



Reports

Edu-peg



Education Through Action

# Kwa-Zulu Natal 2<sup>nd</sup> Quarter 2011



let's make  
learning  
fun!

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# Kwa-Zulu Natal



## Education Through Action

### Pietermaritzburg

11-14 April 2011

#### STATISTICS

Number of schools	4
Number of pupils	1 198
Numbers of teachers and principals	39

Our trainers were warmly welcomed at each of the four schools in this cluster. All of the schools are fenced, some now have security guards and refurbishments have been carried out to all of these schools – some to a greater extent than others. It was very pleasing to observe the very positive impact that the school improvements have made on the principals, educators and learners. Kiviet described this in her report as a “source of joy”, for all involved! Some of the access roads have also been improved which has a very positive impact on the educators, who travel these road daily.

The reception at Mountain Home Primary was very warm, but the outcome of the visit somewhat puzzling. Mrs Zuma, the principal, asked for a single annual visit, and denied our trainers access to the classrooms. She then penned a letter to request a single annual visit. Our previous visit to this school was aborted due to strike action, and the visit prior to that exposed educators who were grappling to cope successfully in their multi-grade classes. It is at this school that we have observed some very aggressive and disrespectful behaviour from the children. We need to abide by the principal’s request however, whom was noted by Kiviet to look unwell.

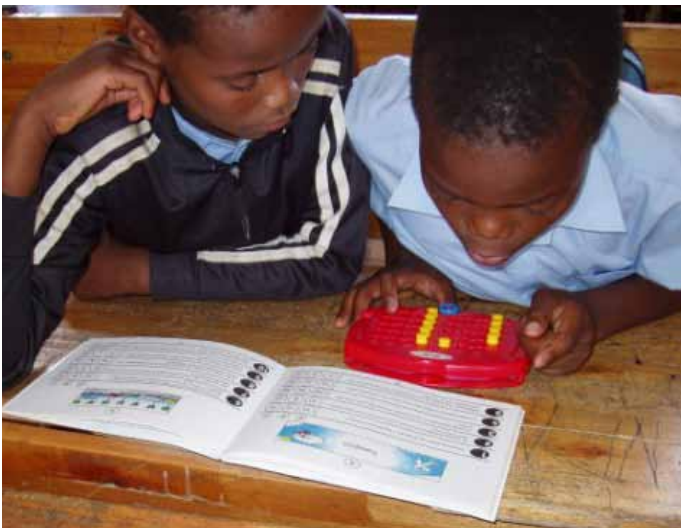
Demonstration lessons, observation lessons and a mini-workshop were carried out during the course of this week and the reception from the educators was overwhelmingly positive. Educators, themselves, are beginning to see the very definite correlation between our workbooks and the Foundations for Learning, as well as the newly published departmental workbooks. Teachers are able to recognize how completing multiple related activities will support revision and consolidation of concepts, which will result in increased understanding of the concepts by the children.

More accurately constructed group-work has also become more evident and teachers, themselves, have expressed how the thinking and reasoning skills of the pupils have improved, as well as concentration and communication – both verbal and written. These skills have obviously enhanced the confidence and self esteem of the children, and this was evident in the classrooms where both trainers commented on the improved competence that they observed.

Written work was promoted and strongly encouraged at all schools and the importance of this was stressed.

Generally, this was a very positive visit and the educators who received certificates were clearly delighted by this recognition. We thank our generous donors whose financial support has made this support intervention possible, and we thank, too, all those who played a valuable role in ensuring the success of this visit.





**“Daring ideas are like chessmen moved forward; they may be beaten, but they may start a winning game.”**

Goethe, playwright



### Teacher Comments

#### Foundation Phase

- I thank Mrs Godlwana for the input regarding my work in the class. I also appreciate the Edupeg material which is very useful to our learners. I think this project will assist most educators if they follow the given instructions. (Mrs Khulwayo – Maliphume Primary)
- The learners are interested in using the Edupeg pegboards together with the Edupeg books. They find it easy to get their sums correct. (F. Dlamini – Maliphume Primary)
- I like Edupeg because its helps us to do Numeracy easily. I need more material from Edupeg and I need more workshops please. (Miss N. Nene – Maliphume Primary)
- The Resource Books are designed to suit our Numeracy programme. They are quite useful in preparing lessons for Numeracy concepts, especially, the beginners. The language used is understandable and the activities are interesting for the learners. (Mrs L.L. Khwela – Mpulule Primary)
- As a Foundation Phase Head of Department, I see Edupeg as a good tool to deliver and equip learners with high knowledge and skills in all Maths requirements. (Ms CBT Khwela – Powerscourt Primary)
- I would like to give thanks to Mrs G from Edupeg. She did a short workshop for us, showing us how to do activities using the Edupeg workbook, together with those from the education department. (R.B. Ngcongco – Powerscourt Primary)
- I would like to know how to use Edupeg in other subjects. (Octavia Cele – Powerscourt Primary)
- I extend thanks to Mrs. G for doing a short workshop about how I can do addition in Grade 1. She said I must divide my class into different groups and she showed me how to do different sums. (T.R. Ndlovu – Powerscourt Primary)

### Principal Comments

- I'd like to thank Edupeg for helping us with our work. Working with you is of vital importance because we gain a lot and there is improvement in our teaching and learners benefit a lot. (Miss P.N. Mfeka – Maliphume Primary)
- Edupeg books help us a lot. There are so many activities for the learners to do. Edupeg also helped the teachers when the National Departmental workbook was introduced. (Mrs. N.G. Zuma – Mountain Home Primary)
- Thank you for your support Edupeg. The material is so resourceful and educators make good use of it. (Mr. P.W Ngidi – Mpulule Primary)
- We are grateful and highly appreciate the continuous assistance and support offered by the Edupeg facilitators as both teachers' and learners' performances have shown great improvement. (Mrs D.G. Buthelezi – Powerscourt Primary)

## Teacher Comments cont.

### Intermediate Phase

- I have taught using Edupeg material in my classroom and it brings pleasure to my learners when they are using it.  
(Mrs T.G. Ngubane – Maliphume Primary)
- Today I have learnt more new things / tactics on how to use the Edupeg books, since I was not part of the training before.  
(T.M. Gumede – Maliphume Primary)
- We enjoyed the demonstration lesson that the facilitator did for us. We had a problem in integrating maths with other Learning Areas but now we know how to do it. The workshop was also very educational on how to use the resource packs.  
(Miss J.A. Phungula – Mpulule Primary)
- The facilitator explained everything to us in the workshop. She even demonstrated how to use the Edupeg programme and she also showed us how to integrate.  
(Mrs. S. Msane – Mpulule Primary)
- As a student teacher, I gained a lot from the demonstration lessons and the workshop held by the facilitator. It helped me how to teach Mathematics and how to integrate it with other Learning Areas.  
(Mrs. S Mkhize – Mpulule Primary)
- As a student teacher I gained a lot from the Edupeg facilitator. I can now teach Maths using the resource packs from Edupeg.  
(Miss Cele – Mpulule Primary)
- I highly appreciate the guidance, assistance and support Mrs Kiviet, as a facilitator, has provided which has improved our teaching strategies.  
(Michael Bongani Mcanyana – Powerscourt Primary)
- It is a great pleasure to be facilitated by the officials from the Edupeg programme. They give us support and also materials. We are very proud to have them.  
(Ms Phems – Powerscourt Primary)
- Everything went right. Thank you very much for coming to our school and assisting us. Now I can teach any lesson implementing the Edupeg programme.  
(T.G. Mkhwanazi – Powerscourt Primary)
- Mrs. G has showed me how the Resource Book works and how useful the workbooks are. Learners worked up to their maximum potential on their own. Thanks!  
(Mrs. P.N. Pewa – Georgedale Primary)





# Kwa-Zulu Natal



## Education Through Action

### Port Shepstone

18-21 April 2011

#### STATISTICS

Number of schools	5
Number of pupils	675
Numbers of teachers and principals	25

We were able to visit 3 of our 5 schools in this cluster and both of the children's projects that fall into this region. Inkwali Primary unfortunately had a planned activity which would clash with our proposed visit, so we were unable to visit the school on the planned date.

