



# Reports

# Edu-peg



Education Through Action

# Western Cape 3<sup>rd</sup> Quarter 2011



**let's make  
learning  
fun!**

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The Sactwu Edupeg Project (Association incorporated under Section 21)

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## Education Through Action

### West Coast

2-5 August 2011

#### STATISTICS

Number of schools	5
Number of pupils	3 299
Numbers of teachers and principals	99

After 8 years of support intervention into this West Coast region, the principals and educators recognize that our training visits are devised to assist educators to better understand the curriculum and departmental documentation, and to encourage teachers to try varied teaching strategies and methods which will potentially promote learning in specifically Maths and Literacy. The majority of the educators realize that our trainers have skills and capacity that will be of great benefit to themselves and their pupils, and Ingrid and Shirley are usually warmly welcomed at the schools and in the classrooms. There do remain some teachers who are wary of the support offered, but fortunately the number of these educators is diminishing. Additionally, the strong and dedicated leadership provided by a number of principals in the schools we support, is a positive factor in the promotion of professional development.

The size of schools varies considerably, from very large urban schools, to smaller multi-grade farm schools. The state of the physical buildings is also not uniform, and some schools are in desperate need of painting and general refurbishment. It is pleasing to note that notwithstanding the physical aspects of the school,



most of the establishments that we visit are trying hard to maintain a neat and attractive learning environment, which promotes a positive attitude in the school, which in turn encourages teaching and learning. A clean, organized, and structured learning environment also sends a clear message to students, that structure and organization are required to achieve successful learning. Many teachers personalize their classrooms, resulting in very stimulating and attractive learning environments. In the Foundation Phase it is encouraging to note that all classrooms have teaching mats that are well used! Ingrid also makes mention of the reading areas and the quantity of appropriate library books to promote and stimulate the development of literacy.

Alcohol abuse is rife in the areas in which we work, resulting in the high incidence of F.A.S. (Foetal Alcohol Syndrome) in many children in the schools that we support. Although classes have been created to try to support educators with such challenges, these classes are oversubscribed. In both phases, attention was given to the fact that curriculum based work can only be done successfully if the underlying knowledge and understanding of concepts is in place. Sound teaching practice is required for such understanding, accompanied by ongoing assessment. Written work plays a critical role in the pupils' acquisition of knowledge and skills.

“Talk and Chalk” and “Question and Answer” teaching techniques still often predominate in particularly the Intermediate/Senior Phases, coupled with little evidence of differentiated work to best support the level of development of the learners.





The demonstration lessons and co-taught lessons provide practical examples of how the class can be very much more effectively handled through the use of ability groups. The weak F.A.S. children and the attention seeking less capable students frequently demand much of the teachers' time. These children often lack the self confidence to work on their own without constant teacher direction and intervention. The brighter learners, if not placed in their own achievement group, are frequently sacrificed due to their not being assigned additional and more challenging activities.

Written work is always strongly promoted which demands some understanding and thought from the pupils and avoids the mindless copying that has become endemic in some schools. Written work, neatly and accurately executed, provides opportunities for continuous assessment, analysis of weaknesses and problem areas, promotes independence and cognitive development. Fostering an inclusive and supportive learning atmosphere in language lessons, through using resources (Edupeg), resulted in children who were weak and inarticulate being encouraged to participate in both first and second language lessons. The educators were amazed as the children gained confidence (in a single lesson!) and became quite animated. The improvement in their subsequent written work, vocabulary, and creativity was marked, as well as both affecting for the teachers and trainer (Shirley).

We still have much to achieve but the support of W.C.E.D, the trust that has been developed between the principals, educators and our trainers and the



generous and dependable funding of our reliable donors, will allow us to continue to offer support intervention into these schools.

