



Edu-peg

THE SACTWU EDUPEG PROJECT

2nd QUARTER REPORTS 2008



"The Youth of our country are the valued possession of the nation. Without them there is no future. Their needs are immense and urgent."

Nelson Mandela - From his address to the House of Parliament, Cape Town, 24 May 1994.

Compiled by: E.A. Swerky - Project Manager & National Coordinator



**THE SACTWU
EDUPEG PROJECT**

**2nd QUARTER REPORTS
2008**

WESTERN CAPE



REGION: Western Cape - Nyanga, Gugulethu

Name of school	Pupil enrolment	Teachers & Principals
Vukukhanye Primary School	596	15
	596	15

Ms Sellem is a caring and dedicated principal, who puts much effort into all aspects of school management. She also tries to promote an environment of teaching and learning at the school. When we contact her in connection with our school visits, she is always supportive and accommodating. She does always confer with the staff, prior to confirming our visit.

At the end of 2007, the school asked to be given until June of 2008, to settle into the new year, and to work unassisted with regard to the use of the Edupeg programme. We were asked to conduct a June visit, where we could assess the use of the programme in the school, and where we could assist teachers with using this resource for assessment (at mid-year), should the educators require this.

Although the school is securely fenced, and the front gates are kept locked, teachers report that vandalism does still occur. Some of the classrooms where lessons were observed this visit, are reported to be fairly bleak, with little in the way of educational charts, for stimulation. Storage continues to be reported to be problematic, and the resultant piles of materials packed around classrooms are not really conducive to an organised environment of teaching and learning. Perhaps a local crafts person could be contacted, to quote for simple, functional cupboard/shelving and funds could be sought for this.

The national and provincial systematic evaluations continue to show a decline in the numeracy (mathematics) scores. Literacy levels, although slightly improved, also remain weak. Existent challenges that are considered obstacles in learning, particularly in poor schools, include:

- level of teacher training (teaching skills)
- capacity of teachers
- absenteeism (of educators)
- ill health (of educators)
- poor nutrition (of learners)
- large classes
- lack of teaching resources (or lack of use of teaching resources in schools)
- resistance to changing teaching methods (O.B.E) and dependence on a "talk and chalk", traditional teaching approach

The experience that we have gained, through working into disadvantaged schools, indicates that low numeracy scores could be linked with:

- teacher training
- the capacity of the teacher
- the size of the classes
- lack of perceptual development training (of learners), particularly at Foundation Phase level





- poor understanding of how children learn
- lack of use of concrete equipment to teach mathematical concepts
- lack of the use of resources in general (to teach mathematical concepts)
- insufficient revision and consolidation of concepts taught
- whole class teaching
- insufficient written work, where pupils show their methods and calculations

No Foundation Phase classrooms at Vukukhanye Primary, have mats/carpets, where smaller groups of learners are able to gather, and where this group can be taught/revise concepts, and **particularly handle concrete objects to consolidate and internalise the concept/information.**



Written work is also imperative, where learners can read a question, understand what is being asked, and then set about solving the question, showing all the calculations and methods used. Children are frequently assisted through each problem, step by step, by the educator. Thus, when alone during an assessment, pupils have little experience of how to work unassisted.

It is my sense, from the enclosed reports, that there are teachers at Vukukhanye Primary who would welcome, and benefit from termly visits from our trainers. Educators have indicated their willingness to teach lessons and to gain experience in group work and a more learner-centred teaching approach. It is my sense that regular visits are important to assist and support teachers to try more learner-centred activities, and to revise and consolidate the use of resources in lessons. Without regular visits to consolidate the above, teachers will soon resort to old methods.



We thank SACTWU, and Truworths for their interest and concern in the broader communities and for their financial support that makes intervention into Vukukhanye Primary, possible.



GUGULETHU
6 JUNE 2008

PRINCIPAL COMMENTS

- Edupeg material is greatly assisting educators in their lessons. (Vukukhanye Primary School).

REGION: Western Cape: Robertson

Name of school	Pupil enrolment	Teachers & Principal
Le Chasseur Primary School	54	3
Riverside Primary School	54	3
Willem Bucholtz Primary School	38	2
Vinkrivier Primary School	69	3
Hoopsrivier Primary School	38	2
Huguenoot Primary School	54	3
	307	16



It is very encouraging that a number of the smaller farm schools in this cluster have undergone renovations and refurbishment. The educators are all delighted about their improved working conditions. Improvements and beautification of the school grounds and gardens are also evident. That schools are developed to become attractive centers of learning, can have a positive and beneficial impact on learners, who take pride in their school, and by extension, in themselves and the work they produce. Many of the classrooms are reported to be attractive, with the new WCED allocated cupboards put to good use. Unfortunately some classrooms are also reported to be somewhat chaotic, which does not create a positive environment for teaching and learning.