Our training team received very warm welcomes from the principals and staff, including the new principals at Inthenjane Primary and at The I Care Christian School. The very disruptive and obstructive educators at Nungwane Primary School have been transferred to other schools. Although some internal school politics remains at this school, we were able to experience a very positive, productive and interactive visit.

The positive relationships of trust and honesty which have been developed between our trainers and the teachers and principals, have resulted in a working environment where teachers can share their challenges and difficulties without fear of ridicule or censure. The comments from the teachers encompass many that particularly commend Sibongile and Nomvuzo for their approachability, warmth, passion and commitment. These qualities also serve to inspire the educators and

pupils and a more positive and constructive teaching and learning environment results.

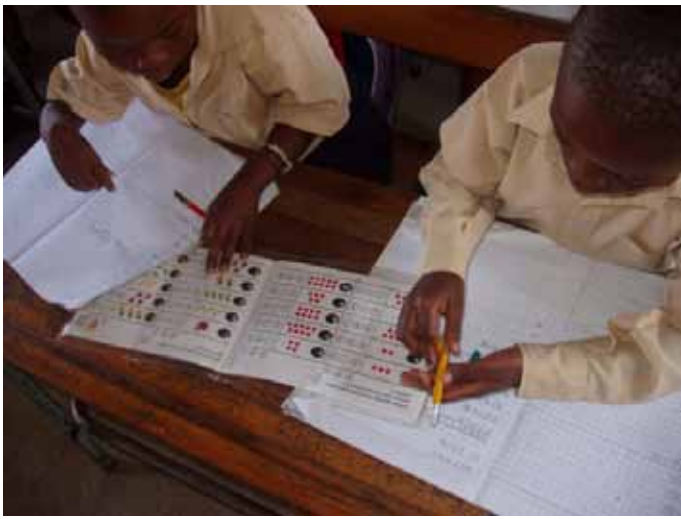
The willingness of our trainers to re-demonstrate lessons, to support educators to understand the departmental documentation and how to work constructively with resources, including our own and those supplied by the education department, has resulted in a warm acceptance and positive reception of our training team in schools.

Many of the schools in this cluster are in need of maintenance. All are fenced, but notwithstanding this, Nungwane Primary was recently vandalized. The broken window panes, unattractive and usually completely undeveloped school playground areas do little to promote and stimulate learning. Some schools do have security guards who are obviously a deterrent. Many classrooms are reported to have reading centres in evidence and the education department in KZN needs to be commended for the very obvious support given to literacy.

In contrast, there is little concrete equipment in evidence to promote the development of sound mathematical concepts. This remains an area of weakness in virtually all schools that we visit in this province.

The pupils at our schools in this cluster are always neatly dressed in school uniform. They are well behaved, respond positively to discipline and are overwhelmingly keen and eager to learn. Both trainers remark on the excitement and enthusiasm witnessed as the pupils engage with our colourful and attractive workbook activities.



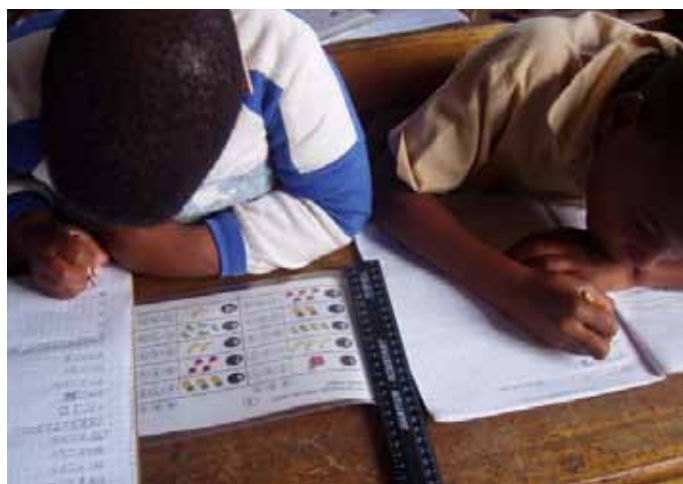


Comment is made as to how the tasks promote concentration, thinking and reasoning skills and the excitement and fulfilment that pupils portray as they begin to understand a concept and have the opportunity to consolidate this new-found knowledge, through a written recorded activity. The participation of the learners in their own learning and cognitive development is crucial to future successful learning experiences.

Teachers are pleased and proud to observe their learners actively engaged in tasks and they are increasingly aware that they are then able to utilize the time made available to support the less capable pupils – to revise and consolidate or even re-teach the concept.

One needs to spare a thought, too, for those families in the more remote areas, e.g. where Isulethu Primary is situated. A single lane gravel road connects this school with outer civilization. This community has no shop, church, mobile clinic, electricity or secondary school. Following Grade 7 the pupils must undertake long and expensive commutes to attend high school, or drop out of school. The teachers who continue to strive to motivate and support the learners in such circumstances need special mention and assistance.

Generally, I was well pleased with our visit to this cluster and look forward to being able to visit Inkwal Primary School when next we are in this region.



**“Talent wins games, but teamwork and intelligence wins championships.”**

Michael Jordan

### Principal Comments

- Inthenjane Primary school is grateful for all the support, which is highly appreciated, because our learners have been equipped with knowledge, skills and values for the rest of their lives. Thumbs – Up Edupeg!!!! (J.D. Soko – Inthenjane Primary)
- Thank you for your continued support. The resource material has been reported to be very helpful. (Byron Tower – Mother of Peace)
- Thank you so much for your support once again this year i.e. 2011. We are learning all the time from the Edupeg facilitators. You really know your work and you show us that you are clear on what you’re doing (vision) Keep it up! Well done Edupeg team!! (N.P. Nkomo – Nungwane Primary)
- We were confused about the visit date. (Mr. T.L. Bulose – Isulethu Primary)

### Teacher Comments

#### Foundation Phase

- I find it very interesting to use Edupeg material. The lesson was understandable to the learners. They liked it. They were all participating. (C.G.T. Msomi – Ithenjane Primary)
- Edupeg books are very good but we need more books. Edupeg resources are usable and it works hand in hand with the government workbooks. (N.B. Shezi – Isulethu Primary)





## Teacher Comments cont.

- Actually, I'm very happy to get this opportunity to know more about Edupeg. Mrs G made everything clear and understandable about Edupeg. She explains everything from the Resource Book to Edupeg workbooks and the Edupeg pegboards and we even did some activities with my learners. (Mrs N.C. Nzimande – Nungwane Primary)
- After using Edupeg, pupils learn more. The lessons taught were interesting. (M.C. Mkhize – Mother of Peace Pre-Primary)

### Intermediate Phase

- Thank you for your visit. The children enjoy using Edupeg, when we get the time to do it. It is very educational and they learn vocabulary and how to solve problems. (Sandy Mckeluy – I Care Christian School)
- I wish to commend Edupeg for their wonderful strategy of teaching and support visits. My facilitator was capable and expressive and she knows her work. I salute you guys for your hard work. (Msizi Shezi – I Care Christian School)
- The Edupeg system is good and can be helpful to children, especially to our vulnerable ones. They need more Maths and Literacy. Thank you for joining us and teaching us more about Edupeg. (Aimable Do Grio – I Care Christian School)
- I think Edupeg is a good way to understand Literacy. It is easier, and way less complicated. (Sihle Maphumulu – I Care Christian School)
- Edupeg lessons and resources are effective. Thank you for supplying the material from the lower grades to the senior grades, so that the programme can be followed logically. The oral skills for learners are enhanced. (Mrs S.F. Jiyane – Inthenjane Primary)
- This is a good, entertaining project. It is useful to us as educators and also to our learners. Keep on helping us. (P.L. Khumalo – Inthenjane Primary)
- We were visited by officials from Edupeg on this day 21.04.11. We were also confused about the dates since we were given different dates. We would appreciate to get more books and pegboards because some are not working properly. We did activity 8 from Book 15 this day as per our lesson plan. (W.N. Thabethe – Isulethu Primary)
- Mrs Kiviet assisted me a lot in knowing more about using the Edupeg books on other topics like comparisons etc. She is very friendly in dealing with the educators, which is why it is easy to understand Edupeg. (Mrs. G.H. Mayisa – Isulethu Primary)
- The goods we received from Edupeg were not enough. Some pegboards are not functioning properly. I will appreciate it if we can get new materials please. (Miss T.P. Shezi – Isulethu Primary)





