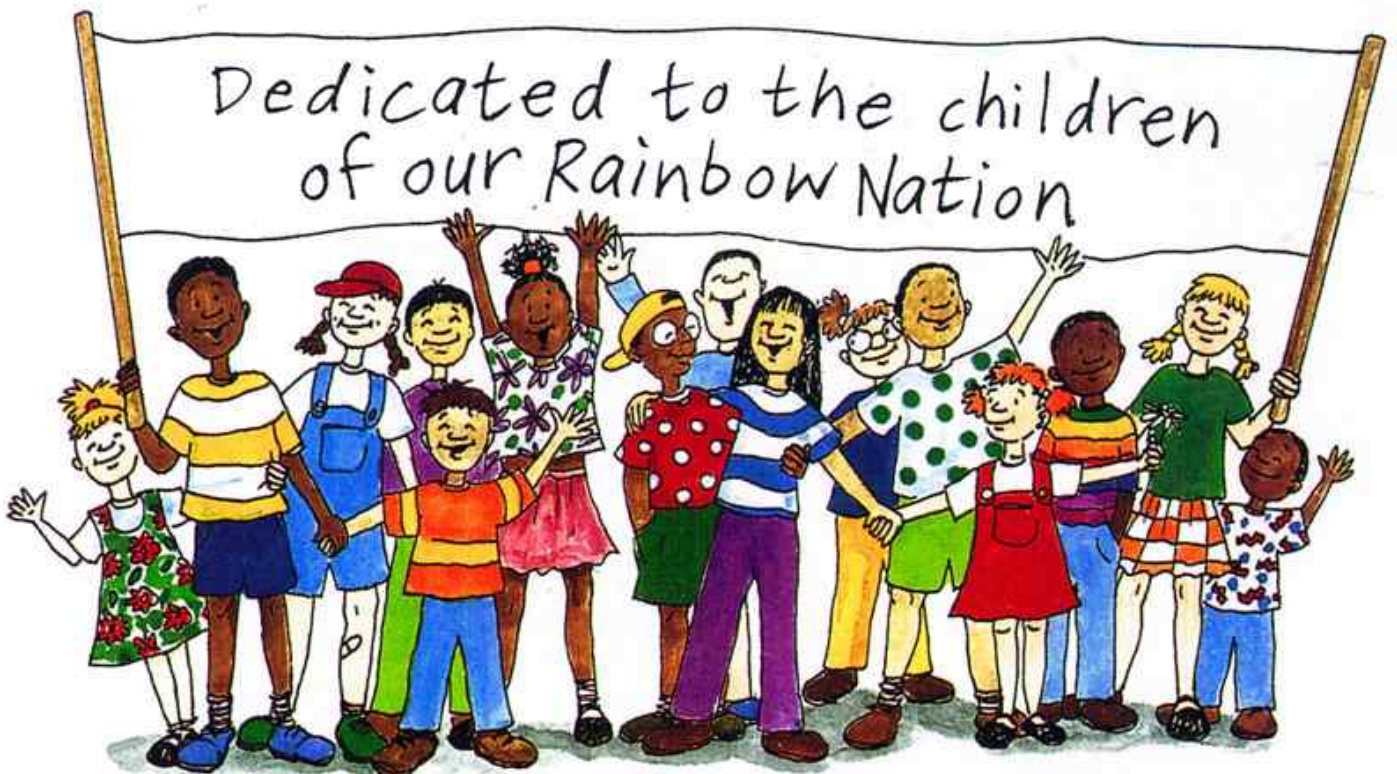




Edu-peg

# THE SACTWU EDUPEG PROJECT

## 3<sup>rd</sup> 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

3<sup>rd</sup> QUARTER REPORTS  
2008

# KWA-ZULU NATAL



## 21 JULY - 21 AUGUST & 19 SEPTEMBER 2008

**REGION:**

Umbumbulu - Cluster 1

It is very pleasing to note, that many of the schools have now established a pride in their educational environment. School grounds are reported to be neat and attractive, with both flower and vegetable gardens being well established. Litter in the schools is less prevalent. Some schools have been re-furbished and re-painted and a few schools are presently in the process of having extensive renovations, to improve the school facilities.