All schools benefit from the support given by Mrs Johnson of the Worcester EMDC. Both she, and her predecessor, Mrs O'Callaghan, are diligent, caring and committed educationalist's, who work with care and sensitivity, into the schools under their jurisdiction. The school circuit they need to cover is vast, and one needs to pay tribute to these very dedicated officials, who travel great distances to assist both the educators and learners.

We have been able to penetrate these smaller schools quite thoroughly although some schools will still need additional support. One cannot obviously coerce someone to change their teaching style, and one can only demonstrate, suggest, advise, etc. Many of the classes in these schools are multi-grade classes, and they would obviously benefit from teaching relevant to their grade level. Group/Grade teaching is still not well established (or established at all), in some schools. Children are often identified as being of differing ability levels, are at times seated separately, but the activities given to these learners, are all identical.

Time was spent in all schools, sharing information and ideas with educators, to best support their learners and themselves, in the often unique circumstances in which they find themselves. Much of our work does involve suggesting better teaching methods, improved classroom structure, management and organisation, the need to know one's resources, to prepare and plan effectively, to include creativity in one's teaching and to be actively conscious that learners need constant opportunities to practice what has been taught. Continual assessment by the educator, of both him/herself and her methods is as essential as the on-going assessment of the pupils.

When working with the educators, in their classroom, they often respond very positively to the individual attention and time afforded them, and they often really feel that they have gained much insight into what may previously have been misunderstood. Differentiated teaching is essential, to ensure that learners truly understand a concept. Additionally, it is imperative that Foundation Phase learners handle and utilise concrete equipment, particularly with reference to mathematical concepts, to enable them, (the learners), to grasp the concept. The number of passive and inert learners that we are aware of, who are sitting in classrooms, virtually unable to read, to verbally communicate, to write, or compute numbers, is alarming. Engaging these children in appropriate learner-centred activities is vitally important, to halt this process and to slowly build the confidence and self-esteem of the children. Edupeg can be a tool to assist in this process, due to the many varied activities, the flexibility of the programme, the potential for revision and consolidation and the fun aspect of the bright, colourful and attractive learning material.

It is most encouraging to be aware how certain schools are gaining valuable support from the broader community. Prospect Primary School have the support of a Learning Support teacher in each phase. These teachers are paid through the generosity of a local farmer. At Klaasvoogds Primary, The Rosendal Wellness Centre, Guest House and Restaurant are sponsoring an extra teacher, to ease the number of children per teacher in this school.

We thank our sponsors SACTWU, The Vukani Gaming Corporation (Pty) Ltd/V-Slots, for their continued financial support, that makes possible the educational intervention into these schools, and a special thank you to our dedicated trainers, Shirley and Ingrid.



ROBERTSON/ASHTON/MCGREGOR
2-4 JUNE 2008

PRINCIPAL COMMENTS

- Hulpmiddels maak lesgee en oordrag baie interessant en makliker. (Le Chasseur (VGK) Primêre Skool)
- Baie goeie raad. Is vriendelik en behulpsaam. Julle is altyd welkom by ons skool. Baie dankie. (Riverside Primêre Skool)
- Die twee besoekers van Edupeg het hulle baie professioneel van hul taal gekwyn. Hulle was stiptelik op tyd. Ek hoop ons kan in die toekoms weer van hierdie dienste gebruik maak. Met dank. (Vinkrivier Primêre Skool)
- Ons ontvang altyd waardevolle advies van Shirley en Ingrid. Hulle maak die gebruik van Edupeg maklik. (Hoopsrivier Primêre Skool)
- Edupeg is waardevol en interessant. Dit is 'n goeie bron vir die stadige leerders en vir begin vir Graad 1. (Huguenoot VGK Primêre Skool)
- Ek as prinsipaal van Klaasvoogds Primêre Skool is baie tevrede met u hulp. Ons opvoeders sien geweldig baie uit na u besoeke. (Klaasvoogds Primêre Skool)
- Edupeg is 'n wonderlike opvoedkundige aanvulling in the OBE. Fasiliteerders baie vriendelik en hulpvaardig. Voorspoek en sterkte. (Prospect NGK Primêre Skool)