# Kwa-Zulu Natal



## Education Through Action

### Camperdown

3-6 May 2011

#### STATISTICS

Number of schools	3
Number of pupils	2 305
Numbers of teachers and principals	27

During these visits, Sibongile and Nomvuzo both observed and demonstrated lessons. The pupils are reported to be neatly dressed and keen and eager to learn. The enrolment at Georgedale Primary has further increased and in the Intermediate/Senior Phase specifically, mention is made that it is virtually impossible to move around the classroom to access and support the pupils as the number of children and desks per classroom precludes this.

Our trainers received a very warm welcome from the principal and educators at the three schools that we have in this cluster. There was good attendance from these schools at our initial principals' meeting and there has been a positive improvement in both the understanding of the resources and their usage.

The proactive and motivated teachers in this cluster were interested and engaged with classroom activities and procedures and it is pleasing to note that children were involved with daily routines, as monitors. Differentiated tasks were set in all classes, and the Edupeg workbooks were effectively utilized in conjunction with the departmental workbooks, as well as with other textbooks or chalkboard activities. Written work was promoted, as was verbal communication and word banks were incorporated in one lesson.

What is very encouraging is to be made aware of the emergence of mentorship and professional development in these schools, where our trainers encountered a high percentage of newly appointed teachers. The HODs/phase champions have assisted the newly appointed teachers to become aware of the educational resources in the school, and how to utilize these to enrich and extend learning, specifically in mathematics and literacy. This is a huge and most positive development!

Both trainers comment on the very positive involvement of the learners in the lesson and in the set tasks. Children who participate in their own learning are far more likely to retain the knowledge and skills involved, and well as acquiring positive work habits.

All of the schools in this cluster are fenced and all have attractive flower gardens and shrubs adjacent to the administrative block. Well established vegetable gardens are also in evidence, with the produce utilized to supplement the school nutrition programme. All schools in this cluster benefit from the school feeding initiative.

Unfortunately, there appeared to be confusion about our planned and confirmed visit to Intongela Primary School. Our visit clashed with a visit from the school nurse as well as the donors who have refurbished this school, which now boasts a laboratory, resource centre, school hall and new classrooms.





**“One of the greatest discoveries a man makes, one of his great surprises, is to find he can do what he was afraid he couldn’t do.”**

Henry Ford

The new principal at this school, Mr B. L. Gasela, is extremely positive about the programme and very keen for us to visit the school as soon as possible.

Generally, this was a very encouraging cluster visit.

### Principal Comments

- The above named school would like to inform you that the school has a new principal, but we still need the Edupeg programme. We are sorry for any inconvenience. (B.L. Galesa – Intongela Primary)
- Both facilitators, Ms Kiviet and Ms Godlwana, gave our educators good support and motivation. The teachers were so excited during the lesson presentations and the learners were also very active. (G.T. Kubeka [acting] – Georgedale Primary)
- Most of the educators are new at the school, but some had received workshop information. The facilitators had trained them on using Edupeg material. As principal, I will make sure they use the material in their day to day lessons. The school appreciates being part of the Edupeg support project. (S.N. Mchunu – Camperdown Combined Primary)

### Teacher Comments

#### Foundation Phase

- We were doing doubling and halving. The lesson was well demonstrated and I’m now clear how to use the Edupeg work books and the pegboard. We also looked at the English books, at opposites. (N.R. Ngwenya – Camperdown Primary)
- The books are user friendly. They have relevant activities that can be used on a day to day basis. (Miss N. Cele – Georgedale Primary)
- I learnt a lot, since it was my first time using the material. I now know how to find the exercises needed for the particular lesson. (Z.O. Nsele – Georgedale Primary)

- Mrs. G has showed me how the Resource Book works and how useful the workbooks are. Learners worked up to their maximum potential on their own. Thanks! (Mrs. P.N. Pewa – Georgedale Primary)

#### Intermediate Phase

- I love the Edupeg activity books. They make my lesson much easier. Edupeg books have helped me. Since I started teaching mathematics, learners are co-operating. Teaching and learning is exciting using the Edupeg programme. (Mrs N.H. Nojijeza – Georgedale Primary)
- Edupeg is very good. It makes teaching interesting and easier. It also makes learners to be active during the lesson. (Miss O.L. Khambule – Georgedale Primary)
- Mrs Kiviet has demonstrated a lesson for me in the Learning Area of English. The learners enjoyed and engaged very well in the lesson. I also enjoyed it because I knew nothing about Edupeg previously. (M.M. Gaba – Georgedale Primary)
- Edupeg is new to me, but my facilitator explained everything to me. Now I know how to use the Edupeg resources in my lessons. (Mrs S.Y. Mkhize – Camperdown Combined Primary)
- I hope to teach all Learning Areas successfully using Edupeg, because it is easy to teach using the programme and the language and terminology used is clear. (S.M. Mkhize – Camperdown Combined Primary)
- I had attended an Edupeg workshop at the school library and I found it interesting and useful. I hope this programme will be helpful to teaching and learning. (Mr Zulu – Camperdown Combined Primary)



## Education Through Action

### Chatsworth

6 May 2011

#### STATISTICS

Number of schools	1
Number of pupils	935
Numbers of teachers and principals	25

Our trainers have a very positive relationship with the principal and educators at Msizi Dube Primary School. Unfortunately, the principal was absent, due to ill health, and had forgotten to inform the staff of our scheduled and confirmed visit.

Sibongile was able to observe a single lesson in Grade 1, where the teacher was utilizing the Edupeg resources very effectively, along with the departmental workbooks. The children were obviously used to working independently and Sibongile made particular reference to the independence that these young learners have established through being exposed to more effective teaching strategies. Monitors were also utilized in the classroom and, generally, Sibongile was delighted with the lesson. The educator was very positive and very enthusiastic about the improved performance of her learners and the ease of teaching, using multiple resources.

Unfortunately, the visit to the school by the Durban Waste Minimisation Unit disrupted the remainder of the visit to the Foundation Phase and compromised entirely, the Intermediate/Senior Phase visit.

Kiviet was unable to see any lessons, as classes were apparently constantly called to engage with lessons by the unit team. It is disappointing that once a class/classes had completed their visit, that lessons utilizing Edupeg were not possible. Kiviet used her time constructively to check on the storage of the resources and to give additional material to this large school.

We hope that our next visit will produce more lessons to observe.

#### Principal Comments

- Edupeg is always welcome in this school. The educators and learners are pleased with the project. The enrolment has increased and we are awaiting our top-up material please. (Mr N.M. Nzama – Msizi Dube Primary)

#### Teacher Comments

##### Foundation Phase

- The Foundation Phase at our school makes use of Edupeg. We incorporate Edupeg activities with our lessons. Msizi Dube has embraced Edupeg. Thank you. (Mrs N.I. Khanyile (HOD) – Msizi Dube Primary)

##### Intermediate Phase

- All educators are using the Edupeg material very successfully. Also the learners find it interesting. I suggest that the facilitators inform us, as champions, through an SMS. (Ms Z.B. Radebe – Msizi Dube Primary)



**“If you’re going to be thinking, you may as well think big.”**

Donald Trump



# Kwa-Zulu Natal



## Education Through Action

### Kokstad

9-13 May 2011

#### STATISTICS

Number of schools	4
Number of pupils	3 949
Numbers of teachers and principals	88

The communities in Kokstad continue to grow and school enrolments at all of our schools in this cluster are much increased. The very high number of pupils per classroom places much pressure on the teachers as well as the physical space within the classroom. As well as our visit, a workshop at Mount Currie was taking place. With no substitute teachers utilized in these cluster schools, children are usually shared out amongst those educators present, which puts even greater pressure on teachers and classroom space.