### Principal Comments

- Ek wil graag Edupeg personeel bedank vir hul insette en ondersteuning. Die betrokke opvoeders vind baat daarby.  
(Mrs B.M. Witbooi – Citrusdal Primêr)
- Die aanbieders is baie vriendelik en hulpvaardig. Baie positiewe ondersteuning is gegee.  
Mr J.G. Barends – Sederberg Primêr)
- Baie dankie dat u ons so help om leer vir ons kinders intressant te maak. Dankie vir die motiveering en hulp wat u aan ons opvoeders gee. Dit word rerig waardeer.  
(Mr P. Pieters – P.W. de Bruin Primêr)
- Altyd bly om u te sien. Dink opvoeders wat die eerste keer Edupeg gebruik sien die waarde hiervan. Ek as Graad Vyf opvoeder vind groot nut by Edupeg veral met my intervensie leerders.  
(Ms R. Jacobs – Engelbrecht Primêr)
- Baie dankie dat u ons kom besoek en ondersteun het. Dit word waardeer.  
(Mr N. Visagie – Breëvlei Primêr)

### Teacher Comments

#### Foundation Phase

- Baie leersame wenke in die Edupeg lesaanbieding. Kinders was rustig en het baie mooi saamgewerk met Ingrid.  
(Mrs Latsky – Citrusdal Primêr)
- Baie nuttige bronne wat goed aangewend kan word! Baie dankie vir die demonstrasie!  
(Me Helena Janse van Rensburg – Sederberg Primêr)
- Die fasiliteerder het 'n aangename persoonlikheid. Die demonstrasie was op 'n leersame wyse gedoen. Wenke is ook gedeel met ons. Baie dankie.  
(Me M.M. Koopman – Sederberg Primêr)
- Baie dankie Edupeg vir julle wonderlike boeke. Ek het vandag weereens baie geleer. Baie dankie vir die raad en ondersteuning. Ek sal die idees wat ek ontvang het met vrag gebruik.  
(Me Kapira – Sederberg Primêr)



**“It is a greater work to educate a child, in the true and larger sense of the word, than to rule a state.”**

William Ellery Channing



### Teacher Comments

- Juffrou Van der Spuy het die gawe om ‘n opvoeder goeie idees te gee. Ek waardeer dit baie. Sterkte met die goeie werk vorentoe!  
(Me Benjamin – Sederberg Primêr)
- Dit is altyd ‘n groot plesier om u te ontvang. Dankie vir u gesindheid en liefdevolheid. Dit beteken so baie. Dankie ook vir u raad en hulp en dat u met so ‘n goeie gees luister, praat en hulp en leiding ook kom gee. Opregte dank. Sterkte vir u vorentoe! Dankie dat u belangstel!  
(Me L. Oncke – P.W. de Bruin Primêr)
- Dit is altyd ‘n “eye opener” as u vir ons kom besoek. Ons leer altyd van mekaar en is dan weer vol geesdrif om met ons werk aan te gaan.  
(Me H. Gordon – P.W. de Bruin Primêr)
- Dit was verfrissend om weer ander se idees en konsepte te kon hoor. Dit is so leersaam en dankie vir die positiwiteit. Dankie dat u my kinders en leerstyle geniet het.  
(Me E. Links – P.W. de Bruin Primêr)
- Vandag het die lig werklik in my klas geskyn. U demonstrasie het my met nuwe oë na Edupeg laat kyk. Ek sal gebruik maak van die boeke. Dankie en sterkte vorentoe!  
(Me M. Beukes – Engelbrecht Primêr)
- Ek was eers op my senuwees, maar het gou ontspan. Dankie vir die fasiliteerder wat my touwys gemaak het. Sy het ook aan my ‘n paar idees gewys wat ek kan doen.  
(Me M. Karolus – Breevlei Primêr)