REGION: Western Cape: Touwsrivier, Laingsburg, Matjiesfontein

Name of school	Pupil enrolment	Teachers & Principals
Touwsrivier Primary School	493	13
Steeenvliet Primary School	791	21
Laingsburg High School	100	6
Baartmansfontein Primary School	51	2
Acacia Primary School	640	19
Matjiesfontein Primary School	67	2
	2142	63

Our trainers were warmly welcomed at all of the schools, and lessons had been prepared, as had been requested. Some schools are undergoing renovations and remedial work, but nearly all schools were reported to be neat and attractive, with some attempt to beautify the surrounds of the school. The olive grove at the entrance to Laingsburg High School was reported to be laden with ripe olives.

The majority of the teachers with whom our trainers interacted, were delighted to gain more information and insight into their general teaching methods and practice, as well as additional knowledge about Edupeg. Lessons observed varied from those where very little was demanded of the pupils, where many of the pupils were largely inert, while the teacher did most of the work and indeed both asked the questions and then provided the answers herself, to where learners were accustomed to working alone, getting on with their own work, with the occasional consultation with a friend. In such an environment as described first, above, children almost detach themselves and are little involved in the proceedings (and teachers become exhausted from doing all the work).

Lack of group work and differentiated activities frequently results in lessons being pitched at the lowest level of the class, with obviously a negative impact on those learners of greater ability. The result is that the more able learners are also progressing very slowly. Using the workbooks themselves, rather than photocopied sheets, was strongly recommended to educators. By using photocopies, learners were deprived of the opportunity to handle books, as well as the colour and clarity of the attractive and detailed pictures, diagrams and graphs.

Using Edupeg as a resource enabled learners to be given opportunities to work with a variety of questions, and the diagrams, graphical representations and pictures can be used to link maths to the everyday world of the learners, and can simultaneously assist students to understand maths concepts. Learners can also be encouraged to use the information provided (by the text, graphics, diagrams and pictures), to find the answers, for themselves. Learners would thus have greater engagement with the activities, they would be more involved, less bored and inattentive and teachers would have a better understanding (of the work), as well as be less exhausted, as they would not be the sole source of information.



Pupils also need adequate opportunities to be more active in class, to practice setting out work and accurately recording their answers. Separate written tasks can easily be given, and thus the quicker learners can be engaged in more challenging tasks, and the slower learners can also complete tasks which they can manage. In both instances opportunities are presented to enable the confidence and self-esteem of the children to be enhanced.

Teachers were also encouraged to use Edupeg as a tool to increase critical thinking skills. Some schools are looking to introduce additional mathematics sessions, to attempt to boost the very low scores in this subject. Lack of group teaching, lack of use of resources and lack of use of concrete equipment to consolidate understanding and learning of concepts taught was discussed with most principals and educators. Our Foundation Phase trainer was very concerned about the lack of teaching using concrete apparatus, particularly in Foundation Phase, as observed at a number of schools. The vast number of children who are evident in these schools, and who present with FAS, is quite disturbing. Management of classes where there are large discrepancies between the abilities of learners puts much additional strain on teachers. The learning support teachers do try to help all learners with difficulties, but apparently dismiss those children who do not make progress.

In one class, 30 out of 35 children were repeating the grade. Latent aggression was also evident in some learners, who obviously resort to physical means to settle any disagreements. Some learners demanded a high level of teacher affirmation and in some cases it did not appear that children were used to working in groups. The quality and quantity of attention that can be given to learners is minimised when teachers are always operating at "full stretch". Educators were very receptive to any advice and guidance given by our trainers and many have particularly asked to be observed on future visits. "This area also brought to the fore the enormous problems raised by the large numbers of learners who are advancing through the schools without having learned even the basics of reading and writing. Not only are their needs not really being attended to, but the able learners are being disadvantaged. The organizational and teaching skills required to manage these learners on a daily basis in large classes are beyond the scope of many educators. I feel quite strongly that some special arrangements will have to be made in the near future by the Education Department to contain this extremely worrying situation." Shirley du Plessis, Trainer, May 2008. We hope that WCED will take note of the above, and look to seek a solution.

Sincere thanks to Ingrid and Shirley for their dedication and care, and to our donors, SACTWU and Vukani Gaming/V-Slots for their generosity, which allows us to go back to support both educators and learners in these schools.