Additionally, there was a planned memorial service for two deceased teachers from Xoloxolo Primary School. All of the teachers in the Kokstad cluster were invited to this ceremony. Our sensitive and caring trainers bought sympathy cards and made a financial contribution to show their respect for this occasion. We are indeed extremely fortunate to have trainers of the calibre and sensitivity of our KZN training team. One of the deceased had been involved in politics and a candidate in the municipal elections.

Our visit and planned workshop at Nonkqubela Primary School was unfortunately disrupted by loud chanting and marching by ANC members, outside the school. The principal and educators were concerned about the gathering and, being uncertain how this

situation might develop, made the decision to close the school and to send the children home, as the staff felt uncomfortable and intimidated. Unfortunately, this thus resulted in our being unable to engage with the teachers for the planned demonstration lessons.

Nonkqubela Primary is struggling to establish itself, being spread over three independent sites (Grade R; Grades 1 & 2; Grades 3-7). At present, the school consists mainly of prefab buildings with poor sanitation. The sites are presently unfenced, and not clean. They are surrounded by R.D.P. (Reconstruction and Development Programme) houses, illegal shacks and sprawling informal settlements. Both trainers make mention of the litter, the very unhygienic conditions and also the very close proximity to the cemetery of one of the sites – with the result that schooling is somewhat disrupted on a daily basis by the large number of funerals at the graveyard.

No lessons were possible at the Xoloxolo Senior Primary campus due to the planned memorial service. I am absolutely thrilled that 6 certificates of competence were awarded to teachers at Nomzamo Primary School – a school where we have struggled with internal political issues and obstructive educators! This is truly a breakthrough!

At Seven Fountains Primary the educators also produced excellent lessons, with more certificates being awarded. Educators here commented on how they have benefited from Ingrid's thorough input and training and how, through applying this information, they have begun to make very positive changes to their teaching strategies and methods. This school remains very attractive and our trainers are always received with warmth and respect.





**“Daring ideas are like chessmen moved forward; they may be beaten, but they may start a winning game.”**

Goethe, playwright



What is also noticeable, is that with assigned activities, the learners are gaining increased confidence and independence, and are more easily able to work without constant teacher intervention.

This was generally a pleasing and uplifting visit, notwithstanding the challenges faced due to occurrences in the community.

### Principal Comments

- It is a very big pleasure for Edupeg to visit and workshop our educators to be able to integrate different Learning Areas and also to develop learners in terms of different skills. (Mr VG Vusani for the principal; Ms NR Boyce - Nonkqubela Primary formerly Horse Shoe Primary).
- The support that you render at the school is highly appreciated as it brings change in developing the teaching and learning skills of teachers and learners. (Mrs AN Madikizela – Nomzamo Primary)
- The school is operating on three sites. The Edupeg material was motivated for as additional resources because we need more Edupeg material. (Mrs TV Ngobese for the principal Ms NR Boyce – Nonkqubela Primary formerly Horse Shoe Primary.)
- We appreciate the tremendous assistance and support Edupeg is giving our educators which results in better education for our learners. We would appreciate it even more if Edupeg could assist us with a library as we do not have one. (Mrs RN Nongogo Deputy Principal of Xoloxolo Primary 2 for the principal).
- It is always a great pleasure to be visited by the Edupeg team. They always boost the morale of the staff and they are encouraging. The Edupeg material is a dream to work with. (Ms Sibongile Jafta – Seven Fountains Primary).
- The principal wrote an apology letter explaining why we could not have the opportunity to observe the demonstration lessons. (Mr VS Dlamini – Xoloxolo Primary 1)

The schools in this cluster, with the exception of Seven Fountains Primary, are all in need of maintenance and refurbishment. The high enrolment and sheer number of feet through each classroom, each day, creates huge wear and tear on these facilities.

Vegetable gardens are in evidence at some schools, and some schools have additional flower gardens adjacent to the administrative blocks and sometimes in front of the classrooms. The vast playground areas, however, are virtually all undeveloped and are uninspiring stretches of dust/mud, depending on the season.

What was most encouraging was the responsiveness of the educators and their very obvious willingness to engage with our facilitators and the Edupeg resources. The enthusiasm and pleasure that were observed when the pupils are using our resources is also very pleasing to note, and how teachers are able to easily assign differentiated activities to pupils of varying abilities.



## Teacher Comments

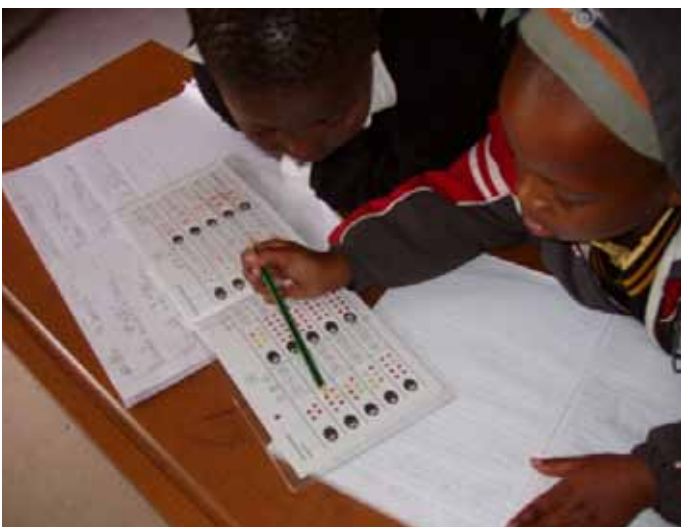
### Foundation Phase

- It is nice to teach using Edupeg books. It is easier for the learners to understand because they see the examples written down in the books. May we please have a top up of the Edupeg Resource books. (Miss C N Magaiyana -Nomzamo Primary School)
- Your visit and assistance to my lesson in Grade 3 was great and motivating. You made me feel calm and comfortable to teach in your presence. Please come again to assist us. (Mrs A P Q Thabana - Nomzamo Primary School)
- Thanks for coming to our school to give us support and assistance. Edupeg resources are very useful and easy to follow. (Miss Ruth Vikwa - Nomzamo Primary School)
- Since Edupeg was introduced at my school, teaching Maths has been very easy. Learners are participating as lessons are now interesting. Most of all, Edupeg caters even for those that have difficulties. (Miss Z D Soldati - Xoloxolo Senior Primary 2)
- Edupeg is a really good programme for us as teachers. It is empowering. It is an exciting programme which makes learners comfortable when doing their activities from the Edupeg books. (Miss B Mlaza - Seven Fountains Primary)
- Edupeg is very encouraging. The facilitators are always encouraging and assisting us where we need guidance. It is easy to use Edupeg books because they are straight forward and relevant for each child. (Miss L Mgcotyelwa - Seven Fountains Primary)



### Intermediate Phase

- The lesson was fun, simple and very easy to understand, even to me, since it's on fractions. Learners were participating very well and they were enjoying the lesson while having fun. They are active in a way I have never seen. (Ms N Ngcoya – Nonkqubela Primary 2 formerly Horse Shoe Primary 2)
- The demonstration lesson was very interesting and I've seen how to use the Edupeg workbooks in the class. (Busiswa Xoko – Nonkqubela Primary 2)
- The presentation lesson was very good and relevant for the lesson. It was so interesting. (Mrs NC Somtseu – Nonkqubela Primary)
- I think Edupeg is a very useful resource because it really links with most of the lessons. Learners also enjoy using the Edupeg resources. It is fun using Edupeg. (Mrs N Juqu –Nomzamo Primary)
- I have learnt so much from the Edupeg books. Learners are able to construct sentences on their own using the pictures from the books. (Ms L. Mtumtum – Nomzamo Primary)