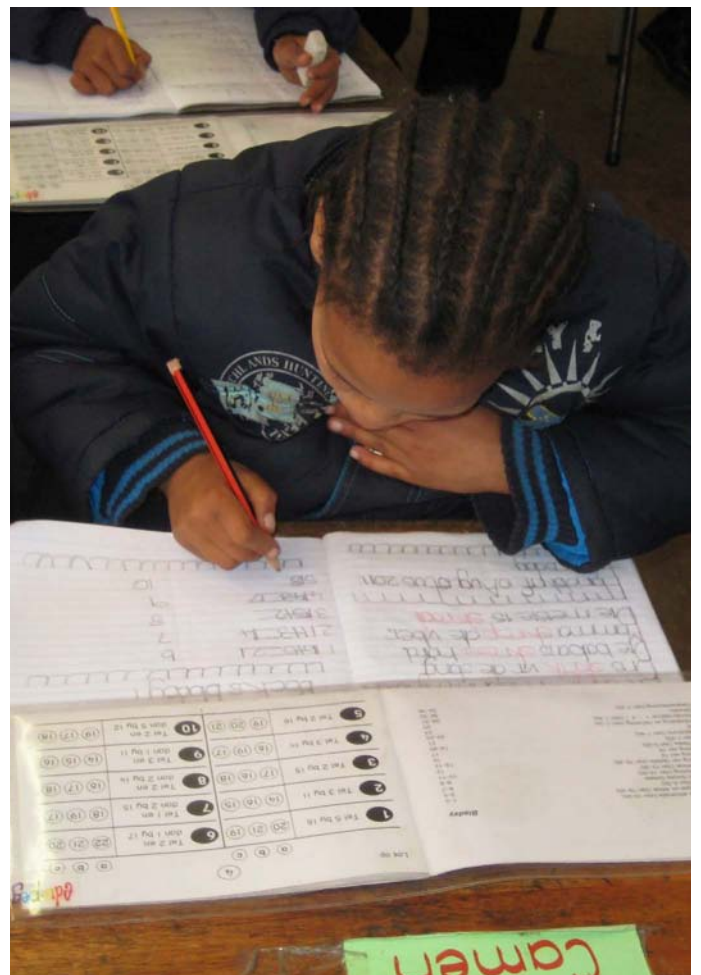


### Intermediate Phase

- Goeie raad en ondersteuning is gebied. Edupeg materiaal kan in baie lesse gebruik word met minimale voorbereiding.  
(Mr P. van Rooi – Citrusdal Primêr)
- Edupeg het weer beklemtoon dat ‘n prent boekdele spreek. Dit was ‘n verrassingsbesoek. Ek en die leerders het dit geniet.  
(Mev J.H. Resandt – Citrusdal Primêr)
- Baie dankie vir die uitstekende idêe om tafels aan te leer. Die les wat aangebied is, is versekeraardevol. Voorspoed met al u werksaamhede. Hoop om u weer te sien.  
(Mnr G.M. Basson – Citrusdal Primêr)



- Goeie leiding is gegee. Kinders geniet die bespreking van prente en dan die beweging na die abstrakte som. Raad is ook gegee oor hoe om groepwerk te doen. Baie dankie!  
(Mev L.M.J. Taylor – Sederberg Primêr)
- Dit was goed om 'n les aan te bied. Ek het meer selfvertroue en is entoesiasies. Die leerders geniet ook die werk en neem deel aan die aktiwiteit.  
(Mnr C. van Zyl – Sederberg Primêr)
- Ek het die help baie waardeer. Ek het nuwe insigte in hoe om die les te bevorder en die bronne te gebruik. Leerders het ook die aktiwiteite geniet. Baie dankie!  
(Ms S. Bester – P.W. de Bruin Primêr)
- Edupeg boekies is baie effektief om te gebruik veral vir die stadige leerders.  
(Mnr J. Poggenpoel – P.W. de Bruin Primêr)
- Baie dankie Shirley vir 'n pragtige en praktiese insette tydens les. Ek, sowel as die leerders het dit baie waardeer. Ek kon dit op die leerders se gesigte sien. Baie, baie dankie!  
(Mnr C. Brown – P.W. de Bruin Primêr)
- Die Edupeg fasiliteerder was baie vriendelik en behulpsaam. Ek vind die boekies opbouend and leersaam. Ek dink die leerders sal die konsepte nou nog beter verstaan. Baie dankie!!  
(Me J.A. Adams – Engelbrecht Primêr)
- Baie dankie vir die positiewe aanbevelings. Dis altyd goed om positiewe, opbouwende kommentaar te ervaar en dit te implementeer.  
(Mr C.A. Fortuin – Breëvlei Primêr)





## Education Through Action

### Ashton, Robertson, McGregor, Montagu

### 10-18 August 2011

#### STATISTICS

Number of schools	12
Number of pupils	5 221
Numbers of teachers and principals	169

12 schools were visited during our trainer support intervention in this cluster. The format of these visits was largely dictated by what had initially been arranged, combined with circumstances that existed in the schools on the day of our visit.