TOUWSRIVIER/MATJIESFONTEIN/LAINGSBURG
27-29 MAY 2008

PRINCIPAL COMMENTS

- Edupeg is 'n baie goeie bron van ondersteuning en word gebruik om leerders vir toetsing voor te berei. Dankie vir die ondersteuning en hulp aan die skool. (Acacia Primêre Skool)
- Baie dankie dat u vir ons kom ondersteun met die Edupeg in ons klaskamer. Dankie vir u leiding en vriendlikheid. (Matjiesfontein Primêre Skool)
- Baie dankie vir die besoek en die leiding wat u aan ons kom bied het. (Touwsrivier Primêre Skool)
- Baie goeie hulpbron. Kan definitief baie help om LITNUM-uitslae te verbeter. (Steenvliet Primêre Skool)
- Edupeg vorm deel van die beplanning in Grondslagfase. Word as taak karate gebruik. Dankie vir nog 'n goeie bron met temas wat ons beslis gaan gebruik. (Hoërskool Laingsburg)

REGION: **Western Cape: George, Wilderness, Plett**

Name of school	School based visits	Pupil enrolment	Teachers & Principal
Tyholorha Primary School	12.05.08	1317	33
Thembalethu Primary School	13.05.08	938	28
Mzoxolo Primary School	14.05.08	707	17
Conville Primary School	15.05.08	864	26
Rosemoor Primary School	16.05.08	1053	27
Smutsville Primary School	19.05.08	324	10
Redlands Primary School	20.05.08	96	4
Ruigtevlei Primary School	20.05.08	50	2
Rondevlei Primary School	21.05.08	76	2
Oakhurst Primary School	21.05.08	67	2
Hibernia Primary School (courtesy)	22.05.08	526	14
Heidedal Primary School	22.05.08	1659	43
Huis Outeniqua Primary School	23.05.08	93	7
Hoogkraal Primary School	23.05.08	75	3
		7845	218

The schools into which we work in George, fall roughly into 3 categories: small multi-grade farm schools; average sized primary schools and large primary schools, where the enrolment exceeds 1 000 learners. The funding available to us has allowed for an altered training programme, which we have initiated this year, and which allows us to spend a full day in the large primary schools. This enables us to see more educators, and to thus penetrate the schools more thoroughly. This arrangement also allows adequate time to interact with the principal, the Edupeg champions/co-ordinators, and to more fully evaluate the storage and lending system in the school. Sharing information, receiving feedback, and listening to problems and challenges promotes understanding and helps to deepen and strengthen relationships in schools. It remains crucial, that our working relationship with a school, is positive.

"It is absolutely vital that we obtain the trust and respect of the educators, if we are to have any influence over their teaching at all". Shirley du Plessis - report May 08.

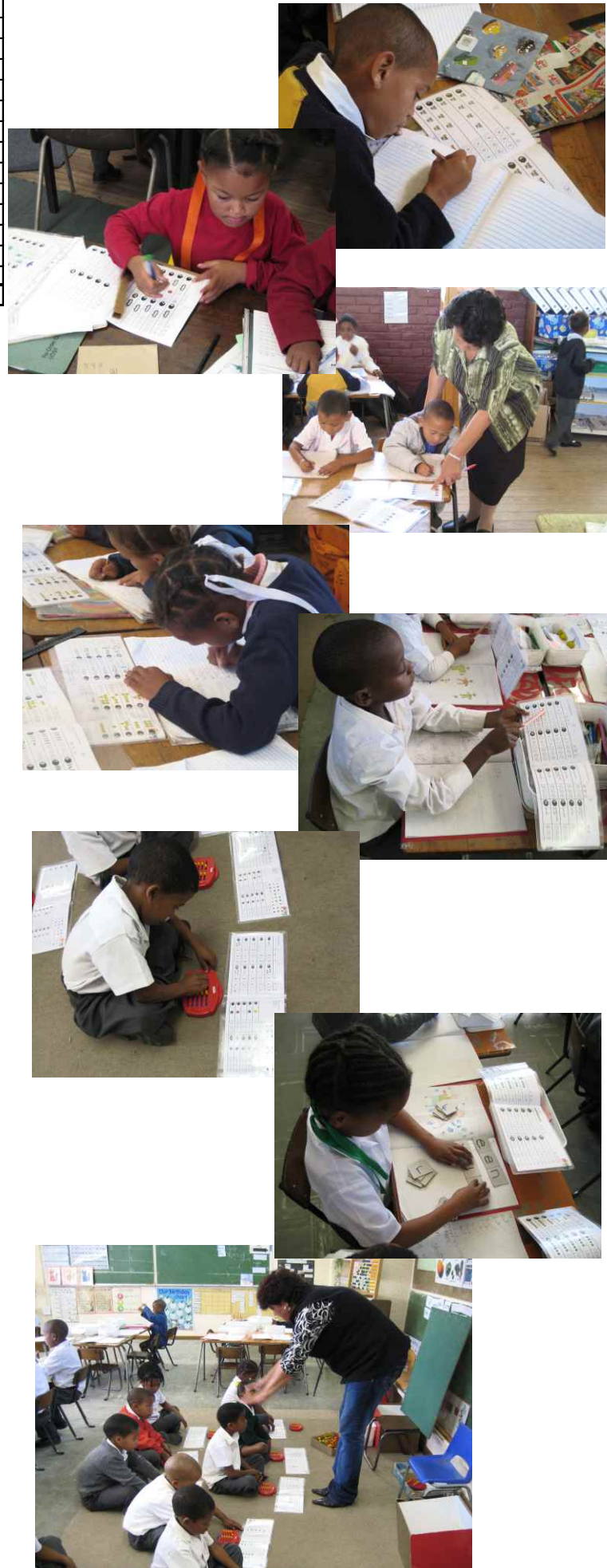
Being invited into classes to either demonstrate Edupeg usage, or observe a lesson taught, is a rare privilege. Teachers are under enormous pressure to complete an often complex and extensive curriculum. Courses, meetings and the inevitable disruption that are part of school life, all leech valuable time from actual teacher pupil interaction and diligent teachers are very conscious of this.

