshop for SMT, UFH lecturers and Department of Education officials
- Change Leadership for Digital Learning
- Digital Literacy and Initiating the Community of Practice
- Using Digital Resources in the Classroom
- CCTI online course 2 (UFH lecturers and Department of Education officials)

The programme started in February 2019 with the Learning Design Workshop which included the exploration of possible content for the new short courses as well as establishing the basis for the writing workshops. It is gratifying that most participants felt they had learnt a great deal and that it was going to benefit teaching and learning for both university students and the learners at the 10 schools. Teachers started with the digital literacy course then further learned to integrate digital content, locate subject-specific or phase-specific resources and learned to evaluate content before using it.

The Change Leadership training had a positive impact on the schools and on individuals who persevered and committed to attend the sessions. Their enthusiasm, diligence and cooperation throughout the workshops was evident and highly commended. As for the CCTI online course, the initial online module proved challenging for participants and had to be paused and a decision was taken to conduct a face-to-face workshop to support participants through the online engagement of the module. This proved successful and participants then made tremendous efforts to complete the second course within a short time frame and deservedly achieved a sense of self-satisfaction and self-confidence, validated by the success of the course. During the workshop, it proved effective to address the challenges voiced by the participants from the first CCTI course and thereafter to firmly establish a supportive community of practice before transferring to a virtual environment.

Year 1 ended in July 2019 and we have submitted a Year 2 proposal for review and acceptance.

Telkom

This is 3rd year of the Telkom Connected schools project as the project was extended until June 2020. This extension was specific to Ga-Rankuwa schools and the Telkom Interns.

This project continues to grow SchoolNet as we test our approaches and find ways to measure impact. At present we are measuring attendance, mastery of skills through portfolios of evidence and classroom visits designed to provide feedback and support on the integration of ICTs for digital learning. In year one we started with 150 teachers, in year two added a further 55 teachers and in year 3 we are working with just over three hundred teachers in the seven project schools.

DG Murray Trust- Learning Gains through Play
The final report has been submitted and the project is now closed. Currently SchoolNet is engaging with schools to assess sustainable models and in particular how this project could be scaled up and thereby also seek additional funding from the DGMT.

The Learning Gains through Play project funded by the DG Murray Trust was to provide an innovative longitudinal study of Grade R to Grade 4 learners. Known as the Learning Gains through Play Project, digital learning was integrated in Foundation Phase classrooms. SchoolNet implemented the project in primary schools in the provinces of KwaZulu-Natal and the Western Cape over the period from 2014 to 2017 and a project extension enabled data to be collected and analysed through 2018/2019. The focus of the Learning Gains through Play project was to:
● employ new and innovative teaching strategies and pedagogies which promote learner centred activities;
● involve digital learning in the classroom; and
● facilitate meaningful learning through play.

Our most important finding for the Learning Gains through Play project is that Oral English skills can be improved simply by engaging in play with the tablet apps and video games which use English as the medium of communication. From this study, the recommendation is to leverage the interest and enjoyment of young children for digital tools and resources, so as to develop their oral English skills through language acquisition, to better prepare them for the transition in Grade 4 to English as the language of teaching and learning.

KILT Change Leadership
SchoolNet was contracted to offer the seven modules of the Change Leadership for Technology Integration course. The education sector has various definitions for digital

integration and SchoolNet SA aligns itself to the Department of Basic Education Digital Competency Framework. Integration is seen as the subset of technological, pedagogical and content knowledge (TPACK) framework for building teacher competence in using digital technologies for teaching and learning.

These modules were designed for senior management teams to plan for effective integration of digital technologies in their respective schools. Four of the seven modules were completed and these are reflected below.

- Module 1 - Why are we doing this?
- Module 2 – Understanding the change process
- Module 3 – Capacity Building
- Module 4 – Facing Challenges

Unfortunately, the KILT have decided to cancel this contract as their focus is on emotional well-being of the learners and their development support is focusing on learners physical activities at the seventeen schools.

Microsoft

O365 University Activations

Three events were organised at the University of Pretoria and Tshwane University of Technology to drive office365 ProPlus awareness and increase student activations. SchoolNet SA appointed and trained four consultants to man the exhibition stands at the activation days. These consultants were trained to provide students with an overview of the O365 offering, experience the advantages of cloud storage and O365 ProPlus, and assist students to download and install O365 apps onto mobile phones and use at least one Microsoft application.

