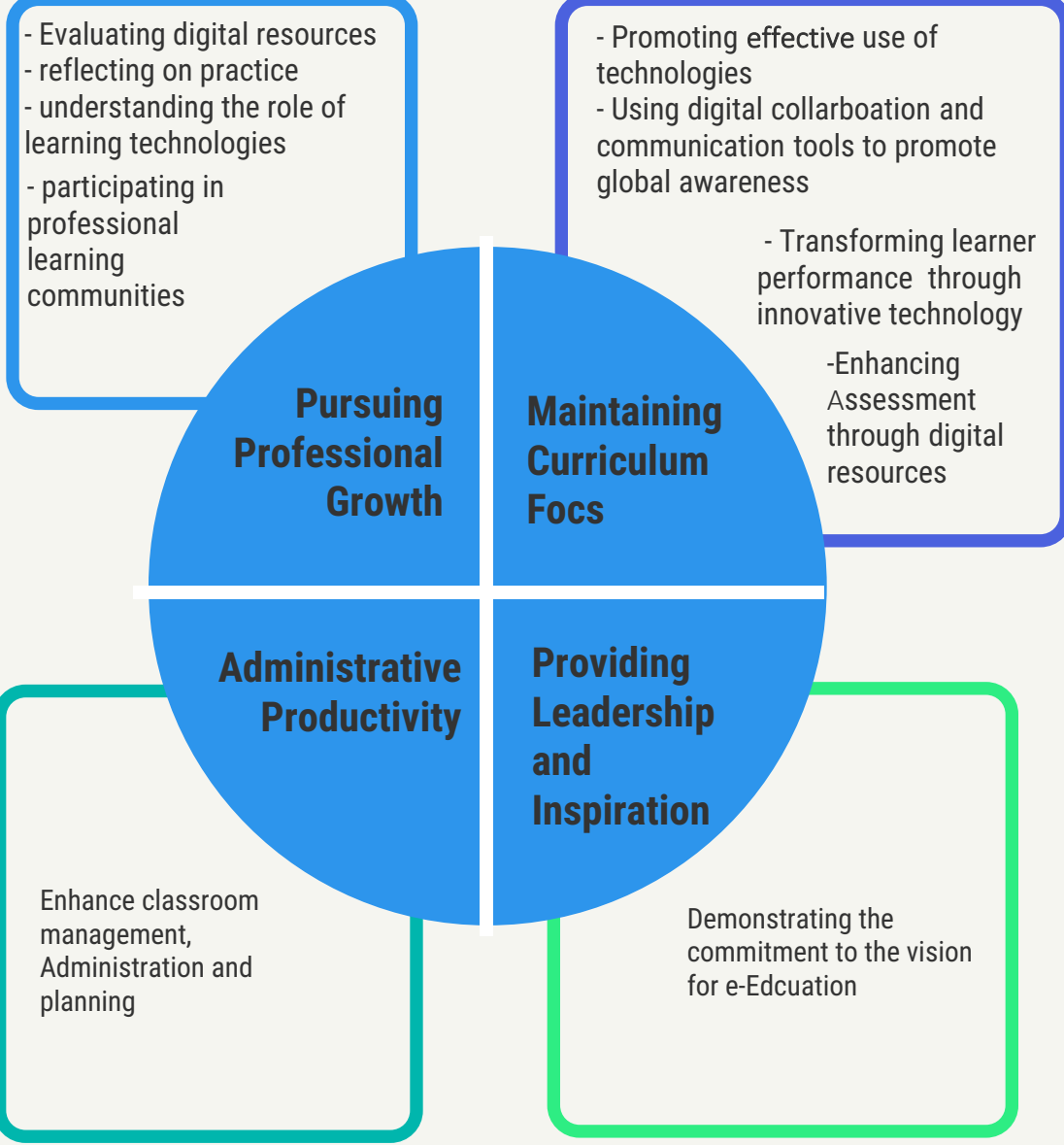# Digital Learning Landscape

ICT holds promise for education in South Africa.

But its not just about the hardware; it's success depends on a complex micro-level of factors where individuals stand to explore, create, decide and change things.
This is the seed of change we nurture.