When we observe lessons, teachers need to feel secure in that we are aware and comprehend the multiple challenges under which they work. Even the conscientious teachers often feel vulnerable and exposed. They are also keen to acquit themselves well and to show that their learners are making progress. Some time was spent during these weeks, re-building relationships and the necessity for sensitivity and tact on our part was again highlighted.

Seeing Sedgfield Primary settled into their beautiful new school, was an uplifting experience. Although the classrooms have yet to be adequately furnished with desks and chairs, and although storage facilities are sadly lacking, the improved spirit amongst the educators was noticeable. I complimented the secretary and principal, on the immaculate ladies cloakroom, where fresh flowers were placed in each cubicle. Both glowed to receive some recognition and praise.

We were exposed to some wonderfully competent teachers, and creative and well planned lessons. In some schools a culture of Edupeg usage is becoming more obvious. Heidedal Primary School is a good example, of where through strong leadership and direction, as well as realistic educational expectation, Ms Joseph has encouraged and motivated her staff to conscientiously utilise good teaching practice, including using practical resources, and where the systemic evaluations indicate improved statistics.

What is worrying, are the vast numbers of learners who are passing through the system, unable to either read or understand basic mathematical concepts. Once learners have repeated their allowed year per phase, they remain in the system, largely inept. Frequently, the poor



self esteem and confidence of such children is very evident (and is also obviously very detrimental to the child). Aggression in some schools is very prevalent, and either through frustration, or through modelling behaviours observed, children seek to settle their differences physically.

The classical teaching methods that are still utilised by many teachers, where "talk & chalk" dominates, and where activity based learning is minimal, exacerbates this problem. Lessons are pitched at a level where either the weakest learners are lost, due to their lack of skills, or where the more advanced students are bored or indifferent, as the work offers them no challenge. Some teachers also ask and then answer their own questions, giving the learners no opportunity to really engage and participate in the lesson. That pupils can't read, or where the routine is that teachers explain every instruction, step by step, often further hampers learning. Pupils eventually become passive, waiting to be told what to do, and where they take little or no ownership of their own learning.

The poor results in many school with regard to the systemic evaluations, could be linked to the lack of experience that pupils have, of working on their own, reading instructions, following these, scrutinizing data and then systematically recording their answers. Edupeq can strongly support pupils with all of the above, and those schools who do regularly use this resource, indicate the improved confidence and competence of their learners.

The lack of teaching using concrete equipment particularly in Foundation Phase, is extremely disturbing. Many teachers appear to have no idea how to utilise the WCED provided equipment and we frequently observe how many of these valuable teaching resources are used as objects of amusement, and where sets/kits are eventually diminished due to their spread amongst the classes and lack of any control of use or storage. We continue to demonstrate, encourage, support and suggest how to best utilise and include concrete and semi-concrete resources in lessons. However whole class teaching does not allow for this.