Ashton Public Combined School had previously requested a workshop for their educators. This was successfully carried out in an afternoon session. Some educators appeared to be initially quite obstructive, but following the interactive and inclusive approach which both Shirley and Ingrid adopted, these educators became enthused and participated well, thus leaving the interaction with a sense of achievement and an obvious enthusiasm and motivation to try to use the resources.

Shirley and Ingrid both observed and demonstrated lessons in classrooms. In many instances the woeful lack of numeracy skills became very evident when written tasks were given. The need for learners to have practice in reading instructions for themselves and then proceeding independently to reason and work out how to solve and write meaningful number sentences was emphasised.

There is a need for practical work to be better controlled, for learners to be given adequate opportunities to participate meaningfully in their own learning and for written work to be executed neatly and accurately, and then assessed.

Concrete equipment is still not being fully utilized in any phase, and this is crucial in the Foundation Phase, where the consolidation of concepts is essential for future success. Educators were intrigued to observe Ingrid utilizing creative and innovative methods, including concrete equipment to teach concepts, using activities from the Edupeg books. These teachers were then amazed to observe that, with concrete equipment and sensitive and appropriate support, even the weakest children were able to understand and to complete the tasks set. The joy and pleasure experienced by these children was obvious to all!

Ingrid also observed a triumph of a lesson at McGregor Primary School, taught by the very competent, HOD, Mrs Crystal Hull.

Both trainers experienced circumstances where lessons were taught, incorporating much of what has been previously demonstrated and shared. The considerable growth and improvement in teaching strategies and the use of Edupeg resources to attain set objectives, has been very encouraging. There still remains pockets of weaknesses which often persist due to weak leadership.

It is pleasing to see that whole school inspections by the EMDC officials have resumed and that whole school functioning is being assessed. Our trainers observed that schools and their physical grounds were receiving





attention from within the school and it would appear that schools are being tasked to conform to a code of excellence, where laziness or dereliction of duty will not be tolerated.

Courtesy visits were also made to a number of schools that we have not recently visited, primarily due to staff instability. Shirley and Ingrid were warmly received at all of these schools, all of whom will be receptive to visits in 2011.

We are aware that there are to be further curriculum changes implemented and that workshops will be run by the WCED to apprise teachers of these changes. We anticipate that teachers are going to feel pressurized in the months ahead, and we will adapt our training accordingly. Educators are, however, increasingly aware that our trainers have the skills and capacity to support and advise teachers about the very issues with which they are struggling and that the techniques and methods we are able to share are potentially the key to improved understanding of concepts, which will lead to improved learner performance and improved systemic evaluation results.

We are indebted to Ingrid and Shirley who spend many days and weeks away from home and who continue to patiently and passionately work with teachers to promote learning.

We thank the generosity of our donors whose valued sponsorship makes possible the work that we do in communities.

### Principal Comments

- Baie dankie vir die hulp, veral met wiskunde, wat ons van u ontvang. Ek het weereens besef van watter waarde die Edupeg boeke werklik vir ons is. Ons is regtig bevoorreg om hulp van julle te ontvang.  
(Mr J. Damons – Klaasvoogds Primêr)
- Die ondersteuning was "handsome". Ons kon baie leer. Edupeg gaan hoër prioriteit geniet en moet plek gegee word in daaglikse wiskunde en taal lesse.  
(Mr C. Berry – Brandwacht Primêr)
- Ons is dankbaar dat die dames altyd bereid is om ons te ondersteun. Ons is dankbaar vir al die advies!  
(Ms B. Jonas – Stockwell Primêr)
- Besoek baie insiggewend gevind. Edupeg is 'n baie goeie hulpmateriaal. Baie dankie vir u hulp en ondersteuning.  
(Ms M. Marais – Stockwell Primêr)