The patience and resilience of both principals and educators is revealed, when, for example, our trainers are still made welcome in schools that are undergoing re-construction, and where multiple classes are housed in a hall, or 2 classes are in one classroom, due to space constraints. We are often quick to generalize and to criticize teachers en-mass, but there have been revealed to us, many very dedicated and committed educators who have worked, and often continue to work, in very challenging conditions.

Classrooms are virtually all reported to be neat, clean and tidy. Attractive and appropriate posters are displayed in the classroom and art work done by the learners is now also finding its way onto classroom walls. It is very encouraging to be aware that in Kwa-Zulu Natal, the necessity for children to have access to reading material has been heeded and almost all classes have a dedicated reading area.

Prepared lessons and lesson notes are also very much more prevalent in Kwa-Zulu Natal schools. These lessons are properly planned and the educators also obviously have clarity and understanding on why lessons need to be prepared and the usefulness and necessity of this practice. What is also very encouraging, is the use of concrete equipment along with semi-concrete/abstract material, particularly in the Foundation Phase. Also encouraging is the fact that educators are including a variety of resources in the lessons that they prepare and teach, and that learners are exposed to these resources, frequently get to handle/use/manipulate these materials and thus enrich their learning experience and ultimately understanding of concepts. I feel that the Kwa-Zulu Natal Education Department, NGO's and ourselves, deserves some credit for this very positive development.

Learners are being encouraged to be much more active in the classroom and their responses are noted and often debated/discussed in group work. Many teachers have commented upon how the colourful pictures in Edupeg and the nature of the activities, encourage the development of communication, conversation, reasoning and critical thinking skills. Students are now more likely to answer questions in full sentences or to record written work with greater comprehension. Only in a few rare cases did I feel that the lesson was too easy for the developmental stage of the learners. Usually the activities connected to the lessons were diverse and comprehensive, frequently covering a number of Learning Areas. It is also very pleasing to note that teachers are beginning to use monitors. This frees them up to focus on their actual teaching, makes them less tired, and additionally promotes leadership and independence in the learners.

The reception of principals and staff, was uniformly positive, except at Maliphume Primary School. The principal is very positive here and keen to have the programme implemented, but there is a resistance to

Name of school	Pupil enrolment	Teachers & Principal
Kwa Thambo Primary School	861	17
Sesifikile Primary School	485	11
Jaja Primary School	794	18
Enkanyisweni Primary School	495	16
Ohlengeni Primary School	237	7
Adams Higher Primary School	747	20
Ophapheni Primary School	636	16
Sheshisa Primary School	630	12
Dlambula Primary School	433	9
Ithenjane Primary School	352	9
Inkwali Primary School	355	9
Mashiwase Primary School	205	8
Dabulizizwe Primary School	580	16
Mklomelo Primary School	862	20
Putellos Primary School	338	9
Kwa Gwegwe Primary School	373	11
Powerscourt Primary School	622	17
Maluphume Primary School	279	8
<b>9284</b>	<b>233</b>	



do so, from the educators themselves. We will monitor this and see how best to proceed. What is of interest, is this school is described as being in a very poor state of repair and in desperate need of maintenance. The physical condition of one's working environment definitely has an impact on one's outlook. This may be a factor that has had a negative effect on teachers at this school..

Putellos Primary School principal, Mrs T B F Mhlongo, needs to be commended for putting a mentorship programme in place at the school, to ensure that new staff members are made aware of the resources and materials available in the school.

Generally I am well pleased with the progress that we have made in this cluster, and thank our two trainers for their commitment and hard work. Special thanks too to our donors, whose belief in the work that we do, and their generous financial contribution, makes possible the work we are able to do in these rural communities. Thanks too to our administrative staff for the "background work", which ensures that our planned training runs as smoothly as possible.

The educators commented:

- We observed and acquired more skills, knowledge and methods of teaching by using the Edupeg material.
- It encourages more group work and makes easy understanding for the learners.
- We were more motivated by the facilitators.
- This is a very good project for our rural community school.
- Rural schools have limited resources.
- The materials are very eye-catching.
- The learners learn with excitement when they are using Edupeg Books.
- The learners liked the pictures.
- The resources are excellent for shy learners.
- Learners in the rural areas are not exposed to different aspects of life and the fact that Edupeg can be used for more than one Learning Area is most important.