A number of schools in this region have a high percentage of children who are impacted upon due to FAS. The large classes, of diverse capabilities make it even more challenging for teachers to cope with the demands of such children, even when Learning Support Services are in evidence.

Challenges in education continue to be in evidence, and we are grateful for the reliable and constant funding from our generous donors that enable us to continue to support both educators and learners in this cluster.

Sincere thanks to Shirley and Ingrid, for their diligence, patience, sensitivity and quiet persistence.



GEORGE/KNYSNA/PLETTENBERG BAY
MAY 2008

PRINCIPAL COMMENTS

- Edupeg word origins deur Grondslagfase opvoeders gebruik leersame advies is in albei fases gegee. (Rosemoor Primary School)
- Edupeg is 'n ontsettend waardevolle gereeldskap om in die kurrikulum te gebruik. Met die regte gebruik kan dit help om sistemiese evaluering aan te spreek. (Conville Primary School)
- This is to confirm that Edupeg officials have been to the school and they have demonstrated maths and language lessons. (Thembaletu Primary School)
- Edupeg has shown us the importance of using books that demonstrate the lesson. (Tyholora Primary School)
- A constant follow up by Edupeg will give educators more knowledge, skills and attitude. (Mzoxolo Primary School)
- Ek waardeer die positiewe advies van Edupeg helpers. Baie, baie dankie vir die leiding. (Rondevlei Primêre Skool)
- Dit was baie aangenaam om die Edupeg span hier te kon hê. Hul raad en bystand maak altyd 'n verskil. (Oakhurst EK Primêre Skool)
- Die gesprek met die verskillende personeelgroepe was bemoedig en beter begrip kan verkry word vir volgehoue toepassing. (Hibernia VGK Primêre Skool)
- Die Edupeg material is voorwaar 'n aanwinst in ons skool. Opvoeders sal nog meer aangemoedig word om hiervan gebruik te maak. (Heidedal Primêre Skool)
- Edupeg material is fantastiese, kleurvolle and uitstekende hulpmiddels vir ons leerders. (Huis Outeniqua Primêre Skool)
- Ek voel dat ons skool baie baat gevind het met u besoek sowel as meer akt as net WGWWW aan te ken. (Hoogekraal Primêre Skool)



It is most rewarding to work with a project such as The Anna Foundation, as they are, as an organisation, infused with energy. They also have structure and planning as high priorities in their programme, which is witnessed by the successful events they organise and manage, as well as their carefully crafted scholastic programme planning.

Shirley du Plessis and the Anna Foundation Project Manager, Marli Ackerman, spent a valuable planning session together, where the focus was placed on integrating the Edupeg resources with the set programme at the after-school clubs. Shirley was able to share how many of the colourful and detailed pictures can make a valuable contribution to more exciting lessons, which will have increased depth and content. The use of pictures can also promote in the learners, added opportunities for verbalisation and improved and increased language proficiency. Additionally, children's visual acuity and visual skills in general, can be enhanced. Increased confidence and self-esteem are also developed, as children engage in the verbal interaction and exchange of ideas. Open questioning is encouraged which results in all answers being right, and which promotes critical thinking skills and reasoning.

Shirley then travelled through to Stellenbosch to participate in the weekly training session. Here the importance and value of written work was emphasised, and how this activity can assist to consolidate the methodology of recording concepts taught, and obviously assessment of written tasks is more easily undertaken.

Perceptual Development and Skills, was also dealt with, as the children, with whom we are involved will have had little or no opportunities for such activities. The lack of such skills can seriously impair learning. Edupeg has fairly extensive coverage of Perceptual Skills, spread over four books, allowing for consolidation and revision of concepts covered. This section of the workshop interaction was welcomed and well received by the participants, (many of whom themselves benefited from this information and practical experience).

The feedback forms from the workshop indicate the depth and appreciation for the support given to these after school clubs, and almost all attendees singled out Shirley's warm, sincere and caring manner and the huge value of the knowledge she shared.

We are indeed most fortunate to have trainers of this calibre, and thank our generous donors for making available the funds, to allow us to work in this most worthwhile project.



REGION: Western Cape - Wynberg

Name of school	Pupil enrolment	Teachers & Principal
Thandabantu Pre-Primary School		
Zamakhanyo Pre-Primary School		
	150	6

The obvious support and benefit that the two schools visited, gain from their alliance with Yabonga, are most evident. The caring atmosphere, of acceptance and involvement that are described at both schools, and the obvious benefit to the learners, give one great encouragement. The nurturing structure to which these children are exposed, provides a valuable and secure base upon which these young children can build.