CURRO EVENTS

Two hundred digital leaders from 160 Curro schools from around South Africa attended a professional development conference at Curro Rivonia between 12 and 13 April 2019. These peer coaches and Minecraft Champions are regarded as digital leaders and early adopters of technology at their respective schools and this conference was to encourage further use of Office 365, Microsoft Teams, the Microsoft Educator Community, and Minecraft Education at Curro schools. In addition, the Curro Peer coaches were supported with strategies, skills, and techniques to motivate and to provide training and development to colleagues on these offerings at their respective schools.

SchoolNet SA was commissioned to provide materials development and facilitation for workshops aimed at Curro Peer Coaches and for the Minecraft Program.

Various resources that were created for this event were added to a Curro Imagine Event OneNote so that all delegates could refer to the materials at the event and could have them as resources for their own staff training sessions at their respective schools.

New Nations School

The Trevor Noah Foundation is supporting New Nations School in Johannesburg, Gauteng, focusing on equipping vulnerable youth with education, life skills, and social capital necessary to pursue further opportunities after completing high school. To support these efforts, Microsoft Philanthropies equipped the school with thirty-six Windows 10 laptops in October 2018 and O365 email accounts for staff were provided in March of 2019. To assist teachers and school leaders with leading change at the school, SchoolNet SA was commissioned by Microsoft to run the "Change Leadership for Technology Integration" course for school leaders. This was followed by "Microsoft in Education" workshops which were made available to all staff, as well as coaching and mentoring of staff to encourage them to make use of the computer facilities.

University of KwaZulu Natal 0365 Activations

SchoolNet SA provided two consultants to assist students with O365 activations at each of the following University of KwaZulu-Natal Campuses for three days per campus:

- Westville Campus
- Howard Campus
- Pietermaritzburg Campus

The intention of the project was to support deployment of Windows 10 devices and to drive active users of O365.

Rand Water Foundation

The Rand Water Foundation project with SchoolNet is focused on providing tutoring and teacher support for ten selected project schools in the Braamfischerville area in Gauteng. This

project was conceptualised to provide teacher and learner support in the use of digital technologies and resources to improve teaching and learning in Mathematics, English, and Science. The goal was to use existing resources and sponsored resources to achieve curriculum goals, and assist teachers to use their digital skills to design engaging teaching and learning activities for the classroom.

In 2019, SchoolNet was tasked to purchase an additional 60 tablet devices, to select and preload software, and secure charging cases for the devices. All deliverables for the project have been met, and we are in the process of completing the annual report and a proposal for 2020.

Siyavula

Siyavula embarked on a project to roll out Mathematics and Sciences eLearning services to a selection of schools in partnership with the Gauteng Department of Education (GDE). SchoolNet SA was contracted by Siyavula to assist with implementing the platform at schools and providing support during the activation phase of the project.

The project was extended to September and SchoolNet was tasked to provide in school support to five schools in the project, and to provide coaching for teachers and learner support on the use of the platform and its Maths and Science resources.

New partnerships

ACER – SchoolNet is the preferred training provider for ACER Education in SA and are featured in their marketing material

Tarsus Education- SchoolNet is being promoted with all OEMs as the leading training provider for their products.

Unified Technology Solutions- A one-stop shop for ICASA schools. SchoolNet in partnership to provide the same service of technology services to public sector schools

NASCEE- National Association of Social Change Entities in Education (NASCEE) – are working towards maximising the contribution of NPOs towards the national development goals related to education. SchoolNet is a member of a 2000-strong network of NGOs in Education.

Educator Unions

Meetings with Unions have been set up. The meeting SADTU's special Advisor has created an opportunity for us to meet with the newly appointed Vice President. SchoolNet agreed to facilitate training with NAPTOSA KZN, with travel being paid and time being donated. This forms part of a larger concept for our meeting with Basel Manuel. PEU has a new President who has also agreed to a meeting with us later in the week.

NECT

Omashani has met with the NECT's Shiloh Naicken who has been seconded to the DBE. SchoolNet will be participating in an EGRS project with NECT who have agreed to allow SchoolNet trainers to be part of the training for PED Officials and this will lead to more opportunities for us to work within provinces to further the reach of this programme.

Advocacy/ New Business Development

DRDAR (Department of Rural Development and Agrarian Reform)

A follow up to the project which initially started back in 2017 - The department is now keen on working with the new MEC and do a similar project to the one we did in Bethania.

Three schools from Stutterheim, East London have been identified as project schools. There has been a great delay in this project mainly because a new MEC was elected in June has since been busy with legislature activities and most projects have been placed on hold.

Gauteng Schools of Specialisation

The Gauteng Department of Education has been launching several schools of specialisation

to focus on skills such as those encountered in aviation, maritime, arts, trade etc. and try to see how SchoolNet could position itself with the needs of the department and aid as an assistance to the need.