Some successes from the champions:

- I am very pleased that I made it this time and I am getting used to Edupeg material. Observation lessons must continue as they help us. Learners show a big improvement in communicating and calculating and critical thinking skills are developed when they are doing the activities.
- We observed and acquired more skills, knowledge and methods of teaching by using Edupeg material.
- It encourages more group work and makes easy understanding for the learners.
- We were more motivated by the facilitators.



**UMBUMBULU – CLUSTER 1**  
**JULY-AUGUST 2008**

**PRINCIPAL COMMENTS**

- Edupeg lessons contributed a lot to the teaching and learning progress. We like our deal with them to be transparent (known to the Mkhambathu/Ward Manager). (Kwa-Gwegwe Combined Primary School)
- I hereby request Edupeg to assist my feeder school which is called Hlembusizwe Junior Primary School. (Dabulizizwe Senior Primary School)
- This programme and method is good for learners and makes teaching style easy and interesting. (Adams Primary School)
- Edupeg material is in full use at Ophapheni Primary and is of good benefit to the school. We further request other visits by Edupeg facilitators for Senior Phase educators. (Ophapheni Primary School)
- Edupeg material is assisting our learners to improve in their education. We will also appreciate if the neighbouring schools can also be assisted. (Dlambula Primary School)
- The programme is very educational. Our learners are using the pegboard and it compliments the classroom information. (Ithenjane Primary School)
- This programme is enjoyed greatly by both the educators and learners in our school. The educators still struggle to co-ordinate these resources to other Learning Area's other than Maths & Numeracy. (Inkwali Primary School)
- Edupeg materials are very useful. Educators are using these teaching resources a lot. Learners enjoy working with this material because they seem practical. (Mashiwase Primary School)
- Thank you for the Edupeg material that I received. It will make a great difference at our school. Thanks for this initiative, it really helps to uplifts the literacy and numeracy. (Putellos Primary School)
- Thank you very much for supporting our school. Our school is in the rural area but our learners benefit and are enlightened with skills. (Powerscourt Primary School)
- This Edupeg programme is very useful in our school and it is helping a lot and we keep these resources very clean. (Maliphume Combined Primary School)

The patience, sensitivity and non-judgemental attitudes of our trainers have really had a positive impact on the educators with whom we interact in this cluster. All suspicion about our visits is gone, and our trainers were welcomed with genuine warmth and appreciation.

The care, safe storage and access of the materials is now more well established in all schools, and a borrowing system is also more fully in place at the schools. Having a full day to spend in 4 of the six schools, is a much more effective training model, and where we were able to spend a full day, very positive results were reported.

Unfortunately, there was a taxi strike, to co-incide with the national strike called by COSATU, and thus the teachers were unable to take their usual transport to school. Elizabeth Dlamini had foreseen this potential problem, and we were able to put plans in place to deal with this. Unfortunately it meant that we were only able to spend a half day at each of Nhloya and Cebelihle Primary Schools, but the interaction at both schools was very positive.

Lessons had been prepared for our trainers to observe, and this too demonstrates the trust that has been built up between trainers and educators. It is distressing to be aware that the teacher pupil ratio in many of these schools is very negative. Shirley was in a Grade 4 class at Mhlazane Primary School, in which there were 67 learners. Even a highly qualified teacher, with good capacity, teaching skills and advanced teaching methods, who had access to teaching resources, would find teaching such a large group of pupils, extremely challenging. What was noticeable, in all lessons in the Intermediate Phase/Senior Phase, is that in the lessons taught almost all comprise mainly "talk and chalk", with a lengthy exposition by the teacher. The tasks set are frequently not sufficiently challenging for the pupils, who are seldom encouraged to think and formulate answers of their own, but most frequently expected to recite information given to them by the teacher. Some children have little or no understanding of this knowledge and merely join in, while others often remain mute. Verbal question and answer activities in classes of this size, are not really satisfactory. Only a few learners are able to be given the opportunity to answer questions, and many students resort to an attitude where they seldom, if ever, participate. The activities set do not maximise opportunities for the learners to actively engage with challenging tasks, which will stretch their skills and capabilities. Filling in photo-copied sheets does not provide a meaningful assessment of the skills, capacity and understanding of a learners' awareness of a concept. That a handful of brighter pupils may volunteer accurate verbal answers, does not accurately indicate that the entire class has equal understanding and comprehension of concepts.