The tragic loss of Ms. Ntotnjeni's child late last year obviously continues to have an impact on this teacher, who has understandably not yet fully recovered from the loss. The lesson observed did not build on the knowledge and information previously shared, which would best benefit these young learners who have had little exposure to early learning and to perceptual development. Our trainer, Ingrid van der Spuy, dealt with this situation with her usual caring and supportive manner. Additionally, she has engaged the involvement of the principal, Eugenia Mbilana, who will look to give this teacher additional support.

The Zamkakhanyo Pre-Primary should soon begin to benefit financially, as with a permanent structure now in place, (built by Dutch volunteer students), this little institution can look to benefit from formally being registered with WCED, as well as with Social Services. A positive health inspection had recently taken place and generally things look to be set to improve yet further at this special little school. The educator observed is described as an exceptionally positive and vibrant personality, who fully engages with her young learners. Her energy and vitality, and the obvious pleasure that she has in her vocation and the enjoyment she gets from working with young children, is positively remarked upon. The learners enjoyed the lesson taught, and fully engaged with the activities set. They also demonstrated their familiarity with themselves carrying out tasks and their involvement with both their environment and learning.

All children at both schools enjoy school feeding. Also, all children are commented upon as being exceptionally neat and well turned out, non-withstanding that they reside in informal settlements. We hope to be able to return to the Grade R class in Vrygrond, that has been re-located to Capricorn Primary, now that they have settled in at their new school. We will look to do this in the third quarter.

We are grateful for the funding that has been made available to us by our donors, which enables us to continue our work in this little cluster of schools.



YABONGA
6 MAY 2008

PRINCIPAL COMMENTS

- I thank you so much about the Edupeg because it helps and teach children in different ways. (Zamukhanyo Educare Centre)
- Thanks to you about what you are doing for our school, our children are starting to identify numbers, colours and they are happy to be working with Ingrid. (Thandabantu Pre-Primary School).

Leadership and good administration play intrinsic roles in the healthy learning environment of any school or institution. In this cluster one would need to single out the school of H. Venter Primary, under the exceptional leadership of Mr Johan de Koker. The school and surrounds are described to be in pristine condition, maintenance is part of an on-going process and the atmosphere was described by one of our trainers as being, "palpably positive and proud". Lessons in both phases had been carefully planned and differentiated teaching, meeting the needs of the very varied school enrolment, was observed in the lessons taught. Thought, careful preparation and planning had evidently taken place prior to the lesson presentations, and the educators were aware of the ability levels of their learners. Feedback from our trainers was received with extreme gratitude and appreciation, and educators showed a real willingness to learn and gain new information, skills and techniques. Classrooms were reported to be neat and attractive, with relevant wall charts and learners' work carefully displayed. The learners engaged in the set tasks with enthusiasm and group teaching, differentiated tasks, "open" questions and the obvious regular practice of the above, resulted in greater class participation. A number of other schools in the cluster are also making an effort to embrace new teaching styles, and to incorporate resources as part of teaching equipment. It is vital that learners are able to interact with learning material and resources, and that tasks and activities are set in such a way, that the learners are able, with some application, to obtain for themselves, an answer. This will promote confidence and self esteem and even the weaker learners can be given tasks so that they too can experience success.

In some schools, there appears to exist however, an alarming lack of awareness, about teaching and learning in general. Poor administration and management are often more evident and schools are littered, in need of maintenance and often appear rather grubby and neglected. It is alarming that some schools do not read, or have the capacity to understand written information sent into the schools, or perhaps there is a general lack of will to make the requested arrangements.

Some educators appear to have no understanding themselves, of certain concepts to be taught, and no awareness that in many instances prior to teaching, establishing foundations in specific concepts needs to be in place, before additional meaningful learning can take place.