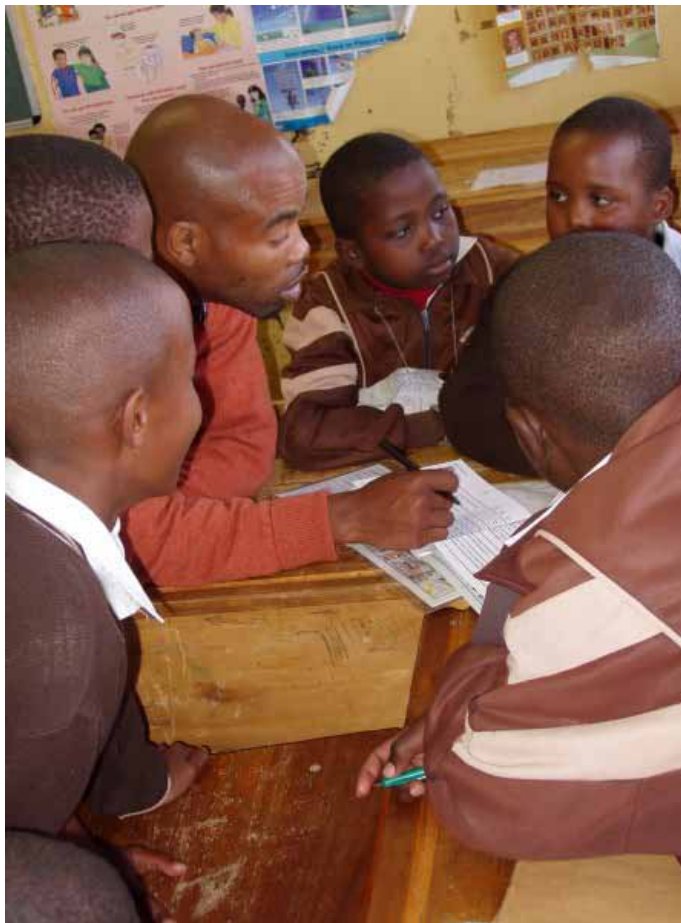




## Teacher Comments cont.

### Intermediate Phase

- The lesson was well prepared and presented. Kiviet linked the lesson with Edupeg workbooks successfully. (Mr Mzilikazi – Nomzamo Primary)
- Edupeg is an enjoyable approach, because we learn so much from the facilitators and they are very helpful. The facilitators are so friendly. If we take this support positively, we can gain a lot of experience. (Mrs T. Mpahlwa – Nomzamo Primary)
- Learners were active and participated well. Edupeg is good in integrating the Learning Areas. (Tembeka Nako – Nomzamo Primary)
- The presentation of a lesson was clear and good. The learners were active and were able to participate fully in the whole lesson. It was my first time to observe the demonstration lesson with Edupeg. I was impressed. (Mrs BP Mpongoma – Nomzamo Primary)
- The lesson was well prepared. Learners were fully involved. The educator chose the relevant Edupeg book and used the Edupeg material. (VE Jeje – Nomzamo Primary)
- This is a good programme because it encourages learners to be independent and involved in a lesson. It also encourages learners to use a variety of strategies and methods to solve academic problems. (Educator - Nomzamo Primary)
- The lesson was well prepared and the students were actively participating. The lesson was very good and interesting. (Educator - Nomzamo Primary)
- I still use Edupeg with my lessons. It is helping me with activities, especially the pictures. Edupeg helps my learners to understand very quickly. (Kwababa Nosiphiwo – Xoloxolo Primary 2)
- Edupeg is such a wonderful programme. Every time we use the Edupeg equipment the learners get excited and learn very easily and eagerly. Thank you Edupeg and your brilliant staff/ facilitators. (Mr A Salakuvunyelwa – 7 Fountains Primary)





# Kwa-Zulu Natal



## Education Through Action

### Umbumbulu Cluster 1 & 2

16 May-14 June 2011

#### STATISTICS

Number of schools	16
Number of pupils	6 574
Numbers of teachers and principals	96

Our schools in this district are situated in peri-urban environments where the homes of the community are either traditional rural homes or those that have been built through the Reconstruction and Development Programme (R.D.P.). Many families are totally reliant on social grants provided by the government and, on my visit to this cluster, I saw many very young women with small babies/toddlers. A high percentage of the community appear to be unemployed. Additionally, one is aware of small entrepreneurial projects that have been started by enterprising individuals, such as Spaza shops, car washes, hairdressing salons/barbers, etc. However, there appear to be many people who are just wandering around or loitering in the community.

Virtually all of the schools that we visit are in need of maintenance and refurbishment. Paint is peeling off both the interior and exterior walls and this obviously is not aesthetically pleasing. In a number of classrooms that I visited, the window handles have been broken or stolen for scrap metal, and the windows have been wired shut. This creates a problem for fresh air and oxygen for the youngsters, with these being necessary for clear thought as well as comfort. Ablution facilities are not easily available

to many of the children and, without fresh air, the classrooms can become quite oppressive and uncomfortable.

Storage in the classrooms is also problematic with most classrooms having potentially two metal lockable cupboards. Unfortunately, these are seldom tidy and multiple items are frequently seen to be very haphazardly stored. The lack of shelving/cubby holes with work/storage tops results in teachers throughout the phases annexing the flat Foundation Phase classroom desks, which then also become repositories for multiple education-related items. The result of the shortage of desks is that frequently we see three children seated in a desk designed for two pupils. In a few classrooms, teachers have created labels to promote classroom structure and organization, e.g. "Numeracy Books", "Literacy Books", etc, but this is the exception rather than the norm. With no lockers/cubby holes or rails with hooks to hang/store satchels, backpacks or packets, the children are further compromised by having these items on their backs/their laps or their seats, which makes for a very cramped and uncomfortable learning environment. Causing further complications are the broken/inadequate chairs. Many children have to learn to balance on three-legged chairs as these have been broken and not replaced. The poor quality and often poor classroom routines both contribute to this state of affairs. Many Foundation Phase children are also seated in the incorrect size of furniture, i.e. either too big or too small for their age and size. In classroom visits during this term I am very aware of children who do not sit at their desks, but who hunch, crouch, or stand over their books to complete tasks. All of the





**“We always overestimate the change that will occur in the next two years and underestimate the change that will occur in the next ten. Don’t let yourself be lulled into inaction.”**

Bill Gates

above is brought to the attention of the teachers and principals, many of whom appear to be too weary or defeated to do anything about the situation.

Almost all chalkboards that I have seen this term need to be refurbished with a coat of paint and better quality chalk would improve this method of teaching and learning.

Many schools are being electrified, but often the classrooms remain gloomy as there does not appear to be adequate funds to pay for the electricity required to illuminate the classrooms.

The toilet blocks are very often poorly maintained and very unpleasant. During site visits to the schools I frequently noticed young children relieving themselves in the area adjacent to the toilet blocks – i.e. not actually utilizing the toilet cubicles.

Completely undeveloped playground areas, which are frequently eroded by heavy seasonal rains, are very uninspiring. I have yet to see a teacher on break duty at any school that I have visited over the past 17 years, and the wild and uncontrolled activity so frequently observed in the playground often results in further deterioration of the playground area.

Litter is also a problem in many schools and, with no litter awareness campaign in place, and no rubbish bins/boxes available for litter, the playgrounds look very unattractive after break time.

Care and use of resources is not fully understood by many of the educators with whom we work. Concrete equipment is basically entirely lacking in the Foundation Phase and the lack of the availability of

this crucial resource plays a very real role in the poor understanding of maths concepts that we see.