### Teacher Comments

#### Foundation Phase

- Baie dankie vir die positiewe gesindheid wat u openbaar. Die wenke wat u gegee het gaan ek beslis gebruik. Dankie dat u altyd dieselfde gees openbaar en slegs daar is om ons te help om die kind weer te help.  
(Mev S. Erasmus – H. Venter Primêr)
- Dankie vir u hulpverlening en raad. Dankie vir u positiewe gesindheid ten opsigte van opvoeding en die gebruik van Edupeg. Sterkte!  
(Me W. Scheepers – H. Venter Primêr)





**“You can have brilliant ideas, but if you can’t get them across, your ideas won’t get you anywhere.”**

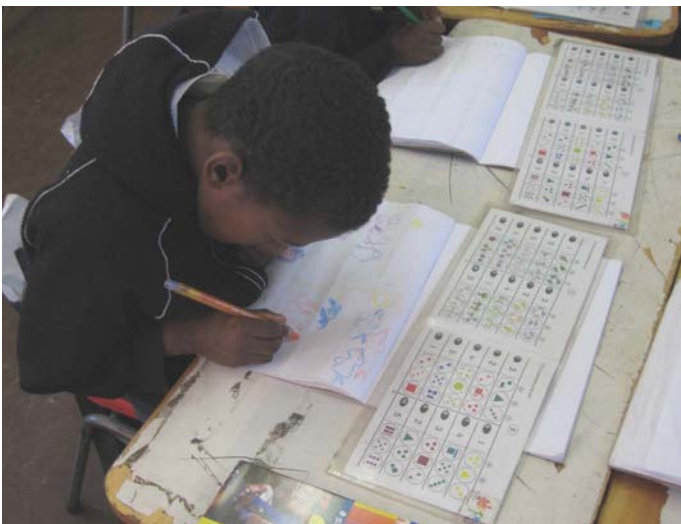
Lee Iacocca



- As a follow up we are going to make sure that within our weekly planning Edupeg will be a compulsory part of the resources each grade should use.  
(Mrs N.V. Nel - Ashton Public Combined Primary)
- The workshop was very fruitful and interesting. It shows us many ways of getting to an answer. Stages done by the learners are very important. Edupeg is helpful.  
(Ms N.A. Tshoto - Ashton Public Combined Primary)
- Baie dankie vir u wonderlike idees. Dit word baie waardeer.  
(Me P.S. Pekeur - Ashbury Primêr)
- Die Edupeg boeke se aktiwiteite is absoluut wonderlik en pas by die leerplan in. Ek vind dit baie interessant. Baie dankie aan Me van der Spuy vir haar ondersteuning. Dit word waardeer.  
(Me Hull - McGregor Primêr)
- Dit was aangenaam om Me van der Spuy in my klas te hê. Baie dankie juffrou vir u wenke, begrip en leiding. Dis interessant om met Edupeg te werk. God seen u.  
(Me Readien - McGregor Primêr)

*Intermediate Phase*

- Dit is altyd goed om te weet dat jy op die regte pad is. Dankie Me du Plessis dat jy deel was van die les.  
(Mr Boesak – H. Venter Primêr)
- Juffrou was baie behulpsaam en ook baie vriendelik. Dankie vir die ondersteuning.  
(Me K.K. Basson – H. Venter Primêr)
- The workshop was fruitful and innovative and the facilitator explained every part of it clearly.  
(Vuyo Mel – Ashton Public Combined Primary)
- Baie dankie vir u ondersteuning wat u aan my gebied het binne die klaskamer. Dit was verrykend en ek sal dit baie beslis vorentoe gebruik. Sterkte vir u.  
(Mnr T. Pekeur - Ashbury Primêr)
- Ek wil u baie hartlik bedank vir die hulp wat ons vandag van u ontvang het. Ek het weereens besef en geleer dat daar baie maniere is om veral Wiskunde te bemeester. Nogmaals baie dankie en voorspoed.  
(Mr J. Damons – Klaasvoogds Primêr)





## Education Through Action

### George, Knysna, Plettenberg Bay

### 23-31 August 2011

#### STATISTICS

Number of schools	11
Number of pupils	7 786
Numbers of teachers and principals	200

Eleven schools were visited during this two week training support, with our trainers being warmly welcomed at all of the schools.