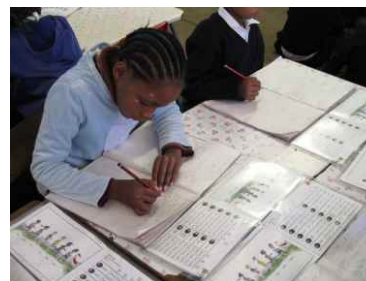
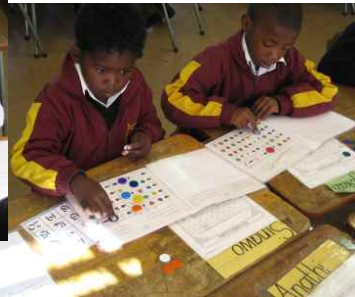
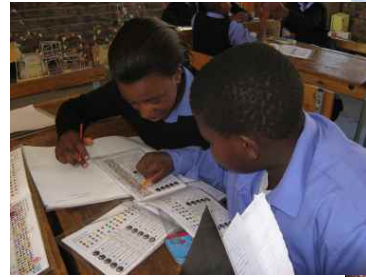
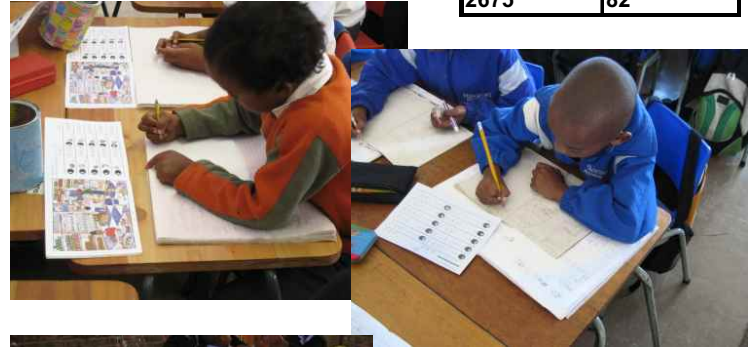
In some schools, teachers have possibly embraced the programme as maximally as they are able, (or prepared to). Visiting and re-visiting such schools can eventually be counter productive, as educators can become resentful of repeated visits. We will confer as a team which schools we will "graduate", due to the above criteria.

At some schools despite repeated demonstrations and support visits, we find that the resources are not used. Educators at such schools are reluctant to teach any form of lesson, for they will obviously be exposed (as having not used the resources). We are thus at times met by a level of resentment and aggression. We will confer about these schools too, and with guidance from WCED, look to possibly withdraw our support, including our resources, from such schools. Sadly the learners will once again be the losers, losing the opportunity of differentiated classroom teaching, as well as the opportunity to handle and use resources, to gain knowledge, information and life-long learning.

Special thanks to our dedicated donors, SACTWU, The HCI Foundation and Vukani Gaming/V-Slots for their generous and much appreciated financial support.

REGION: Western Cape: Ashton, McGregor, Robertson

Name of school	Pupil enrolment	Teachers & Principal
Dagbreek Primary School	54	3
Vergesig Primary School	54	3
De Villiers Primary School	315	10
Uitnood Primary School	38	2
Masakheke Primary School	315	10
McGregor Primary School	315	10
Ashton Combined School	655	17
Klaasvoogds Primary School	315	10
Prospect Primary School	196	8
H. Venter Primary School	163	8
Laerskool Ashton	1031	29
	2675	82



ROBERTSON/ASHTON/MCGREGOR
15-24 APRIL 2008

PRINCIPAL COMMENTS

- Tydens besoeke word die woorde van die hulpbron opnuut besef. Deurlopende ondersteuning sal waardeer word. (Vergesig Primary School)
- Die Edupeg material is in baie waardevolle addisionele hulpmiddel tot die kurrikulum. Dit dien 'n goeie doel. (De Villiers Primary School)
- Edupeg word gebruik soos nodig by wiskunde en tale. Werkswinkels word aanbeveel word. Verskaffing van material en ondersteuning is van uiterste belang. (Uitnood Primary School)
- The Edupeg team has visited our school on the 18.04.08 whereby they have observed 1 educator in the Foundation Phase and 1 in the Senior Phase. (Masakheke Combined School)
- Versoek van meer om opvoeders in Grade 4-7 te help met integrering aan ander leerareas (Laerskool Dagbreek)
- Goed. Die fasiliteerders het goeie terugvoering gegee. (Ashton Combined Public School)
- Lesaanbieding in elke graad van die onderskeie fases blyk die ideel te wees, ten einde elke opvoeders se eie behoeftes aan te spreek. (McGregor Primêre Skool)
- Baie dankie vir u moeite. Dit is egter moeilik in 'n vol skoolprogram om besoeke op kort kennisgewing te kan inpas. (Laerskool Ashton)
- Die leerders genier die Edupeg lesse. Hul sien uit om met die apparaat te werk. Leerkragte vegroot, prente om vir leerders sienbaar te maak. (H. Venter Primary School)