Meaningful, written tasks, that help to consolidate learning are also not completed sufficiently frequently. As the teachers are slowly gaining confidence in the non-judgemental support visits, and as the educators try lessons using Edupeg that are more learner centered, they are slowly beginning to realise the potential of the programme and how using resources can support learning for all pupils in a class.

Many factors, such as distances travelled to and from school, contract transport, the skills and capacity of teachers, the many curriculum changes, the expected administrative tasks, etc, all have an impact on the teachers' time/ability/willingness to actually prepare lessons to teach. "Talk & chalk" style lessons do not take as much preparation as

**REGION:**

**Kwa-Zulu Natal: Isandlwana**

Name of school	Pupil enrolment	Teachers & Principal
Isandlwana Primary School	321	14
Buhlebamangwe Primary School	370	9
Nhloya Primary School	277	10
Mhlazane Primary School	456	8
Mampugna Primary School	391	10
Cebelihle Primary School	178	6
	<b>569</b>	<b>16</b>



lessons where groups will be engaged in various activities. We need to continue to encourage teachers to plan lessons, with varied applications for their learners.

It would appear that Shirley's focus on

- The aim of the lesson (what one wants the learners to learn)
  - How one is going to establish whether the learners have indeed learned that (assessment via the task or activities of the learners)
  - And the specific resources that one is going to use,
- Was well received and this will be followed up on our next visit.

What was also of concern, was to be aware that the school feeding that we have always observed to be in place in this remote cluster, does not appear to be functioning as effectively as previously. The children in these schools rely on the warm nutritious meal they receive at school, as many of the homes from which they come have either social grants only, or no income.



We are indebted to our donors for the funds granted to enable us to continue to work with these schools. The huge challenges that the educators and learners face in this remote area, are vast, and being able to bring some support and relief to the schools, is always appreciated.

A special thank you to Isandlwana Lodge, for the gracious and warm hospitality extended towards our trainers.

Ms Elizabeth Dlamini is a wonderful support to us, and her quiet efficient manner ensures that all is always in place for our visit.

Thanks too to our admin team who have much to prepare for each cluster visit.

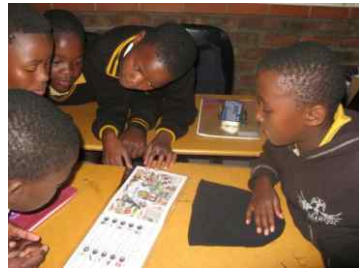
**ISANDLWANA**  
**4-8 AUGUST 2008**

**PRINCIPAL COMMENTS**

- We are using Edupeg materials quite successfully and extensively. (Isandlwana Primary School)
- Thank you for coming and we appreciate your support and motivation. (Buhlebamangwe Primary School)
- Edupeg is a versatile supplementary material which forms an integral part of the curriculum. Credit must be given to the facilitators as they showed us how integration should be done. (Mampugna Primary School)
- Thank you for your presentation. The resources provided are very much useful in developing learners and educators. Keep it up! (Mhlazane Primary School)
- Edupeg helps us a lot with valuable resources, textbooks and disks. We have a shortage of Edupeg textbooks. Thank you very much. We received Resource Books and plastic sleeves. (Nhloya Primary School)
- We, at Cebelihle School highly appreciate the assistance you render to us. Your material gives us great support in our work and we utilize it. (Cebelihle Primary School)

**REGION:** Kwa-Zulu Natal - Kokstad

Name of school	Pupil enrolment	Teachers & Principal
Seven Fountains Primary School	1238	33
Nomzamo Primary School	982	19
Xoloxolo Primary School	831	16
	<b>2220</b>	<b>52</b>



Our trainers received a very warm welcome from the management and educators, at all schools. It is very encouraging to note that much of the information shared during our last visit has been put into place. All of the educators with whom we interact appear to be very grateful for the advice and support given to them, in their classrooms and at the feedback sessions. The teachers shared, that on each visit they learn something new, and begged our trainers to continue with their support visits.

The physical appearance of Seven Fountains Primary, is always a delight and the obvious care and through that went into the planning of this school, always makes a positive impression. We are so frequently exposed to such challenging learning environments, that just being at this school creates a feeling of well being. We are delighted that Seven Fountains Primary School Foundation Phase classrooms will be getting teaching mats in the near future, and we will certainly assist teachers in this area, as this form of practical teaching using concrete equipment will be a method that the majority of teachers have not been exposed to previously.