The patience, sensitivity, and quiet perseverance of our trainers has played a crucial role in the development of positive relationships with both principals and teachers, in the schools in which we work.

It is very obvious from the commentary received, that both principals and teachers value the classroom support and guidance that our trainers are able to provide. Educators have also grown to appreciate the value of the activities in the Edupeg workbooks, and how these can be constructively utilized in a classroom environment, to best support the learners and their varying levels of competence and understanding. Many teachers are concerned about how to best assist the weaker students in their classes, and our trainers are able to give practical support in this regard. Discipline issues, which are often prevalent in "Talk and Chalk" classrooms, are also addressed and teaching strategies that can combat this situation are shared, discussed and frequently demonstrated. Teachers also value the

fact that our trainers are qualified and experienced teachers who have expertise in their field, which they are willing and able to share.

It is interesting to note that many teachers, at many of our schools, are asking for more frequent support from our training team. Teachers have grown to value the classroom support visits, as advice can be given to teachers in their working environment. We are aware of the value of workshops, but not all teachers have the skills and capacity to take back with them all the knowledge shared, and to then implement this, alone, in the classroom.

It is also pleasing to note that the learners are more actively engaged in the lesson when Edupeg activities are utilized, and that teachers are increasingly aware that for children to "own" the knowledge and information shared, they must be active participants in their own learning. It is also obvious that as teachers begin to master different teaching strategies and methods, they are beginning to enjoy these, see the value in them, and realise that assessment of the learners is possible on a daily basis – to both their advantage and that of the pupils.

This was a positive interactive support interlude, and we thank all of those who contributed to the success of this visit.





### Principal Comments

- Dit was 'n plesier om julle hier te hê. Baie dankie. (Mr Louw - The Crags Primêr)
- Ons waardeer voorwaar die ondersteuning en belangstelling van die Edupeg fasiliteerders. Baie dankie. Ons hoop om in die toekoms steeds dieselfde samewerking te handhaaf. (Mrs L. Michaels SP HOD - Kranshoek Primêr)
- I would like to thank you for your annual intervention. It helps a lot. Keep up the hard work. (Mr D.X. Faku - Phakamisani Primary)
- Ons benodig opleiding vir nuwe opvoeders in Graad 1 en 2 sowel as die nuwe remediërende opvoeder! Dankie! (Mr Chalmers - Wittedrif Primêr)
- Fasiliteerders gee goeie ondersteuning in klaskamers. Edupeg leerondersteuningsmateriaal word produktief aangewend. (Me A.P. Willems - Kretzenshoop Primêr)
- Baie dankie vir u help en leiding. Groot waardeerings! Sterkete met u taak. (Mr N.A. Weber: pp Mr Jonathan - Hornlee Primêr)
- It was a very interesting session and also my learners were also interested and participated a lot. I gained other ideas on how to work with different levels (groups) and also gained other strategies to work in the groups. I see Edupeg as a good resource. (Ms C. Nyanga - Chris Nissen Primary)