Many lessons are still dominated by teacher exposition. Written work is frequently all done directly from the chalkboard. Many teachers are over-invested in supporting the children to obtain the answers to questions posed, which results in the pupils becoming almost entirely dependent on the teachers. Additionally, the correct answers are given more importance than the method required to obtain the answers. Frequently, I see written work in Grade 1, where children have recorded, for example,  $5+4 = 9$ ,  $6+5 = 11$ , etc., yet the children cannot yet correctly write their numerals 1-9, and when one investigates how they obtained the answers, it becomes obvious that these were potentially supplied by a bright learner and the entire class then recorded the answers, or alternatively the entire class was coached through the process by the teacher, using the chalkboard, with no meaningful teaching being part of the process. (Such children will often be unable to solve  $2+1 = \square$ ,  $3+1 = \square$  etc.)

The visual and tactile engagement that is so crucial if children are to meaningfully learn is usually entirely absent and learners are expected to sit for extended periods of time (regardless of their ability to concentrate for extended periods of time), and to listen to teacher input.

Innovation, creativity and independent thought are all very poorly developed and children are seldom provided with an opportunity to achieve anything unaided.





**“The principle goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done – men who are creative, inventive and discoverers.”**

Goethe, playwright

Joy and excitement are very evident when we introduce our attractive, colourful Edupeg activities. Given appropriate tasks, guidance and time to engage with these, the children gain success through their own application and endeavours and their satisfaction is often very affecting to behold. It is very obvious to both educators and learners that when appropriately challenged, children can and do achieve. Teachers are often amazed at the ability displayed by some of their pupils who have previously been constrained by the very limiting set tasks. Conversely some learners have been compromised by activities that are beyond their developmental level.

Many teachers were absent from their posts in this cluster, due to multiple reasons. A number of principals did receive our written correspondence and the follow-up confirmation calls, yet forgot to inform their staff of our visit (which frequently causes complications). Schools had been vandalized and goods of value stolen. Workshops were taking place in school hours, and cold winds and driving rain had an impact on school attendance.

The challenges facing our schools are multiple and complex, and yet without a coherent national plan, that is very comprehensive and can be implemented effectively, I fear that we will continue to have many more generations of lost children, with little or no education and skills.

We have much to achieve in this cluster.

### Principal Comments

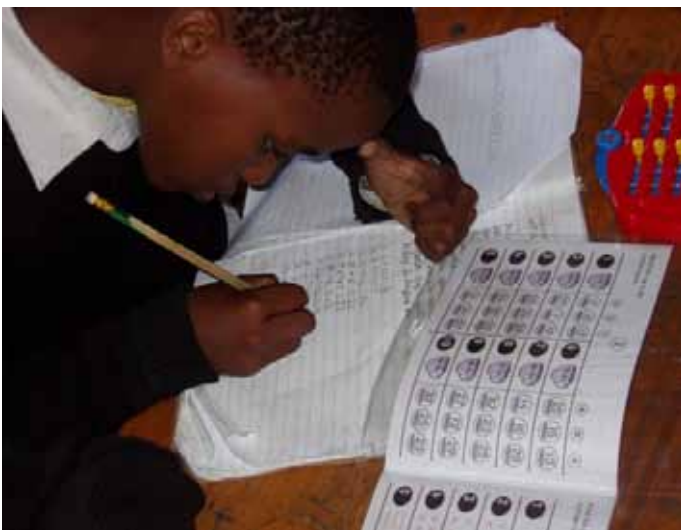
- We would like to thank the Edupeg facilitators for the support that they give us.  
(Mr E.M. Khomo – Mashiwase Primary)
- Our educators receive wonderful support and assistance from the facilitators to improve and enhance their teaching strategies, skills and capacity.  
(Mr M.A. Hlatshwayo – Bridgeman Primary)
- Educators and learners are quite happy to be involved in this project of Edupeg. All learning Areas area covered by Edupeg activities. Thank you !!  
(Mrs N.P. Zama – Emphusheni Primary)

- The school is happy and satisfied with the Edupeg programme. It covers the set curriculum in as far as NCS is concerned. Thank you very much.  
(D.Z. Ndlela – Esiphukwini Primary)
- The learners enjoyed the Edupeg activities and it also improves the development of teaching and learning.  
(C.Z. Ntimbane – Intinyane Junior Primary)
- We will always be grateful for what Edupeg has brought to our school. The support they have given us throughout the years has enabled our staff to perform better. Thank you.  
(Mrs T.B. Mathe – Isinkontshe Combined Primary)
- Our school was visited by Edupeg and our teachers and learners gained a lot. They demonstrated how to use the Edupeg material. Edupeg material make it easy to learn.  
(S.W. Ndimande – Khipulwazi Higher Primary)

### Teacher Comments

#### Foundation Phase

- This programme helps me a lot. My learners are enjoying the activities. It even helps those learners with counting problems. I wish all the educators can try this.  
(Mrs F.Q. Thwala – Dlambula Primary)
- As an educator I have learnt a lot from the Edupeg facilitators. Learners enjoyed the lesson and Mrs Godlwana praised me for the good work I have done. So I was very happy.  
(Mrs B.C. Ndlovu - Ophapheni Primary)
- I was busy with Measurement and Mass in Grade 5. Mrs Godlwana assisted me on how to find Edupeg activities in the Edupeg Resource Book and Edupeg books. The demonstration lesson was enjoyed by the learners and the lesson became very easy.  
(Mrs M L Nyuswa - Sheshisa Senior Primary)
- I am very pleased with the Edupeg facilitators. They teach us how to use the Edupeg books in order to make our work easy and enjoyable for our learners.  
(Miss Queen Babongile Mpethwana - Bridgeman Primary)



### Teacher Comments cont.

- I wish to thank Edupeg for equipping me with different teaching skills. It makes my teaching very easy and the learners enjoyed the lesson. (Mrs Z.N. Mthiyane – Isinkontshe Combined Primary)
- The lesson was very well managed. The grouping of learners according to their abilities was effective. The teacher was able to give different activities to keep each group busy. The books are useful and full of knowledge for our learners. (T.L. Khoza – Kuhlekwethu Junior Primary)

### Intermediate Phase

- I am really developed in terms of my teaching and learning. I am sure that if I use the Edupeg material, I will be developed and so will my learners. All resources were used effectively. (Miss P.H. Ncube – Jaja Primary)
- Edupeg reinforces Mathematics lessons. It allows learners to enjoy the lesson. Knowledge was acquired through play. I will always use Edupeg material because it is user friendly. It also involves all subjects. (Mrs JC Khumalo - Ophapheni Primary).
- I would like to thank Edupeg for sharing so much information with us. The learners were able to solve problems. The learners were grouped and they enjoyed their lesson activities. They were all involved in the lesson. They were doing different activities. (Mrs T.I. Zungu – Esiphukwini Junior Primary)
- It was excellent! The facilitator taught us different methods of teaching, so as to integrate different Learning Areas. We have learned so many things. We wish to be visited regularly. (M.M. Zama & P.N. Moloi – Esiphukwini Junior Primary)
- I involved all my learners in my lessons. The learners were divided into groups. The lesson was very interesting. I gained a lot from my facilitator. (Ms T.A. Ngubane – Intinyane Junior Primary)
- I found the Edupeg books to be informative. They cover all Learning Areas. It is a wise decision to use these books. (S.B. Mkize – Isinkontshe Combined Primary)
- Edupeg material has shown to be very resourceful and flexible for all grades to use in promoting teaching and learning. Edupeg integrates all Learning Areas. (M.S. Nzama – Isinkontshe Combined Primary)
- Edupeg material makes the lesson more effective. The learners work in pairs and share ideas. The learners also enjoy the Edupeg lessons. (Mrs A.M. Mthembu – Khipulwazi Higher Primary)
- I'm so pleased to use the Edupeg resources. They are so informative and fun for my learners, yet very productive. (Ms Z. Mnguni – Egugwini Primary)





## Education Through Action

### Isandlwana

23-27 May 2011

#### STATISTICS

Number of schools	6
Number of pupils	2 040
Numbers of teachers and principals	62

The Rattray Foundation, in collaboration with the Aveng Group, have instituted multiple structural changes at all of the schools in which we work in the rural area of Isandlwana. All of the schools are securely fenced and those schools that lacked toilet blocks now have these much needed facilities.