The departmentally supplied storage cupboards have made a positive impact in all of the classrooms we visited. Ideas around having a formalised perceptual development programme, and the differentiated teaching and activities, were areas of discussion in all schools. Attention will be paid to these important aspects during our on-going work here. It is tragic that educators are co-erced into accepting too many learners and particularly, learners who are too young for their grade. Some of the classes we visited, had approximately 60 learners in a grade. For a highly skilled, well trained, confident and competent teacher, who has adequate teaching resources, this task would be very challenging. For the teachers with whom we interact, many of whom lack skills and capacity, this task is overwhelming. It is sad to hear from teachers, that they feel isolated and abandoned by the Education Department they serve, and that they seldom see departmental officials. We will also need to continue to encourage the educators to set tasks for the students, and then allow the learners to tackle the tasks.

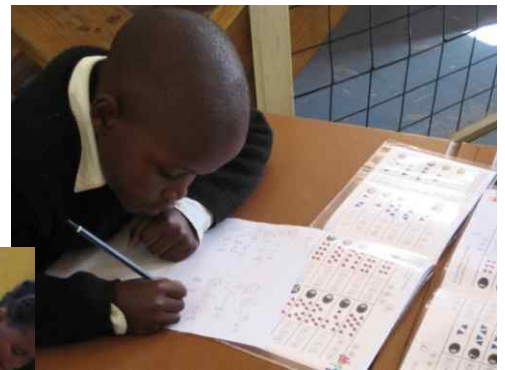
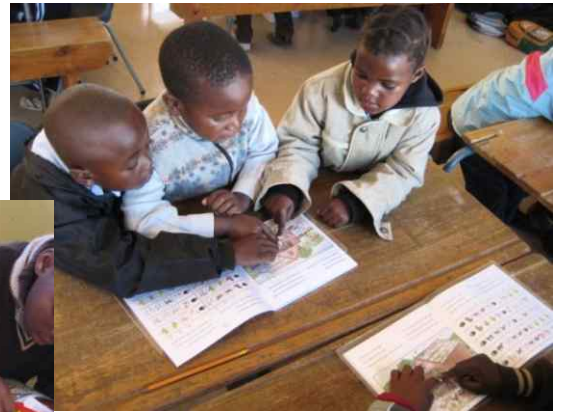
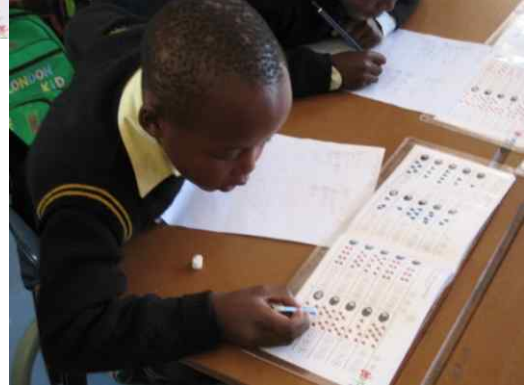
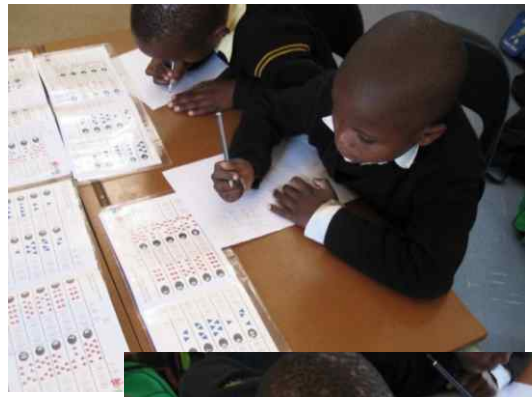
In all schools, in all phases, teachers frequently spent an inordinately long period of time, explaining things to the class. Frequently during this time, questions asked were also answered by the teachers, which left very little to challenge the pupils. This is also exhausting for the educator! Multiple tasks, assigned to a number of groups is to be encouraged, but teachers will need assistance to gauge and plan the complexity of these tasks so that they challenge the learners, but that they are easily understood, so that the learners can actually commence with the activities and not require excessive teacher input and support.