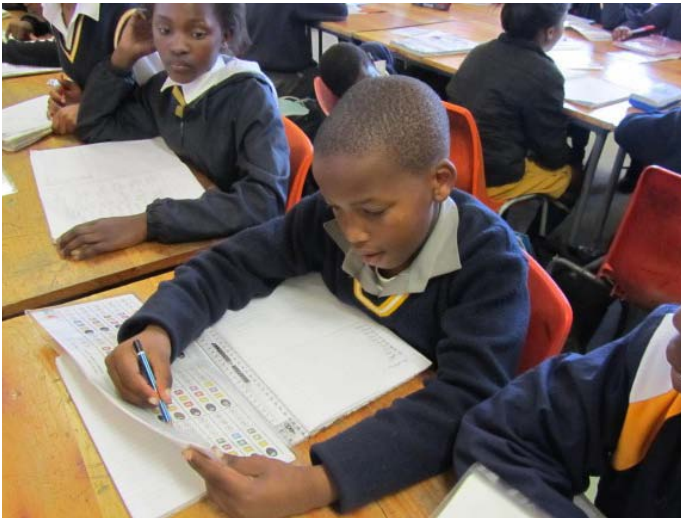


- I will always appreciate your presence in my school, because I know that teachers and learners gain much from your support. We still need your assistance especially in Mathematics. (Ms V. Martin - Thembalitsha Primary)

### Teacher Comments

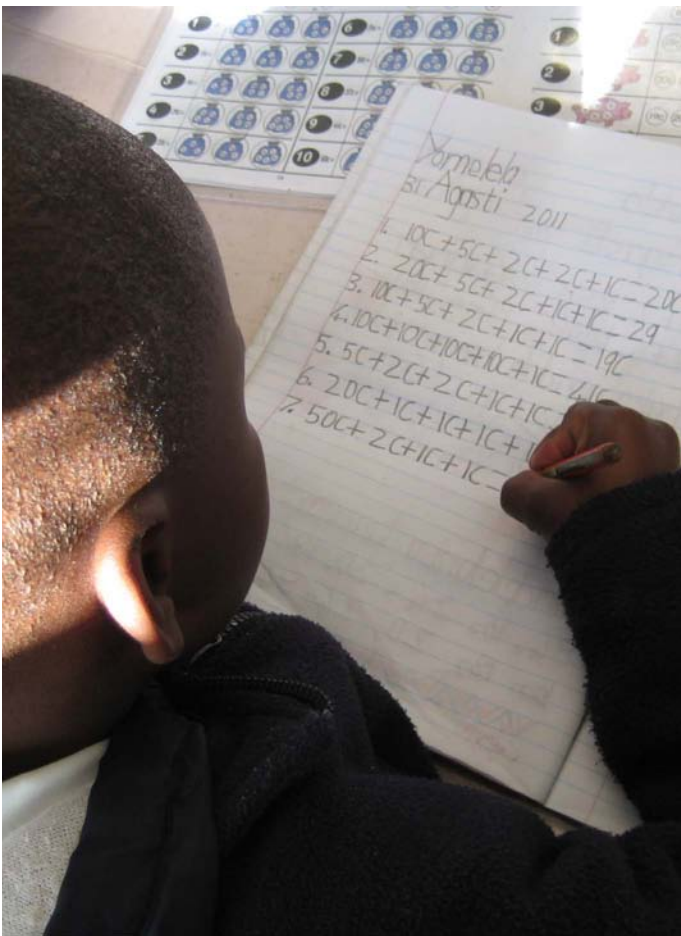
#### Foundation Phase

- Ek het vandag se sessie baie geniet en waardeer wat u gedoen het. Ek het regtig baie geleer en goeie idees gekry om swakker leerders te lei om te verstaan. (Mev S.K. Koopman - The Crags Primêr)
- Thank you for sharing excellent ideas with me and for working with me in my classroom. It will improve my content knowledge. Thanks also for demonstrating fine muscle control exercises. (Mrs Faku - Phakamisani Primary)
- Baie dankie! Sal beslis hierdie boekies probeer. Dit lyk baie oulik. (Mev S. Wiese - Wittedrift Primêr)
- Dit was vir my 'n groot voorreg om die juffrou in my klas te hê. Ek is 'n opvoeder wat afloswerk by skole doen en die modelles wat sy vanoggend gedoen het, was baie insiggewend en ek het baie geleer. (Mev Paulse - Hornlee Primêr)
- Thank you for the support that you give us. I have learnt a lot from your presence here at school. I wish you could come more often. Edupeg is a great educational resource, which needs to be monitored by people like you. You are building our self-confidence with it. (Mrs Skosana - Chris Nissen Primary)
- It's not the first time that I have met Ingrid. She always brings in brilliant and usable ideas. I like the fact that she is a teacher, so she helps in the lesson. I am looking forward to her next visit. (Ms Tyulu - Thembalitsha Primary)
- Thank you very much for your advice. I was not nervous because you were very friendly. I didn't feel that you came to criticize me. Learners were very free, they didn't feel like there was a stranger in the class. (Ms Sani - Thembalitsha Primary)