Google - CS First Coding

We are working on rebuilding the Google relationship seeing that there has been a high staff turnover. The current Google team has linked us with the Cape Town Science Center which is implementing CS Coding in the Western Cape. We have also submitted an expression of interest for the Google Skills for Africa programme that will start in January 2020.

Exxaro

Exxaro has made a submission for teacher development and SchoolNet was asked to provide a proposal for the following services:

- Personal development for effective leadership
- Provide coaching workshops
- Motivational speaking to ignite the teaching passion
- Assessment impact

CompTIA partner round table

This session was attended to keep abreast of the developments in the CompTIA portfolios of courses. In this session CompTIA discussed certification and product updates as well as scheduled upcoming events. SchoolNet is getting a cohort of it trainers certified to offer IT Fundamentals which is an NQF Level 3 programme. This will become useful for our community development programme.

Africa Play Conference, South Africa Feb 2019

Over 400 delegates attended the first Africa Play conference in Africa, which was organised in Pretoria from 25-27 February and funded by the Lego Foundation, UNICEF and DBE. With the focus of the conference being on Play, Omashani Naidoo and Hlengiwe Mfeka presented the SchoolNet's Learning Gains through Play project.

WCED Assessment Conference, May 2019

Omashani was invited to be the keynote for the assessment conference in the Cape Winelands district. The topic for the discussion was *Breaking the Barriers to Digital Assessment*. The conference was well attended by all schools in the district.

PCF9 conference, Edinburgh, September 2019

The Ninth Pan-Commonwealth Forum (PCF9) conference was held in Edinburgh, Scotland, United Kingdom at the historic BT Murrayfield Stadium from 9 – 12 September 2019. The Commonwealth of Learning (COL) partnered with The Open University to co-host the Forum and celebrate the 30 and 50 years of their respective commitment to quality education and lifelong learning. The Forum brought together 541 policy makers, practitioners and thought leaders from 61 countries. SchoolNet was represented by Omashani Naidoo, Hlengiwe Mfeka, and Janet Thomson, in her personal capacity as well as the initial lead for Teacher Futures. They presented two papers on Learning Gains through Play and the Teacher Futures project and participated in the programme meetings and discussion held prior to the conference.

Edutech Conference (Sandton Convention Centre, October 2019)

Omashani was invited to speak about Digital Learning for Early Childhood development. Teachers that attended the session, agreed that it was paramount for balance to be achieved for foundation phase learners and teachers.

Woman in Education Award

Omashani was nominated and is now a finalist in the Woman in Education (Woman of Stature). The gala event will be held on International Women's day on the 8th March 2020.

National Teachers Adjudication

SchoolNet has been invited to adjudicate the technology enabled category for the National Teachers awards in November 2019. Omashani will be representing SchoolNet in this process.

Business Leads

SchoolNet has put together a comprehensive list of national and international Education leads with the intention of dividing this list between the Education staff to pursue new work. Whilst this is unsolicited contacts and proposals, we believe that additional work will be possible through this process.

Staff

Three workshops were organised for staff during 2019 and these were designed to provide an array of skills for current staff. The first workshop was on Strategy and Visioning, the second on New Business Development, and the third on Personal and Professional Growth within a Team.

Strategy and Vision Workshop

This workshop was facilitated by Robynn Niemack from Impact Africa. All staff attended this workshop as a means to re-align with the new Leadership and to charter a path for SchoolNet that all staff were comfortable with, and could work to achieve. It became apparent that SchoolNet did not articulate its values very well and the staff formally adopted the values that as SchoolNet we believe in People, Innovation, Integrity, Accountability and Empowerment. The staff also agreed on the following action items to support and develop the SchoolNet brand further.

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Re-instate SDL to leverage of SETA grants & funding	Produce a SNSA journal that contains organizational indigenous knowledge	Compile an album or scrapbook that captures significant or special moments in SNSA history	Include institutional knowledge & timeline in marketing material revamp
Develop a proposal master template for all business development work	Improve data management & other systems	Develop an empowerment strategy that maximizes SNSA human capital	Design workplace experience or graduate programme for ICT students
Conduct a leads generation session that maps out opportunity scope for mining communities	Launch a collaborative think tank for networking & sharing of ideas	Continuously develop content	Draft a Marketing Plan for brand building, effective communication, and organizational sustainability

New Business Development Workshop

All project staff were included in this workshop, facilitated by Lesley Abrahams Business Development Consultant (JET Education). This workshop focussed on explore the full cycle of securing new work for SchoolNet. Points around conceptualisation of projects, scope of work, selection of courses or programmes as well as the various roles and the importance of completing responsibilities efficiently and effectively were the focus. All staff and in particular senior staff were encouraged to actively engage with reading about developments in the sector and to seek additional work.