What was also a little disturbing, is that in some instances, the tasks set for the learners had little or no correlation to that which had been taught by the educator. The understanding that something is taught, then practiced and then evaluated, is not clearly understood by many of these educators. Photocopied sheets that require simple filling in of answers, is what we most frequently see as written activities. These have value on occasion, but learners require much more challenging tasks and regular practice in thinking, solving and recording for themselves, their thoughts and thought processes. We continue to sensitively guide and suggest such activities.

Our trainers also often mention the restlessness of the learners, frequently squashed into desks, 3 or more to a desk designed for 2. These children have to remain seated for often inordinately long periods of time, inert, yet expected to listen. Once they are given tasks, the learners usually settle down happily to try to do the set activities, with pleasure at being relieved from the prolonged listening periods. We do need to continue our support of these schools. I will need to look at the costs going forward, as we have both Xhosa and Zulu learners and teachers in this cluster, and all educators appreciated and have verbalised their desire to also have our two very talented and well experienced Western Cape trainers present at the school support visits.

Sincere thanks to our very generous donors who make possible the training in this cluster, including the integration of trainers, training and the cross pollination of ideas, methods, skills and information.

Thanks too to our trainers, who travel long distances to reach Kokstad, and to our special admin staff, who put much time and effort into the planning of all cluster training.



**KOKSTAD**  
**11-12 AUGUST 2008**

**PRINCIPAL COMMENTS**

- The session was very interesting and helpful. (Seven Fountains Primary School)
- Edupeg is helping a lot in the school. The facilitators give constructive feedback and all the teachers are very eager to present lessons for them. (Nomzamo Primary School)
- The school is greatly benefiting from the programme. Educators feel capacitated and empowered. (Xoloxolo Senior Primary School)

## 25-28 AUGUST & 1-2 SEPTEMBER 2008

What is pleasing to report, is that in this cluster, all schools are described as neat, attractive, fenced and all have beautiful gardens. Many schools also have vegetable gardens, the produce from which can be utilised to augment the school feeding, which is in place at all schools. Additionally, garden projects can make children aware of sustainability, as well as nutrition. If the community is involved in the garden projects, this activity helps to attach pride and ownership to the school, (by the community), and discourages vandalism.

It is also very heartening to note how all but one principal, was present at their schools during our visit, how all were aware of our programme and that all principals gave support and encouragement to this project in their schools.

Storage of Edupeg is reported to be most satisfactory in all schools. Classrooms were all reported to be neat, clean and tidy, with attractive and useful posters displayed on the classroom walls. All of the above are indicative of good school management and governance, where centres of learning are encouraged, and the school principals and management teams must be commended for the roles that they play.

More positive news, is that the lessons observed were of a high standard, all involved group work and a number of lessons were planned and executed across a number of Learning Areas. Monitors were used in a number of the classrooms and although some classrooms were reported to be very congested and overcrowded with learners, learner participation was high and the pupils were actively involved in the activities. Both the educators and our trainers deserve high commendation for this achievement. We need our children to play active roles in their own learning, and the wonderfully differentiated and varied lessons which were reported on, certainly satisfy these criteria.

We are pleased to have brought Khanyisizwe Special School on board. This school serves children in the area who have learning challenges and disabilities, and the educators were delighted to have been made part of our outreach in this cluster. Teachers were effusive in their thanks for the recognition by Edupeg, that these children too, need stimulation, exciting learning material, and more equal learning opportunities.

We were disappointed to be unable to interact with educators at *Georgedale Primary*, due to the teachers being involved in the OLSET project. Our dates are carefully co-ordinated and confirmed with schools, and we need to encourage principals to communicate with the office/regional office/trainers, should problems arise. It is extremely expensive to send trainers out, when no interaction is possible.

Of concern too, is that teachers at *Fredville Primary* went to attend a Union meeting during school hours, leaving the children un-chaperoned and where no teaching was able to take place. The principal and a few teachers had remained to oversee the school feeding of the learners, which in many instances is crucial, as this meal may be the only meal of the day for the children. The teachers were then set to go to the Union meeting. With a growing awareness of the crisis in education, it is disturbing that time is taken from the teaching day to attend meetings which could surely be scheduled in afternoons or at weekends. We were unable to observe any lessons here.

Generally I am well pleased with the progress that we have made in this cluster. Much of this development needs to be attributed to our very dedicated trainers, who with their quiet, dignified and respectful manner, have been able to build very positive relationships with the principals and educators in this cluster. Sincere thanks to the Kwa-Zulu Natal training team, to our very caring and appreciated donors, and to our little admin team, all of whom make considerable and valuable contributions to the success of our community work.