The school nutrition programme is again functional in our six schools, and a warm and nourishing meal is prepared for all school children, by local women. The older students assist with the logistics of getting the bulk servings of food to the individual classrooms, where each child receives their daily ration on a metal plate. No eating utensils were in evidence. Children are encouraged to wash their hands and used plate, following the meal. On this visit, the food preparation and feeding appeared to be more streamlined than during my last visit and, except for at Mhlazane Primary, where the children needed to have an additional break as the food was not fully cooked at the scheduled break-time, all the schools had just one mid-morning break when the food was served.

Some of the schools appear to have had some painting maintenance and these classrooms look brighter and cleaner. However, the chalkboards in

many of the classrooms are desperately in need of refurbishment (with a coat of chalkboard paint). The chalkboard remains the focal point of much of the "Talk and Chalk" method of teaching which remains the predominant teaching strategy of virtually all the teachers with whom we engage. The quality of the chalk is also questionable and it appears to be "hard" chalk of a poor quality.

Enrolment at the six schools varies, with some classes having a very manageable number of learners, and others with very crowded classrooms. At Mhlazane Primary, the shortage of classrooms results in two teachers being present in a single classroom, with an excessive number of children. The building programme that has been initiated in this cluster will eventually deal with these challenges.

The difficult working conditions of many of these educators exacerbates the challenges of educating the children in this very remote rural environment. The majority of educators in this cluster are grateful for the advice and support that our trainers are able to bring. The uptake of knowledge and information shared however is determined by multiple factors, which include:

- the quality and presence of leadership in the school
- the efficacy of systems in the school
- communication and organisation within the school
- the prevalent style of teaching
- the openness of teachers and their willingness to learn and try new teaching methods and strategies
- the willingness of the teachers to learn and grow.





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Bill Gates

We have developed very positive relationships with the majority of principals and educators in our schools and we are warmly welcomed into the schools each time we visit.

We are aware that differentiation of tasks is not a well established practice in the majority of schools that we visit. Educators appear to comprehend the logic of this teaching strategy as they themselves have identified that they have, in their schools, children of vastly differing abilities. Teachers appear to be deeply impressed at how effective this strategy is, when we demonstrate this in their classrooms, but it is obvious from the children’s exercise books that this is not a practice which is followed once we leave. To engage an entire class with a single task, keeping them collectively engaged, with an activity, particularly in mathematics, and to a lesser degree in language, when the task is not well suited to potentially a high proportion of the class, is almost impossible.

The result of the above is extensive teacher intervention to individuals seated throughout the class. Mixed ability groups still predominate, with the outcome that the weaker learners are thus frequently thought to understand – as they have some evidence of an answer. The excessive teacher support results in children remaining almost entirely dependent on the teacher. These learners complete a sum and then wait passively until the teacher has potentially assisted multiple children individually, before they proceed to the next sum. Additionally, the less able children, who have resorted to copying, lose confidence and self esteem as their knowledge base and skills level is further eroded due to lack of understanding and competence.

What was very obvious to me, during our May visit to this cluster, was the almost complete lack of any concrete equipment for use in mathematics and the inability of many children to utilize such equipment (when this is provided by ourselves). With patience and encouragement, the pupils do begin to understand and begin to play a more active role in their own learning. This can be a very affecting experience as a trainer/facilitator, when you can literally see when a child grasps and understands a concept that has previously probably been taught by rote, and written work would potentially solely be copying exercises from the chalkboard.

Broken and inadequate classroom furniture was evident in virtually all schools. The small plastic chairs provided in the Foundation Phase are not durable, and it is deeply disturbing to observe these young learners trying to balance on the three legs of a broken chair, to write in usually the incorrectly supplied classwork book, with a stump of a pencil – as the schools appear not to have pencils.

Most of these schools are now electrified, but there appears to be inadequate funds for the classrooms to utilize their lights and thus, in the rather cold and quite overcast week I spent here, the classrooms were generally quite gloomy and fairly uninviting. I did not see a single reading book/library book in any Foundation Phase class, although at Buhlebamangwe Primary I did find beautiful, new, completely non-utilized readers and big introductory reading books. The U.S.A. Peace Corps volunteer, Chad Wolver, has undertaken to create a functional library and resource centre at this school.





A primary focus of this visit was to more formally introduce Khulekani Thusini into our schools, with a second priority being on differentiated written work (using primarily Edupeg workbooks).

Khule had a sports related workshop, on one and half days, which did cause some complications, and the expectations of the KZN Department of Sports & Culture will erode the time Khule will be available to consolidate Edupeg practice in schools. Due to the distances between the schools and the lack of security re transport, I feel that it is responsible to have Khule initiate his support into the 3 schools most accessible from his home, viz Idandlwana, Buhlebamangwe and Mhlazane Primary Schools. I have compiled a workable time-table to ensure weekly visits to all of these schools and it is my proposal that we implement this for 6 months and then evaluate the effectiveness of this scheme, as we will indeed have a control group of 3 schools. Without assured transport, Khule will not be able to access the 3 more distant schools and Elizabeth's commitments both within the immediate community and beyond will not allow for a source of reliable transport to these schools.

We experienced some level of success at these schools. Our final visit was to Cebelihle Primary, where, at the end of our visit, I utilized the newly built toilet prior to our departure for the 4.5 hour drive to Durban. Adjacent to the exterior walls of the toilet were piles of human excrement – a reminder that change (in this case in the form of using a toilet) takes time, as these children have urinated and defecated in the surrounding area for the seven years that we have been visiting these schools.

The changes we wish to institute are far more complex and will, I fear, take far more time to be fulfilled.

## Principal Comments

- Thank you for the development that we receive from the facilitators. This support makes us (educators) to grow from each and every visit. (Ms M. Mlambo – Cebelihle Primary)
- Thank you very much for your support at our school. I also want to say we appreciate you for giving us Mr K. Thusini as an Edupeg practitioner. (Ms T.P. Ngubo – Nhloya Primary)
- Thank you very much for your support in developing us in teaching and learning. Keep on visiting and supporting us. May God bless you and your families. (Ms Shoba – Mhlazana Primary)
- Thank you for your tremendous support to our educators and learners. (Ms Shabangu – Mampunga Primary)

## Teacher Comments

- I am very thankful for this lesson that I have shared with the Edupeg team. I have gained a lot of ways how to teach numeracy within a normal lesson. (Ms N. Maphumuho – Cebelihle Primary)
- I am so happy to get the method of writing the numbers before writing the sums in their exercise books, and I promise to use the Edupeg books as they have much good knowledge. (P.S. Ngobese - Cebelihle Primary)
- I enjoyed the activity done by the Edupeg team and they brought many skills to my learners when they count and work with numbers. (Ms L.M. Maseko – Buhlebamangwe Primary)
- I would like to say thanks so much to my facilitators, Liz and Irma, since it was my first time to see such a demonstration. The demonstration was so interesting, even to my learners. I am going to use the Edupeg books. (Ms S.S. Zwane – Nhloya Primary)
- Thank you very much for coming to our school. You helped us a lot with grouping children in their ability groups. Now I can work easily with my children. Thanks a lot. (Ms J.T. Magangane - Nhloya Primary)
- The lesson was perfect and I have gained a lot as a temporary teacher. To put a number before the red line (margin) in the exercise book is a good idea and I will implement this to avoid learners' confusion. Thanks indeed. (Ms Mdletshe – Mhlazane Primary)
- I would like to thank you for visiting us and for how you have developed us. Your co-operation is appreciated. Go well and see you again. (Ms Mabaso - Mhlazane Primary)
- Thanks for coming and doing demonstrations with us. I promise I will continue using the methods gained from the Edupeg facilitators. (Ms Zulu - Mhlazane Primary)



## Teacher Comments

- I am teaching Grade 3 and I had a big problem with how to teach my learners about money. The Edupeg educators helped me so much with their resources, money picture, etc. I am very proud now to teach my learners. (Ms Ndlovu - Mhlazane Primary)
- It is good to interact with your facilitators. Each time more skills are developed. (Ms Shabangu – Mampunga Primary)
- The demonstration lesson was so interesting. I hope that we will be able to apply the knowledge that we have obtained. (Ms Buthelezi – Mhlazane Primary)





# Kwa-Zulu Natal



## Education Through Action

### Isandlwana

6-10 June 2011

#### STATISTICS

Number of schools	6
Number of pupils	1 996
Numbers of teachers and principals	57

Our trainers are always very warmly received in this remote Zululand cluster. In most instances the schools were aware of our visits and lessons had been prepared for Irma and Shirley to observe. However cluster meetings, departmental workshops, teacher and principal absenteeism due to illness, a pre-occupation with end of term tests in the Intermediate Phase, and poor weather conditions, all impacted on our planned programme.