DBE Required Teacher Comptencies

- Evaluating digital resources
- reflecting on practice
- understanding the role of learning technologies
- participating in professional learning communities

- Promoting effective use of technologies
- Using digital collarboation and communication tools to promote global awareness

- Transforming learner performance through innovative technology

- Enhancing Assessment through digital resources

Pursuing Professional Growth

Maintaining Curriculum Focs

Administrative Productivity

Providing Leadership and Inspiration

Enhance classroom management, Administration and planning

Demonstrating the commitment to the vision for e-Edcuation

Our Coursework

A broad range of integrated coursework, coupled with just-in-time delivery and e-readiness assessments enables us to customise our approach to different contexts

We adapt to needs and offer a range of face-to-face, blended and online courses in leadership and innovative practice

Integrating the technical, pedagogical, as well as data analytic aspects is key to deriving gains. All aspects require support.
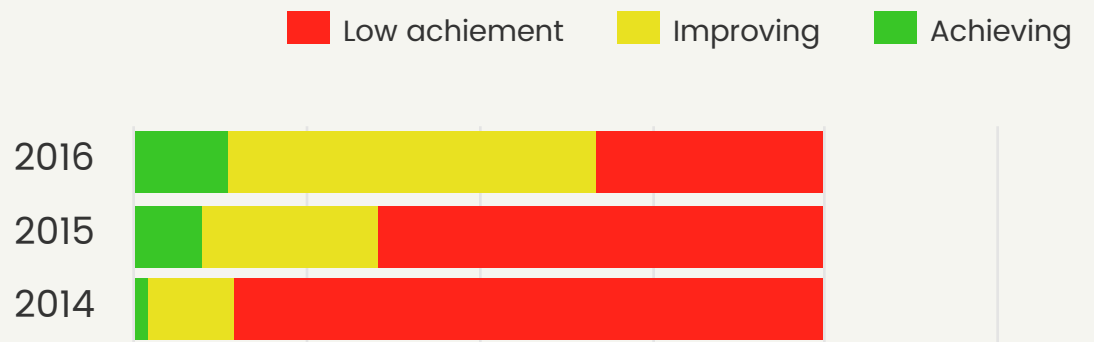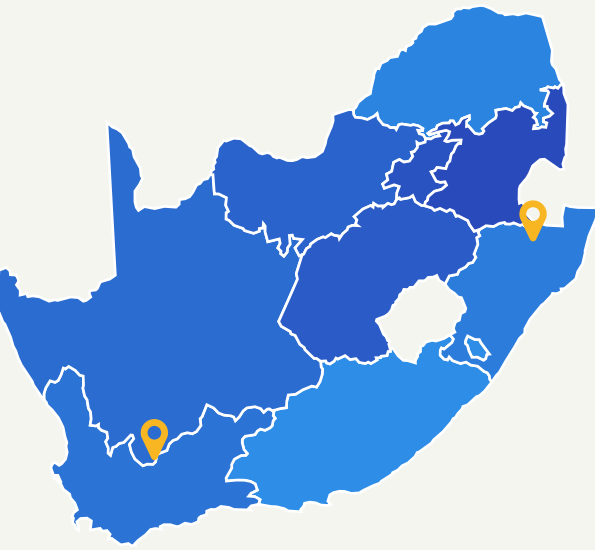
Our courses on integrating Learning Technologies in classrooms encourage critical thinking and develop initiative

We lay the foundations by offering courses for novice users of digital technologies.

Proven Learning Gains

Legend: Low achiement | Improving | Achieving

2016
2015
2014

We have proved this works: Integrating ICT into Early Learning, in the poorest areas improves literacy levels.

In a recent project exploring the gains from play, using an integrated technological and professional development approach, SchoolNet SA showed marked differential improvements in English proficiency relative to a control group. Language levels lifted significantly - to be functional for Grade 4 when English becomes the language of learning and teaching.

THE GAP

E-Readiness and e-maturity to receive and use technology for teaching and learning is a key indicator for successful implementation. National roll -outs risk widening the education gap if teacher professional development does not lead to change in practice.
The correct change management approach can dictate the success or failure of interventions.

International and local experience has shown that interventions in ICT in education require carefully planned delivery and support for sustainable uptake and optimal use for improved teaching and learning.

SchoolNet South Africa

At SchoolNet (SA) we understand the need for an integrated approach to leading change, and understanding complexity.

Connectivity, infrastructure and curriculum, although necessary for effective ICT integration require support in implementation through skills development, and a change management process to yield optimal gains.

OPERATION PHAKISA

The National roll-out of ICT in education has factored in multiple key aspects.

These include MACRO aspects around connectivity, infrastructure and technology, administration and curriculum content

WHERE DO WE FIT IN?

TEACHER DEVELOPMENT that links the integration of ICT to pedagogy technology and curriculum content are core areas of SchoolNet's training and develoment interventions

but the secret's in our method...

Success lies in our methodology, approach and ability to adapt our programmes to improve the gains to teaching and learning

THE BIOSPHERE:

SCHOOLNET'S INTEGRATED APPROACH TO SUPPORTED ICT IMPLEMENTATION

CONNECTIVITY

INFRASTRUCTURE

SKILLS DEVELOPMENT

TEACHER DEVELOPMENT

COMMUNITY

ICT IN SCHOOLS

CURRICULUM CONTENT

FACILITATION SUPPORT

CHANGE LEADERSHIP

e-ADMIN