**REGION:** Kwa-Zulu Natal: Camperdown  
**DATE:** 25 Aug - 02 Sep 2008

Name of school	Pupil enrolment	Teachers & Principal
Charles Memorial Primary School	559	13
Georgedale Primary School	1599	27
Ingede Primary School	729	12
Fredville Primary School	668	12
Intongela Primary School	463	10
Camperdown Primary School	169	9
	<b>4187</b>	<b>83</b>



**CAMPERDOWN**  
**AUG-SEP 2008**

**PRINCIPAL COMMENTS**

- Edupeg material is very good in promoting learner participation in the classroom. However we would like to have more Intermediate Phase Edupeg material. (Ingede Senior Primary School)
- Thank you for the follow up. Could you please supply us with a stamp? (Intongela Combined Primary School)
- Though not all educators have started to use it, Edupeg is helpful and more workshops are still in need. (Georgedale Primary School)
- The material that we received from Edupeg is used, especially by the Maths educators, in their lessons. (Camperdown Primary School)
- Edupeg is quite a good thing and there is a lot of improvement in my staff. Since we have our Junior Primary School, which is our feeder school, I will recommend that they also join us and be supplied with Edupeg material. (Fredville Senior Primary School)

The schools in this cluster are all neat and have gardens, but some of the physical buildings do require maintenance. The well established vegetable gardens at the schools are remarked upon by our trainers and the bounty from these patches will bring added nutrition to the school feeding provisions that all schools in this region benefit from.

It is pleasing to note that all of the classrooms visited were neat and attractive and that relevant wall charts were part of the display materials on the walls of the classrooms. Reading areas and activity centres were seen in all of the Foundation Phase classrooms and it is pleasing to note that a demarcated Reading area was also seen in a number of Intermediate Phase classrooms.

MI Paruk Primary has a school library, and we were delighted that our Edupeg resources were carefully and neatly stored in this room. Zubane Junior Primary School is under pressure for space, and the teaching principal has no office or store-room. Her grade classroom has to serve as classroom, office and store-room at present. Ingukweni Primary also has a shortage of classrooms, and the Grade 6 learners are accommodated in the school hall. Many classrooms are over-crowded with learners, to the extent that teachers are unable to circulate around the classroom to see what learners are doing/or to assist learners at their desks. Teachers in this cluster are however, uncomplaining for the most part, and are so grateful for the support and assistance that they receive from Edupeg.

We are delighted to see that lessons were prepared in all classes that we observed. Teachers have applied themselves to contrive lessons where learners are encouraged to be active participants in the lessons and where pupils will need to use reasoning, critical thinking skills and prior knowledge, to deduce answers. It was pleasing to note that differentiated group work is encouraged (and practiced)!

The Edupeg material is well used and carefully stored in this cluster, and the confidence that learners display when using the Edupeg resources, is testament to its use. These children from rural and semi-rural areas, are always immaculately turned out in full school uniform, and they are polite, well mannered and well behaved at school. It is testament too, to the good teaching in this cluster, that learners are able to communicate well amongst themselves, to discuss and debate situations, find solutions, and to agree or to disagree! What great strides we observe here, when one reflects on the previously mute and immobile learners in a class!

Teachers are planning lessons where the tasks are appropriate and where a range of work is covered. Good interaction and feedback took place at the workshops for the Junior Primary feeder schools in the area. Each workshop was held at the individual school, and thus learners were included in the demonstration lessons, which was valuable for the teachers who were observing. There was much excitement and enthusiasm generated at these sessions.

It was disappointing that the session arranged at Hawa Primary School could not take place due to the absence of both the principal and educator. The telephonically confirmed date made the week prior to the visit, gave no indication to our trainers of any problem with the date or clash with any other departmentally planned activities.