Personal and Professional Development –TrueSelf

This workshop was facilitated by Ingrid Hurwitz, who is currently working with the University of Johannesburg's Faculty of Psychology. Her workshop focus was the Enneagram, where all staff were asked to complete a TrueSelf survey. Most staff commented that the survey results were a true reflection of themselves. The Enneagram is a set of nine distinct personality types, with each number on the Enneagram denoting one type. It is common to find a little of yourself in all nine of the types, although one of them should stand out as being closest to yourself. The intention of this workshop was to provide insight into the personality types, core fears, and life purpose and to identify blind spots so as to firstly understand oneself, but more importantly, understand how to work collegially with other staff by understanding their personality types
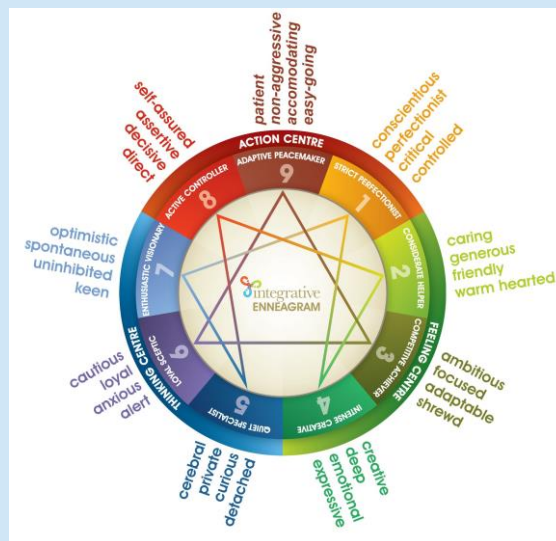
Talent Profiling

Staff completed an initial talent profiling exercise, which captured staff interests, experience, qualifications and plotted a pathway of development within SchoolNet. SchoolNet boasts a staff complement of people centric extroverts, optimists, creative minds, analytical and practical thinkers, and an introvert. This also confirmed the need for adequate staffing with strong education and monitoring and evaluation backgrounds, continuous training programmes, enable digital systems to improve planning and time management, improve communication between staff and salary increases to match inflation and the market.

The Future

There are several project proposals in the pipeline; with senior staff (Omashani, Mathapelo, Hlengiwe), collectively pooling resources to find and secure **new work**. Noteworthy new project leads include the Educator Unions, Correctional Services, Kagiso Trust, ETDP Seta, and the Free State Department of Education.

In the short term, our focus will be on:

Using staff talents- Phindile to move into Project Management, Elias to have more IT responsibilities, improve on our Knowledge Management & Social Media.

Improving our Social Media presence- analyse and work on a focussed strategy to build on the SchoolNet brand using orchestrated social media and external communication. Maggie Verster, a social media guru, who is active on Facebook beta testing is consulting on this process.

Formalise SchoolNet's history and work since inception- The history of SchoolNet was captured by Janet Thomson, as we are now seeking quotes for the creation of an infographic that could be used in proposals, but more importantly to document SchoolNet's long history in the sector to showcase the various models and projects over time in South Africa.

Improve our Trainer Base- We are working on strategies to improve the SchoolNet **trainer base** in all provinces

Over the next year, SchoolNet will be focussing on how we use time, improve on our internal processes, consolidate and grow our trainer base, explore more fully SchoolNet online and improve our cash reserves. We look forward to a better year going forward.

Finance Report

STATEMENT OF FINANCIAL POSITION
as at 30 September 2019

	Note	2 Months ended Sept 2019	12 Months ended July 2019
ASSETS		4 120 367	4 498 764
Non current assets	1	42 589	47 989
Equipment		42 589	47 989
Current assets		4 077 778	4 450 775
Investments	2	2 092 787	2 808 583
Accounts receivable	3	769 188	754 708
Accrued commission project income		22 951	133 916
Cash and cash equivalents	4	1 192 852	753 568
Total assets		4 120 367	4 498 764
RESERVES AND LIABILITIES		4 120 367	4 498 766
Reserves		3 028 823	3 287 693
Accumulated funds		-1 161 903	-1 273 257
Organisational Development Fund		-351 116	-283 352
Sustainability fund		4 106 691	4 268 487
Retrenchment fund		435 150	575 815
Current liabilities		1 091 544	1 211 073
Accounts payable	5	353 287	284 567
Provision for leave pay		223 733	241 309
Deferred commissioned project income		514 524	685 197
Total reserves and liabilities		4 120 367	4 498 766