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

Goethe, playwright



#### Intermediate Phase

- Me du Plessis het aanbevelings gedoen wat my goed ondersteun. Dis baie welkom en word hoogs waardeer. Ek het ook belowe om met die volgende besoek 'n wiskunde les te gee. Baie dankie. (Me H.J. Scott - The Crags Primêr)
- I am always happy when the Edupeg facilitator comes to my classroom. I gain a lot from her. She has got experience in dealing with children. She guides me wherever I need help. (Mrs L. Nkathu - Phakamisani Primary)
- Die ondersteuning was uitstekend. (Mr L.A. Stoffels - Kretzenshoop Primêr)
- Ek is baie dankbaar vir die leiding wat ek ontvang het. Mev du Plessis het my weer hoop gegee oor hoe om met die swak leerders te werk. Edupeg help baie en is interressant. (Ms H. Harker - Hornlee Primêr)
- I would like to thank you for coming to our school, and for giving me advice whilst I was teaching an LO lesson. It was very nice of you. I had never used Edupeg before, but now, from your advice, I have gained a lot. It was fruitful. I'm growing now. (Ms N.C. Tenge - Chris Nissen Primary)
- Ms du Plessis, thank you for coming to my class. I gained a lot from you. I also learnt more methods of teaching Mathematics and how to use Edupeg. You give me confidence for what I'm doing with my learners. They also enjoyed doing their work with you. Each and every time I'm with you I gain something. (Ms L. Cata - Thembalitsha Primary)
- I am so pleased about Edupeg. Every time they visit my school, I learn new things. I have found that I myself grow every year and I think the learners of Thembalitsha Primary also grow and learn more about maths. (Ms D.P. Ngethu - Thembalitsha Primary)





## Education Through Action

### Vrygrond

6 September 2011

#### STATISTICS

Number of schools	1
Number of pupils	575
Numbers of teachers and principals	21

This was a very productive visit. Under the leadership of the new H.O.D. (Head of Department), the storage and use of the resources shows very pleasing improvement. The educators are more positive and are utilizing the resources to correlate with their Foundations for Learning planning.

Group work is evident in all of the Foundation Phase classes. The educator assistants that are available at this school are able to support the children during group work activities, thus enabling the teachers to work intensively with varied selected groups, on a daily basis.

As these teachers have become more secure in their teaching, planning, structure and classroom organization, so too has the discipline in their classes improved. The prevalence of tik addiction and F.A.S. (Foetal Alcohol Syndrome) and the accompanying challenges that manifest in the children contribute largely to the restlessness, aggression, and ill discipline that has been observed.

Visits to the Intermediate Phase were not possible due to the writing of departmental assessments. However, we will be able to re-visit the school in late November.

A most encouraging and pleasing visit. Warm thanks to all those who made this a successful intervention.

#### Principal Comments

- Thank you for all your guidance.  
(Kathryn Cooper, HOD – Capricorn Primary)

#### Teacher Comments

##### Foundation Phase

- Today I learned that Edupeg lessons can also be done orally and that you can change the instructions of the activity to suit your lesson planning.  
(Celeste Essex – Capricorn Primary)
- Thank you so much. I learned a lot. I will be doing many more lessons linking with my theme. Thanks again.  
(Marshe Smith – Capricorn Primary)
- The books are so easy to use and a great way to keep the whole class busy whilst doing mat work. There are level-appropriate activities for the whole class, strong and weak.  
(Vicky Tucker – Capricorn Primary)