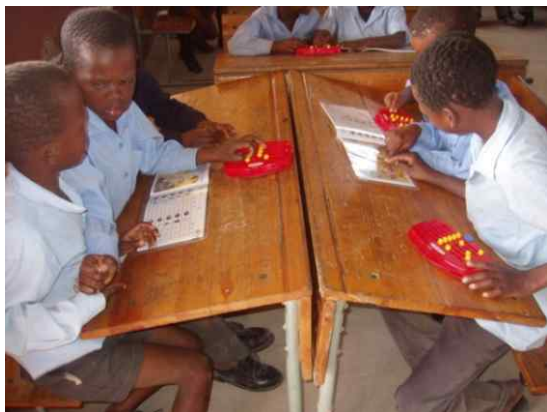
Our resources are being well used in this cluster and I attribute this in part to the very caring and dedicated manner in which our two Kwa-Zulu Natal trainers conduct themselves. They always use their two ears to listen, prior to using their single mouth to speak, and their quiet, gracious and respectful manner endears them to all with whom they come in contact. Thank you Sibongile and Nomvuzo! Thanks too to Brenda and Thobelani, as well as our donors and our admin staff. Together we're a great team!

**REGION:**  
**DATE:**

**Kwa-Zulu Natal: Ndwedwe**  
3-12 Sep 2008

Name of school	Pupil enrolment	Teachers & Principal
Amatata Primary School	351	9
Ingukweni Primary School	260	6
Mqedi Primary School	214	6
Hawa Primary School	168	4
Emakheni Primary School	210	8
Kwajessop Primary School	342	7
Umsunduze Primary School	321	6
Ubuhlebemfundo Primary School	242	8
	<b>2108</b>	<b>54</b>





## **NDWEDWE**

**3-12 SEPTEMBER 2008**

### **PRINCIPAL COMMENTS**

- There is a remarkable improvement in the learners' performance in different subjects, especially in maths. The educators and learners enjoy using the material. (Ubuhlebemfundo Primary School)
- Yes, the programme is of great help to our educators and learners. Learners enjoy it very much because it is more practical and allows them to exercise their time and space and it is very fun. (Emakheni Primary School)
- Thank you for being resourceful to our school. I suggest that you expand this to our feeder schools Umzokhulayo Junio Primary and Sanele Junior Primary Schools. (Umsunduze Higher Primary School)
- Your service in our institution has made a great contribution. I still hope that you'll come up with something about lesson plans. (Kwajessop Primary School)
- As the department has introduced Foundations for Learning, which concentrates more on Numeracy and Literacy, we find Edupeg material has more useful activities to assess learners. (Amatata Primary School).
- Thank you very much for this wonderful programme. Edupeg is a programme which openly develops our learners, educators and community. (Mqedi Senior Primary School)
- Thank you once again for allowing our school to be part of the Edupeg programme. Both educators and learners use Edupeg regularly and they enjoy using it. I would be very glad if our feeder school, Mcetshwa Primary, can be part of this programme. They start from Grade R to Grade 4. (Ingcukwini Primary School)



## **REPORT: THIRD QUARTER 2008**

### **BY BRENDA VILBRO**

This term we visited Umbumbulu Cluster 1, Camperdown and Ndwedwe.

Our approach of visiting individual schools per day has certainly paid off, especially in Umbumbulu Cluster 1, where previously there were some educators who had a negative attitude towards Edupeg. This has enabled us to spend more time with educators in their classrooms. These negative attitudes have changed since we have been able to address educator's concerns as they arise in their specific schools. My observation is that educators speak more freely of their challenges if they are in their own environment with their own staff. We have also included a 'Feedback Session' during our visits which are held after the observation lessons, and in these sessions any difficulties or problems are shared and remedied. This slot is also used for further motivating the educators. The facilitators do this by thanking and acknowledging the good Edupeg lessons that have been taught during the day.

In Camperdown, the lessons that have been observed have been very good. The educators and principals here show absolute commitment to the programme.

With the exception of Hawa Primary school where we experienced problems, the Ndwedwe school visits and observation of lessons has run smoothly. The learner's handling of the pegboards and workbooks have improved tremendously.

Mr Sokhela (Camperdown Circuit) and Mr Mcube (Ndwedwe Circuit) have been kept up to date with the programme. Unfortunately Mr Sibiya has taken up a post in another Circuit and I have not yet had the opportunity of meeting with his replacement. Mr Mcube and I are currently arranging a Principal's workshop for the Ndwedwe schools.

The educators and principals have expressed their gratitude for the additional materials that they received from Edupeg. The additional resource books that have been supplied to the schools which have enabled every educator in the school to have their own resource book have made a huge difference to the increased number of Edupeg lessons taking place. The educators love the books and often comment that the resource books are being used as a guide to assist them in preparing for lessons across all Learning Areas.

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