Khuli worked with Shirley and Irma during the morning sessions at our schools, and he then moved to Isandlwana Primary where he fulfilled his sporting obligations. The paperwork and arrangements for Khuli in Isandlwana, Mampunga and Buhlebamangwe Primary Schools were discussed, completed and signed by all of the relevant parties.

Our Wild Foundation co-ordinator kindly collected the parcel of top-up educational resources from Nqutu Post office, but it appeared that she was then otherwise occupied, as she did not attend any of the school visits. Elizabeth's support is particularly appreciated in the Foundation Phase, as at this level the children are taught in isiZulu and Elizabeth's input is of much value, so we missed her involvement on this visit.

The schools were all pleased with the borrowing files that I completed and sent up with the box of top-up materials, and they were also pleased to receive some additional protective plastic sleeves.

In the Foundation Phase it was pleasing that some teachers have persevered and tried to implement ability group teaching. These teachers were keen to demonstrate lessons and to show Irma how they have begun to master this teaching technique. Sadly, other teachers appear to have made no attempt to alter their teaching methods, and from the front teaching dominated these lessons, with the children sitting largely inert and passive, with very little real engagement. Smaller group work, with differentiated written work is crucial to particularly the understanding and consolidation of maths concepts.

Shirley was able to engage with many of the educators in the upper phases, around the test series that was taking place. The similarity of the test questioning, to that found in our Edupeg books was very evident. Shirley promoted opportunities for the learners to re-engage with their test papers so as to gain greater understanding from this evaluation process.

A huge problem in many of the schools that we visit is the learners' dependency on the teachers. It was impressed on the educators that it is crucial to teach, but not to dominate the entire lesson, to give good, concise and clear instructions to the learners, and then to encourage the pupils to engage with the set task on their own.





**“Better keep yourself clean and bright; you are the window through which you must see the world.”**

George Bernard Shaw, playwright

Adequate reading opportunities, where comprehension is a focus, and meaningful daily written work were emphasized. “The emphasis was on the need for learners to have a great deal of practice in Maths, both to consolidate the learning and to make them, (the learners), familiar with it, but also to accustom them to reading instructions and following them, and for practicing the correct setting out of their work” Shirley du Plessis , June 2011.

Many of the educators with whom we engage in this cluster are deeply entrenched in traditional teaching methods and these teachers find it very difficult to change their strategies and techniques.

We hope that the presence of Khuli in three of our six schools, will promote the use of resources in lessons, and that his physical presence will provide a very real support for educators in their classrooms, while they seek to implement more effective teaching strategies. Khuli is a wonderful role model and ambassador for the youth in Isandlwana and we feel that this motivated young man has the potential to make a very positive impact on our schools.

### Principal Comments

- It is a pleasure working with you. More skills have been developed, especially when working with groups.  
(Ms T. Shabangu – Mampunga Primary)
- Thank you very much, Edupeg, for your support and development in our teaching and learning situation. Each time you come, we learn new things. Keep it up!  
(Ms T.P. Ngubo – Nhloya Primary)



- As an HOD of Mhlazane Primary School, I thank Shirley and Irma for visiting us. I see a big improvement in our educators, including myself. I think the time you have spent with us on your visits has helped us to improve the quality of teaching and learning. We appreciate your visits.  
(Ms Shoba – Mhlazane Primary)
- Thank you very much for keeping on assisting us. We, as a school, highly appreciate this. Keep up with your good work. Never give up! We learn a lot from Edupeg.  
(Ms M. Mhlambo – Cebelihle Primary)
- We had a visit from Edupeg today. Everything went well. We were introduced to Khulekani, the Edupeg assistant teacher. We appreciated that very much.  
(Ms Mazibuko – Buhlebamangwe Primary)
- The Edupeg facilitators visited the school on 10th June to observe educators’ lessons, but the conditions were not conducive for this to take place because the learners were very wet and cold and we sent them home.  
(Mr V.A. Mgabhi – Isandlwana Primary)





## Teacher Comments

### Foundation Phase

- The learners were doing subtraction sums, using Edupeg. The lesson was very nice as the pupils were working with the help of Miss Irma and Mr. Thusini. (P.S. Ngobese – Cebehilhle Primary)
- Thanks very much. It was so good to be with you today. The lesson we shared was excellent. My learners now know the difference between addition and subtraction. (Ms Vilakazi – Nhloya Primary)
- Thank you very much for helping us in grouping the children. Now the children are coping. They are coming along very well. Thanks a lot. (Ms. J.T. Magangane – Nhloya Primary)
- I love the Edupeg lady Irma, because she helps me in my class and with group work. (Ms Zulu – Mhlazane Primary)
- I would like to say thank you very much for visiting us in our classroom. I am very impressed with the Edupeg facilitators because they help us with different and relevant resources, e.g. books, charts, counters and certificates that are developing and motivating us in teaching and learning. (Ms Ndlovu – Mhlazane Primary)
- It was wonderful when Irma taught the learners revision of counting. I now see different ways of how to teach counting. Keep it up! (Ms Qwabe – Mampunga Primary)
- It is nice to be with Irma. She advises me how to find the activities from the Resource Book and shows my learners how to write the numbers in the margin. (Ms Mthembu – Mampunga Primary)

### Intermediate Phase

- Shirley taught me other ways of teaching group work. She explained the tenses – Present tense, Present Continuous tense – thoroughly. Thank you very much for your support and development of both our educators and our learners. (Ms T.P. Ngubo – Nhloya Primary)
- I am very grateful for the support Shirley gave me with problem solving in maths. Thanks a lot. (Ms D.Z. Simelane – Mampunga Primary)
- I will use the Edupeg books. They are so interesting and they have helped my learners a lot. Thank you. (Ms N.S. Mbatha – Mampunga Primary)
- I have learned a lot, especially that I must teach a little, get a lot of oral practise from the learners, as well as written assessment tasks which will show what they have learned (or not). Thank you for your patience with me and my learners. God Bless! (Ms N.P. Njiako – Mampunga Primary)
- I learnt how to do and teach patterns practically, especially geometric patterns. I also learnt how to assess the whole class easily. (Mr N. Behngu – Mhlazane Primary)
- It was interesting to have your support. My learners were all active, including the slower ones. Edupeg is the simplest way of teaching and suits the level of the learners. (Mr Mathudi – Cebehilhle Primary)
- Thank for visiting us in our school. We enjoy sharing ideas about the maths test that was written by the learners and how to teach so that our learners understand the language of maths. (O.P. Sibisi – Isandlwana Primary)
- We received a lot of helpful explanations on how to use the pegboards. Edupeg gave us ideas that will benefit the learners. The books have bright colours and the learners like them. The facilitator also helps us a lot. (N.B. Nglobo – Isandlwana Primary)
- We have benefited a lot from the support we receive from Edupeg, especially in how to assist our learners while writing the external examination papers. (C.S. Mtshali – Isandlwana Primary)

